

**INFLUENCE OF PRINCIPALS' MANAGEMENT STRATEGIES ON STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN WAJIR
NORTH SUB-COUNTY, KENYA**

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Declaration and Approval

Declaration by the Student

The work presented here is my own work that has not been presented in any other university or institution for any other degree.

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Supervisor's Approval

I confirm that work presented here has been done by student under my supervision.

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Dedication

This project is sincerely dedicated to all my family members and friends



Acknowledgement

It is with heart felt gratitude I take this opportunity to acknowledge my supervisor Prof Mary Mugwe for the tireless effort, motivation and support accorded to me when developing the project. Secondly, to my family and friends of good will who have always encouraged me on my studies as for the advice you have always provided has helped me to reach this far. Thirdly, I wish to acknowledge Hussein Abdi Mohamed and Abdijabar Adan for the unwavering support throughout my studies. Additionally, to all participants who took part in one way or the other and also provided productive information that helped to generate research findings am humbled by your action. Finally, to all scholars of various work who helped in generation of knowledge that helped to generate this project I appreciate you all.



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Abstract

Research investigated nature of influence of principals' management strategies on students' academic performance of public secondary schools. Management strategies was characterized by provision of resources, supervision practices, discipline management and principals' motivation strategies while students' academic performance by improvement in standardized test scores, enhanced graduation rates and improved attendance rates. Investigation was guided by General Systems Theory in conjunction with Theory of student participation. Research intended to find out and recommend what type of relationship exist between management strategies of principals in public secondary schools on students' academic performance following liberalization for education sector in Kenya. Mixed methodology and descriptive design were used. Research study location was secondary public schools in Wajir North Sub-County where a target population of 2, 212 participants that is 1 Sub-County Director of Education, 4 principals, 94 teachers, 1, 627 students and 486 parents were targeted. By use of Slovin's formula, a sample of 339 participants including 1 Sub-County Director of Education, 4 principals, 40 teachers, 194 students and 100 parents was arrived at. Questionnaires, interview schedules guide and focus group guide tools for collecting data were used to gather information from participants. Testing for validity of instruments was done by vetting by experts where content validity was done with consultation with supervisor but for face validity was improved through preliminary testing. Instrument's reliability was tested using Cronbach's alpha formulae and adjusted to increase reliability coefficients to 0.70. Piloting in two schools in Buna Sub-County was conducted. Quantitative information was analyzed by use of frequency tables and inferentially by use of Karl Pearson's correlation coefficient to determine relationship using Statistical Packages for Social Science Version 24. However, qualitative data on the other hand analysis was done thematically then presented in narration while quantitative data analysis was attained using percentages, frequencies and use of Karl Pearson correlation coefficient to test relationship and results interpreted by use of graphs, percentages a long with frequency tables. Based on research findings it was found that principals' provision of resources such as human resources and instructional resources has a significant influence on students' education success. In addition, supervision of teachers' and students' activities in school are critical including supervision of records of work. However, discipline management has to be effective, fair and consistence to facilitate academic success of students and motivation practices such as teachers' capacity building helps teachers to develop enthusiasm aiding in change of attitude and creation of morale among students to study. However, the study recommends that there is a rising need for educational policy makers to give priority on resource allocation in schools, increase funding of instructional resources, increase hiring of qualified teachers while improving school physical infrastructure. Moreover, Board of Management may facilitate digitalization of supervision practices in schools, and ensure that discipline management strategies are effective, fair and consistence. Consequently, school leadership ought to ensure school motivation policies are effective and consistence among students' and teachers in order to improve academic performance.

Table of Content

Declaration and Approval	ii
Dedication	iii
Acknowledgement.....	iv
Abstract	v
List of Tables.....	xi
List of Figures	xiii
List of Abbreviations and Acronyms	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.0Introduction	1
1.2Background of the study	1
1.3Statement of the Problem	3
1.4Objectives of the Study	5
1.5 Research Questions	5
1.6 Justification of the Study.....	6
1.7 Significance of the Study	6
1.8 Scope of the Study	7
1.9 Limitations of the study	7
1.10 Delimitations of the Study	8
1.11 Assumptions of the Study	9
1.12 Operational Definitions of Terms	10
CHAPTER TWO	11
LITERATURE REVIEW.....	11
2.0 Introduction	11
2.1 Principals' Management Strategies and Students' Academic Performance	11
2.2 Influence of Principals' Provision of Resources on Students' Academic Performance .	12

2.3 Influence of Principals’ Supervision Practices on Students’ Academic Performance....	13
2.4 Influence of Principals’ Discipline Management Practices on Students’ Academic Performance.	15
2.5 Influence of principals’ motivation strategies on Students’ Academic Performance.	17
2.6 Theoretical Framework	19
2.6.1 General Systems Theory	19
2.6.2 Students Participation Theory	20
2.7 Conceptual Framework	21
2.8 Research Gaps	23
2.9 Summary of Literature Review	24
CHAPTER THREE	25
RESEARCH METHODOLOGY AND DESIGN	25
3.0 Introduction	25
3.1 Research Methodology.....	25
3.2 Research Design.....	25
3.3 Location of the study.....	25
3.4 Target Population	26
3.5 Sampling procedures and Sample size.....	26
3.6 Research Instruments	27
3.6.1 Interview Schedule Guide for Principal’s and Sub-County Director of Education	27
3.6.2 Focus Group Discussion Guide for Parents	28
3.6.3 Questionnaires for Teachers and Students	29
3.7.0 Piloting of Research Instruments	29
3.7.1 Testing for Validity	30
3.7.2 Testing for Reliability	30
3.7.3 Testing for Dependability	30
3.7.4 Testing for Credibility.....	30

3.8 Data Collection Procedures.....	30
3.9 Data Analysis Procedures	32
3.10 Ethical Considerations	34
CHAPTER FOUR.....	35
RESEARCH FINDINGS AND DISCUSSIONS.....	35
4.0 Introduction.....	35
4.1 Response Rate.....	35
4.2.0 Report on General Characteristics of Participants	36
4.2.1 Participants Gender	36
4.2.2 Respondents Education Level.....	37
4.2.3 Age of Students.....	37
4.3.0 Report on Influence of Provision of Resources Practices on Students’ Academic Performance in Public secondary schools.....	38
4.3.1 Report on Inferential Findings on Influence of Provision of Resources Practices on Students’ Academic Performance in Public Secondary Schools	42
4.3.2 Report on Thematic Analysis of Influence of Provision of Resources on Students’ Academic Performance in Public Secondary Schools.....	44
4.4.0 Report on Influence of Supervision Practices on Students’ Academic Performance in Public Secondary Schools.....	45
4.4.1 Report on Inferential Findings on Influence of Supervisory Practices on students’ Academic Performance in Public Secondary school	49
4.4.2 Report on Thematic Analysis of Influence of Supervisory Practices on Students’ Academic Performance in Public Secondary Schools	50
4.5.0 Report on Influence of Discipline Management Practices on Students’ Academic Performance in Public Secondary Schools	51
4.5.1 Report on Inferential Findings of Influence of Discipline Management Practices on Students’ Academic Performance in Public Secondary Schools	55
4.5.2 Report on Thematic Analysis of Influence of Discipline Management Practices on Students’ Academic Performance in Public Secondary Schools	56

4.6.0 Report on Influence of Principals’ Motivation Strategies on Students’ Academic Performance in Public Secondary Schools	58
4.6.1 Report on Inferential Findings on Influence of Principals’ Motivation Strategies on Students’ Academic Performance in Public Secondary Schools	61
4.6.2 Report on Thematic Analysis on Principals’ Motivation Strategies Influence on Students’ Academic Performance in Public Secondary Schools.	62
CHAPTER FIVE.....	64
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	64
5.0 Introduction.....	64
5.1.0 Summary of Research Findings	64
5.1.1 Provision of Resources and Students Academic Performance in Public Secondary Schools	65
5.1.2 Supervision Practices and Students Academic Performance in Public Secondary Schools	66
5.1.3 Discipline Management Practices and Students Academic Performance in Public Secondary Schools	66
5.1.4 Principals Motivation Strategies and Students Academic Performance in Public Secondary Schools	67
5.2 Conclusions.....	68
5.3.0 Recommendations	70
5.3.1 Recommendations for Practice	70
5.3.2 Recommendations for Further Research.....	70
REFERENCES.....	71
APPENDICES	76
Appendix I: Self Introductory Letter.....	76
Appendix II: Informed Consent Form	77
Appendix III Students Assent Form.....	78
Appendix IV Parents’ Consent Form.....	79

Appendix V: Interview Guide for Principals’ and Sub-County Director of Education.....	80
Appendix VI: Focus Group Discussion Guide.....	83
Appendix VII: Questionnaire for Teachers.....	86
Appendix VIII: Questionnaire for Students	91
Appendix IX: Research License from NACOSTI	96
Appendix X: Introduction Letter to NACOSTI	98
Appendix XI: Ethical Review Committee Certificate	99
Appendix XII: Authorization Letter from Wajir County Director of Education	100
Appendix XIII: Authorization Letter from Wajir County Commissioner	101
Appendix XIV: Authorization Letter from Wajir County Government	102
Appendix XV: Map of Wajir County Showing Wajir North Sub-County.....	103
Appendix XVI: Similarity Index Report.....	104



List of Tables

Table 1 KCSE performance in public secondary schools in Wajir North Sub-County over five years	4
Table 2 Target population	26
Table 3 Sample size.....	27
Table 4 Data Collection Procedures	31
Table 5 Data Analysis Procedures.....	33
Table 6 Response Rate of Participants	35
Table 7 Report on Teachers Questionnaire on Provision of Resources and Students' Academic Performance	39
Table 8 Report on Students' questionnaire on Provision of resources influence on students' academic performance	41
Table 9 Report on Analysis of Teachers and Students Frequencies on influence of provision of resources and academic performance of students.....	43
Table 10 Report on Karl Pearson Analysis of Provision of Resources and Academic Performance of students in public secondary schools.....	43
Table 11 Report on Teachers Frequencies on Influence of Supervisory Practices on Students' Academic Performance in Public Secondary Schools.	46
Table 12 Report on Students Frequencies on Supervisory practices influence on students' academic performance	48
Table 13 Report on Frequencies of Teachers and Students Influence of Supervisory Practices on Students' Academic Performance	49
Table 14 Report on Karl Pearson Correlation Coefficient Analysis on Influence of Supervisory Practices and Students Academic Performance in Public Secondary Schools.	50

Table 15 Report on Teachers’ Questionnaire on Frequencies on Influence of Discipline Management Practices on Students’ Academic Performance in Public Secondary Schools	52
Table 16 Report on Students Questionnaire on Frequencies on Influence of Discipline Management Practices on Students’ Academic Performance in Public Secondary Schools	54
Table 17 Report on Teachers and Students Frequencies on Discipline Management Practices on Students’ Academic Performance in Public Secondary Schools	55
Table 18 Report on Karl Pearson Correlation on Discipline Management Practices Influence on Students Academic Performance in Public Secondary Schools	56
Table 19 Report on Teachers Questionnaire on Frequencies of Influence of Principals Motivation Strategies on Students’ Academic Performance in Public Secondary Schools..	58
Table 20 Report on Students Questionnaire on Frequencies of Influence of Principals Motivation Practices on Students’ Academic Performance in Public Secondary Schools...	60
Table 21 Report on Analysis of Teachers’ and Students’ Frequencies on Influence of Principals Motivation Strategies on Students’ Academic Performance	61
Table 22 Report on Karl Pearson Correlation Analysis on Influence of Principals Motivation Practices on Students’ Academic Performance in Public Secondary Schools.....	62

List of Figures

Figure 1 Conceptual framework.....	22
Figure 2 Percentage Gender of Respondents	36
Figure 3 Respondents Level of Education	37
Figure 4 Percentage Age of Students'	38



List of Abbreviations and Acronyms

GST	General Systems Theory
ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
NACOSTI	National Commission for Science, Technology and Innovation
UNICEF	United Nations Children's Fund
USA	United State of America



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This area discusses background information that formed ground for investigation, problem statements discussion on how variables of interest influence each other, purpose for conducting this investigation, objectives that shaped research as well as research questions. In addition, areas on significance along with justification are also presented while limitations together with delimitations underlying research explained. Consequently, terms in variables are operationally defined.

1.2 Background of the study

Students in secondary schools their academic performance is greatly influenced by social economic factors, environment of school, parental education, parental employment as well as place of residence where these students leave and commute to school (Mulinge, 2022). However, Chemiat, (2020) observed that management strategies such as school administration leadership style, teacher lesson attendance, teacher lesson preparation, students well written notes, regular lesson observation and enhanced school attendance are some of the management strategies that have a great influence on students' academic performance although factors such as supervision, provision of resources, Principals' Motivation strategies as well as discipline management was not addressed. Therefore, education is a very important tool in the development of a nation hence the reason behind nations in Sub Saharan Africa coming up with policies on how to subsidize education for their people for instance Kenya and Uganda where Free primary education and free secondary education has already been introduced (Chemiat, 2020).

Education is a pathway for individual development and also a backbone to the country development. This is because, in keeping with Radhika, (2018) in India observed that some factors such as students' attitude, skills of the teacher, leadership aspects of the headteachers, school resources have a significant effect on high school students' levels of learning in public institutions. However, classroom congestion is considered as an impediment for teachers when reaching out to their students. Therefore, the major purpose of a school is to give a conducive environment for students' acquisition of knowledge and skills because where there is an enabling school environment students tend to put more effort in their studies hence better academic performance (Maitra, 2018). Moreover, Namunga, (2017) noted that in America, England and Australia, leadership activities of the principals in public high schools as the main contributor to students' academic excellence. This is because where teachers and students were well motivated by principals' students' improvement in academic results was realized. Furthermore, these arguments agree with Cruickshank, (2017) observations in United State of America where principals' management practices are undergoing reforms to attain better leadership practices that acts as enabler to academic achievements. These was facilitated by the realization by ministry of education in America that management practices of principals in senior school institutions influences students' academic abilities.

In an African context, Omotora, (2018) on factors affecting students of high school performance in Nigeria observed that, school climate comprising of variables such as large class size, attitude of teachers, availability of instructional media and teaching styles influenced positively secondary school students' performance in academics in Nigeria. Therefore, this necessitate for development of frameworks to ensure secondary institutions environment is safe as well as suitable for learning to enable provision of suitable environment for academic performance for the students. However, on a study carried out by World Bank, (2019) in

Mozambique demonstrated that leadership practices of the principals such as teacher appraisal practices and teacher professional development practices as some of the major factors contributing to academic performance of secondary school students in Mozambique. These arguments are however in support of Nirere, Philothere and Jean, (2023) who made an investigation on effects of leadership activities on students' academic achievements in Rwanda where it was found that poor principals instructional leadership practices lead to poor academic attainments of students in senior school institutions.

However, Njuguna, (2021) in Murang'a South Kenya argued that use of vernacular language in school, use of sub-standard English and sub-standard Kiswahili, inadequate assessment, unmonitored private studies, unshared school vision as well as mission of the school to be among major factors in the school environment limiting public school students' performance academically in secondary schools. However, Benedina and Charles, (2023) in Kisii South Sub-County observed that lack of proper utilization of instructional resources by principals as a major barrier to improved academic success among students in secondary institutions. Opined to these observations it is necessary to research on impacts of principals' management strategies pertaining students' success on academics in Wajir North Sub-County as authors above fails to describe how management strategies such as provision of resources, supervision, discipline management as well as principals' motivation strategies influence on students' academic prowess in arid and semi-arid areas public secondary schools and their influence on students' achievements.

1.3Statement of the Problem

Examinations that are done nationally in Kenya has an important space in students' lives in senior secondary schools at end of their four years' study in schools. This is opined to the fact that learners who perform well are subject to better courses in universities and colleges as this examination acts as an entry to universities and colleges as well as pathways to certain careers

for the students. These learners who are great achievers on academics work many are the times they are taken to have obtained education of high quality hence causing enhanced individual development leading to national development of the country. This is because the certification is used as a basis for selecting courses in universities or colleges (Mbogo, 2017). Although, the Kenyan government has placed mechanisms for ensuring learners are receiving good quality education across secondary schools in the republic, outstanding achievement remains a challenge on academic excellence in Wajir North Sub-County secondary public schools. This has been greatly influenced by observations that for the last five years' students' performance in KCSE has not yet been to expectations and in line with the provision of basic quality education as illustrated in table below.

Table 1 *KCSE performance in public secondary schools in Wajir North Sub-County over five years*

School	KCSE PERFORMANCE				
	2019	2020	2021	2022	2023
Bute boys	8.988 B	7.10 C+	6.11 C	7.09 C +	4.62 C-
Bute girls	8.35 B-	6.81 C +	6.51 C+	5.5 C	3.426 D+
Bute mixed	8.04 B-	7.2243 C+	2.64 D	7.03 C+	4.41 D+
Danaba mixed	-	-	-	7.0 C+	7.1 C+

Source Sub-County Director of Education Office 2023

Table 1 above demonstrates a downward trajectory of academic performance of secondary schools from 2019 to 2023 where Bute boys dropped from a mean of 8.988 (B) in 2019 to a mean of 4.62 (C) in 2023, Bute Girls dropped from a mean of 8.35 (B-) in 2019 to a mean of 3.426 (D+) in 2023 whereas Bute Mixed dropped from 8.04 (B-) in 2019 to a mean of 4.41 (D+) in 2023 although Danaba mixed despite being a newly established schools performs better in comparison to the other three schools in the Sub-County. Therefore, these downward trajectory in KCSE performance calls for the need to establish influence of principals'

management practices on students' educational success in Wajir North Sub-County, Wajir County, Kenya.

1.3 Purpose of the Study

To assess principals' management strategies influence on students' academic performance in public secondary schools in Wajir North Sub-County, Wajir County, Kenya.

1.4 Objectives of the Study

The study was conducted guided by the following objectives;

- (i) To assess influence of provision of resources practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya.
- (ii) To investigate influence of supervision practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya.
- (iii) To establish influence of discipline management practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya.
- (iv) To assess influence of principals' motivation strategies on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya.

1.5 Research Questions

Research aimed to answer the following research questions;

- (i) How does provision of resources influence students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?
- (ii) What is the influence of supervision practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?
- (iii) How does discipline management practices influence on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?
- (iv) What is the influence of principals' motivation strategies on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?

1.6 Justification of the Study

Wajir North Sub- County which is one of the Sub-Counties in Wajir County was the main focus for the study reason being investigations shown that there was low academic performance, low transition from secondary schools to university and colleges and low school attendance among secondary school students. The study aims at finding out how principals management strategies give remedies, transforms as well as add value in education system among secondary school students. Outcomes of the study were of great benefit in reducing knowledge missing gaps in the study area therefore giving research materials to teachers together with other stakeholders by narrowing the gaps while opening new opportunities for further investigation in the research area. However, the study also acted as a benchmark on how school management can improve on professional practices in academic improvement strategies among secondary school students. Moreover, research was bound to generate knowledge on school operations while projecting problems that principals come across in implementing resource-based strategies and make school managers focus on getting a better perspective of how principals can formulate strategies for addressing gaps between strategy formulation and implementation of competency-based curriculum.

1.7 Significance of the Study

Investigation outcomes are likely beneficial in strengthening ability of school principals in creation of policies that engage parents, teachers and Board of Management as it strengthens management practices in school day to day activities. However, stakeholders such as parents would be encouraged to offer support needed by students for enhanced academic performance as well as create urgency for provision of adequate facilities for learning as well as creating facilitating environmental conditions for students' academic achievement. This is because a healthy teaching and learning environment among secondary school students are bound for creation through provision of adequate physical facilities therefore assuring pupils mental, bodily, and emotional well-being. Research outcomes facilitates production of a healthy child

who is open to new learning opportunities, which leads to greater national examination performance and harmonious cooperation between teachers, students' parents as well as the school community to improve education in the sub-county. In addition, since secondary school students would be more receptive, considering them in school policy making, particularly, would make their academic performance better as well a reality.

1.8 Scope of the Study

Private school were less likely to form part of the study scope as it was majorly confined in government secondary schools. In addition, major focus pertaining the study mainly dealt with influence of provision of resources, supervision practices, discipline management and principals' motivation activities on academic attainment influence in secondary public high school learners in Wajir North Sub-County, Kenya. However, principals, teachers, board of management members, students together with their parents formed the target respondents of the study. Mixed method was also employed.

1.9 Limitations of the study

Despite of several measures being placed into place the study came across the following limitations;

(i) Security threat

Wajir North Sub-County being part of the larger Wajir County where security had been an issue once for a while due to terrorism attack security was identified as a limitation to the study. However, researcher sought for accompaniment of security personnel in order to make the research work a success where need arose.

(ii) Poor accessible roads

A good number of roads in the study area are dry weather roads therefore making it a challenge to access the study area although researcher made maximum use of available means of transport in order to reach out to the respondents.

(iii) Time constraints while collecting data

Wajir North Sub-County is adverse and sparsely populated area therefore researcher had to travel over long distances in order to reach out to the respondents. However proper planning and arrangements on means of travel as well as use of a research assistant went a long way to overcome time constraints.

(iv) Poor network connectivity

Poor network connectivity in the area posed a big challenge on communication as the area is part of the Arid and semi-arid areas where some facilities such as network connectivity are poor. However, researcher made a survey on available network services in the sub-county prior to research to ease communication in so as to meet intended purpose of investigation.

1.10 Delimitations of the Study

Focusing on several delimitations the study was conducted where they included the following;

- i. Investigation only addressed government secondary schools in Wajir North Sub-County as private schools and also public primary institutions were not part of research.
- ii. Research only confined on influence of provision of resources, supervision practices, discipline management practices and principals' motivation strategies and how they influence on academic attainment of learners in Wajir North Sub-County public secondary schools.
- iii. The respondents for the research only comprised of teachers, principals, members of the board of management, students together with their parents who come from government secondary institutions in Wajir North Sub-County as other stakeholders involved in schools were not a subject for research.

1.11 Assumptions of the Study

- i. That participants were genuine in their responses and were not biased when answering the research questions.
- ii. That participants voluntarily and willingly participated in the research without fear that some are being evaluated on their performance as stakeholders of schools.
- iii. That participants read and understood research questions as well as gave the most appropriate responses as per the real issues affecting students' academic performance to the best of their knowledge.
- iv. That participants did not provide generally acceptable information concerning impact of Principals' management activities on student's educational attainment of their schools but rather give objective information.



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1.12 Operational Definitions of Terms

Management strategies: It is methods of working or innovations that principals use for efficiency of systems of work in a school academic performance improvement.

Provision of resources: Refers to availing of materials needed by students on their daily activities in school that enable creation for a good environment for academic achievement along with other activities in school.

Supervision practices: Refers to holding academic staff meeting periodically and making class visitations in order to make observations concerning teaching-learning strategies applied by educators while providing the teachers with necessary learning resources.

Discipline management: This is the actions taken by administrators or teachers towards students' behaviors.

Principals' motivation strategies: Refers to processes of encouraging teachers to make them more engaged in class and providing continuous efforts to produce best results in student's abilities in their academics while celebrating their attainments as well as positive behavior.

Academic performance: Achievement in KCSE grade that marks as an entry to tertiary education

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Second part looked at various literature review pertaining principals' practices in management, education attainment of students, provision of resources practices influences on students' learners' achievements, supervision practices effects on students' achievements on their studies, impacts of discipline management practices on students' academic achievements and also impacts of principals' motivation practices on students' academic achievements. However, theoretical review, conceptual framework, research gaps and summary of literature reviewed has also been addressed.

2.1 Principals' Management Strategies and Students' Academic Performance

The success or failure of secondary school education for students is highly related to the management strategies of head of institution. This is because management of secondary public-school education especially in republic of Kenya is centrally placed on the shoulders of principals of various public secondary schools (Teachers Service Commission,2018). Therefore, the principal has been bestowed with a great responsibility of facilitating public secondary schools' students' academic achievements and one of the ways to achieve that is through proper management strategies. However, Omemu, (2017) observed that management strategies of the principals are highly concerned with shaping the school to the right direction in order to attain its objectives. In keeping with Omemu, (2017), in order for school goals to be attained by principals some of the management strategies to be carried out includes planning strategy, organizing strategy, coordinating strategy, staffing strategy together with the strategy on decision making. This argument agrees with Jefferson as recorded by Onuma, (2016) who noted that strategies for management have to concern with welfare of workers, supportive supervision, facilitation of professional growth at place of work, employee counselling together with motivation or giving of awards. Therefore, principals' management strategies that include

well outlined behavioral rules, encourages and motivates teachers to handle all class disciplines, increasing personal contacts with students, as well as management of staffs' developmental activities are some of the strategies that facilitate students' academic prowess in secondary school education (Omemu,2017).

Several factors normally influence academic performance of students, for instance as some students may not top class may take leadership positions in same class although many people put into consideration and more emphasis on grades unlike other students' competencies. (Yusuf and Nur, 2023). Literature on education shows that secondary school education plays a great millstone on the lives of the students as far as their growth and development is concerned. According to the Brazilian National Curriculum Guidelines for students', education for students start improving on their autonomy, how they interact with their environment, as well as association with other factors such as mathematics and languages in their early learning stages. (Brasil, 2017). However, results pertaining students' performance and public policies shows the importance of school policies on students' performance (Gresham,2015 and Correia, 2016). Therefore, these prepositions are indicative a direct impact exist as pertains management strategies on wellbeing of students in school as improved excellence in their studies are indicative of good entries to other academic levels.

2.2 Influence of Principals' Provision of Resources on Students' Academic Performance

Gunning (2018) underscores the great role played by visual aids, educational resources, as well as other forms of facilitation to the learning process of students while at school. Availability of visual aids not only spark learners' interest but also makes comprehension become a little easier as far as learning is concerned (Klier, Juliah & Muchter, 2017). In Canada, Miller (2016) observes that learning and teaching resources are very important facilitating element on academic work, serving as the cornerstone for effective educational programs. They emphasize

that these materials offer valuable opportunities for learners to apply their knowledge while assisting teachers in achieving their instructional objectives. In situations where institutions confront resource constraints, educators are encouraged to exhibit creativity by improvising and making the best use of locally available materials. An empirical study conducted by Nsa, Ikot, and Udo (2018) in Nigeria centered on comprehending impact of utilization of academic content on performance of pupils in their early childhood in Ikot Abasi Local Government Area. The study employed an experimental design involving management staff and evaluated 200 pupils for analysis. While the aforementioned research adopted a quasi-experimental approach, the current study employs a descriptive design method.

Lumuli (2019) underscores the significance of a well-structured classroom environment tailored to learners' preferences. Interactive displays in preschool settings, coupled with thoughtfully curated online resources, encourage active exploration of teachers' recommendations. In 2017, Ministry of Education while in partnership with UNICEF, introduced an approach to learning that is learner-centered approach as concerns teaching as well as learning processes. As per the Kenyan Ministry of Education Report (2016), learners' learning experiences are influenced by the availability, distribution, and utilization of methods for mastering concepts. Consequently, the present research aims at establishing the effects of knowledge utilization and accessibility of teaching materials on elementary reading proficiency among secondary school students, focusing specifically on the unique context of Wajir North sub-county.

2.3 Influence of Principals' Supervision Practices on Students' Academic Performance.

Oyewole and Ethinola, (2014) recommends that principals supervisory practices as the process of promoting act of teaching and learning collaboratively between principal and teachers. What can be drawn here is the aspect of working collaboratively is important between supervisors and supervisee in order to attain better results among the students. However, this argument

agrees with Anike, Eyiene and Egbai (2015), that instruction supervision is a collegial process where a more experienced teacher in the profession assists less experienced teacher in learning more suitable instructional approaches. From these assertions it can be drawn that instructional supervision of the principal has an advantage on academic achievements of students in classroom because it enables high educational standards are achieved. In Jamaica it was established that peer supervision encapsulates a collaborative relationship in the work place within schools. During this process small groups of teachers help each other in order to grow professionally (Constance, 2019). Consequently, in Japan it was established that holding case study meetings together with supervision of teachers as important ways of delivering training (Kazuko, Toshiyuki and Takeshi, (2017).

In African context, Bolarinwa, Ogunmilade and Bamikole, (2021) in Nigeria on teachers' regular supervision effects on students' achievements in their academics noted that a significant association is found between periodic teacher supervision on student educational attainment in secondary public schools in Nigeria. However, on similar research on impact of instructional supervision in Nasarawa State Nigeria, Usman, (2015) observed that classroom visitation by supervisors had a significant relationship to students' attainment in their studies, additionally, recommendations were made that school principal ought to give emphasis on lesson preparation, presentation of the lesson and preparation during lesson observation in class. However, in Tanzania Pudensiana and Chrispina, (2024) carried out a study in Kaham District in Tanzania to evaluate the effects of instructional supervision and noted that classroom visitation improves class management of the teachers in Tanzania consequently improving on academic attainment of students in secondary public schools. Additionally, it was observed that principals should observe lesson implementation to facilitate effective teaching as it was found to enhance academic attainment for secondary public-school students. In keeping with Kenyan

Republic, Joshua, Peter and Jared, (2021) carried out an investigation on impact of instructional supervision how it is most probably had ability to impact students' academic performance in Nakuru County Kenya. Consequently, it was revealed that secondary school education in Nakuru county had been faced with a number of challenges including poor students' academic performance in KCSE, poor teacher attitudes together with irregular schools' supervision. However, on a similar study in Migori County, Paul, Kennedy and Stella, (2019) both teachers and principals agreed that supervision is essential for students' attainment in their academics. Additionally, it was revealed that the principal has a responsibility in supervision. Therefore, this shows that there is need to find out the level of influence of supervision has in academic performance in Wajir North Sub-County.

2.4 Influence of Principals' Discipline Management Practices on Students' Academic Performance.

Discipline is a crucial component in human behavior and particularly for the students while in school as it has a positive relationship to their academic performance as without discipline the school cannot attain its goals (Ouma, Simatwa and Serem, 2013). Therefore, a student who is disciplined is regarded as that student who conforms to the predetermined set of school rules and regulations (Ali, Dada, Isiaka and Salmon, 2014). However, indiscipline is normally regarded as any form of behavior that is wrong and generally considered unacceptable in the society (Omote, Thinguri and Moenga, 2015). In keeping with Eshetu, (2014) discipline has always been acknowledged to be an essential tool in creating a positive environment for students' academic performance. Additionally, for successful teaching-learning processes, discipline is a basic requirement even for the classroom environment therefore should be a subject for concern for the teachers for quality education for the students (Eshetu, 2014). What all this means is that it is very necessary to take actions in a situation where students fail to comply with established school regulations as this can negatively impact them on their

academic performance. The literature shows that student's indiscipline in secondary schools is experienced in the whole world (Omote, Thinguri and Omoenga, 2015). According to Whisman and Hammer, (2014) on a study in United States of America in West Virginia it shown that 29.60% among third grade to eleventh grade learners had a one case or sometimes more referrals for demonstrating inappropriate conduct. However, on a study concerning students' discipline and academic performance in Finland observations made illustrated that degree of learners' discipline in secondary public schools has a direct positive relationship to academic performance and teachers has a responsibility in managing undesirable behaviors among students who break or fails to adhere to the set school rules and regulations (Erickson, Hanhimaki and Westerlund, (2021). Therefore, it means that it is necessary to continuously offer guidance as well as supervision from teachers, guardians or parents with aim of hindering them from associating with habits that are high risking that they make them socially as well as ethically acceptable.

In Africa various studies have tried to show the level of discipline and effects on their education attainment in high schools for example in Nigeria it was observed that among the most common indiscipline cases affecting students in secondary schools in Nigeria includes fighting, truancy, being absent from school, damaging of school property, class disruption and dress code violation (Ajibora, Lukman and Ali, 2014). But student misbehavior is a common problem not only affecting secondary schools in Nigeria but also cutting across all over nations in Africa as similar situations are observed in Ghana where as part of ensuring there is a conducive learning environment in schools in Ghana corporal punishment was banned in 2017 by the Ghana Education Service (Usman and Inusah, 2023). However, teachers together with other stakeholders had to come up with alternative ways of disciplining students as well as maintaining discipline in secondary schools.

In Kenya, Eustace and Maurice, (2019) on selected disciplinary problems in Nyeri Central secondary schools observed that among the most prevalent indiscipline issue among secondary school students includes noise making at 88%, theft for other students' property at 78%, cheating in examinations at 73%, lack of interest in learning at 72%. However, they also noted that among those least discipline cases to include arson attacks at 08%, students striking at 18%, as well as assaults at 14%. But on measures to control students' indiscipline in secondary schools most common measure employed in schools include, inviting parents to schools for those students with inappropriate behavior, guidance and counselling, exclusion from school for a moment in case of bullying and assault as well as payment of damages caused. Consequently, the Kenyan Basic Education Act 2013 section 36(1) states that no student shall be taken through torture, cruel, inhuman punishment whether physical or psychological and section 36 (2) provides that any individual who contravenes this violates the law as it is offensive. Therefore, this means that, so that to maintain discipline of students in public schools to facilitate their academic performance there is need for principals to enhance discipline management strategies in order to curb indiscipline cases hence necessity for the study.

2.5 Influence of principals' motivation strategies on Students' Academic Performance.

Multiple factors work together to bring about motivation of students to study and excel in their academic performance while in school. For instance, in order for motivation of students to take place there is also necessary for teachers also be well motivated from principals who also need motivation (Tina, 2014). These prepositions also agree with arguments by Ricarda, Anja and Anne, (2017) who observed that achievements in academics is a representation of achievements outcomes indicating the level of accomplishment to which a student has attained specific goals of education in school or college or university but this cannot take place in isolation as it requires the learner and the teacher to be well motivated to work to achieve set standards. What

this means is that motivation plays a significant role in academic welfare of students in schools as well as their teachers as improved productivity of teachers in their duties will contribute to attainment of students while at school. However, it is indicative that motivation is both intrinsic as well as extrinsic as it concerns both teachers together with their students.

In America, Stephen and Pete, (2021). On research on impacts of principals on academic attainment in secondary public schools in America, it was noted that principals have a positive influence on students' achievement. Additionally, principals' leadership styles were one of the factors identified to have influence on students' attainment. However, the kind of relationship principals creates with their teachers and students has influence on the way students perform. Consequently, in Estonia as a principal in secondary school one of the expectations is that you have to foster teacher professional development, where it is attained through the influence, they normally have on teachers' motivation as well as providing conducive working conditions for academic excellence. On the other hand, teachers are expected to diversify their teachings to various learners needs in order to attain their academic excellence. In keeping with African Context End and Ewetse, (2014) conducted research in Botswana among primary public-school teachers where study indicated that motivation factors were very instrumental elements in their classroom practices in mathematics teaching-learning practices. Although majority of teachers had reported that motivation strategies had an influence in their classroom activities there were a few teachers at 8% who indicated that it was not well timely which contradicts the Botswana Education System. Additionally, in South Africa principals have encountered several challenges on academic attainment of students in secondary public schools as this responsibility is highly placed on their shoulders but the government of South Africa through Department of Basic Education came up with performance appraisal agreements and its

impacts to motivation for the principals to motivate their teachers with aim of boosting academic abilities of learners in public high schools in South Africa (Jan, 2015).

In Kenya, Judith, Jeremiah, Ursulla and Joshua, (2021) observed that in Makueni County Principals' inspirational motivation has an influence on academic achievements of students. This is because well motivated teachers are able to give their best in classroom whose impact is improved academic achievements of students in secondary public schools. However, Owala, Odongo and Raburu, (2016) noted that teachers in public schools in Kenya requires motivation in order to give their best although they were motivated while Mutua (2016) argued that for principals who had a well-organized framework for reward had improved academic performance for students in their schools. What above authors are putting forward is that motivation either of teachers or even students in secondary schools in achieving better academic results hence the importance of research to establish how principals' motivation strategies can influence students' academic attainment in Wajir North Sub-County public secondary schools.

2.6 Theoretical Framework

Von Bertalaffy, (1956) General Systems Theory (GST) together with Alexander Astin's (1984) theory of student participation will form theoretical literature for the study.

2.6.1 General Systems Theory

According to Von, (1956) a system comprises of a whole made of several interacting parts. Further, Arnold and Wade, (2015) a system involves the setting of subgroups or integration of factors that are interconnected depending on their functions and roles in an organized structure. Thus, a system may be defined as a set of parts that are connected to each other in such a manner as to work collectively with the purpose of achieving a given objective. General systems theory comprises of five main parts, that is; inputs, outputs, transformation process, environment as well as feedback. However, in general systems theory inputs includes resources

such as human and financial resources needed in order to provide goods as well as services. On the other hand, transformation process encompasses management strategies application by principals to change inputs into outputs which is the academic achievements of the students. This theory can be compared to education production. This is so because education is most prioritized function in human resources production while a production function is simply an average relation between the amount and quality of students' inputs and their schools to an associated measure of outputs for the school. What this encompasses is that, in order to ensure society demands are satisfied principals must determine clear as well precise objectives while applying strategies that will transform inputs which is education of the students into a qualified product which is their achievement in academics possessing certain competencies in terms of skills, knowledge or abilities which is the variation in management strategies. The theory was relevant in that as it aligns well research focus on influence of principals' management strategies as a contributing element in the environment of the student' on students' attainments in academics which is a measure whether learning has actually taken place and to which extent through improved KCSE grades at form four.

2.6.2 Students Participation Theory

Alexander Astin's (1999) theory of student participation put forward how desirable outcomes of schools are viewed in comparison to how students change and develop as a consequence of being involved. The theory states that, amount of learning together with personal growth associated with any particular educational program is directly related to quality as well as quantity of involvement of student in that program. Involvement entails students' behaviors in active participation in learning process. Therefore, principals can help in creation of a conducive working environments that motivates teachers and other employees in a school to connect their personal values to the schools' goals which provides workers to use their strengths and abilities in a meaningful manner. In academic performance, this means that

students in public secondary schools learn not only from formal engagement in schools but also from informal set ups at home through engagement with their parents and the environment in which they live, such as discussions with peers, exposure to reading role models in their environment along with family study habits. Therefore, the research put into consideration how social learning processes influence students' academic performance, considering both classroom work and broader managements strategies. Students' participation Theory gives a valuable mirror by which to evaluate multifaceted characteristic of knowledge development along with high school students' achievement in their studies in Wajir North Sub-County. By looking at this theoretical framework, hence analyse how various management strategies, including provision of resources, supervisory practices, discipline management and motivation practices influence students' academic performance behaviours together with outcomes as in improved KCSE grades. For instance, how students' observations of their teachers' service delivery instruction (observational learning) along with their beliefs in their studying abilities (self-efficacy) are influenced by management strategies such as availability of resources and supervisory practices. However, additionally will explore the bidirectional association between personal, behavioural, and environmental factors, as students' academic performance is influenced by their engagement with teachers, peers, as well as the broader school community that is reciprocal determinism. By putting into considerations of the theory's key constructs together with their application to research context, deeper insights can be attained into complex interplay of personal, behavioural, and management factors that influence academic performance development in this specific educational setting.

2.7 Conceptual Framework

Figure below demonstrates a conceptual framework of variables on impact of principals' management activities on students' education performance where independent variable is

principals' management activities whereas dependent variable comprises of learners' educational performance while government policies remain as intervening variable.

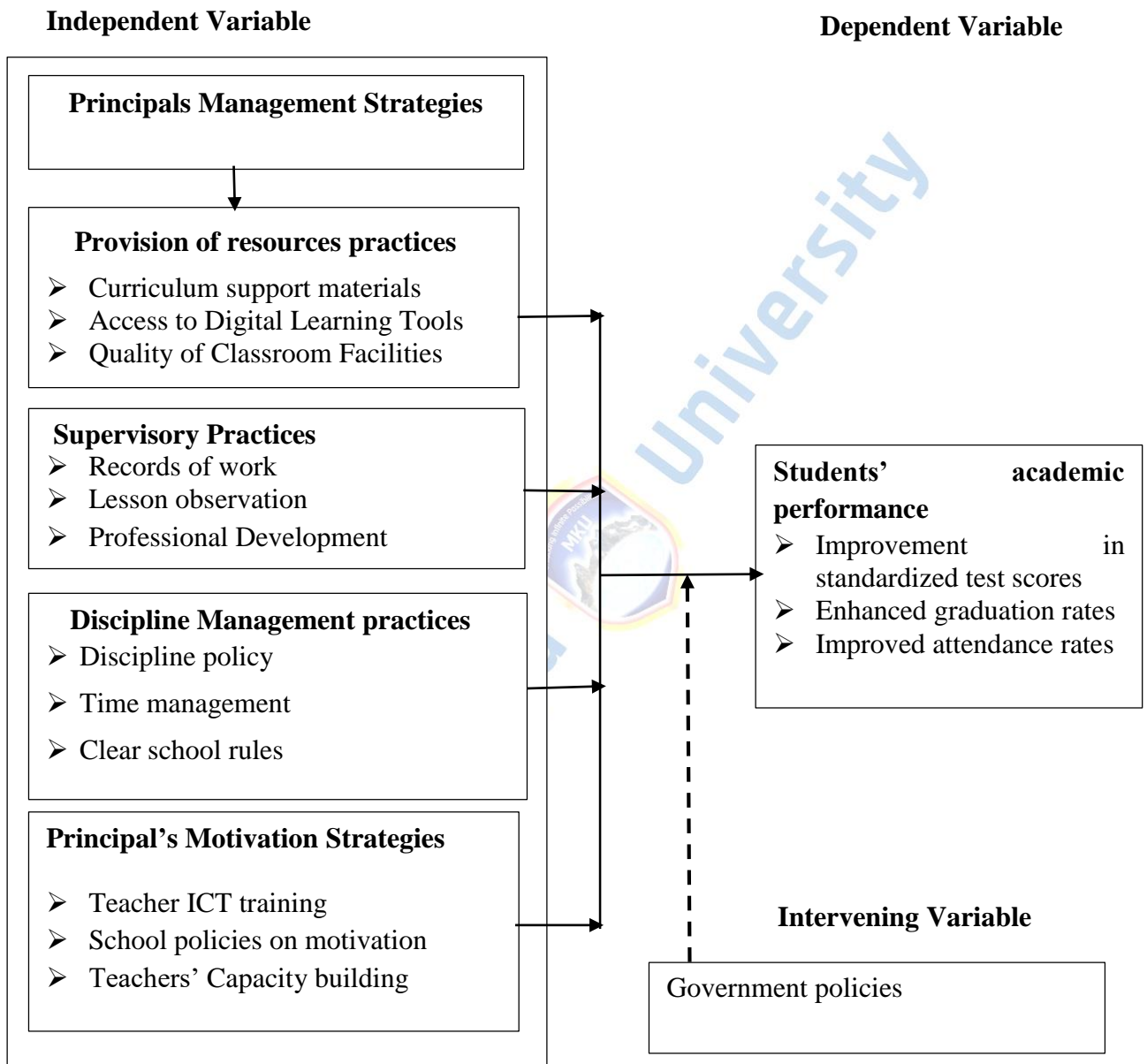


Figure 1 Conceptual framework

The figure 1 above demonstrates independent, dependent and intervening variables on influence of principals' management strategies on students' academic performance. The independent variable provision of resources practices indicators are curriculum support materials, access to digital learning tools and quality of classroom facilities. In addition,

supervisory practices indicators include; records of work, lesson observation and teacher professional development. On the hand, discipline management practices indicators include; discipline policy, time management and clear school rules. Consequently, principals' motivation strategies indicators are ICT training of teachers, school policies on motivation as well as teachers' capacity building. However, dependent variable on students' academic performance indicators is improvement in standardized test scores, enhanced graduation rates as well as improved attendance rates of students but government policies intervene as the intervening variable.

2.8 Research Gaps

Several researchers have tried to explain factors influencing students' academic performance across the globe. For instance, Njuguna, (2021) looked at factors based in the school that impact students' attainment in their academic studies in Murang'a South Sub-County while Omotora, (2018) looked at factors affecting achievement in studies of senior schools in Nigeria. However, Stephen and Edith, (2019) carried out a study in Kirinyaga Central assessing on conditions impacting academic achievement of learners in high school for KCSE exam but they all failed to explain the influence of management strategies such as provision of resources, supervision practices, discipline management practices as well as motivation strategies influence on students' academic performance hence the rationale of current investigation on effects of principals' management activities on learners' attainment on education activities in secondary public institutions in Wajir North Sub-County, Kenya.

2.9 Summary of Literature Review

Related literature on practices on management and academic performance has been addressed where literature on influence of provision of resources, supervisory practices, discipline management as well as principals' management strategies influences on attainment of students in their academic studies has been addressed. Also, literature on general systems theory and students' participation theory aided on theoretical framework of the study. However, conceptual framework together with research gaps has also been addressed in this particular chapter.



CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

Areas of focus in chapter three were on methodology used, design of research employed, location where research will take place, population targeted, sample unit used in gathering data, testing of validity and reliability, credibility and dependability of instruments, data collection procedures, methods of data analysis and ethical issues that were observed during the course of investigations.

3.1 Research Methodology

Mixed methodology was applied where quantitative together with qualitative data were collected. The questionnaires research tools were employed to obtain quantitative data while qualitative data by use of interview guides and focus group discussion guides data was collected. Rationale of mixed methodology was that it helps to remove errors that may occur while using qualitative or quantitative research hence more objective outcomes (Creswell and Plano, 2018).

3.2 Research Design

Descriptive design was applied where gathering of quantitative data was done by use of questionnaires from students and teachers and analyzed. Then qualitative data from principals and board of management members were also collected by use of interview guides together with focus group discussion guides and analysis done separately. However, descriptive design enabled drawing of conclusions from both types of data analyzed.

3.3 Location of the study

Research on impact of management strategies of principals on students' attainment in their academic endeavors was done in Wajir North Sub-County, Wajir County, Kenya. Wajir County has six constituencies and 16 Sub-Counties. However, there are 62 public secondary schools in Wajir county but among them are 4 secondary public schools in Wajir North Sub-County where the study took place.

3.4 Target Population

Concerning research, population targeted was 1 Sub-County Director of Education 4 principals, 1618 students 103 teachers, 486 parents making a total of 2212 respondents.

Table 2 *Target population*

Category of participants	Target population
Sub-County Director of Education	1
Principals	4
Teachers	94
Students	1627
Parents	486
Total	2212

Source; Sub-County Director of Education

3.5 Sampling procedures and Sample size

To get an appropriate size of a sample unit, Slovin's formula was used by researcher to obtain a sample for use in research as shown below.

$$n = \frac{N}{1 + N(e^2)}$$

where:

n=Sample size

N=The population size

e=the margin of error set at 0.05

$$\text{Therefore, } n = \frac{2212}{1 + 2212(0.05^2)}$$

n=339

By use of above Slovin's formula, a sample of 1 County Director of Education, 4 principals, 40 teachers, 194 students and 100 parents making up a total of 339 respondents as drawn in table below.

Table 3 *Sample size*

Participants' category	Population targeted	Sample size	Sampling technique
Sub-County Director of Education	1	1	Purposive
Principals	4	4	Purposive
Teachers	94	40	Simple random
Students	1627	194	Simple random
Parents	486	100	Simple random
Total	2212	339	

Source; Researcher, 2024

In order to come up with an appropriate sampling unit Wajir North Sub-County was divided into two zones which are Bute and Gurar zones. In Bute zones 3 principals, 30 teachers, 150 students and 75 parents as among the four secondary schools three are located in Bute zones while in Guar Zone 1 principal 10 teachers, 44 students and 25 parents were selected for the study.

3.6 Research Instruments

Tools used include questionnaires for gathering information from students and their teachers, interview guides which obtained information from principals together with Sub-County director of education and focus group discussion guides helped to gather information from parents were used to obtain both qualitative and quantitative information.

3.6.1 Interview Schedule Guide for Principal's and Sub-County Director of Education

Interview is basically a face-to-face engagement concerning interchange of views and opinions between interviewer and participants. For principals, interviews facilitated collection of qualitative data which otherwise would not have been easily accessed through questionnaires

as well as having an upper hand over line of engagement of the interviewer hence objective information obtained. The interview schedule guide was arranged into five questions whereby section one was on general background data of participants, second part was based on first objective on impacts of provision of resources on students' attainment in their academic studies, thirdly on second aim on impact of supervisory activities on students' education performance, fourth section on third objective on impact of discipline management practices on achievement of learners in their academic work and five section was based on the fourth objective on effects of motivation practices on students' attainment of academic achievements. However, in every section guiding questions helped to collect qualitative information from principals on effects of school factors on attainment of learners in their academic endeavors in high schools in Wajir North Sub-County Wajir County, Kenya.

3.6.2 Focus Group Discussion Guide for Parents

The research intended to make use of Focus Group Discussion Guide for assembling qualitative data from parents. Instrument was appropriate tool to solicit information from parents as some could have not been in a position to respond objectively in the questionnaires guided by the fact that a large number of the parents are likely to have low levels of education as Wajir North Sub-County being an arid area schooling has been a challenge due to inadequacy of number of schools in the area. Just like in the interview schedule the focus group discussion guides was sub-divided into five areas where the first part was on general demographic information of participants including gender of respondents along with their level of education whereas section two, majorly looked at provision of resources, three on supervisory practices, four, as concerns discipline management practices and five based on motivation practices as per the four objectives of the study where every section guiding questions were applied in order to solicit for qualitative information from parents on impacts of Principals strategies on management on achievement of students in academic work at school in Wajir North Sub-County Wajir County public high schools.

3.6.3 Questionnaires for Teachers and Students

Questionnaire tool is a study instrument comprising a number of quizzes for obtaining data from participants. The rationale of using questionnaires is that they are preferred as a result of workability while collecting a large data within a limited span of time. The researcher intended to use this tool because it enabled gathering of data from a controlled number of variables. Questionnaires had both open ended and closed set of quizzes. Closed set of quizzes for questionnaire aimed at limiting respondents on range of responses while open quizzes aim at allowing participants giving their own views pertaining the investigation. Questionnaires for teachers was divided into five areas where the first section was based on general participants' demographic information on level of education together with gender. The other sections were organized putting into consideration aims of the study how they are likely to influence on students' attainability in their academic prowess. That is, section two was based on effects of resources provision on students' achievements in their studies in government high schools, section three on supervisory practices, section four on discipline management practices and section five on impact of motivation activities on students' attainability in education studies in secondary high schools in Wajir North Sub-County public senior schools.

3.7.0 Piloting of Research Instruments

Tools used for investigation; piloting was done in two high schools in Buna Sub-County outside research area on Wajir North Sub-County public secondary schools because of its similar characteristics to Wajir North Sub-County. The rationale for piloting the research instruments was to gauge amount of time needed to carry out the research as it also aided research in testing the workability of the instruments in order to collect an accurate data and avoid ambiguity in research tools as clarity of the tools was measured during the pilot study. Additionally, it is bound to ensure collection of similar information on a repeat study enhancing repeatability hence accuracy of the tools.

3.7.1 Testing for Validity

There is a high risk that a question may not be adequately understood if it has low face validity. Therefore, preliminary testing was needful method for improving chances of face validity whereas, content validity or logical validity of the study was improved via consultation with supervisor.

3.7.2 Testing for Reliability

Cronbach's Alpha test for reliability was used in order to determine reliability of questionnaires. Normally a higher alpha value which is normally anything between 0 to 1 indicates a greater confidence. As a rule of thumb, a decent system has a coefficient between 0.6 and 0.7, and a trustworthy system has a coefficient of 0.8 or higher.

3.7.3 Testing for Dependability

Dependability was tested by having every qualitative data collected reported in detail manner in order to achieve same results on repeat of interrogation as it assures that findings were also echoed by collected data.

3.7.4 Testing for Credibility

Credibility was achieved through triangulation as well as member checking technique. Triangulation involves use of several methods of data collection or ensuring use of various sources of data within same method, using many observers as well as analysts. Member checking technique control of credibility pertains sharing information interpretations with participants. This allows participants in research to make clear what their aim was as well correct mistakes where they may occur.

3.8 Data Collection Procedures

In order to obtain necessary data from the participants' data was collected by use of research tools. That is, questionnaires were issued in order to collect quantitative information from the participants but qualitative information was obtained through schedules for interview and discussion from focus groups using guides for interview as well as discussions. The research

tools were provided to participants by researcher during information gathering in readiness for data analysis.

Table 4 *Data Collection Procedures*

Research questions	Interview questions	Focus group questions	Questionnaire questions
(i) How does provision of resources influence students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?	Principals Section B Questions	Parents Section B Questions	Students Teachers Section B Questions
(ii) What is the influence of supervisory practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?	Principals Section C Questions	Parents Section C Questions	Students Teachers Section C Questions
(iii) How does discipline management influence on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?	Principals Section D Questions	Parents Section D Questions	Students Teachers Section D Questions
(iv) What is the influence of motivation practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?	Principals Section E Questions	Parents Section E Questions	Students Teachers Section E Questions

Source: Researcher, 2024

3.9 Data Analysis Procedures

Collected data was broken down and categorized into themes as per the objectives where qualitative data was thematically explained while quantitative data was categorized into major themes as per the objectives and analyzed in form of frequency tables as well as percentages. For inferential findings analysis for quantitative data was attained by use of Karl Pearson Correlation coefficient so that association among variables could be determined while applying Statistical Packages for Social Science (SPSS Version 24) where range of r lies between $r =$ negative 1 to positive 1. Where value of r is nearer to negative 1 it is indicative there is a high negative correlation but when nearer to positive 1 it is indicative that a high positive association whereas if value of r is nearer to zero it is indicative of a weak positive or negative association between variables of consideration.



Table 5 *Data Analysis Procedures*

Research questions	Independent variable	Dependent variable	Quantitative data analysis	Qualitative data analysis
(i) How does provision of resources influence students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?	Provision of resources practices	Students' academic performance	Percentages Frequencies Karl Pearson correlation	Thematic analysis
(ii) What is the influence of supervisory practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?	Supervisory practices	Students' academic performance	Percentages Frequencies Karl Pearson correlation	Thematic analysis
(iii) How does discipline management influence students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?	Discipline management practices	Students' academic performance	Percentages Frequencies Karl Pearson correlation	Thematic analysis
(iv) What is the influence of motivation practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?	Motivation practices	Students' academic performance	Percentages Frequencies Karl Pearson correlation	Thematic analysis

Source; Researcher, 2024

3.10 Ethical Considerations

Main ethical problems included:

(i) Privacy and confidentiality.

Getting valid data involves accessing specific files which was a violation of privacy rights. However, respondents choose whether or not to respond to questions they are uncomfortable with.

(ii) Anonymity.

All respondents in the study had freedom to stay undisclosed and person's personalities was not a salient feature.

(iii) Responsibility of researcher

Researcher was very conscious to personal decorum during and after study.

(iv) Access to Study area

To access study area researcher sought permission from necessary authorities such as County Director of Education Wajir County, Wajir County Commissioner, County Government of Wajir and also make formal introduction as well present Self introductory letter, Introduction letter provided by MKU as well as research license from NACOSTI.

(v) Decorum

High degree of proper and polite behavior in terms of speech, code of dressing, orderliness and adequate conduct before, during and after interacting with participants was observed.

(vi) Voluntary participation

All participants were well informed that they have freedom of participation and no negative results for refusal to participate

CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This area presents purpose of research on determining influence of management strategies of principals on learners’ educational achievements among public high schools where response rate of participants, characteristics of participants on demographic data, provision of resources, supervision practices, discipline management practices as well as motivation practices and impact on students’ academic achievements is presented and discussed.

4.1 Response Rate

The Sub-County Director of Education who was aimed by study responded together with the four principals of secondary school who were aimed as respondents making their response rate to be both 100%. However, out of 40 teachers 38 (95.00%) of teachers responded while parents who participated in research had a response rate of 90 (90.00%) and students who responded were 190 (97.94%) as tabulated below.

Table 6 *Response Rate of Participants*

Participants’ category	Participants sampled	Participants responded	Response rate
Sub-County Director of Education	1	1	100%
Principals	4	4	100%
Teachers	40	38	95.00%
Students	194	190	97.94%
Parents	100	90	90.00%
Total	339	323	95.28%

Source; Researcher, 2025

From above table participants response rate was rated at 95.28% which was 323 participants out of a total sample of 339 participants.

4.2.0 Report on General Characteristics of Participants

Information on demographic characteristics of participants was gathered from members of the institution where the study took place among them including participants level of education, participants gender as well as the age of learners in public high schools in Wajir North Sub-County.

4.2.1 Participants Gender

Findings indicated that Sub-County Director of Education was male and all four principals were male. However, there were 13 (34.21%) female teachers and 25 (65.79%) male teachers, while parents who took part in research 40 (44.44%) were male and 50 (55.56%) were female but for students in secondary schools who participated in research 110 (57.89%) were male and female students contributed for 80 (42.11%) as shown in figure below.

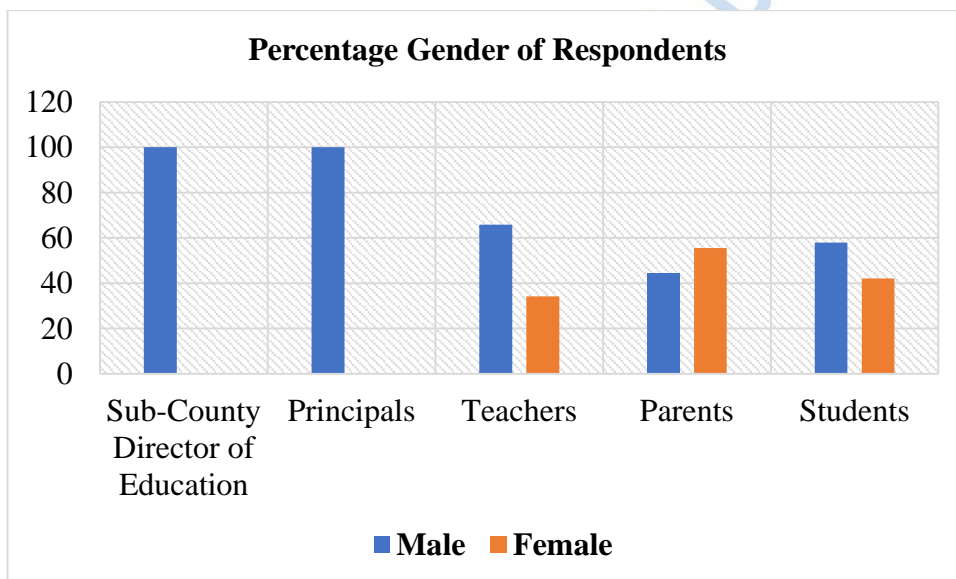


Figure 2 *Percentage Gender of Respondents*

Figure above demonstrated there was adequate gender parity as a part from parents where female participants were the majority at 50 (55.56%) all the other participants were dominated by male participants.

4.2.2 Respondents Education Level

Education level for Sub-County Director of Education was captured together with principals, parents and teachers. The findings indicated that for Sub-County Director of Education had a degree as well as the principals. However, for teachers 3 (7.89%) had a post graduate qualification 24 (63.16%) had a degree while 11 (28.94%) had a diploma. On the other hand, 10 (11.11%) of parents had a post graduate qualification, those who had a degree were 8 (8.89%), while those who had a diploma were 15 (16.67%) and those who had a certificate were 54 (60.00%) as illustrated in figure below.

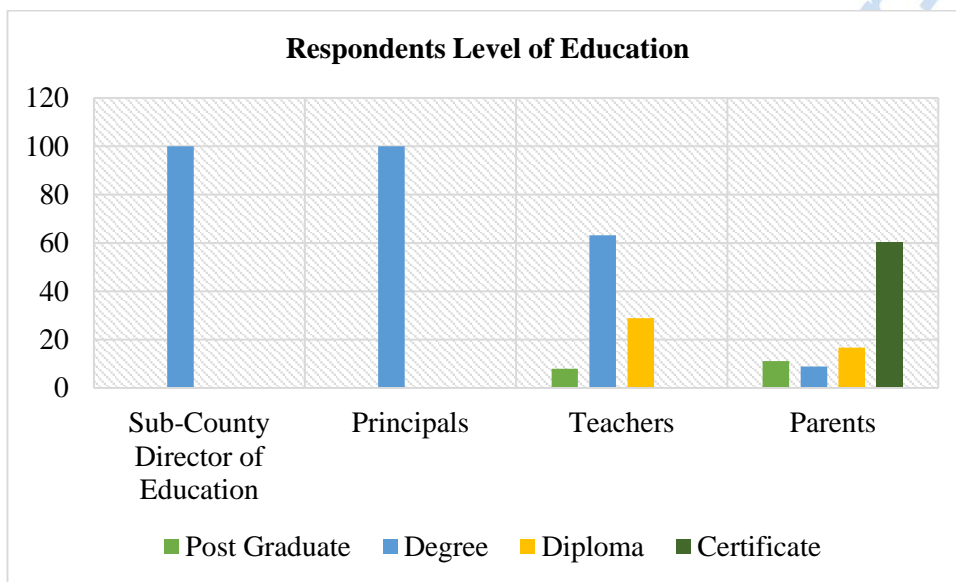


Figure 3 Respondents Level of Education

4.2.3 Age of Students

Information pertaining the age of the students was also captured by research questionnaire for students where information gathered revealed that 66 (34.74%) were of 16 years or below, 80 (42.11%) were of 17 years to 18 years while those who were 19 years and above contributed for 44 (23.16%) as demonstrated in the figure below.

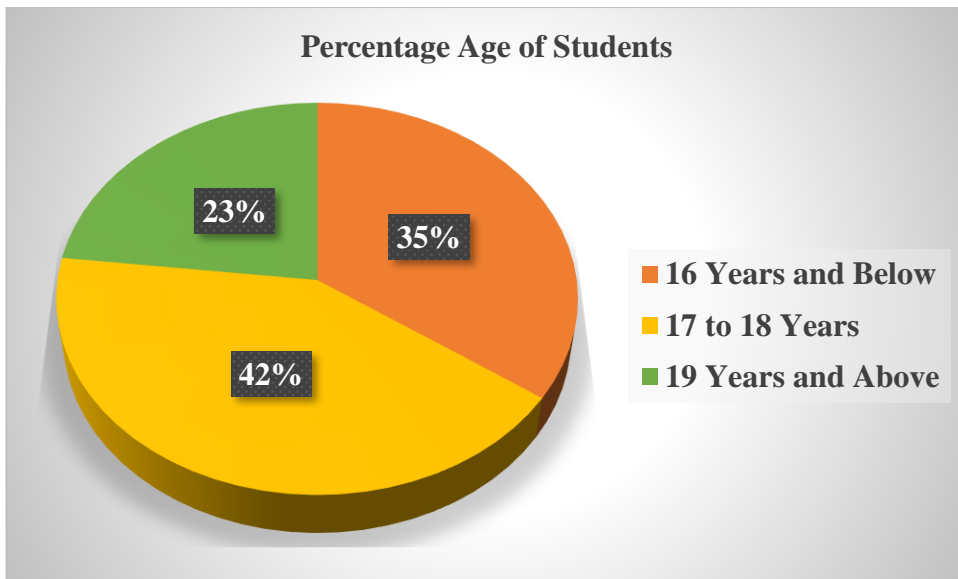


Figure 4 *Percentage Age of Students'*

4.3.0 Report on Influence of Provision of Resources Practices on Students' Academic Performance in Public secondary schools

To assist in collection of quantitative information teachers together with students participated in answering of research question where information received was analyzed to yield objective results as discussed below.

Table 7 Report on Teachers Questionnaire on Provision of Resources and Students' Academic Performance

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Availability of curriculum support materials in schools has enabled improvement in standardized test scores in my school.	F	16	14	2	3	3
	%	42.11	36.84	5.26	7.89	7.89
Access to digital learning tools has helped to improve learners' graduation rates in my school.	F	10	12	5	5	6
	%	26.32	31.58	13.16	13.16	15.79
My school quality of classroom facilities has enabled improvement in KCSE grade.	F	10	6	4	10	8
	%	26.32	15.79	10.53	26.32	21.05
My school availability of curriculum support materials has facilitated improvement in KCSE grade.	F	17	10	3	4	4
	%	44.73	26.32	7.89	10.53	10.53
My schools' access to digital learning tools has facilitated improvement in learners' attendance.	F	8	11	6	7	6
	%	21.05	28.95	15.79	18.42	15.79
My schools' quality of classroom facilities has facilitated improvement in KCSE grades.	F	10	9	7	8	4
	%	26.32	23.68	18.42	21.05	10.53
What is your level of agreement that provision of resources influences academic performance of students in public secondary schools	F	18	12	2	3	3
	%	47.37	31.58	5.26	7.89	7.89

Source; Researcher, 2025

The statement that availability of curriculum support materials has enabled improvement in standardized test attracted 42.11% (16) of teachers strongly agreeing, 36.84% (14) agreed, 5.26% (2) remained undecided, those who disagreed contributed for 7.89% (3) and those who strongly disagreed also made up 7.89% (3) of total number of teacher participants. In addition, whether access to digital facilities has helped graduation of learners from one class to the other 26.32% (10) of teachers strongly agreed, 31.58% (12) agreed, 13.16 (5) were undecided, those who disagreed contributed for 13.16% (5) and those who strongly agreed were 15.79% (6). On

the statement that quality of classroom has enabled improvement in KCSE grades 26.32 % (10) strongly agreed, 15.79% (6) agreed, 10.53% (4) remained undecided, 26.32% (10) disagreed and number of teachers who strongly disagreed were 21.05% (8). Moreover, on curriculum support materials influencing improvement in KCSE grades attracted almost half of teacher participants strongly agreeing at 44.73% (17), while those who just agreed contributed for 26.32% (10), although 7.89% (3) were undecided, 10.53% (4) disagreed and teachers who strongly disagreed contributed for 10.53% (4). However, when teachers were asked whether access to digital facilities has led to improvement in learners' attendance in school 21.05% (8) strongly agreed, 28.95% (11) agreed, 15.79% (6) were undecided, 18.42% (7) disagreed and 15.79% (6) strongly disagreed. In addition, teachers were also asked on their views on whether quality of classrooms has facilitated improvement in KCSE grades where 26.32% (10) of teachers strongly agreed, 23.68% (9) agreed, 18.42% (7) were undecided and teachers who disagreed were at 21.05% (8) but teachers view who strongly disagreed made up 10.53% (4) of total number of teacher participants. Consequently, teachers' participants in the questionnaire were also examined on their general opinion of impacts of principals' availing of cocurricular activities influence on students' educational performance where a majority of teacher respondents at 47.37% (18) strongly agreed, 31.58% (12) agreed, number of teachers who were undecided contributed for 5.26% (2), those who disagreed were 7.89% (3) while teachers who strongly disagreed made up 7.89% (3).

Also, students in public high schools participated in questionnaire on whether provision of resources influences academic performance whereby gathered view were recorded as illustrated below.

Table 8 Report on Students' questionnaire on Provision of resources influence on students' academic performance

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Availability of curriculum support materials in schools has enabled improvement in standardized test scores in my school.	F	90	63	10	15	12
	%	47.37	33.16	5.26	7.89	6.32
Access to digital learning tools has helped to improve learners' graduation rates in my school.	F	80	73	12	15	10
	%	42.11	38.42	6.32	7.89	5.26
My school quality of classroom facilities has enabled improvement in KCSE grade.	F	60	50	20	30	30
	%	31.58	26.32	10.53	15.79	15.79
My school availability of curriculum support materials has facilitated improvement in KCSE grade.	F	25	35	15	50	65
	%	13.16	18.42	7.89	26.32	34.21
My schools' access to digital learning tools has facilitated improvement in learners' attendance.	F	25	20	25	50	70
	%	13.16	10.52	13.16	26.32	36.84
My schools' quality of classroom facilities has facilitated improvement in KCSE grades.	F	40	27	18	45	60
	%	21.05	14.21	9.47	23.68	31.58
What is your level of agreement that provision of resources influences academic performance of students in public secondary schools	F	100	60	10	8	12
	%	52.63	31.58	5.26	4.21	6.32

Source; Researcher, 2025

Secondary school students when asked about availability of curriculum support materials and the kind of influence it has on improvement in standardized test scores 47.37% (90) of students strongly agreed, 33.16% (63) agreed, 5.26% (10) were undecided, 7.89% (15) disagreed and 6.32% (12) strongly disagreed. Another statement that was asked to students on their views or level of agreement was on whether digital learning tools has helped to improve graduation rate of students in public secondary schools where 42.11% (80) strongly agreed, 38.42% (73) agreed, 6.32% (12) were undecided, number of students who disagreed were 7.89% (15) and

students who strongly disagreed contributed for 5.26% (10). In addition, students were examined on influence of quality of classroom facilities influence on improvement of KCSE grades where 31.58% (60) of students strongly agreed, 26.32% (50) agreed, 10.53% (20) were undecided, 15.79% (30) disagreed while students who strongly disagreed were 15.79% (30). However, a small number of students at 13.16% (25) strongly agreed that improvement in KCSE grades has greatly been influenced by availability of curriculum support materials while students who agreed were 18.42% (35) while 7.89% (15) remained undecided and students who disagreed were a quarter of total number of student participants at 26.32% (50) and majority of students strongly disagreed at 34.21% (65). It was also noted that 13.16% (25) of students strongly agreed that access to digital tools has improved learners' attendance, 10.52% (20) agreed, 13.16% (25) were undecided, 26.32% (50) disagreed while 36.84% (70) strongly disagreed. However, on the question that quality of classroom facilities has helped to improve KCSE grades 21.05% (40) of student respondents strongly agreed, 14.21% (27) agreed, 9.47% (18) were undecided, 23.68% (45) disagreed while a simple majority of teachers at 31.58% (60) strongly disagreed. Consequently, general opinion of students in public secondary schools was obtained on influence of provision of resources on academic performance where half of the students at 52.63% (100) strongly agreed, 31.58% (60) agreed, 5.26% (10) were undecided, 4.21% (8) disagreed while 6.32% (12) strongly disagreed.

4.3.1 Report on Inferential Findings on Influence of Provision of Resources Practices on Students' Academic Performance in Public Secondary Schools

So that to establish on whether there is existence of what kind of relationship between frequencies of teachers together with students on provision of resources and students' academic performance frequencies of both teachers were analyzed as demonstrated in table below.

Table 9 Report on Analysis of Teachers and Students Frequencies on influence of provision of resources and academic performance of students

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teachers' (X)	18	12	2	3	3
Students' (Y)	100	60	10	8	12

Source; Researcher, 2025

Students' and teachers' frequencies on provision of resources were analyzed using Karl Pearson Correlation Co-efficient to establish relationship that exist between them and academic attainments in public high schools in Wajir North Sub-County. The range of value of r was taken as positive 1 to negative 1. If the value of r was close to negative 1 there existed a strong negative relationship but if close to positive 1 there was existence of a strong positive relationship. On the other hand, if the r value was close to zero there existed a positive or negative relationship that is weak. The Karl Pearson results were as indicated in table below.

Table 10 Report on Karl Pearson Analysis of Provision of Resources and Academic Performance of students in public secondary schools.

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Teachers (X)	38	490	5	2600	0.99	High Positive Correlation
Students (Y)	190	13908				

Source; Researcher, 2025

From Karl Pearson Correlation calculated of $r= 0.99$ illustrates there is a high positive correlation on provision of resources impacts on education attainment of students in public high schools in Wajir North Sub-County.

4.3.2 Report on Thematic Analysis of Influence of Provision of Resources on Students' Academic Performance in Public Secondary Schools.

Principals together with Sub-County Director of Education participated in interview questioning so that to yield qualitative information on effects of availing of resources on academic achievements of students in public high schools. on the other hand, parents participated in focus group discussion group. During an interview one of the participants observed that:

“Teacher quality as well as availability is very critical factor when it comes to students' academic achievements because as a human resource teachers are able to shape the academic well-being of students in various learning areas not only in academic but also other areas such as co-curricular activities sports and art in particular. Therefore, when schools suffer from understaffing or in some cases where teachers are underqualified this lowers academic abilities of learners in high schools”

In keeping with words of respondent it is clear that human resources quality and availability is critical for the success of students in their studies. This is because with high quality human resources students will also receive quality services consequently improved academic abilities of students in secondary schools. In addition, during focus group, one of the participants noted that:

“Facilities such as classrooms, libraries and even laboratories provide a conducive learning environment for students that not only engage learners but also motivates them to study. This is because I have observed that those schools with better physical facilities many are the times, they tend to have higher academic attainment among their students”

In addition, concerning availability and use of digital resources one of the interviewees observed that;

“In the recent years integration of ICT tools has become a pillar in education system. This is because these digital tools have been identified to provide diverse opportunity for students' educational experiences and secondary schools that have always utilized technology tend to realize improved academic results for their students”

According to this author ICT integration provides an engagement platform for students with educational activities of the school making learners become more engaged with studies consequently doing better in their academic studies. These arguments are however in support of Mongare and Christopher, (2020) that availability and use of teaching-learning resources has a close association to students' academic performance.

4.4.0 Report on Influence of Supervision Practices on Students' Academic Performance in Public Secondary Schools

Teachers in public secondary schools in Wajir North Sub-County together with secondary school students participated in answering questions in research questionnaire in order to yield quantitative information on effects of supervisory practices on academic attainments. Teachers' views were presented as tabulated below.



Table 11 Report on Teachers Frequencies on Influence of Supervisory Practices on Students' Academic Performance in Public Secondary Schools.

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Records of work supervision in my school has facilitated improvement in KCSE grades?	F	19	10	2	3	4
	%	50.00	26.32	5.26	7.89	10.53
Lesson observation for the teachers has impacted on improved attendance in my school?	F	18	12	2	4	2
	%	47.37	31.58	5.26	10.53	5.26
Teacher professional development in my school has led to improvement of learners' graduation rates?	F	7	6	5	8	12
	%	18.42	15.79	13.16	21.05	31.58
Records of work supervision in my school has enabled improvement in standardized test scores?	F	20	10	3	3	2
	%	52.63	26.32	7.89	7.89	5.26
Teacher lesson observation has influenced on improvement of learners' attendance in my school?	F	19	11	2	2	4
	%	50.00	28.95	5.26	5.26	10.53
Teacher professional development has caused improvement in KCSE grades in my school?	F	14	16	4	2	2
	%	36.84	42.11	10.53	5.26	5.26
Rate your level of agreement on influence of supervisory practices on students' academic performance in public secondary schools.	F	20	11	2	3	2
	%	52.63	28.95	5.26	7.89	5.26

Source; Researcher, 2025

Half of teacher participants at 50.00 (19) strongly agreed that record of work supervision has facilitated improvement in KCSE grades, 26.32% (10) agreed, 5.26% (2) were undecided, 7.89% (3) disagreed and 10.53% (4) strongly disagreed. However, for lesson observation improving school attendance 47.37% (18) strongly agreed it has impact on education performance of high school learners, 31.58% (12) agreed, 5.26% (2) were undecided, 10.53% (4) disagreed while those who strongly disagreed contributed for 5.26% (2). Concerning Teacher Professional Development leading to increased graduation rate 18.42% (7) of high

school teachers strongly agreed, 15.79% (6) agreed, 13.16% (5) remained undecided, 21.05% (8) disagreed while those teachers who strongly disagreed were the majority at 31.58% (12). However, more than half of teacher participants at 52.63% (20) strongly agreed that supervision of records of work has enabled improvement in standardized test scores, while 26.32% (10) agreed, 7.89% (3) were undecided, 7.89% (3) disagreed and those teachers who strongly disagreed contributed for 5.26% (2). Moreover, concerning teachers lesson observation influencing learners' attendance half of teachers who participated at 50.00% (19) strongly agreed teachers lesson observation influences learners' attendance, 28.95% (11) agreed, 5.26% (2) were undecided, 5.26% (2) disagreed, while number of teachers who strongly disagreed contributed for 10.53% (10). The other statement was that teachers' professional development influences KCSE grades for students where 36.84% (14) of teachers strongly agreed, 42.11% (16) agreed, 10.53% (4) were undecided and 5.26% (2) disagreed same as to number of teachers who strongly disagreed at 5.26% (2). Consequently, teachers general overview of supervisory practices influencing students' academic performance was examined where 52.63% (20) strongly agreed, 28.95% (11) agreed, 5.26% (2) were undecided, 7.89% (3) disagreed and 5.26% (2) strongly disagreed.

On the same vein students in public high schools were examined on their knowledge and understanding of supervisory practices and influence it has on high school learners' education performance and results presented below.

Table 12 Report on Students Frequencies on Supervisory practices influence on students' academic performance

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Records of work supervision in my school has facilitated improvement in KCSE grades?	F	70	80	20	8	12
	%	36.84	42.11	10.53	4.21	6.32
Lesson observation for the teachers has impacted on improved attendance in my school?	F	86	64	16	14	10
	%	45.26	33.68	8.42	7.37	5.26
Teacher professional development in my school has led to improvement of learners' graduation rates?	F	76	44	30	12	28
	%	40.00	23.16	15.79	6.32	14.74
Records of work supervision in my school has enabled improvement in standardized test scores?	F	98	60	18	8	6
	%	51.58	31.58	9.47	4.21	3.16
Teacher lesson observation has influenced on improvement of learners' attendance in my school?	F	87	65	24	5	9
	%	45.79	34.21	12.63	2.63	4.74
Teacher professional development has caused improvement in KCSE grades in my school?	F	100	64	14	6	6
	%	52.63	33.68	7.37	3.16	3.16
Rate your level of agreement on influence of supervisory practices on students' academic performance in public secondary schools.	F	64	102	10	7	7
	%	33.68	53.68	5.26	3.68	3.68

Source; Researcher, 2025

Concerning records of work influencing improvement of KCSE grades, 36.84% (70) of students strongly agreed, 42.11% (80) agreed, 10.53% (20) were undecided, 4.21% (8) disagreed while number of students who strongly disagreed made up 6.32% (12). On the other hand, 45.26% (86) of students strongly agreed that lesson observation for teachers influences learners' attendance, 33.685 (64) agreed, 8.42% (16) were undecided, 7.37% (14) disagreed, while 5.26% (10) strongly disagreed. Moreover, teacher professional development influences improvement of learners' graduation 40.00% (76) strongly agreed, 23.16% (44) agreed,

15.79% (30) were undecided, 6.32% (12) disagreed, 14.74% (28) strongly disagreed. Concerning whether supervision of work influences improvement in test scores, half of the students at 51.58% (98) strongly agreed, 31.58% (60) agreed, 9.47% (18) were undecided, 4.21% (8) disagreed while 3.16% (6) strongly disagreed. The other statement was concerning lesson observation that lesson observation influences learners' attendance where 45.79% (87) of students strongly agreed, 34.21% (65) agreed but students who were undecided were 12.63% (24) and 2.63% (5) disagreed, 4.74% (9) strongly disagreed. In addition, half of the students at 52.63% (100) strongly agreed that teacher professional development influences improvement in KCSE grades, 33.68% (64) agreed, 7.37% (14) were undecided, 3.16% (6) disagreed and 3.16% (6) strongly disagreed. Consequently, just as it was the case for teachers' questionnaire students were also examined on their general opinion on effects of supervisory practices on learners' academic attainments where 33.68% (64) strongly agreed, slightly more than half of students at 53.68% (102) agreed, 5.26% (10) were undecided, 3.68% (7) disagreed and 3.68% (7) strongly disagreed.

4.4.1 Report on Inferential Findings on Influence of Supervisory Practices on students' Academic Performance in Public Secondary school

To establish relationship between supervisory activities, impact on students' academic attainments and kind of relationship that exist between frequencies of teachers and students' views were analyzed as shown below.

Table 13 *Report on Frequencies of Teachers and Students Influence of Supervisory Practices on Students' Academic Performance*

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teachers' (X)	20	11	2	3	2
Students' (Y)	64	102	10	7	7

Source; Researcher, 2025

Above teachers and students' frequencies were analyzed using Karl Pearson Correlation Coefficient Analysis to determine relationship between frequencies of supervisory activities impact on education performance in public high schools as presented below. Value of r range was taken as positive 1 to negative 1 where if the value is close to 1 there existed a strong positive association but if value was close to zero exists a weak positive or negative association on supervisory activities and learners' academic performance.

Table 14 Report on Karl Pearson Correlation Coefficient Analysis on Influence of Supervisory Practices and Students Academic Performance in Public Secondary Schools.

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Teachers (X)	38	538	5	2457	0.74	High Positive Correlation
Students (Y)	190	14698				

Source; Researcher, 2025

From Karl Pearson Correlation calculated the value of $r = 0.74$ indicating that there is a high positive correlation between supervisory practices and students' academic performance.

4.4.2 Report on Thematic Analysis of Influence of Supervisory Practices on Students' Academic Performance in Public Secondary Schools

Sub-County Director of Education as well as principals got engaged in interviews and parents in focus group so that to get qualitative information. During one of the interviews a respondent noted that;

“Principals who regularly have classroom observations, professional development for teachers as well as feedback mechanisms provides an opportunity for teachers to effectively implement good strategies that in turn help to improve students learning outcomes”

In keeping with the author above, it is important for principals to practice instructional supervision as it helps to equip teachers to become effective teachers improving their performance that consequently enhance students' academic performance. These observations were however in support by another participant who noted that;

“Supervisory activities of the school principals are important in shaping academic abilities of learners as it provides an environment suitable for learning although on the other hand inadequate supervision is likely to hinder learning affecting learning outcomes of students in secondary schools”

According to this respondent above emphasis is placed on provision of a suitable environment for learning for students and environment for teachers working. What this means is that even though supervision for various activities may be conducted such as instructional supervision without development of a suitable school climate for teachers working and students learning academic performance may not be realized. However, one respondent had a different view as the participant observed that;

“Observation of records of work and lesson plans does not necessarily facilitate improvement of students in standardized test but rather ensures that teachers are conducting duties professionally but teacher professional development aids educators to upgrade on skills making teachers more productive and skilled in teaching consequently improving students’ academic performance”

Therefore, keeping of records of work for a teacher is important for adhering to profession guidelines and also ensuring that teachers perform duties within expected limits but having programs for teachers to develop professionally is very important not only for the welfare of teachers but also the whole institution as a whole.

4.5.0 Report on Influence of Discipline Management Practices on Students’ Academic Performance in Public Secondary Schools

Students and teachers took part in answering research questionnaires so that to yield quantitative findings on influence discipline management practices has on students’ academic achievements. Information obtained from teachers’ questionnaires was analyzed and recorded and presented as demonstrated in table below.

Table 15 Report on Teachers' Questionnaire on Frequencies on Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
My school discipline policy has facilitated improvement in KCSE grades?	F	10	12	3	7	6
	%	26.32	31.58	7.89	18.42	15.79
Teachers time management in my school has enabled improved attendance in my school?	F	14	11	4	5	4
	%	36.84	28.95	10.53	13.16	10.53
Clarity of school rules in my school has facilitated improved graduation rates?	F	12	7	5	6	8
	%	31.58	18.42	13.16	15.79	21.05
Discipline policy has led to sustainable graduation rates in my school?	F	15	8	3	6	6
	%	39.47	21.05	7.89	15.79	15.79
My school's teachers' time management has led to improved standardized test scores?	F	10	14	6	4	4
	%	26.32	36.84	15.79	10.53	10.53
Clarity of school rules in my school has influenced, improvement in KCSE grade.	F	8	13	3	6	8
	%	21.05	34.21	7.89	15.79	21.05
Kindly indicate your level of agreement that discipline management practices influence students' academic performance.	F	20	11	2	2	3
	%	52.63	28.95	5.26	5.26	7.89

Source; Researcher, 2025

Discipline and education performance many are the times are said to go hand in hand and as result research examined effects of discipline management practices on learners' academic achievements in high schools. Therefore, when teachers were asked on whether discipline policy in secondary school has facilitated improvement in KCSE grades, 26.32% (10) of teachers strongly agreed, 31.58% (12) agreed, number of teachers who were undecided were 7.89% (3) while 18.42% (7) disagreed and 15.79% (6) strongly disagreed. Moreover, teachers time management influence on learners' attendance attracted 36.84% (14) of teachers to strongly agree, 28.95% (11) agreed, 10.53% (4) were undecided, 13.16% (5) disagreed and 10.53% (4) strongly disagreed. In addition, teachers were asked on whether clarity of school

rules has facilitated graduation rate where 31.58% (12) of teachers strongly agreed with this assertion, 18.42% (7) agreed, 13.16% (5) were undecided, 15.79% (6) disagreed and 21.08% (8) strongly disagreed. As far as influence of discipline on graduation rates was concerned 39.47% (15) of teachers strongly agreed it has an impact, 21.05% (8) agreed, 7.89% (3) were undecided, 15.79% (6) disagreed and 15.79% (6) strongly disagreed. Moreover, 26.32% (10) strongly agreed that teachers time management has led to improved standardized test, 36.84% (14) agreed, 15.79% (6) were undecided, 10.53% (4) disagreed and 10.53% (4) strongly disagreed. Concerning clarity of school rules has influenced improvement in KCSE grades 21.05% (8) strongly agreed, 34.21% (13) agreed, 7.89% (3) were undecided, 15.79% (6) disagreed and 21.05% (8) strongly disagreed. Lastly, on influence of discipline management practices on students' academic performance teachers were examined on their views on general effects of discipline to educational achievements of learners in public high schools where half of teachers at 52.63% (20) strongly agreed, 28.95% (11) agreed, 5.26% (2) were undecided, 5.26% (2) disagreed and those teachers who strongly disagreed contributed for 7.89% (3).

On the other hand, students participated on questionnaire and provided quantitative information on effects of discipline on students' educational attainments whereby views collected were analyzed and presented in the following frequency table.

Table 16 Report on Students Questionnaire on Frequencies on Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
My school discipline policy has facilitated improvement in KCSE grades?	F	70	80	20	8	12
	%	36.84	42.11	10.53	4.21	6.32
Teachers time management in my school has enabled improved attendance in my school?	F	86	76	10	10	8
	%	45.26	40.00	5.26	5.26	4.21
Clarity of school rules in my school has facilitated improved graduation rates?	F	100	62	6	14	8
	%	52.63	32.63	3.16	7.37	4.21
Discipline policy has led to sustainable graduation rates in my school?	F	112	54	10	6	8
	%	58.95	28.42	5.26	3.16	4.21
My school's teachers' time management has led to improved standardized test scores?	F	90	65	12	18	5
	%	47.37	34.21	6.32	9.47	2.63
Clarity of school rules in my school has influenced, improvement in KCSE grade.	F	62	84	14	10	20
	%	32.63	44.21	7.37	5.26	10.53
Kindly indicate your level of agreement that discipline management practices influence students' academic performance.	F	66	86	20	8	10
	%	34.74	45.26	10.53	4.21	5.26

Source; Researcher, 2025

The statement on whether discipline policy has facilitated improvement in KCSE grades attracted 36.84% (70) of students to strongly agree, 42.11% (80) agreed, 10.53% (20) were undecided, 4.21% (8) disagreed and 6.32% (12) strongly disagreed. Secondly, students were asked whether teachers time management has influenced learners' attendance 45.26% (86) of students strongly agreed, 40.00% (76) agreed, 5.26% (10) remained undecided, 5.26% (10) disagreed while 4.21% (8) strongly disagreed. Concerning clarity of school rules facilitating graduation rate of students slightly more than half of students at 52.63% (100) strongly agreed, 32.63% (62) agreed, 3.16% (6) were undecided, 7.37% (14) disagreed while only 4.21% (8) who strongly disagreed. Additionally, discipline policy influence on sustainable graduation

rates attracted 58.95% (112) of students to strongly agree, 28.42% (54) agreed, 5.26% (10) were undecided, 3.16% (6) disagreed and 4.21% (8) strongly disagreed. Students were also asked on influence of teachers' time management on improvement on standardized test scores, 47.37% (90) strongly agreed, 34.21% (65) agreed, 6.32% (12) 9.47% (18) disagreed, 2.63% (5) strongly disagreed. In addition, concerning clarity of school rules influencing improvement of KCSE grades 32.63% (62) strongly disagreed, 44.21% (86) agreed, 7.37% (14) were undecided, 5.26% (10) disagreed while 10.53% (20) strongly disagreed. Consequently, students in public secondary schools were examined on whether discipline management practices influence students' academic performance where 34.74% (66) of students strongly agreed, 45.26% (86) agreed, 10.53% (20) were undecided, 4.21% (8) disagreed while those students who strongly disagreed were 5.26% (10).

4.5.1 Report on Inferential Findings of Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Frequencies of teachers and students were analyzed so that to examine existence of association of discipline management practices on students' academic achievements in secondary institutions then results recorded as shown below.

Table 17 *Report on Teachers and Students Frequencies on Discipline Management Practices on Students' Academic Performance in Public Secondary Schools*

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teachers' (X)	20	11	2	2	3
Students' (Y)	66	86	20	8	10

Source; Researcher, 2025

Above frequencies were further subjected to Karl Pearson Analysis to determine relationship of discipline management and students' performance. Value of range of r was taken as negative 1 to positive 1. Where the value of r was close to 1 there exist a strong negative or positive association but if close to zero the association is weak.

Table 18 Report on Karl Pearson Correlation on Discipline Management Practices Influence on Students Academic Performance in Public Secondary Schools

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Teachers (X)	38	538	5	2468	0.91	High Positive Correlation
Students (Y)	190	12316				

Source; Researcher, 2025

From Karl Pearson Correlation calculated $r= 0.91$ indicates there is a high positive interaction between discipline management activities on students' education achievements. Therefore, it is very important for principals to ensure proper discipline of students to facilitate their education achievements.

4.5.2 Report on Thematic Analysis of Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Principals and Sub-County Director took part in interviews while parents in secondary institutions in Wajir North participated in focus group discussion that help to generate qualitative findings for the research. During focus group discussions one of the respondents noted that;

“When students’ discipline is effectively managed by ensuring fairness is observed when dealing with discipline issues it helps to foster a sense of involvement with school activities for students as well as bringing about motivation to students to study. Therefore, when students in secondary schools becomes more engaged with school activities and become motivated in studies the effects of that are improved academic performance of individual students consequently the whole class and school at large helping schools develop a good culture of academic performance”

In keeping with respondent above it is important to observe fairness when handling discipline issues among students in secondary schools to foster engagement and motivation among

students of public secondary schools so that schools can realize academic achievements for their students as being fair helps students cultivate the good behavior of engagement and motivation to study. In addition, these observations were also supported by one of the participants in an interview who observed that;

“There is a positive association of discipline of students and academic attainment of students. This is because schools that have a well implemented discipline policy for the school while adopting comprehensive approaches to handling of discipline for students often report higher scores in KCSE exams and graduation rates of students at end of four years course at high school”

These observations also are in support of inferential findings that a high positive relationship of $r=0.91$ between discipline management activities and learners’ academic success in public high schools. In addition, during an interview one of the respondents added that;

“Consistency in discipline management practices application is normally associated with improved attendance rates where students engage with learning activities and become more engaged with academic works that consequently influence improved academic attainments among secondary school learners in public high schools”

According to this participant management of discipline requires consistency in order model behaviors of students so that students may cultivate positive behaviors that promote learning hence improved academic performance. These is because in a group discussion these assertions were also noted where one of the respondents observed that;

“Effective discipline management practices facilitate development of a conducive teacher-student relationship and as a result teachers are able to cultivate trust and respect among learners then learners are more likely to accept disciplinary actions leading to better compliance to school rules and regulations consequently leading to improvement of behaviors of students and more time get dedicated to academic work resulting to improved academic performance”

Therefore, from what participants allude to concerning discipline management practices it can be drawn that fairness in handling discipline issues, consistence on approaches to discipline management and cultivation of trust and respect for teachers by students is a great millstone to achieve improved academic performance in public secondary schools.

4.6.0 Report on Influence of Principals' Motivation Strategies on Students' Academic Performance in Public Secondary Schools

Forth objective concerned principals' motivational strategies and students' academic achievements where both teachers as well as students participated in answering of research questions so that to yield quantitative data for this objective. However, responses from teachers were presented as illustrated in table below.

Table 19 Report on Teachers Questionnaire on Frequencies of Influence of Principals Motivation Strategies on Students' Academic Performance in Public Secondary Schools

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
ICT training of teachers has caused improvement in KCSE grade in my school.	F	22	9	2	3	2
	%	57.89	23.68	5.26	7.89	5.26
School motivation policies in my school has led to sustainable graduation rates in my school?	F	10	11	3	6	8
	%	26.32	28.95	7.89	15.79	21.05
Teacher capacity building influences improved learners' standardized test scores?	F	20	10	2	3	3
	%	52.63	26.32	5.26	7.89	7.89
Availability of ICT infrastructure influence improved attendance rates in my school?	F	6	7	4	13	8
	%	15.79	18.42	10.53	34.21	21.05
School motivation policies in my school has facilitated improvement of learners' graduation rates?	F	7	6	3	11	11
	%	18.42	15.79	7.89	28.95	28.95
Teacher training and support influence enhanced improvement in KCSE grade.	F	19	9	2	3	5
	%	50.00	23.68	5.26	7.89	13.16
Rate the extent to which you agree with that principals' motivation strategies influences students' academic performance in secondary schools	F	23	8	3	2	2
	%	60.53	21.05	7.89	5.26	5.26

Source; Researcher, 2025

Statistics from responses from teachers on motivation strategies of principals' influence on students' academic achievements revealed that slightly more than half of teachers at 57.89%

(22), strongly agreed that ICT training of teachers influences improvement of students in KCSE grades, 23.68% (9) agreed, 5.26% (2) were undecided, 7.89% (3) disagreed while teachers who strongly disagreed contributed for 5.26% (2). Also, concerning school motivation policies influence on graduation rate of students attracted 26.32% (10) to strongly agreed, 28.95% (11) agreed, 7.89% (3) were undecided, 15.79% (6) disagreed and 21.05% (8) strongly disagreed. However, teacher capacity building influence on learners standardized test scores attracted slightly more than half of teachers at 52.63% (20) to strongly agree, 26.32% (10) agreed, 5.26% (2) teachers were undecided, 7.89% (3) disagreed and 7.89% (3) strongly disagreed. However, concerning availability of ICT infrastructure influence on improved attendance rates only 15.79% (6) strongly agreed, 18.42% (7) agreed, 10.53% (4) were undecided, 34.21% (13) disagreed while 21.05% (8) strongly disagreed. Furthermore, 18.42% (7) of educators strongly agreed that school motivation policies have facilitated improvement of learners' graduation rate, 15.79% (6) agreed, 7.89% (3) remained undecided, 28.95% (11) disagreed while 28.95% (11) strongly disagreed. Moreover, teacher training and support influence on improvement of KCSE grades half of teachers at 50.00% (19) strongly agreed, 23.68% (9) agreed, 5.26% (2) were undecided, 7.89% (3) disagreed and 13.16% (5) strongly disagreed. Additionally, teachers were subjected unto a general question to provide their opinion on effects of school principals motivation strategies influence on students' educational performance in public high schools where more than half of teachers at 60.53% (23) strongly agreed, 21.05% (8) agreed, 7.89% (3) were undecided, 5.26% (2) disagreed while those teachers who strongly disagreed made up for 5.26% (2). Also, secondary school students were provided with the questionnaire to evaluate impact of principals' motivation activities on students' education achievements where outcomes were presented as shown below.

Table 20 Report on Students Questionnaire on Frequencies of Influence of Principals Motivation Practices on Students' Academic Performance in Public Secondary Schools

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
ICT training of teachers has caused improvement in KCSE grade in my school.	F	98	60	15	8	9
	%	51.58	31.58	7.89	4.21	4.74
School motivation policies in my school has led to sustainable graduation rates in my school?	F	62	78	16	14	20
	%	32.63	41.05	8.42	7.37	10.53
Teacher capacity building influence improved learners' standardized test scores?	F	103	62	8	7	10
	%	54.21	32.63	4.21	3.68	5.26
Availability of ICT infrastructure has influenced improved attendance rates in my school?	F	96	64	5	15	10
	%	50.53	33.68	2.63	7.89	5.26
School motivation policies in my school has facilitated improvement of learners' graduation rates?	F	40	52	20	33	45
	%	21.05	27.37	10.53	17.37	23.68
Teacher training and support in my school has enhanced improvement in KCSE grade.	F	102	66	8	7	7
	%	53.68	34.74	4.21	3.68	3.68
Rate the extent to which you agree with that principals' motivation strategies influences students' academic performance in secondary schools	F	98	72	6	5	9
	%	51.58	37.89	3.16	2.63	4.74

Source; Researcher, 2025

Secondary school students participated in answering questions to establish effects of ICT teacher training on improvement on KCSE grades where half of the students at 51.58% (98) strongly agreed, 31.58% (60) agreed, 7.89% (15) were undecided, 4.21% (8) disagreed while number of students who strongly disagreed made up 4.74% (9). However, concerning school motivation policy facilitating graduation rates of students 32.63% (62) strongly agreed, 41.05% (78) agreed, 8.42% (16) were undecided, 7.37% (14) disagreed, 10.53% (20) strongly agreed. Moreover, slightly more than half of students at 54.21% (103) strongly agreed that teachers

capacity building influences students' improvement in standardized test scores for students, 32.63% (62) agreed, 4.21% (8) were undecided, 3.68% (7) disagreed, 5.26% (10) strongly disagreed. On the same vein half of student participant at 50.53% (93) strongly agreed that availability of ICT infrastructure improves attendance rates of students to school, 33.68% (64) agreed, 2.63% (5) remained undecided, 7.89% (15) disagreed and 5.26% (10) strongly disagreed. Concerning school motivation policies facilitating learners' graduation rates 21.05% (40) of students strongly agreed, 27.37% (52) agreed, 10.53% (20) were undecided, 17.37% (33) disagreed, 23.68% (45) strongly disagreed. The other question students responded on was on whether teacher training as well as capacity building influences improvement of KCSE grades slightly more than half of teachers at 53.68% (102) strongly agreed, 34.74% (66) agreed, 4.21% (8) were undecided, 3.68% (7) disagreed and 3.68% (7) strongly disagreed. Consequently, students' general opinion on influence of principals' motivation strategies influences students' academic achievements where 51.58% (98) of students' respondents strongly agreed, 37.89% (72) agreed, 3.16% (6) were undecided, 2.63% (5) disagreed and 4.74% (9) strongly disagreed.

4.6.1 Report on Inferential Findings on Influence of Principals' Motivation Strategies on Students' Academic Performance in Public Secondary Schools

Principals' motivation activities frequencies of teachers as well as students were analyzed below so that to establish kind of relationship in existence with education performance of students in high schools as demonstrated below.

Table 21 *Report on Analysis of Teachers' and Students' Frequencies on Influence of Principals Motivation Strategies on Students' Academic Performance*

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teachers' (X)	23	8	3	2	2
Students' (Y)	98	72	6	5	9

Source; Researcher, 2025

Above students' and Teachers' frequencies were then subjected to Karl Pearson Correlation Analysis so as to determine relationship of principals' motivation strategies and students' education performance in secondary institutions as demonstrated in table 22. The range of value of r was taken as between positive 1 and negative 1. Then if the value of r calculated becomes close to 1 there was an indication of a strong negative or positive association but when close to zero a weak positive or even negative relationship exist.

Table 22 Report on Karl Pearson Correlation Analysis on Influence of Principals Motivation Practices on Students' Academic Performance in Public Secondary Schools

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Teachers (X)	38	610	5	2876	0.91	High Positive Correlation
Students (Y)	190	14930				

Source; Researcher, 2025

From Karl Pearson Correlation calculated results show that $r=0.91$ therefore bringing out a conclusion there is a high positive correlation between principals' motivation strategies and students' academic achievements among public secondary schools. Therefore, it is important for principals in various secondary schools to lay down strategies for ensuring students as well as teachers are well motivated to realize academic performance in high schools.

4.6.2 Report on Thematic Analysis on Principals' Motivation Strategies Influence on Students' Academic Performance in Public Secondary Schools.

Sub-County Director of Education in Wajir North as well as principals in public high schools participated in interviews to obtain qualitative findings on influence of principals' motivation strategies and the kind of impact it has on students' academic achievement. Moreover, parents in sampled secondary public schools participated in focus group discussion guide while giving their views on kind of association on motivation practices and students' attainments while at school. During an interview, one respondent mentioned that;

“Secondary school principals in public schools normally employ various strategies to create motivation among their teachers that consequently impact on students’ academic abilities. Some of these strategies employed includes; recognition as well as rewards for performing teachers on their duties, provision of opportunities for professional development of teachers when teachers produce excellent students results on their teaching areas as well as establishment of clear goals for both teachers as well as students. These practices have helped teachers to give their best during teaching and learning practices and consequently has produced positive effects on students’ academic performance”

According to respondent above, emphasis is placed on having mechanism for motivating teachers because well motivated teachers are more likely to give their best during teaching and learning processes and also focusing on capacity building of teachers through professional development that equips teachers to become more productive teachers. However, during focus group discussion it was noted that;

“Motivational strategies for the principals make teachers to become more engaged by creation of enthusiasm to teachers to perform in classroom that translates to improved academic performance because teachers are able to boost the morale of students by creation of a positive classroom climate that encourages students’ participation causing more students to become more engaged with class activities whose effects is improved student academic performance”

In keeping with respondent above it is alluded that principals ought to create a positive school climate as a management practice that motivates teachers to work as well motivated teachers have the ability to influence positively students’ educational success. In these is because words of the respondent from discussion forum from parents in secondary schools were also supported during interviews by a participant who noted that;

“Secondary schools that implement motivation strategies both for their teachers and students often realize overall improvement of students in standardized test scores as well as other assessments carried out among students in secondary schools. In addition, effectively motivating teachers makes teachers more satisfied increasing retention rates of teachers by reduction of teacher mobilities. Therefore, with increased teacher retention there is consistency in teaching and learning activities that favors students to academically excel”

However, from thematic findings of motivation strategies confirms both quantitative findings and also supports inferential findings that there is a high positive relationship of $r=0.91$ between principals’ motivation strategies and students’ academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section looks at summary of major research findings on principals' management strategies influence on students' academic success, conclusions of major findings as well as both recommendations for practice and for further investigations.

5.1.0 Summary of Research Findings

Research findings indicated that out of the 339 participants who were targeted by research 323 participants responded giving a response of 95.28% (323) which was adequate to draw conclusions on principals' management strategies influence on students' education success. In addition, concerning participants gender, there was a noticeable difference in gender disparity among participants because apart from parents where female parents who participated in research for students, teachers, principals and Sub-County Director of Education were dominated by male participants. However, majority of students age was 17 years and above which was slightly higher than average school going age of students at national levels of 14 years to 17 years. This is because national statistics reveal that in Kenyan secondary schools a majority of students enroll in high school at age of 15 years hence majority of students in form 3 are 17 years of age and form 4 at 18 years of age (Ibrahim, 2018). However, in Wajir North Sub-County secondary schools there were 42.11% (80) were of 17 to 18 years of age and 23.16% (44) were 19 years of age hence a total of 65.26% (124) of students were of 17 years and above across from one to four in public secondary schools. consequently, concerning education level of participants majority of parents had low levels of education as 60.00% (54) of parents had a certificate qualification but for teachers, principals and Sub-County Director of Education had attained a diploma or higher as education level attainment.

5.1.1 Provision of Resources and Students Academic Performance in Public Secondary Schools

Available data from research findings indicated that availability and provision of curriculum materials as one of the practices of the principals in public secondary school that has facilitated students' education in helping students realize academic successes. This is because, the quality of instructional materials is critical in provision of quality education. Moreover, due to the evolving world of technology that created need for technology integration in instruction in secondary school research showed that access and availability of digital learning tools has facilitated improvement in performance of standardized test among secondary schools' students although there is a need for principals in secondary schools to equip schools with more modern ICT resources for use by students and teachers. However, in some instances the quality of classroom facilities were found to have deteriorated creating for the need for Ministry of education to have programs on renovation of some of the classrooms because a high-quality classroom facility was found to provide a conducive learning environment facilitating learning of students in Secondary schools. Human resources such as teachers who are responsible for delivering the curriculum were also found to be inadequate affecting performance of students in secondary schools therefore important for Teachers Service Commission to beef up on appointment of more teachers to cater for the demand for teachers. In addition, findings indicated that availability of resources such as clean drinking water and reliability of electricity a need exists on bettering these important resources that facilitate student learning. Moreover, findings indicated that there was inadequacy of ICT tools for integration during lessons in classrooms creating for a need for secondary school principals to work in hand with other educational stakeholders to beef up on availability and access to digital tools for integration in teaching and learning. Consequently, it was established that in inferential findings of existence of a high positive relationship of $r=0.99$ between provision of resources and academic performance of students in public secondary schools.

5.1.2 Supervision Practices and Students Academic Performance in Public Secondary Schools

Second objective on supervisory practices in secondary public schools' findings indicated that there is existence of supervision of records of work by school management for teachers which had facilitated completion of syllabus in good time allowing for more time creation for revision purposes that facilitates academic success of students in standardized tests scores. However, lesson observation was noted to help in improvement of class attendance for learners but had little impact on students' performance although to a great extent was used as a tool for teachers' lesson delivery evaluation targeting on improvement of teacher performance that can consequently lead to improvement on students' performance. To a great extent teachers' professional development was one of the practices that had a significant impact on students' academic abilities as through continuous development of teachers it helps to arm educators with knowledge or skills leading teachers to become more productive in their duties consequently yielding to students' educational success. Furthermore, principals feedback mechanisms to teachers were found to have positive impact in helping in creation of a suitable environment for learning facilitating students' academic success in standardized test scores. Therefore, it is of great importance for principals to cultivate a conducive working environment of teachers while supervising activities of the students to realize academic performance of students in high schools. Finally, it was established from inferential findings that there is a high positive relationship between supervisory practices and students' academic performance of $r=0.74$ therefore principals should be in the fore front in provision of supervisory practices to teachers, students among other employees in the schools to assure on performance of students.

5.1.3 Discipline Management Practices and Students Academic Performance in Public Secondary Schools

Objective three on management practices of discipline of students and effects on student performance revealed that discipline and performance go hand in hand with improved student

performance. For instance, it was observed that school discipline policy helps to guide the students while in school and also assist students not to get into bad behaviors. However, effective discipline management practices that foster fairness among students helps to create a positive student-teacher relationship. As a result, students tend to be receptive to school rules and become more engaged with school activities that promote learning consequently leading to improvement in standardized test scores. In addition, teachers' management on time was established to have a positive impact on students' attendance rate as it was found to increase students' attendance in classes therefore students get more engaged with class learning activities. However, clarity of school rules was established to have an impact on provision of a harmonious learning environment preventing student from engaging in an inappropriate behavior hence more time allocated for study consequently helping on improvement of student performance. Consistency in discipline management was also an important strategy established that principals need to practice as there may be well developed school rules but consistency in application of Schule rules may not be well enhanced. However, inferential statistics demonstrated there is a high positive association of discipline management strategies and students' academic performance of $r=0.91$. What this means is that for effective students' performance to be realized in public secondary schools, it has to go hand in hand with effective student discipline management while ensuring practices employed are effective, fair and consistency to yield desired outcomes of students' success.

5.1.4 Principals Motivation Strategies and Students Academic Performance in Public Secondary Schools

Forth objective entailed establishing effects of principals' motivation activities on academic achievements in secondary institutions. Consequently, findings indicated that ICT training for teachers is one of the practices that most secondary school principals can apply as a motivation strategy to teachers not only to equip them with skills but also benefit students with more ICT

integrated lessons due to competencies of teachers that can at long run yield improved academic performance among learners. Secondly, Teacher capacity building was also identified as another contributing factors to improvement in students standardized test scores because teachers become more effective in their teaching and learning practices. Thirdly, despite of school motivation policies having been put into place findings indicated that there was lack of consistency and effectiveness in implementation schools citing lack of adequate funds as majority of motivation practices for teachers as well as students requires funding. However, inferential statistics revealed existence of a high positive relationship of principals' motivation activities and learners' academic achievements of $r=0.91$. In addition, some of the principals' motivation practices being carried out in secondary institutions includes activities such as recognition and rewards, establishment of clear goals, provision of opportunities for professional development of teachers and facilitation towards workshops and capacity building programs. Therefore, through motivation, teachers become more enthusiastic hence more engagement in teaching and learning activities that consequently leads to improvement of students in standardized tests as well as final examination at form four the KCSE examination which marks as an entry to higher education levels such as universities and colleges. Finally, concerning principals' motivation strategies the study established that secondary schools that normally have effective motivation strategies are able to realize improvement in students standardized test scores.

5.2 Conclusions

Research on influence of principals' management strategies on students' academic achievements made following conclusions;

1. Principals provision of resources has a significant impact on students' academic success in secondary schools. Such resources that were found to be of great importance includes, human resources for example qualified teachers of high quality, physical resources such as

availability of classroom facilities well equipped, digital facilities for integration of ICT in teaching and learning, sporting activities resources, libraries and laboratories, as well as financial resources in order to adequately finance all management practices that may require financial requirements.

2. Supervisory practices such as record of works supervision, lesson observations, teacher professional development activities have a positive impact on students' educational success. However, in secondary institutions principals are burdened with several responsibilities leading to work overloads making close supervision a little bit difficult to practice.
3. Discipline and performance of students have a high positive relationship where effective discipline management practices and consistency of application of school rules and regulation in a manner that is fair enables creation of trust and acceptance of disciplinary measures by students creating a student-teacher positive relationship helping in fostering of a learning environment suitable for academic performance for students in secondary schools. However, instances of ineffective discipline management strategies and inconsistency were observed to be in existence among some secondary schools where the most prone vice was identified as disobedience to school rules and regulations.
4. Motivation practices such as teacher capacity buildings, ICT trainings, consistency and effectiveness of application of school motivation policies are some of the principals' motivational practices that helps to boost teachers' morale, develops enthusiasm to work and consequently teachers influencing students become more motivated to study improving on standardized test scores. However, development of a school climate by motivating teachers and students facilitating a suitable learning environment that facilitate academic success.

5.3.0 Recommendations

Investigation made the following recommendations both for practice as well as for further investigations.

5.3.1 Recommendations for Practice

1. Teachers Service Commission may beef up staffing in public high schools in order to fill the deficiency that exist on human resources availability to schools while Ministry of Education can continue empowering schools with financials resources that are timely disbursed to facilitate running of the schools.
2. Board of Management together with school principals may facilitate digitalization of some supervisory practices such as biometric clock in and clock out for teachers to improve on closeness of supervisory practices among other practices.
3. School Managements such as the Board of Management in secondary schools to ensure effectiveness, consistence and fairness on discipline management practices of various secondary schools.
4. The Ministry of Education to ensure that motivation practices for teachers are beefed up while School Management to ensure that laid down motivational policies are effectively and consistently implemented both for teachers as well as students.

5.3.2 Recommendations for Further Research

Investigation may be done in the following areas

1. Impact of student council decision-making skills on enhancing students' discipline in secondary institutions.
2. Impact of principals' transformational leadership practices and its impacts on school culture in public high schools

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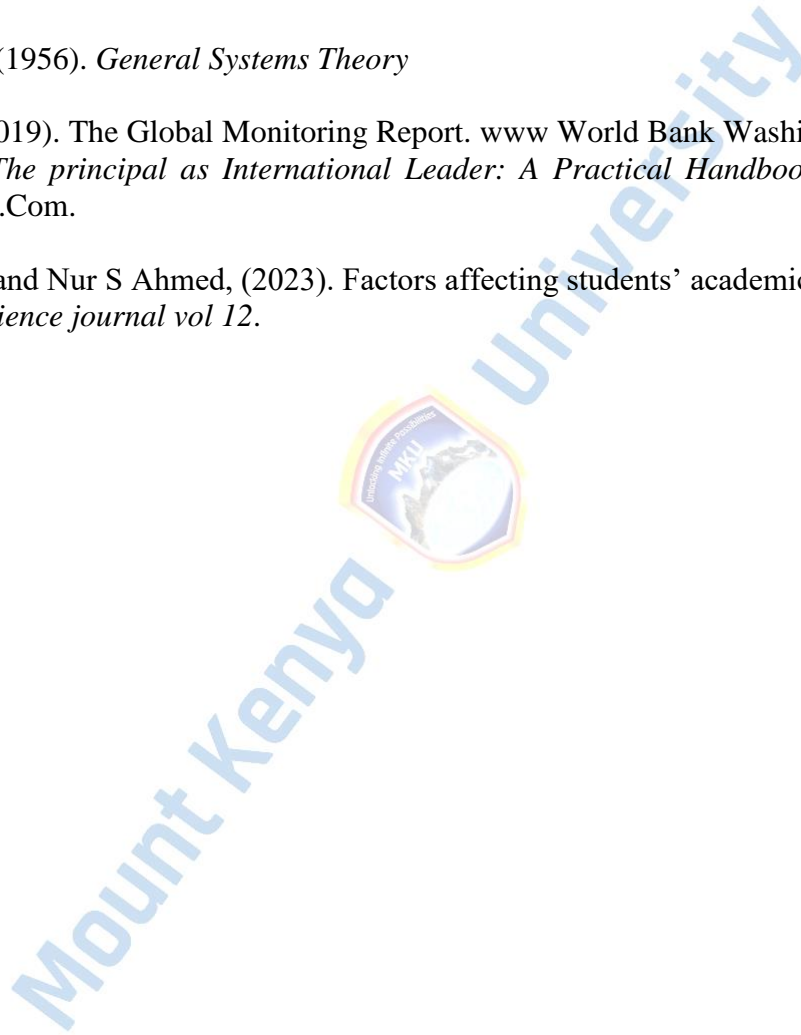
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APPENDICES

Appendix I: Self Introductory Letter

To participant,

RE: PERMISSION TO CONDUCT RESEARCH

I am a student taking a course in **Master of Education** specializing on educational leadership and Management. As part of my study work, am supposed to submit a project on **Influence of principals' management strategies on students' academic performance in public secondary schools in Wajir North Sub-County Kenya**. However, in order to achieve aforementioned, you have been chosen to participate in the study therefore request for your cooperation but note that for every piece of information that you will give will only be used for purpose of research only.

Your participation will be highly appreciated.

Yours faithfully,

Ahmed Abdi Mohamed

Appendix II: Informed Consent Form

To participant,

Researcher is a **Mount Kenya University** student taking a course in **Master of Education** in Educational Leadership and Management, assessing on ***Influence of principals' management practices on students' academic performance in public secondary schools in Wajir North Sub-County Kenya*** and you are therefore requested to have some time for responding to questions to be asked to the best of your knowledge. The research participation will be voluntary and will not benefit you in any way but for the information you provide will be of great importance to the study and will be handled with care and confidentiality and that there shall be no diversion of collected information as will purposely be used for the study. Just in case of any grievances you can Chanel to;

THE CHAIRMAN,

MKU ERC,

P. O. Box 342-01000,

THIKA

Participant:

Code of Participant

Signature

Date

Researcher:

Ahmed Abdi Mohamed

Researcher

Signature

Date

Appendix III Students Assent Form

Dear Student

RE: REQUEST FOR YOUR ASSENT TO TAKE PART IN RESEARCH

I am *Ahmed Abdi Mohamed* a student from Mount Kenya University taking a degree course in Master of Education where my area of specialization is educational leadership and management. I am intending to conduct research as part of my studies on the title is *Influence of principals' management practices on students' academic performance in public secondary schools in Wajir North Sub-County Kenya*. The purpose of this form is to request you to take part in research as a respondent. Kindly note that your participation is voluntary and there shall be no benefits given to you for your participation as research is for academic purpose only. You also have the freedom to consult your parent or guardian before deciding on whether to participate in research. However, your participation will be of great benefit for academic works and all information that you will give will only be used for the purpose of research and no individual identities will be put into considerations.

Your assent will be highly appreciated

Yours faithfully,

Ahmed Abdi Mohamed

Appendix IV Parents' Consent Form

Dear parent/guardian

**RE: REQUEST FOR CONSENT FOR YOUR DAUGHTER/SON TO PARTICIPATE
IN RESEARCH**

My name is *Ahmed Abdi Mohamed* a master of education student at Mount Kenya University taking a degree course in educational leadership and management investigating on the topic titled *Influence of principals' management practices on students' academic performance in public secondary schools in Wajir North Sub-County Kenya*. The purpose of this form is to request you to allow your son/daughter to participate in the research in order to allow me accomplish my studies. All information collected will only be used for the purpose of research which is academic purposes only and there shall be no collection of personal information. All data obtained will also be handled with a lot of confidentiality and privacy. In addition, participation is voluntary and no benefits will be derived for participation. However, participation will be necessary in generating academic data on influence of principals' management practices on students' academic performance.

Your consent will be highly appreciated

Yours faithfully,

Ahmed Abdi Mohamed

Appendix V: Interview Guide for Principals' and Sub-County Director of Education

Dear Respondent,

Researcher is a **Mount Kenya University student** taking a course in Master of Education in **Education management and leadership** researching on *Influence of principals' management strategies on students' academic performance in public secondary schools in Wajir North Sub-County Kenya*. For information that you provide will be handled with care and confidentiality.

Section A: General Information

Instruction: Please tick against your most appropriate response and fill the spaces provided.

1. Gender: Male Female
2. Highest level of education qualification.
Postgraduate Degree
Undergraduate Degree
Diploma

Section B: Provision of resources and students' academic performance

1. What is your availability to curriculum support materials towards students' academic performance and does it have any influence in improvement in standardized test scores?
2. What is the influence of access to digital learning tools on effective improvement of learners' attendance in your school?
3. What is the influence of quality of classroom facilities in regard to improvement in standardized test scores in your school?
4. What is your opinion on fairer of government on timely disbursement of funds to schools' accounts on graduation rates in your school?

5. What are some of best ways provision of resources can be used to ensure improvement in KCSE grade in public secondary schools?

Section C: Supervisory practices and students' academic performance

1. What are the main challenges in supervising records of work that you normally face in monitoring students' progress in schools as you ensure there is improvement in standardized test scores?
2. What is the influence of lesson observation on effective improvement in KCSE grades in your school?
3. How are your teachers engaged in professional development for successful facilitation of learners' graduation rates in your school?
4. How does supervisory practices ensure that there is successful improvement in attendance rates?

Section D: Discipline management practices and students' academic performance

1. What is the importance of discipline policy of your school in improvement of KCSE grade?
2. What influence does teachers time management has on students' discipline and what influence does it have on attendance rates?
3. What influence does clear school rules has on students' discipline that facilitate enhancement of graduation rates?
4. What are some of the challenges your teachers face when maintaining students' discipline and its influence on attendance rates?

Section E: Motivation practices and students' academic performance

1. In your opinion do you think that ICT infrastructure availability has a big role in ensuring effective improvement in KCSE grade in your schools?
2. What do you think can be done to ensure school policies are effectively done to facilitate graduation rates in public secondary schools?
3. How does teacher capacity building can be used to enhance attendance rates in public secondary schools?
4. What is the influence of ICT training for teachers in relation to improvement of students in standardized test scores in public secondary schools?

Thank you for your participation

Ahmed Abdi Mohamed

Appendix VI: Focus Group Discussion Guide

Dear participant,

Researcher is a **Mount Kenya University student** taking a course in **Master of Education in Education management and leadership** researching on *Influence of principals' management strategies on students' academic performance in public secondary schools in Wajir North Sub-County Kenya*. For information that you provide will be handled with care and confidentiality.

Section A: General Information

Instruction: Please tick against your most appropriate response and fill the spaces provided.

1. Gender: Male Female

2. Highest level of education qualification.

Postgraduate Degree

Undergraduate Degree

Diploma

Certificate

Section B: Provision of resources and students' academic performance

1. What is your availability to curriculum support materials towards students' academic performance and does it have any influence in improvement in standardized test scores?
2. What is the influence of access to digital learning tools on effective improvement of learners' attendance in your school?
3. What is the influence of quality of classroom facilities in regard to improvement in standardized test scores in your school?
4. What is your opinion on fairer of government on timely disbursement of funds to schools' accounts on graduation rates in your school?

5. What are some of best ways provision of resources can be used to ensure improvement in KCSE grade in public secondary schools?

Section C: Supervisory practices and students' academic performance

1. What are the main challenges in supervising records of work that you normally face in monitoring students' progress in schools as you ensure there is improvement in standardized test scores?
2. What is the influence of lesson observation on effective improvement in KCSE grades in your school?
3. How are your teachers engaged in professional development for successful facilitation of learners' graduation rates in your school?
4. How does supervisory practices ensure that there is successful improvement in attendance rates?

Section D: Discipline management practices and students' academic performance

1. What is the importance of discipline policy of your school in improvement of KCSE grade?
2. What influence does teachers time management has on students' discipline and what influence does it have on attendance rates?
3. What influence does clear school rules has on students' discipline that facilitate enhancement of graduation rates?
4. What are some of the challenges your teachers face when maintaining students' discipline and its influence on attendance rates?

Section E: Motivation practices and students' academic performance

1. In your opinion do you think that ICT infrastructure availability has a big role in ensuring effective improvement in KCSE grade in your schools?
2. What do you think can be done to ensure school policies are effectively done to facilitate graduation rates in public secondary schools?
3. How does teacher capacity building can be used to enhance attendance rates in public secondary schools?
4. What is the influence of ICT training for teachers in relation to improvement of students in standardized test scores in public secondary schools?

Thank you for your participation

Ahmed Abdi Mohamed



Mount Kenya University

Appendix VII: Questionnaire for Teachers

Dear Teacher,

Researcher comes from **Mount Kenya University** student taking a course in **Master of Education** in Education management and leadership assessing on *Influence of principals' management strategies on students' academic performance in public secondary schools in Wajir North Sub-County Kenya*. Also note that for all the data that you will provide will only be utilized for the purpose of the study as there shall be no other use.

Section A: General Information

Instruction: As you fill the spaces provided appropriately kindly tick against your most suitable answer.

1. Gender: Male [] Female []
2. Highest level of education qualification.
Postgraduate Degree []
Undergraduate Degree []
Diploma []

Section B: Provision of resources and students' academic performance

Rate the extent to which provision of resources influence students' academic performance in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** - Disagree **SD** - Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	Availability of curriculum support materials in schools has enabled improvement in standardized test scores in my school.					
2.	Access to digital learning tools has helped to improve learners' graduation rates in my school.					
3.	My school quality of classroom facilities has enabled improvement in KCSE grade.					
4.	My school availability of curriculum support materials has facilitated improvement in KCSE grade.					
5.	My schools' access to digital learning tools has facilitated improvement in learners' attendance.					
6.	My schools' quality of classroom facilities has facilitated improvement in KCSE grades.					
7.	What is your level of agreement that provision of resources influences academic performance of students in public secondary schools					

Section C: Supervisory practices and students' academic performance.

Rate the extent to which supervisory practices influence students' academic performance in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** – Disagree **SD** – Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	Records of work supervision in my school has facilitated improvement KCSE grades?					
2.	Lesson observation for the teachers has impacted on improved attendance in my school?					
3.	Teacher professional development in my school has led to improvement of learners' graduation rates?					
4.	Records of work supervision in my school has enabled improvement in standardized test scores?					
5.	Teacher lesson observation has influenced on improvement of learners' attendance in my school?					
6.	Teacher professional development has caused improvement in KCSE grades in my school?					
7.	Rate your level of agreement on influence of supervisory practices on students' academic performance in public secondary schools.					

Section D: Discipline management practices and students' academic performance.

Rate the extent to which discipline management practices influence students' academic performance in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** – Disagree **SD** – Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	My school discipline policy has facilitated improvement in KCSE grades?					
2.	Teachers time management in my school has enabled improved attendance in my school?					
3.	Clarity of school rules in my school has facilitated improved graduation rates?					
4.	Discipline policy has led to sustainable graduation rates in my school?					
5.	My school's teachers' time management has led to improved standardized test scores?					
6.	Clarity of school rules in my school has influenced, improvement in KCSE grade.					
7.	Kindly indicate your level of agreement that discipline management practices influence students' academic performance.					

Section E: Motivation practices and students' academic performance.

Rate the extent to which motivation practices has influenced students' academic performance in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** – Disagree **SD** – Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	ICT training of teachers has caused improvement in KCSE grade in my school.					
2.	School policies in my school has led to sustainable graduation rates in my school?					
3.	Teacher capacity building in my school has improved learners' standardized test scores?					
4.	Availability of ICT infrastructure has influenced improved attendance rates in my school?					
5.	School policies in my school has facilitated improvement of learners' graduation rates?					
6.	Teacher training and support in my school has enhanced improvement in KCSE grade.					

7.	Rate the extent to which you agree with that principals' motivation strategies influences students' academic performance in secondary schools					
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Thank you for your participation

Ahmed Abdi Mohamed

Appendix VIII: Questionnaire for Students

Dear student,

Researcher comes from **Mount Kenya University** student taking a course in **Master of Education** in Education management and leadership assessing on *Influence of principals' management strategies on students' academic performance in public secondary schools in Wajir North Sub-County Kenya*. Also note that for all the data that you will provide will only be utilized for the purpose of the study as there shall be no other use.

Section A: General Information

Instruction: As you fill the spaces provided appropriately kindly tick against your most suitable answer.

1. Gender: Male [] Female []

2. Age bracket

16 years and below [] 17-18 years [] 19 years and above []

Section B: Provision of resources and students' academic performance

Rate the extent to which provision of resources influence students' academic performance in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** – Disagree **SD** – Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	Availability of curriculum support materials in schools has enabled improvement in standardized test scores in my school.					
2.	Access to digital learning tools has helped to improve learners' graduation rates in my school.					
3.	My school quality of classroom facilities has enabled improvement in KCSE grade.					
4.	My school availability of curriculum support materials has facilitated improvement in KCSE grade.					
5.	My schools' access to digital learning tools has facilitated improvement in learners' attendance.					

6.	My schools' quality of classroom facilities has facilitated improvement in KCSE grades.					
7.	What is your level of agreement that provision of resources influences academic performance of students in public secondary schools					

Section C: Supervisory practices and students' academic performance.

Rate the extent to which supervisory practices influence students' academic performance in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** – Disagree **SD** – Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	Records of work supervision in my school has facilitated improvement KCSE grades?					
2.	Lesson observation for the teachers has impacted on improved attendance in my school?					
3.	Teacher professional development in my school has led to improvement of learners' graduation rates?					
4.	Records of work supervision in my school has enabled improvement in standardized test scores?					
5.	Teacher lesson observation has influenced on improvement of learners' attendance in my school?					

6.	Teacher professional development has caused improvement in KCSE grades in my school?					
7.	Kindly indicate your level of agreement that supervisory practices influence students' academic achievements.					

Section D: Discipline management practices and students' academic performance.

Rate the extent to which discipline management practices influence students' academic performance in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** – Disagree **SD** – Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	My school discipline policy has facilitated improvement in KCSE grades?					
2.	Teachers time management in my school has enabled improved attendance in my school?					
3.	Clarity of school rules in my school has facilitated improved graduation rates?					
4.	Discipline policy has led to sustainable graduation rates in my school?					

5.	My school's teachers' time management has led to improved standardized test scores?					
6.	Clarity of school rules in my school has influenced, improvement in KCSE grade.					
7.	Kindly indicate your level of agreement that discipline management practices influence students' academic performance.					

Section E: Motivation practices and students' academic performance.

Rate the extent to which motivation practices has influenced students' academic performance in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** – Disagree **SD** – Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	ICT training of teachers has caused improvement in KCSE grade in my school.					
2.	School policies in my school has led to sustainable graduation rates in my school?					
3.	Teacher capacity building in my school has improved learners' standardized test scores?					

4.	Availability of ICT infrastructure has influenced improved attendance rates in my school?				
5.	School policies in my school has facilitated improvement of learners' graduation rates?				
6.	Teacher training and support in my school has enhanced improvement in KCSE grade.				
7.	Rate your level of agreement that motivation strategies influence students' academic performance				

Thank you for your participation

Ahmed Abdi Mohamed



Appendix IX: Research License from NACOSTI



REPUBLIC OF KENYA



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

Ref No: **681279** Date of Issue: **13/January/2025**

RESEARCH LICENSE



This is to Certify that Mr.. AHMED ABDI MOHAMED 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 on the topic: INFLUENCE OF PRINCIPALS' MANAGEMENT STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN WAJIR NORTH SUB-COUNTY, KENYA for the period ending : 13/January/2026.

License No: **NACOSTI/P/25/41-4997**

Applicant Identification Number **681279**


 Director General



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.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.



Appendix X: Introduction Letter to NACOSTI


Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2021/77034

19th December, 2024

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


Dear Sir/Madam,

RE: AHMED ABDI MOHAMED- REGISTRATION NO. MED/2021/77034

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

The title of the research is **"Influence of Principals' Management Strategies on Students'**

Appendix XI: Ethical Review Committee Certificate


Mount Kenya University

REF: MKU/ISERC/4642
TO: AHMED ABDI MOHAMED
REG: MED/2021/77034

Date: 18 December 2024

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' MANAGEMENT STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN WAJIR NORTH SUB-COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3364**. The approval period is **18/12/2024 - 17/12/2025**.


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 expiration. Attach a comprehensive progress report to

Appendix XII: Authorization Letter from Wajir County Director of Education

**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Telegrams: "Education Wajir"
Telephone: 0721479026
When replying please quote
REF: EDW/VOL. IV/ADMIN/060



COUNTY DIRECTOR OF EDUCATION
P.O. BOX 31-70200
WAJIR.
Date 22nd January, 2025

MR. AHMED ABDI MOHAMED
MOUNT KENYA UNIVERSITY OF
SCIENCE AND INNOVATION

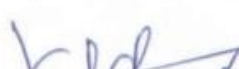

DEAR SIR/MADAM,

RE: RESEARCH AUTHORIZATION

This is in reference to the letter ref NACOSTI/P/25/414997/681279 dated 13th January, 2025 from the National Commission for Science, Technology and Innovation granting you authority to undertake research on the topic "Influence of Principals' management strategies on students 'academic performance in public secondary schools in Wajir North Sub-County, Kenya" for the period ending 13th January, 2026.

This is therefore to inform you that this office has no objection and has granted you authority to conduct your research in Wajir County.

Wish you all the best in your undertaking.

Appendix XIII: Authorization Letter from Wajir County Commissioner

OFFICE OF THE PRESIDENT



MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Telegraphic Address: "County"
Email: ccwajircounty@yahoo.com
When replying please quote

The County Commissioner
Wajir County
Private Bag
WAJIR

Ref No: F50/VOL.1/248

22nd January, 2025


Deputy County Commissioner
WAJIR NORTH SUB COUNTY

RE: RESEARCH AUTHORIZATION

Reference is made to a research license from National Commission for Science, Technology & Innovation license no. NACOSTI/P/25/414997 dated 13th January, 2025 on the above subject matter.

Mr. Ahmed Abdi Mohamed is hereby authorized to conduct research on the topic "**Influence of Principals Management Strategies on Students Academic Performance in Public Secondary Schools in Wajir North Sub County**" for the period ending **13th January 2026**.

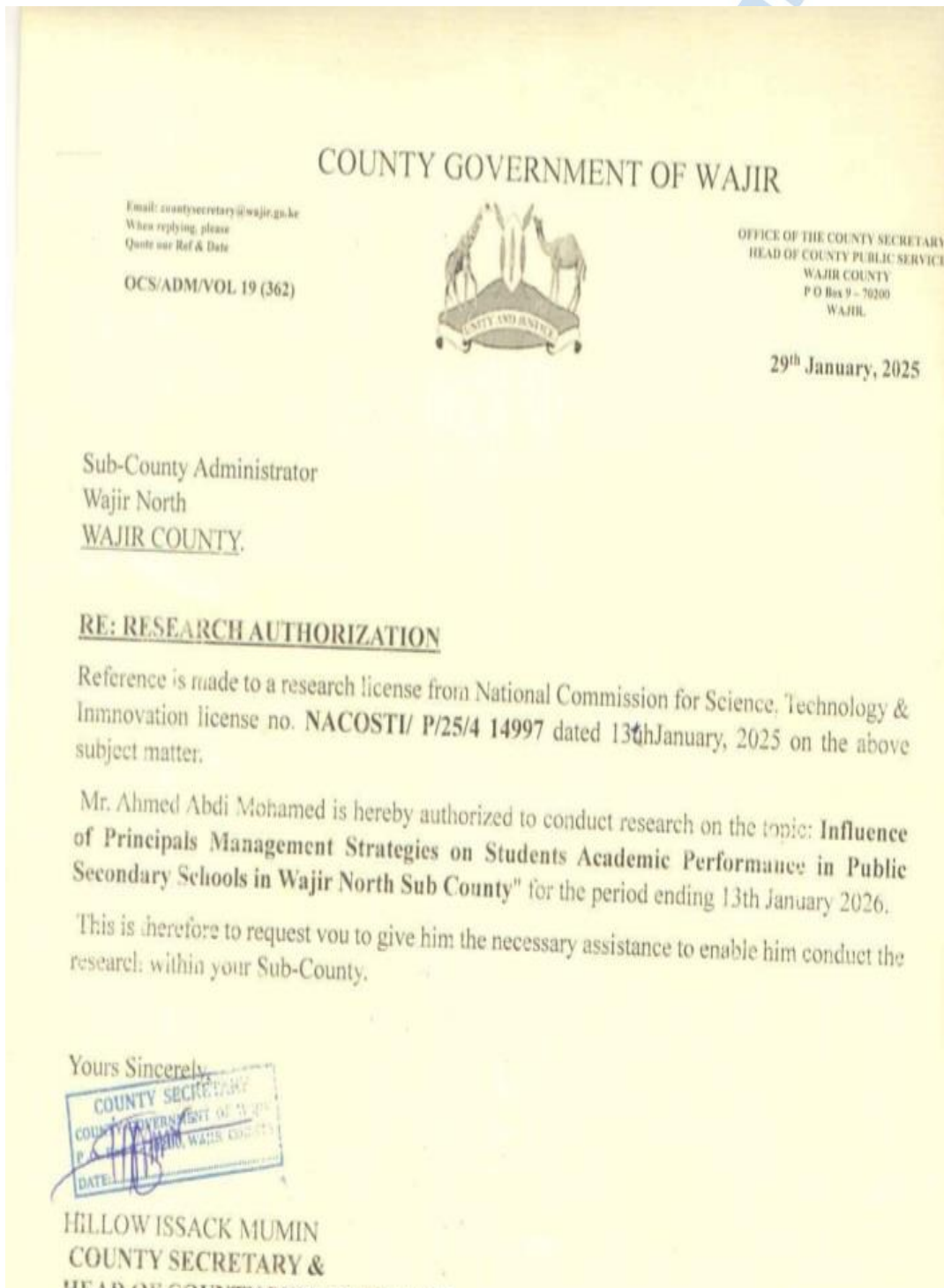
This is therefore to request you to give him the necessary assistance to enable him conduct the research within your Sub-County.


F. N. Mwangangi
For: County Commissioner
WAJIR COUNTY

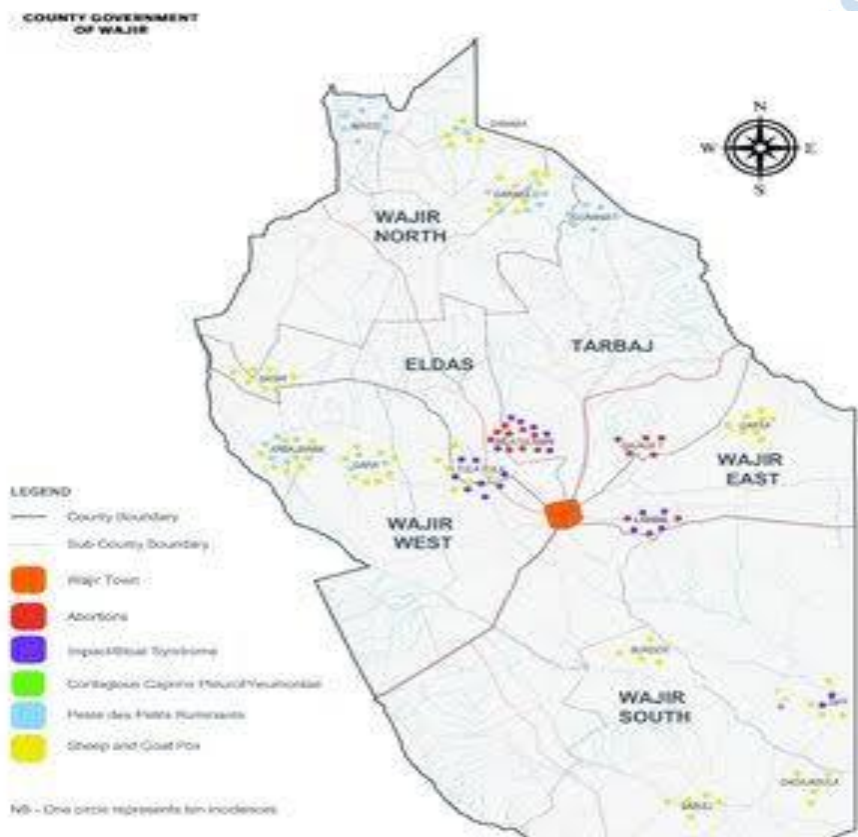


Cc

Appendix XIV: Authorization Letter from Wajir County Government



Appendix XV: Map of Wajir County Showing Wajir North Sub-County



Appendix XVI: Similarity Index Report



INFLUENCE OF PRINCIPALS'
MANAGEMENT STRATEGIES ON
STUDENTS' ACADEMIC
PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN
WAJIR NORTH SUB-COUNTY,
KENYA

by Ahmed Abdi Mohamed

Submission date: 28-Feb-2025 05:30PM(UTC+0300)
Submission ID: 2601282550
File name: AHMED_PROJECT_MARCH,_2025.docx (1.42M)
Word count: 24528
Character count: 143259

INFLUENCE OF PRINCIPALS' MANAGEMENT STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN WAJIR NORTH SUB-COUNTY, KENYA

ORIGINALITY REPORT

14% SIMILARITY INDEX	13% INTERNET SOURCES	6% PUBLICATIONS	11% STUDENT PAPERS
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PRIMARY SOURCES

1	Submitted to Mount Kenya University Student Paper	8%
2	repository.seku.ac.ke Internet Source	1%
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5	ir-library.ku.ac.ke Internet Source	<1%
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