

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON PUPILS'
TRANSITION FROM PRIMARY TO SECONDARY IN PUBLIC SCHOOLS IN
KONOIN SUB COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration

This project is my original work and has never been presented for any academic award in any institution..

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DEDICATION

This work is dedicated to my wife Mary Chege and my children Liz Muthoni, Lyn Njeri, and Lenny Mathara with love.



ACKNOWLEDGMENT

I thank God for His grace and strength that enabled me to finish this research. I appreciate my university for creating a favorable learning environment and providing useful resources and facilities. I am grateful to my lecturers and supervisors for their excellent coursework and guidance that helped me understand the research topic and acquire the necessary skills. I acknowledge my supervisors for their constant support and feedback that improved my research. I also thank my classmates for their camaraderie and collaboration that enhanced my learning. Finally, I express my love and gratitude to my wife Mary Chege for her encouragement and moral support throughout this journey. I also thank my daughter Liz Muthoni and my children Lyn Njeri and Lenny Mathara for providing me with the technology and technical assistance I needed to complete this research during the Covid-19 lockdown.



ABSTRACT

Worldwide studies highlight the influence of principals' management practices on primary to secondary transition, while also emphasizing the positive impact of support services during this transition. The study aimed to examine how principals' management practices influence primary to secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. It focused on: the principals' communication with primary schools, resource management practices, leadership and decision-making, and monitoring and evaluation practices affecting the transition. The study was supported by Social-Ecological Theory, Transformational Leadership Theory, and Curriculum Alignment Theory. Convergent parallel research design was used to assess the impact of principals' management practices on primary to secondary transition in public day secondary schools in Konoin Sub-County. The target population included 49 secondary schools and their staff (head teachers, deputy head teachers, heads of departments, and teachers) in Konoin Sub County, totaling 1,956 individuals. A sample of 314 respondents was determined using the Fishers' formula for teachers and head of departments. Krejcie and Morgan 1970 sample determination table was used for principals and deputy principals. Respondents were selected through proportionate stratified random sampling, with 40 head teachers, 46 deputy head teachers, 60 heads of departments, and 254 teachers. Data were collected using structured questionnaires and semi-structured interviews. The instrument was piloted in Chepalungu with 10 respondents to ensure validity and reliability. Quantitative data were analyzed with SPSS, and results were presented in tables, graphs, and charts. Qualitative data underwent textual analysis and were presented narratively. The study aimed to provide insights into how principals' management practices influence primary to secondary transition in public day secondary schools in Konoin Sub-County, informing decision-making and strategies to improve school management. The study established that effective communication between secondary and primary schools is crucial for facilitating a smooth transition, with principals who engage in structured communication significantly contributing to student success. Resource management practices, including efficient allocation and transparency, play a vital role in creating a conducive learning environment, indirectly supporting the transition process. Leadership and decision-making by principals, particularly inclusive and strategic approaches, positively influence the transition by fostering a supportive school atmosphere. Lastly, monitoring and evaluation practices are essential, as principals who regularly assess and act on feedback ensure continuous improvement in teaching and school management, aiding a smoother transition for students. The correlation between principals' communication with primary schools and the primary-secondary transition is strong ($r = 0.685$; $p = 0.000$). Effective resource management also shows a strong correlation with the transition ($r = 0.676$; $p = 0.000$). Leadership and decision-making practices exhibit a very strong positive correlation with the transition ($r = 0.819$; $p = 0.000$). Monitoring and evaluation practices correlate strongly with the transition ($r = 0.769$; $p = 0.000$). The study recommends schools establish structured communication channels between secondary and primary schools, including regular meetings and collaborative planning, to support student transitions. Principals should prioritize efficient resource allocation and transparent financial management, with training to enhance their skills. Encouraging inclusive decision-making and strategic visions among principals can foster positive school environments, supported by leadership training. Robust monitoring and evaluation practices should be implemented to improve teaching and administration, with training on effective M&E to enhance educational outcomes and address transition challenges.

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LIST OF ABBREVIATIONS AND ACRONYMS

BECE	Basic Education Certificate Examination
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
ICT	Information and Communication Technology
OECD	Organisation for Economic Co-operation and Development
PLE	Primary Leaving Examination
UK	United Kingdom
USA	United States of America
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Management practices in public secondary schools encompass communication effectiveness, resource utilization, leadership and decision-making, and performance monitoring and evaluation. In public secondary schools, effective communication practices ensure clear information flow among staff, students, and stakeholders, while resource utilization involves strategic allocation and management of financial, human, and material resources to support educational goals. Leadership and decision-making are critical for setting the school's vision and direction, and performance monitoring and evaluation are essential for assessing progress, identifying areas for improvement, and ensuring accountability.

The global secondary school gross enrollment ratio (GER) has steadily increased over time, reaching 84% in 2020. This indicates that more students are transitioning from primary to secondary education (UNESCO Institute for Statistics (UIS) (2024). Despite the progress, many challenges remain in ensuring a smooth and successful transition for all students. These include inadequate infrastructure, teacher shortages, and lack of access to quality learning materials (UNESCO, 2020). Principals play a crucial role in managing schools and facilitating a successful transition for students. Effective management practices can help to create a supportive learning environment, address challenges, and improve student outcomes.

Effective communication fosters collaboration among stakeholders (Dong & Yoon, 2018). Resource utilization optimizes infrastructure and supports teaching and learning. Leadership involves providing guidance and fostering a positive school culture (Kang, 2018). Performance monitoring and evaluation assess program effectiveness (Zhang & Zhao, 2019). These practices ensure efficient operation and enhance educational outcomes. While there have been studies conducted in European countries, the UK, and the USA regarding the influence of primary-secondary transition programs on management practices, there is a lack of research specific to Konoin Sub County, Bomet County, Kenya.

In a study by Spernes (2022) it was found that in developed countries such as the UK, Germany and the USA, primary-secondary transition programs have a notable impact on management practices in schools. These programs play a crucial role in shaping how schools are managed during this critical transition period. As students move from primary to secondary education, management practices need to adapt to address the unique challenges and requirements of secondary schooling. These findings suggest that there may be differences in management practices between these countries and Kenyan schools, which justify the need to examine the specific context of Konoin Sub County. Understanding the current status of these support services and identifying any gaps can help inform improvements in management practices.

Management practices are impacted by the provision of academic and social support services to students during the transition from primary to secondary education (Nusche et al., 2018). These services include counseling, mentoring, and peer support programs, which create a nurturing and safe environment for students to address their concerns, receive guidance, and develop important skills for success in secondary education (Otieno & Ochieng, 2020). Primary-secondary transition programs significantly influence management practices in public secondary schools by addressing areas such as student orientation, academic and social support, curriculum alignment, and stakeholder engagement. These programs are specifically designed to facilitate a seamless transition for students and have a notable impact on various aspects of school administration and leadership. The study emphasizes the importance of academic and social support services for students during the primary-secondary transition. However, it is essential to investigate if these services are effectively implemented in the specific context of public day secondary schools in Konoin Sub County, Bomet County, Kenya.

During the transition process, effective management practices prioritize student orientation and induction programs to familiarize students with the expectations and policies of the secondary school (Mwikya et al., 2019). These programs help students adjust to the larger school environment, establish social connections, and become acclimated to subject-specialized teachers and self-directed learning (Mwikya et al., 2019). However, it is not

clear whether the implementations of these programs are effective in in management practices related to student orientation public day schools in Konoin Sub County.

Primary to secondary transition program factors are the elements that affect how students cope with the change from one level of education to another. According to a systematic literature review by Jindal-Snape, Cantali, MacGillivray and Hannah (2019), these factors can be grouped into four categories: individual, family, school, and peer factors. Individual factors include students' academic ability, motivation, self-esteem, and resilience. Family factors include parents' involvement, support, and expectations. School factors include curriculum continuity, teacher quality, school culture, and transition activities. Peer factors include friendship stability, peer pressure, and bullying. These factors can have positive or negative impacts on students' academic and psychological outcomes during and after the transition. This study focuses on School factors.

Primary-secondary transition programs significantly influence management practices in public day secondary schools worldwide, with notable variations across developed countries (OECD, 2018; Nusche et al., 2018). Developing countries prioritize academic achievement, rigorous examination systems, instructional supervision, effective teaching practices, and student learning outcomes. They also emphasize collaborative decision-making, parental involvement, and community engagement, with some implementing policies to enhance school autonomy and empower principals Cheng & Tan, 2018; Muijs et al., 2018). Comparing Kenya's management practices with decentralized European models and academic achievement-focused Asian systems can help identify gaps and potential areas for improvement in Kenya's management practices (Gamage et al., 2021; Kang, 2018). y conducting a comparative study, it will be possible to identify specific gaps and areas where management practices in Konoin Sub County can be enhanced to align with international best practices.

According to Spernes (2022), the primary-secondary transition is a critical phase in education that involves the shift from elementary education to more specialized study at the secondary level. The primary-secondary transition program in refers to the educational process that students go through when transitioning from primary school to secondary

school. This transition is a critical stage in a student's academic journey and involves several aspects to ensure a smooth progression from one level to another. This transition can have a significant impact on various aspects of schooling, including management practices in public day secondary schools. It is important to explore how primary-secondary transition programs influence the management practices of schools, such as decision-making processes, resource allocation, curriculum development, and staff management. Understanding these influences can contribute to improving the effectiveness of management practices and facilitating a smooth transition for students.

Support services like counseling, orientation programs, and mentorship initiatives positively impact principals' management practices by addressing students' social, emotional, and academic needs during the primary-secondary transition (DuBois et al., 2019). Both the UK and the USA observe the positive influence of student support services on principals' management practices during this transition. In the UK, well-developed transition programs and effective student support services lead to smoother transitions, improved student well-being, and enhanced academic outcomes, with principals fostering collaboration, creating a positive school climate, and allocating resources effectively (Smith, Hodgkin & Young, 2019). Similarly, in the USA, comprehensive student support services within effective transition programs result in improved student engagement, reduced dropout rates, and increased academic achievement, with principals prioritizing collaboration, data-driven decision-making, and evidence-based practices (Johnson et al., 2020).

Primary-secondary school transitions have gained significant attention from governments and researchers globally, focusing on their impact on children's educational and well-being outcomes (Jindal-Snape and Cantali, 2019; Jindal-Snape et al., 2020). Transition timing varies across education systems: two-tier systems transfer children once, three-tier systems transfer them twice, but primary to secondary education transition remains consistent (Eurydice, 2018). In Ghana, the transition is facilitated through the BECE, a national exam that determines senior high school placement, supported by guidelines and resources from the Ghana Education Service (Ministry of Education, Ghana, 2018). Nigeria implements entrance examinations, counseling sessions, orientation programs, and information

dissemination to parents and students to mark the transition (Federal Ministry of Education, Nigeria, 2018). Uganda utilizes the PLE to determine secondary school placement and implements policies such as career guidance, mentorship programs, and support for students with special needs to ensure a smooth transition (Ministry of Education and Sports, Uganda, 2019).

Management practices in public day secondary schools in Africa vary across countries due to diverse cultural, historical, and political contexts. School leadership in Africa often focuses on resource management and allocation, given the challenges of limited resources and infrastructure (OECD, 2019). Additionally, there is an increasing recognition of the importance of instructional leadership, emphasizing teacher development, pedagogical practices, and student-centered learning approaches (Steyn & Van Wyk, 2018). In many African countries, community engagement and partnerships are vital for effective school management, including involving parents and local stakeholders in decision-making processes (Obanya, 2018). The African context also highlights the need for inclusive and equitable management practices to address issues of access and quality education (Nketsia et al., 2020).

Public day secondary principals worldwide, including those in Konoin Sub County, Bomet County, Kenya, encounter diverse management challenges, particularly concerning infrastructure development in their schools (Kilaku, 2019). Infrastructure development encompasses the construction, renovation, and maintenance of buildings, facilities, and equipment necessary for school operations, such as classrooms, laboratories, libraries, sports facilities, and technology (computers, audio-visual equipment). Limited funding emerges as a primary obstacle for principals in infrastructure development, as schools often grapple with constrained budgets and struggle to acquire the necessary resources (Osuo, 2022). This includes securing funds for constructing new buildings, renovating existing structures, and purchasing equipment and technology. Government funding, typically based on factors like student enrollment, school size, and standards, often falls short of meeting the school's infrastructure needs, leaving principals with inadequate resources (Kilaku, 2019).

Management practices in public day secondary schools in Kenya face challenges due to financial constraints, inadequate training and professional development for school leaders, and governance and accountability system issues (Mugo et al., 2019). Insufficient funding limits access to infrastructure, instructional materials, and technology, hindering the delivery of quality education. Moreover, principals and management teams lack necessary skills and knowledge, impeding decision-making and implementation of evidence-based practices (Koseki & Koseki, 2019). Weak governance and accountability frameworks further undermine efficient management practices and accountability. While Kenya has initiated reforms to enhance professional development and resource allocation, substantial efforts are still required to narrow the gap between Kenyan and developed countries' management practices in schools (Koech, 2018; UNESCO, 2020).

In the UK, primary-secondary transition programs aim to support students as they move from primary school to secondary school. These programs often involve collaboration between primary and secondary schools, and they focus on easing the social and academic adjustment of students. Strategies may include orientation days, mentorship programs, and curriculum alignment to ensure a smooth transition (Ofsted, 2018). In the USA, primary-secondary transition programs vary across states and school districts. They typically involve orientation activities, meetings with school staff, and providing resources to help students and families navigate the transition. Some programs also offer academic support, counseling services, and extracurricular activities to promote a successful transition (Fenzel & Fink, 2019).

Primary-secondary transition programs play a crucial role in ensuring a smooth and successful transition for students from primary to secondary education. These programs typically encompass student support services, curriculum alignment, principals' professional development, and stakeholder engagement (Traynor, 2020). Stakeholder engagement plays a crucial role in educational settings, particularly during transition processes such as school management changes. The involvement of parents, teachers, and community members in these transitions can have a significant impact on principals' management practices. Collaborative decision-making and partnerships with stakeholders

contribute to effective management and provide support during the transition period (Hallinger & Heck, 2019).

Smooth curricular alignment between primary and secondary schools is crucial for principals' management practices, facilitating a seamless transition and promoting continuity in student learning (Eccles & Roeser, 2019). Effective communication and collaboration among principals, teachers, and stakeholders worldwide foster continuity in learning experiences (Allen, 2020). In the USA, principals support curriculum alignment through professional development (Williams et al., 2019), while in Ghana, principal leadership establishes guidelines and engages teachers (Abekah et al., 2020). Nigeria creates collaborative platforms for primary-secondary teachers (Adeyemi & Omotoso, 2018). Tanzanian principals establish communication channels and provide support (Mkumbo et al., 2019), and in Kenya, principals foster collaboration and offer professional development (Oloo et al., 2020), all contributing to successful transitions and improved educational outcomes.

Professional development for principals enhances management practices during the primary-secondary transition, equipping them with skills in instructional leadership, data-driven decision-making, and managing organizational change (Blase & Blase, 2019). Principals play a crucial role in managing this critical transition, and professional development programs support their leadership, communication, collaboration, and setting a positive tone. Training covers areas like effective communication, conflict resolution, team building, and decision-making (Campoli et al., 2022).

Primary-secondary transition programs play a crucial role in ensuring a smooth and successful transition for students from primary to secondary education. These programs typically include stakeholder engagement (Traynor, 2020). Stakeholder engagement plays a crucial role in educational settings, particularly during transition processes such as school management changes. The involvement of parents, teachers, and community members in these transitions can have a significant impact on principals' management practices. Collaborative decision-making and partnerships with stakeholders contribute to effective management and provide support during the transition period (Hallinger & Heck, 2019).

In Kenya, management practices in public day secondary schools have undergone significant reforms in recent years. The Kenyan government has implemented policies to enhance school-based management, giving principals and management teams more authority and decision-making power (UNESCO, 2019). These practices include curriculum development, budget management, teacher supervision, and student welfare (Cheruiyot & Barchok, 2018). Efforts have been made to improve instructional leadership through teacher professional development programs and mentorship initiatives (MOEST, 2018). Furthermore, community participation in school governance is encouraged through school management committees, fostering collaboration between schools and local communities (UNESCO, 2019).

Typically occurring at around 11 or 12 years old, the transition signifies a shift from elementary to specialized education (Obuya, 2019). Students face numerous changes, including adjusting to a larger environment, forming new social connections, adapting to subject-specialized teachers, engaging in self-directed learning, facing higher academic expectations, and experiencing formal evaluation and assessments (Mwikya et al., 2019). To support students during this transition, schools can implement orientation or induction programs to familiarize students with school expectations and policies, as well as provide counseling or support services to address student concerns and offer guidance (Otieno & Ochieng, 2020).

In Kenya, the primary-secondary transition is facilitated through the Kenya Certificate of Primary Education (KCPE) examination. The Ministry of Education has implemented various initiatives to support the transition, such as the National Secondary School Transition Program, which provides guidelines for admission and placement processes. Schools also organize orientation activities to familiarize students with secondary school expectations (Ministry of Education, Kenya, 2019).

Limited research exists on the influence of principals' management practices on primary to secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya (Emina & Kanduma, 2018). This research gap highlights the need for a study to fill this void and provide insights into how principals' management practices influence primary to secondary transition in public day secondary schools in Konoin Sub-

County. Variations in management practices among public day secondary schools during the primary-secondary transition further emphasize the necessity of investigating the influence of these programs and identifying any variations that exist (Ndirangu & Ngarari, 2019). Conducting a study specifically focusing on the primary-secondary transition in Konoin Sub County, Bomet County, Kenya is crucial to address educational disparities and challenges, improve transition experiences, and enhance overall educational outcomes in public secondary schools.

1.2 Statement of the Problem

Studies worldwide emphasize the impact of primary-secondary transition programs on management practices in schools. These programs shape how schools are managed during the critical transition period, and differences may exist between these countries and Kenyan schools, necessitating examination within the specific context of Konoin Sub County. Furthermore, support services provided during the primary-secondary transition, such as counseling, mentorship, and peer support programs, positively impact management practices. However, it is essential to investigate if these services are effectively implemented in the public day secondary schools of Konoin Sub County, Bomet County, Kenya.

The primary-secondary transition is a critical phase in education, and the influence of transition programs on management practices in public day secondary schools in Konoin Sub County, Bomet County, Kenya is yet to be adequately explored. Management practices encompass communication effectiveness, resource utilization, leadership and decision-making, and performance monitoring and evaluation. Effective communication fosters collaboration among stakeholders, resource utilization optimizes infrastructure and supports teaching and learning, leadership involves providing guidance and fostering a positive school culture, and performance monitoring and evaluation assess program effectiveness. However, there is a lack of research specific to Konoin Sub County, Bomet County, Kenya, regarding the influence of primary-secondary transition programs on management practices.

Infrastructure development and financial constraints pose significant challenges to management practices in public day secondary schools, limiting access to resources necessary for quality education. Inadequate training and professional development for school leaders, along with governance and accountability issues, further hinder efficient management practices. Although Kenya has implemented reforms to enhance school-based management, efforts are still required to bridge the gap between Kenyan management practices and international best practices. Therefore, a study is needed to examine the influence of principals' management practices on pupils' transition from primary to secondary in public schools in Konoin Sub County, Bomet County, Kenya, and identify areas for improvement.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of principal's management practices on pupils' transition from primary to secondary in public schools in Konoin Sub County, Bomet County, Kenya.

1.3.1 Specific Objectives

The study was based on the following research objectives;

- i. To establish the influence of principal's communication with primary schools on primary-secondary transition in public secondary schools in Konoin Sub County, Bomet County, Kenya.
- ii. To examine the influence of principal's resource management practices on primary-secondary transition in public secondary schools in Konoin Sub County, Bomet County, Kenya.
- iii. To assess the influence of principal's leadership on primary-secondary transition in public secondary schools in Konoin Sub County, Bomet County, Kenya.
- iv. To determine the influence of principal's monitoring and evaluation practices on primary-secondary transition in public secondary schools in Konoin Sub County, Bomet County, Kenya.

1.4 Research Questions

The study sought to address the following research questions;

- i. How does the principal's communication with primary schools affect the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya?
- ii. How do the principal's resource management practices influence the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya?
- iii. What is the impact of the principal's leadership and decision-making on the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya?
- iv. What is the effect of the principal's monitoring and evaluation practices on the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya?

1.5 Significance of the Study

The study is likely to benefit several groups:

Insights into effective management practices during the primary-secondary transition can help principals and administrators in Konoin Sub County improve their strategies, leading to smoother transitions and better educational outcomes. Understanding how management practices influence transitions will assist teachers in supporting students during this critical period, enhancing their ability to meet academic and social needs.

Effective resource utilization practices can ensure that schools have the necessary infrastructure and materials to support students during the transition period.

Improved management practices can facilitate a smoother transition from primary to secondary school, reducing stress and improving academic performance and social integration. Better communication between primary and secondary schools can ensure that students' needs are understood and met, leading to a more seamless transition.

The study can provide parents with information on how schools manage transitions, helping them support their children more effectively during this period.

Findings can inform policy makers about the effectiveness of current transition programs and management practices, guiding the development of policies that support better educational practices and resource allocation.

The study fills a gap in the literature on management practices in Kenyan schools, providing a basis for future research in similar contexts. Focusing on Konoin Sub County, Bomet County, Kenya, the study provides context-specific insights that can be applied to improve management practices in this area. This localized focus ensures that the findings are directly relevant and can be implemented to address the specific challenges faced by schools in this region.

Overall, the study aims to contribute to the body of knowledge on educational management practices, offering practical solutions to enhance the primary-secondary transition and improve educational outcomes in public day secondary schools in Konoin Sub County, Bomet County, Kenya..

1.6 Scope of the Study

The study focused on the influence of principals' management practices on the primary-secondary transition in public day secondary schools within Konoin Sub County, Bomet County, Kenya. It explored how principals' communication with primary schools, their resource utilization practices, their provision of supportive resources, and their monitoring and evaluation practices impacted this transition phase. By examining these management practices, the study aimed to uncover factors that facilitated or hindered a smooth transition for students from primary to secondary education in this specific Kenyan context.

The research encompassed public day secondary schools in Konoin Sub County, investigating the effectiveness of current management practices during the primary-secondary transition period. Data were collected from principals, teachers, and possibly students to understand the dynamics of communication, resource management, support provision, and performance evaluation within these schools. The study also considered the

challenges and successes experienced by these schools, providing a comprehensive analysis of the transition process.

Through this focused study, the aim was to identify best practices and areas needing improvement in the management of the primary-secondary transition. The findings were expected to offer actionable insights for school administrators, policymakers, and stakeholders in Konoin Sub County, potentially contributing to enhanced management practices that support students during this critical educational transition. By highlighting the specific needs and practices in this region, the study sought to inform broader educational strategies and reforms in Kenya.

1.7 Limitations of the Study

The findings of the study may be specific to Konoin Sub County, Bomet County, Kenya, and may not be fully generalizable to other regions or countries. To address this limitation, the study emphasized the specific contextual factors of Konoin Sub County in its research design and data analysis. Findings were discussed in the context of the local educational system, providing insights and recommendations tailored to the region.

The study relied on self-reported data from principals and stakeholders, which could be affected by recall bias or social desirability bias. Participants might have provided responses they perceived as favorable or may not have accurately recalled specific details. To address potential biases, the study utilized multiple data collection methods, such as interviews, observations, and document analysis, to triangulate the findings and enhance validity and reliability. Ensuring confidentiality and anonymity of participants also encouraged honest and accurate responses.

The study design could not establish a causal relationship between principals' management practices and primary-secondary transition program factors. Uncontrolled variables or external factors might have influenced management practices, making it difficult to attribute causality solely to the identified factors. To address this, the study adopted a

mixed-methods approach combining qualitative and quantitative data for a comprehensive understanding of the relationship. Additionally, a longitudinal study or quasi-experimental designs provided more insights into the temporal sequence and potential causal mechanisms underlying the observed relationships.

1.8 Delimitations of the Study

The study focused specifically on public secondary schools in Konoin Sub County, Bomet County, Kenya. Findings may not be universally applicable to schools in different regions or counties with distinct educational contexts.

The examination of management practices was delimited to the perspective of school principals. Other key stakeholders, such as teachers, students, or parents, are not within the scope of this study, potentially limiting a comprehensive understanding of the broader management dynamics.

The study was delimited to public day secondary schools, excluding private schools or boarding schools. As different school types may have varying organizational structures and policies, the findings may not be generalizable to other types of educational institutions.

The study concentrated on the primary-secondary transition program and its influence on management practices in public day secondary schools. The findings may not be generalizable to higher education institutions or primary schools.

The study was conducted within a specific timeframe and does not consider historical changes or future developments. The findings are limited to the conditions existing during the study period.

1.9 Assumptions of the Study

The study assumed that principals in public day secondary schools within Konoin Sub County, Bomet County, Kenya, followed a relatively consistent set of management practices concerning communication with primary schools, resource utilization, provision of supportive resources, and monitoring and evaluation. This consistency was crucial for making meaningful comparisons and drawing conclusions about the impact of these practices on the primary-secondary transition.

It was also assumed that participants, including principals, teachers, and possibly students, would provide honest and accurate responses during data collection. The reliability of the study's findings depended on the authenticity of the information gathered through surveys, interviews, or other methods. This assumption was fundamental to ensuring that the insights derived from the study accurately reflected the conditions and experiences related to the primary-secondary transition in the targeted schools.

1.10 Operational Definition of Key Terms

Student Support Service: Student support service refers to the range of personalized assistance, resources, and interventions provided to students in order to address their individual needs, enhance their academic performance, promote emotional well-being, and facilitate their social integration within the school community (Author, Year).

Curriculum Alignment: Curriculum alignment refers to the process of ensuring coherence and consistency between the intended learning outcomes, content, instructional strategies, assessment methods, and learning experiences across different grade levels and subjects. It involves mapping the curriculum objectives and aligning the sequence of learning activities to provide a smooth and progressive learning experience for students.

Principals' Professional Development: refers to the continuous learning and growth opportunities provided to school principals in order to enhance their knowledge, skills, and competencies related to effective educational leadership and management. It encompasses participation in workshops, seminars, training programs, and other professional development activities aimed at improving the principals' ability to lead and manage their schools.

Risk Monitoring: refers to the continuous process of identifying, assessing, and tracking potential risks associated with credit restructuring strategies to ensure their effectiveness in enhancing loan recovery. It involves systematically evaluating the impact of these strategies on risk levels and adjusting them as needed to optimize loan recovery outcomes for commercial banks.

Stakeholder Engagement: refers to the active involvement, collaboration, and participation of various stakeholders, including students, parents, teachers, administrators, community members, and external

organizations, in the planning, decision-making, and implementation processes of the primary-secondary transition program. It encompasses creating opportunities for dialogue, consultation, and cooperation to ensure the alignment of goals, resources, and efforts towards the successful transition of students.

Management Practices in Public Day Secondary Schools: refer to the set of activities, strategies, and processes employed by school principals and administrators to effectively organize, coordinate, and oversee the operations and resources of the school. In this study, this includes communication and decision-making processes, resource utilization, leadership approaches, and systems for performance monitoring and evaluation, aimed at achieving the school's goals and improving educational outcomes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the literature related to the influence of principals' management practices on pupils' transition from primary to secondary in public schools . The chapter contains the empirical review, theoretical review and conceptual framework of the study.

2.2 Primary to Secondary Transition programs

Primary-secondary transition programs play a crucial role in ensuring a smooth and successful transition for students from primary to secondary education. These programs typically encompass student support services, curriculum alignment, principals' professional development, and stakeholder engagement (Traynor, 2020). While the specific approaches may vary across different countries, several common practices can be observed.

In the United Kingdom, public day secondary schools have implemented comprehensive primary-secondary transition programs. These programs often include student support services such as mentoring and counseling to assist students in adapting to the new school environment. According to Smith and Harris (2020), these programs also focus on curriculum alignment to ensure a seamless progression of learning. Transition support materials and strategies are provided to primary schools, ensuring continuity in educational experiences (Department for Education, 2021). Additionally, principals' professional development is prioritized, with opportunities for training and networking to enhance their leadership skills in managing the transition process (Mitra et al., 2019). Stakeholder engagement is also emphasized, involving parents, teachers, and community members to facilitate a collaborative approach to support students during this critical period (West, 2018).

In the United States, primary-secondary transition programs vary across states and school districts. Many schools offer student support services such as orientation programs and

counseling to address the social and emotional needs of transitioning students (National Middle School Association, 2018). Curriculum alignment is another important aspect, ensuring that the academic standards and expectations are aligned between primary and secondary levels (Sullivan et al., 2019). Principals' professional development in the area of transition management is supported through workshops, conferences, and online resources (Grogan & Andrews, 2020). Stakeholder engagement involves parents, teachers, and community organizations working together to provide a smooth transition experience for students (Davis, 2021).

In Pakistan, primary-secondary transition programs have gained prominence in recent years. Student support services focus on providing orientation programs, counseling, and mentoring to help students adjust to the new school environment (Zaman & Chughtai, 2020). Curriculum alignment is prioritized, with efforts to ensure coherence in teaching and learning experiences across primary and secondary levels (Bokhari & Aziz, 2019). Principals' professional development is emphasized through training programs and workshops specifically designed to enhance their leadership skills in managing the transition process (Ashraf et al., 2021). Stakeholder engagement involves parents, teachers, and community members actively participating in transition-related activities and discussions (Ahmed et al., 2020).

In China, primary-secondary transition programs have become an important focus in recent years. Student support services include orientation programs, counseling, and peer support networks to facilitate the transition process (Huang & Zhou, 2020). Curriculum alignment is given significant attention, with efforts to ensure smooth progression in learning objectives and teaching approaches (Cai et al., 2019). Principals' professional development is emphasized through specialized training programs and conferences focusing on transition management (Wu et al., 2021). Stakeholder engagement involves parents, teachers, and community organizations collaborating to support students during the transition (Wei et al., 2019).

In Ghana, primary-secondary transition programs have been strengthened to enhance students' educational journey. Student support services include mentorship programs,

counseling, and transition workshops to address the social and emotional needs of students (Aboagye et al., 2020). Curriculum alignment is emphasized to ensure continuity in teaching and learning experiences (Amankwah et al., 2021). Principals' professional development is prioritized through training programs and workshops focusing on transition management (Dokyi et al., 2020). Stakeholder engagement involves parents, teachers, and community members actively participating in transition planning and support activities (Twumasi et al., 2018).

In Nigeria, primary-secondary transition programs have gained attention to facilitate a successful transition for students. Student support services encompass orientation programs, counseling, and mentoring to assist students in adapting to the new school environment (Abubakar et al., 2021). Curriculum alignment is a key focus, ensuring coherence in learning objectives and instructional practices (Adeniyi et al., 2020). Principals' professional development is emphasized through training programs and workshops targeting transition management (Olayiwola et al., 2021). Stakeholder engagement involves parents, teachers, and community organizations collaborating to support students during the transition process (Igbokwe et al., 2021).

In Tanzania, primary-secondary transition programs are designed to facilitate a smooth educational journey for students. Student support services include orientation programs, counseling, and mentorship to help students adjust to the new school environment (Nsimba et al., 2020). Curriculum alignment focuses on ensuring a seamless progression of learning outcomes and teaching methodologies (Ngowi et al., 2021). Principals' professional development is prioritized through training programs and workshops to equip them with the necessary skills for effective transition management (Makondoro et al., 2019). Stakeholder engagement involves parents, teachers, and community members actively participating in transition-related activities and discussions.

In Kenya, primary-secondary transition programs are given significant attention to support students' successful transition. Student support services include orientation programs, counseling, and peer mentoring to help students adapt to the new school environment (Owuor et al., 2021). Curriculum alignment is emphasized, ensuring coherence in learning

outcomes and instructional practices (Simatwa et al., 2019). Principals' professional development is prioritized through training programs and workshops to enhance their skills in managing the transition process (Kilonzo & Mutie, 2020). Stakeholder engagement involves parents, teachers, and community organizations collaborating to support students during the transition (Kithuka et al., 2018).

In summary, the literature consistently highlights the pivotal role of principals' management practices in facilitating the primary-secondary transition. Effective communication strategies, leadership in digital transformation, and robust administrative behaviors are key factors that influence the success of this transition. By adopting best practices in these areas, principals can significantly enhance students' academic performance, social integration, and overall well-being during this critical period.

2.3 Principals' Management Practices

Effective management practices by principals in public day secondary schools are crucial for ensuring academic success and facilitating smooth transitions from primary to secondary education. Research has consistently highlighted the pivotal role of principals in shaping school culture, enhancing teacher performance, and improving student outcomes. Grissom, Egalite, and Lindsay (2021) provide a comprehensive synthesis of two decades of research, demonstrating that principals significantly impact student achievement, absenteeism, and teacher retention. Their study underscores four key practices for principal effectiveness: focusing on instruction, fostering a collaborative school culture, managing resources efficiently, and engaging with the community. These practices are particularly vital in public day secondary schools where resources may be limited and the need for strong leadership is pronounced.

Medford and Brown (2022) explored the challenges faced by newly appointed principals in adjusting to school culture and implementing necessary changes. Their study, conducted in Guyana, indicates that new principals often struggle to manage school culture and enact improvements in teaching and learning due to a lack of understanding and experience. This highlights the importance of comprehensive principal preparation programs that equip new

leaders with the skills and knowledge required to navigate the complexities of school management effectively. Ensuring that principals are well-prepared can help create a stable and supportive environment for students transitioning from primary to secondary school.

Egboka (2023) examined principals' application of management support practices in Enugu State, Nigeria, finding that many principals do not fully engage in professional development activities that are crucial for enhancing teacher performance. The study revealed that principals often fail to involve teachers in collaborative teaching methods, sponsor them for conferences, or grant study leave for professional development. These shortcomings can hinder the ability of schools to maintain high standards of teaching and learning, which is essential for ensuring that students transition smoothly from primary to secondary education. Egboka's findings highlight the need for principals to partner with stakeholders to promote continuous professional development and improve instructional delivery.

Ismail (2023) focused on the influence of principals' management practices on student academic performance in Mombasa County, Kenya. The study found that principals' efforts to enhance quality teaching through effective resource management and professional support for teachers significantly contribute to improved academic outcomes. This, in turn, promotes a conducive learning environment that supports students transitioning from primary to secondary education. By ensuring that teachers are well-equipped and motivated, principals can help maintain high academic standards and smooth transitions.

Wanjala (2021) explored the impact of principals' management practices on academic achievement in Bungoma East Sub-County, identifying financial management, communication, human resource management, and instructional supervision as key areas of influence. The study concluded that effective human resource management practices significantly enhance academic performance, suggesting that well-managed schools can better support incoming students from primary schools. This highlights the necessity for principals to adopt comprehensive management practices that address both academic and administrative needs (Wanjala, 2021).

In Mashuru Sub-County, Muasa et al. (2023) investigated the impact of principals' management practices concerning teacher professional records on student performance in the Kenya Certificate of Secondary Education (KCSE). The research indicated that meticulous management of teacher records positively influenced student performance, underscoring the importance of administrative efficiency in supporting academic excellence. This, in turn, can facilitate a smoother transition for primary school students entering secondary education, as they benefit from a well-organized and supportive learning environment (Muasa, Ogola, & Nzioki, 2023).

Egboka (2023) examined the application of management support practices by principals to enhance teacher performance in Enugu State, Nigeria. The study found that many principals did not fully engage in professional development activities, which are crucial for improving instructional delivery and, consequently, student outcomes. The recommendation to foster continuous professional development and collaboration among teachers points to the broader need for proactive leadership to create an effective educational framework that supports students transitioning from primary to secondary education (Egboka, 2023).

Given the critical role of principals' management practices in fostering academic success and facilitating transitions, there is a clear need for a study specifically focusing on Konoin Sub County, Bomet County, Kenya. The unique socio-economic and educational landscape of this region requires tailored research to understand the specific challenges and opportunities faced by principals. Existing studies, while informative, do not fully capture the localized dynamics of Konoin Sub County, such as specific resource limitations, cultural factors, and community engagement levels, which may affect primary-secondary transitions.

2.3.1 Principals' Management Practices and Primary-Secondary Transition in Secondary School

The influence of principal's management practices on primary-secondary transition has been the subject of various studies, emphasizing different aspects of this critical educational phase. Harris and Nowland (2023) highlight that the transition from primary to secondary education involves significant academic, social, and emotional adjustments. The study underscores that effective principal management practices, particularly those focusing on creating supportive environments and addressing individual student needs, can significantly enhance students' ability to cope with these changes. The research advocates for an intersectional approach, considering multiple social categorizations to better understand and support students during this transitional period (Harris & Nowland, 2023).

Tsegay, Wheeler, and Pratt-Adams (2023) focus on the impact of school transition intervention activities, particularly during the COVID-19 pandemic. Their study, conducted in a UK opportunity area, identifies various interventions such as summer school programs, peer mentoring, and interschool visits designed to facilitate smoother transitions. The findings suggest that these interventions positively influence students' resilience, behavior, academic understanding, and parental involvement. However, the pandemic disrupted the implementation of many projects, highlighting the need for adaptive management practices by school principals to mitigate such challenges (Tsegay et al., 2023).

Nwogbo, Nwankwo, and Nwachukwu (2021) investigated communication strategies adopted by principals to enhance teacher effectiveness in secondary schools in Anambra State, Nigeria. Using a descriptive survey design, the study highlighted the importance of effective communication between principals and teachers. The findings suggested that principals' communication significantly influenced teacher performance, which in turn impacted the overall educational environment. This effective communication is essential for supporting teachers in managing the primary-secondary transition, ensuring they are well-prepared to address the needs of incoming students.

Suleiman, Ishola, and Lukman (2019) explored the challenges and remedies associated with principals' administrative behavior in Nigerian secondary schools. The study emphasized the principal's role in actualizing educational goals and managing resources effectively. Principals who demonstrate strong administrative competence are better equipped to handle the complexities of the primary-secondary transition, ensuring that schools are well-organized and that both staff and students are adequately supported.

Gathumbi, Katua, and Mulwa (2019) examined the impact of principals' communication strategies on student discipline in public secondary schools in Kisasi Sub-County, Kitui County, Kenya. The study focused on the effectiveness of school assemblies as a communication strategy. Results indicated that frequent school assemblies, held at least twice per week, significantly addressed various disciplinary issues including drug abuse, absenteeism, and violations of school rules. This proactive communication approach by principals played a critical role in maintaining discipline and facilitating a smoother transition for students moving from primary to secondary school.

Navaridas-Nalda, Clavel-San Emeterio, Fernández-Ortiz, and Arias-Oliva (2020) analyzed the role of school principal leadership in the digital transformation of schools, focusing on the use of Educational Digital Resources (EDRs). The study found that principals' perception of the usefulness of EDRs was crucial for successful digital integration. Leadership that prioritizes digital readiness can enhance the primary-secondary transition by providing students with the necessary technological skills and resources. This strategic leadership ensures that the transition is supported by modern educational tools, aiding both students and teachers in the process.

Gisore, Titus, and Nyatuka (2022) examine the influence of principal's communication skills on student discipline in secondary schools in West Pokot Sub County, Kenya. The study reveals that effective communication by principals is crucial for maintaining discipline and enhancing the overall learning environment. By employing descriptive survey research design and analyzing data from teachers and students, the research concludes that principals who excel in communication foster better discipline and academic

outcomes. This study underscores the importance of communication as a key management practice that can significantly impact the primary-secondary transition.

2.3.2 Principal's Leadership and Primary-Secondary Transition in public secondary schools

The influence of principals' leadership and decision-making on the primary-secondary transition in public day secondary schools has been extensively studied, with varying findings across different educational contexts. Principals' leadership styles, their decision-making processes, and their ability to manage resources effectively are crucial in ensuring a smooth transition for students from primary to secondary education.

Barr et al. (2019) conducted research in the UK and found that effective stakeholder engagement positively influences the principal's management practices during the primary-secondary transition program. Principals who actively engage stakeholders, including parents, teachers, and community members, in decision-making processes and program development experience improved communication and collaboration, leading to better transition support for students. This engagement allows principals to gain valuable insights from stakeholders, align their practices with student needs, and create a more inclusive and supportive transition environment.

According to the study conducted by Peterson et al. (2019), principals who actively involve students, collaborate with primary schools, foster community partnerships, and encourage parental participation reported improved student engagement, reduced dropout rates, and enhanced academic performance. This engagement facilitates a seamless primary-secondary transition, ensures a smooth flow of information between stakeholders, and fosters a sense of shared responsibility in student success.

Malik et al. (2020) conducted a study in Pakistan, which recognized stakeholder engagement, particularly parental participation, as a significant factor in the principal's management practices during the primary-secondary transition program. Principals who actively involve parents in decision-making processes and provide opportunities for their contribution experience increased parental satisfaction and support. This engagement helps

principals understand parents' needs and concerns, fosters a collaborative approach to the transition, and ensures a smoother experience for students.

Adgoy (2019) in Zoba Anseba, Eritrea conducted a study on the influence of principals' leadership skills on teacher motivation in public secondary schools. The study revealed that principals' human relation skills significantly motivated teachers, while deficiencies in technical and conceptual skills led to teacher demotivation. The research emphasized the need for trained principals who can support teachers through continuous supervision and problem-solving. These findings highlight the critical role of leadership skills in fostering a supportive environment, which indirectly impacts student transitions.

In Malaysia, Noman, Hashim and Abdullah (2016) explored context-based leadership practices in a successful school. Their case study identified key leadership traits such as strong interpersonal skills, clear communication of vision and goals, and a focus on academic achievement. These traits were crucial for creating a positive work environment and supporting both teachers and students. The study suggested that context-specific leadership practices are vital for the success of school transitions (Noman et al., 2016).

The systematic literature review by Chatzipanagiotou and Katsarou (2023) examined crisis management and leadership in schools during the COVID-19 pandemic. The review highlighted that effective crisis management skills, including strategic decision-making and adaptability, were essential for maintaining educational continuity. Principals who demonstrated strong leadership during crises could better support teachers and students, ensuring smoother transitions and sustained educational outcomes.

Despite the valuable insights from these studies, their findings cannot be directly generalized to Konoin Sub County, Bomet County, Kenya, due to several factors. The socio-economic, cultural, and educational contexts in Eritrea, Malaysia, and Cyprus differ significantly from those in Konoin Sub County. For instance, the educational challenges and resources available in Konoin may vary, requiring different leadership and decision-making approaches.

The education systems in Eritrea and Malaysia, with their specific policies and administrative structures, differ from Kenya's. These systemic differences influence how leadership and decision-making practices are implemented and their effectiveness in different contexts. The studies mentioned employed various methodologies, including descriptive surveys, case studies, and systematic reviews, each with different focuses and limitations. The sampling techniques, data collection methods, and analytical approaches used in these studies may not capture the unique aspects of the educational context in Konoin Sub County. The unique challenges faced by schools in Konoin, such as infrastructure deficits, teacher shortages, and socio-economic barriers, were not addressed in the studies conducted in other regions. These local challenges necessitate specific leadership and decision-making strategies tailored to the needs of the area's educational environment.

The influence of principals' leadership and decision-making on the primary-secondary transition in public day secondary schools has garnered significant attention in educational research. The study Othman et al. (2024) focused on leadership practices in crisis situations, highlighting the importance of strategic problem-solving, collaborative decision-making, and providing guidance and empowerment to staff. These leadership practices were found to be crucial in ensuring the resilience and success of schools during crises, which indirectly supports a smooth transition for students by maintaining a stable learning environment.

Similarly, Chumba et al. (2021) examined the impact of learning resources on the transition from primary to secondary schools in Nandi North Sub County, Kenya. The study revealed a significant correlation between the availability of learning resources and the optimal transition of pupils. Adequate resources were found to enhance the preparedness of secondary schools to accommodate incoming students, suggesting that principals' ability to manage resources effectively is key to facilitating a smooth transition.

Another study by Mwangi and Muiro (2021) explored the influence of principals' leadership values on managing transition rates in Kahuro Sub-County, Murang'a County, Kenya. This research highlighted the challenges faced by principals due to inadequate

physical facilities, insufficient teaching resources, and high teacher turnover. Effective leadership was linked to better management of these challenges, thereby supporting a smoother transition for students from primary to secondary schools.

The educational policies and administrative structures in place in the regions studied by Chumba et al., Mwangi and Muiru, and Othman et al. may differ from those in Konoin Sub County. For example, the implementation of the 100% transition policy in Kenya poses specific challenges that may not be present in other contexts. Moreover, the methodologies used in these studies vary widely, including qualitative interviews, descriptive surveys, and mixed-method approaches. These methodological differences can lead to variations in findings and interpretations, making it difficult to apply these results universally.

2.3.3 Principal's Management of Resources and Primary-Secondary Transition in public secondary schools

The influence of principals' resource management practices on the primary-secondary transition in public day secondary schools is a crucial area of study, particularly in understanding how effectively these practices facilitate a smooth transition for students. Various studies have highlighted the importance of resource management by principals, underscoring its impact on student performance and transition efficacy.

In Singapore, Chye Hin Ong and Clive Dimmock (2013) explored the engagement strategies of secondary school principals with low-ability students in the Normal Technical stream. The study developed a "theory of selective engagement," which categorized principals based on their engagement strategies, including resource deployment and enrichment programs. This research emphasized that principals' perceptions and strategic use of resources significantly influence the academic and social experiences of low-ability students, thereby impacting their educational transitions (Ong & Dimmock, 2013).

In Malaysia, Lokman Mohd Tahir et al. (2024) investigated principals' support and leadership strategies in promoting Professional Learning Communities (PLCs) within

religious-based secondary schools. The study revealed that effective resource management by principals, particularly in providing support for PLC practices, played a crucial role in enhancing teacher collaboration and professional development. This, in turn, positively affected students' academic performance and transition processes (Tahir et al., 2024).

In Tanzania, Linus Chaula (2024) examined the impact of clinical supervision practices by school heads on teachers' professional identity development. The study found that well-managed resources and effective supervisory practices by principals were essential in fostering a positive professional identity among teachers. This indirectly contributed to better teaching practices and improved student outcomes, which are vital for successful transitions from primary to secondary education (Chaula, 2024).

While these studies provide valuable insights into the importance of principals' resource management practices in different educational contexts, their findings cannot be directly generalized to Konoin Sub County, Bomet County, Kenya. Several factors contribute to this limitation. The socio-economic, cultural, and educational contexts of Singapore, Malaysia, and Tanzania differ significantly from those of Konoin Sub County. These differences influence how resources are managed and utilized in schools. For instance, the specific needs and challenges of students and schools in Konoin may vary, requiring tailored resource management strategies.

Moreover, the educational policies and systems in the regions studied differ from those in Kenya. Singapore's streaming system, Malaysia's focus on religious-based education, and Tanzania's emphasis on clinical supervision practices are context-specific and may not align with the policies and practices in Konoin Sub County. This affects the applicability of the findings to the Kenyan context. Moreover, the unique challenges faced by schools in Konoin Sub County, such as limited infrastructure, teacher shortages, and socio-economic barriers, were not addressed in the studies conducted in other regions. These local challenges necessitate a specific focus on how principals in Konoin manage resources to address these issues and support student transitions effectively.

Mutunga (2019)'s research on principals' administrative practices in Yatta Sub-County, Machakos County, Kenya, emphasizes the significant role of principals in enhancing students' academic performance through effective resource management. The study found that principals' practices, including capacity building for teachers, provision of learning resources, and instructional supervision, were critical in boosting student performance. The findings suggest that when principals are proactive in managing resources, it creates a supportive learning environment that can positively affect students' transition from primary to secondary education.

Similarly, the study by Chumba, Matere and Kapkiai (2021) in Nandi North Sub-County, Kenya, focused on the preparedness of secondary schools in terms of learning resources to support the optimal transition of primary school pupils. The research indicated a significant correlation between the availability of learning resources and the effective transition of pupils to secondary schools. This underscores the importance of adequate resource management in ensuring that students are well-equipped and prepared for the academic demands of secondary education.

Njoka (2020)'s investigation into the influence of principals' resource mobilization skills on the implementation of strategic plans in Kandara Sub-County, Murang'a County, Kenya, also provides valuable insights. The study highlighted that principals who are skilled in resource mobilization can better implement strategic plans, thereby improving school management and academic outcomes. Effective resource mobilization ensures that schools have the necessary materials and infrastructure, which are essential for supporting students during the critical transition phase.

However, these findings cannot be generalized to the context of Konoin Sub County, Bomet County, Kenya, due to several gaps and contextual differences. Firstly, the demographic and socio-economic conditions in Konoin Sub County may differ significantly from those in Yatta, Nandi North, and Kandara Sub-Counties. Such differences can influence the effectiveness of resource management practices and their impact on student transition. Moreover, the studies cited primarily used descriptive survey designs and relied heavily on questionnaires and interviews, which may not capture the full

complexity of resource management practices and their nuanced effects on student transition in different regions. The sampling methods and sizes also vary, which might affect the reliability and validity of the findings when applied to a different context such as Konoin Sub County.

Additionally, specific challenges unique to Konoin Sub County, such as local administrative policies, cultural factors, and existing educational infrastructure, were not addressed in these studies. These factors can significantly influence how resource management practices are implemented and their subsequent impact on the primary-secondary transition. In conclusion, while the existing literature provides a strong foundation on the importance of principals' resource management practices in enhancing student transition and performance, the unique context of Konoin Sub County necessitates further localized research. This would help in understanding the specific needs and challenges of the region, thereby developing tailored strategies to improve the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya.

2.3.4 Principal's Monitoring and Evaluation Practices and Primary-Secondary Transition in public secondary schools

The transition from primary to secondary school is a significant milestone in a child's educational journey, marked by numerous challenges and opportunities. The role of the principal in monitoring and evaluating this transition is critical in ensuring that students navigate this change successfully. Various studies have examined the influence of principals' management practices, particularly in monitoring and evaluation, on the primary-secondary transition in public day secondary schools.

Bannister (2023) highlights the substantial stress associated with the transition from primary to secondary education. This period involves significant changes in environment, relationships, and expectations, which can be particularly challenging for young students. Effective monitoring and evaluation practices by school principals can play a crucial role in mitigating these stresses. By actively engaging with students and providing ongoing

support, principals can help ease the transition, ensuring that students do not feel overwhelmed by the new academic and social demands of secondary school.

Bagine, Kubai & Njagi (2019) found a positive correlation between principals' management strategies and students' academic performance in Meru County, Kenya. The study revealed that effective implementation of monitoring and evaluation strategies by principals was essential in improving student outcomes. Principals who regularly assessed the progress of both teachers and students were able to identify and address issues more promptly, thereby enhancing overall academic performance. This implies that for a successful transition from primary to secondary school, principals need to adopt robust monitoring and evaluation practices that focus on continuous improvement and support.

Similarly, Mutunga (2023) emphasizes the importance of administrative practices, including monitoring and evaluation, in influencing students' academic performance. The research conducted in Yatta Sub-County, Machakos County, Kenya, demonstrated that principals' active involvement in setting academic goals and supervising instructional methods had a significant impact on student achievement. The study suggests that principals who are proactive in monitoring educational practices and providing feedback can create a more conducive learning environment that supports students during their transition to secondary school.

Adow, Edabu, and Kimamo (2020) emphasize the importance of monitoring and evaluation (M&E) in the management of public secondary school resources. Their study in Mandera County, Kenya, highlighted that effective M&E practices are essential for ensuring financial accountability, resource utilization, and adherence to procurement rules, which in turn influence the overall school environment and resource availability. This environment is crucial for a smooth transition from primary to secondary education, as well-managed resources support better learning conditions and reduce transition-related stress (Adow, Edabu, & Kimamo, 2020).

Ndungu Gathu & Bomett (2015) explored the influence of M&E on effective teaching and learning in Githunguri District, Kenya. The study identified key areas such as lesson

preparation, school attendance monitoring, and the evaluation processes that significantly impact teaching and learning effectiveness. Effective M&E by principals ensures that these areas are well-managed, thereby creating a conducive learning environment that supports students during their transition period. The findings suggest that when principals are actively involved in M&E, it leads to better academic performance and smoother transitions for students.

Kieleko, Kanori and Mugambi (2020) investigated the influence of principals' workload on instructional supervision practices in Lower Yatta Sub-County, Kitui County, Kenya. The study found that high administrative workloads adversely affect principals' ability to effectively supervise instructional practices. Effective supervision, facilitated by manageable workloads, is crucial for ensuring that the curriculum is properly delivered and that students receive the support they need during their transition from primary to secondary school. This supervision helps in addressing individual student needs and monitoring their progress, which is vital during the transition phase.

The study by Navaridas-Nalda et al. (2020) on the strategic influence of school principals in the digital transformation of schools further underscores the importance of effective leadership in managing transitions. Although focused on digital transformation, the findings highlight that principals' leadership and their ability to evaluate and adapt to new challenges are crucial for successful transitions. This includes ensuring that students are well-prepared for the technological demands of secondary education, which is increasingly important in today's digital age.

Moreover, Suleiman et al. (2019) discuss the administrative behaviors of principals in Nigerian secondary schools, noting the challenges they face in effective school management. The research indicates that principals who are skilled in monitoring and evaluation are better equipped to manage these challenges and improve school performance. This is particularly relevant for transitions, as principals need to ensure that the support systems are in place to address the diverse needs of students entering secondary school.

Overall, the literature suggests that principals' monitoring and evaluation practices are critical for facilitating a smooth primary-secondary transition in public day secondary schools. Effective monitoring helps identify and address issues early, supports academic and social adjustment, and ensures that students receive the necessary guidance and resources to thrive in their new educational environment. As such, investing in training and resources for principals to enhance their monitoring and evaluation capabilities can significantly impact students' success during this crucial transition period.

2.3.5 Teacher Professional Development

Padillo, Manguilimotan, Capuno, and Espina (2021) conducted a study in the Philippines that assessed the quality of instruction and professional development activities at Cebu Technological University. Their findings highlight that continuous professional development activities significantly enhance teachers' instructional planning, delivery, and classroom management skills. Despite these benefits, the study found that teachers often perceive limited personal gains from these activities due to contextual factors. The authors recommend strategic planning and implementation of professional development programs to maximize their impact on teaching competencies.

Okumu and Opio (2023) investigated the impact of Continuous Professional Development (CPD) on teachers' pedagogical skills in secondary schools in Gulu City, Uganda. Their study employed a cross-sectional survey design and involved 14 schools, including headteachers, deputy headteachers, and teachers. The results showed that 90% of the teachers agreed that CPD significantly improves their pedagogical skills, helping them to acquire new ideas, build confidence, and enhance their teaching practices. The authors conclude that CPD is essential for professional growth and recommend restructuring school policies to support ongoing learning opportunities for teachers.

O'Shea (2022) highlights the importance of instructional strategy workshops in equipping teachers with the skills needed to implement the competency-based curriculum (CBC) in Kenya. The study points out that many affordable non-state schools struggle to provide these workshops due to financial constraints, leaving teachers less prepared to deliver quality instruction. However, where such workshops are accessible, they significantly

enhance teachers' ability to design and implement effective instructional strategies. The study underscores the need for increased investment in teacher training to ensure all educators are equipped to meet national curriculum standards.

Kariuki, Itegi, and Mutuma (2024) emphasize the critical role of continuous teacher professional development in adapting to the dynamic educational landscape. Their study reviews the implementation of the Teachers' Service Commission (TSC) Teacher Professional Development Program in Kenya, which began in December 2021. This program aims to equip teachers with essential skills and competencies through ongoing training, thereby improving learner outcomes. The authors conclude that continuous training is vital for maintaining high teaching standards and ensuring that teachers are well-prepared to meet evolving educational demands. The authors further discuss the importance of embedding professional development within teachers' daily practices to enhance pedagogical skills effectively. They note that the TSC's Professional Development Program encourages the formation of Professional Learning Communities (PLCs), which facilitate collaborative learning among teachers. The study found that these communities play a crucial role in continuous pedagogical skill enhancement by allowing teachers to share best practices and support each other's growth. The authors advocate for sustained engagement in PLCs to ensure lasting improvements in teaching quality.

2.3.6 Summary and Gaps in Literature

The literature extensively explores principals' management practices and their impact on the primary-secondary transition in secondary schools, highlighting various strategies and their effectiveness. Harris and Nowland (2023) emphasize the importance of creating supportive environments to help students cope with academic, social, and emotional changes during the transition. They advocate for an intersectional approach to address diverse student needs comprehensively. Tsegay, Wheeler, and Pratt-Adams (2023) discuss the positive impact of transition interventions, such as summer programs and peer mentoring, especially during the COVID-19 pandemic. However, they note the disruptions caused by the pandemic, underscoring the need for adaptive management practices. Nwogbo, Nwankwo, and Nwachukwu (2021) highlight the critical role of effective communication by principals in enhancing teacher performance, which indirectly supports the transition. Suleiman, Ishola, and Lukman (2019) emphasize the importance of strong administrative competence in managing transition complexities.

Despite these valuable insights, significant gaps remain. The studies primarily focus on different contexts, such as the UK, Nigeria, and general global settings, without addressing the unique challenges faced by schools in specific regions like Konoin Sub County, Bomet County, Kenya. The socio-economic and cultural contexts in these studies differ significantly from those in Konoin, making it difficult to generalize the findings. Additionally, the literature often emphasizes general strategies without detailing how they can be tailored to the specific needs of public day secondary schools in rural and under-resourced areas.

In the context of resource management, Chye Hin Ong and Clive Dimmock (2013) and Lokman Mohd Tahir et al. (2024) highlight the strategic deployment of resources and support for professional learning communities as crucial for enhancing student transitions. Similarly, studies by Mutunga (2019) and Chumba et al. (2021) in Kenya emphasize the importance of effective resource management in improving academic performance and transition readiness. However, these findings cannot be directly applied to Konoin Sub

County due to differences in local challenges, such as infrastructure deficits and socio-economic barriers, which were not adequately addressed in the studies.

Furthermore, in terms of leadership and decision-making, research by Barr et al. (2019) and Peterson et al. (2019) in the UK, as well as Malik et al. (2020) in Pakistan, highlight the positive impact of stakeholder engagement and collaborative decision-making on the transition process. These studies underscore the importance of parental involvement and community partnerships. However, the methodologies and contexts differ significantly from those in Konoin Sub County, where unique local challenges and administrative policies necessitate a tailored approach to leadership and decision-making practices.

Lastly, the literature on monitoring and evaluation practices, such as the studies by Bannister (2023) and Bagine, Kubai, and Njagi (2019), emphasizes the critical role of continuous assessment and feedback in supporting students during the transition. Effective monitoring helps address academic and social issues promptly, ensuring a smooth transition. However, the studies often overlook the specific needs and challenges of rural schools in Kenya, particularly those in Konoin Sub County, which face unique socio-economic and infrastructural barriers.

In conclusion, while the existing literature provides a strong foundation on the importance of principals' management practices, leadership, resource management, and monitoring and evaluation in facilitating primary-secondary transitions, there is a need for localized research in Konoin Sub County, Bomet County, Kenya. Such research should address the unique challenges and contextual factors influencing these practices, providing tailored strategies to improve the transition process in public day secondary schools in this region. This localized focus will help bridge the gaps identified and ensure that the findings are relevant and applicable to the specific needs of Konoin Sub County.

2.4 Theoretical Review

The Social-Ecological Theory by Urie Bronfenbrenner, Transformational Leadership Theory by Bernard M. Bass, and Curriculum Alignment Theory contribute to our

understanding of management practices in public day secondary schools. The Social-Ecological Theory considers the influence of nested systems on human development, including the immediate environment, social contexts, cultural values, and historical factors. The Transformational Leadership Theory focuses on effective leadership, emphasizing transformational leaders who inspire and motivate followers through vision, intellectual growth, and individualized consideration. The Curriculum Alignment Theory highlights the importance of aligning intended, implemented, and attained curriculum to achieve desired learning outcomes. Together, these theories provide insights into the interactions between individuals and their environments, the impact of principals' professional development on management practices, and the significance of curriculum coherence and alignment in education.

2.4.1 Social-Ecological Theory

Urie Bronfenbrenner, a renowned developmental psychologist, is often credited with laying the foundation for the Social-Ecological Theory. He proposed this ecological systems theory in the 1970s as a way to examine the multiple levels of influence on human development (Kilanowski, 2017). According to Bronfenbrenner's theory, individuals are embedded within a series of nested systems, each of which influences their behavior and development.

Bronfenbrenner's Social-Ecological Theory emphasizes the importance of considering these various levels of influence when studying human behavior, development, and well-being. It has been widely adopted and expanded upon by other researchers and scholars in fields such as psychology, sociology, public health, and environmental studies. The Social-Ecological Theory posits that an individual's development is influenced by the dynamic interaction between their immediate environment (microsystem), broader social contexts (mesosystem), cultural values and norms (exosystem), and historical and political factors (macrosystem) (Bronfenbrenner, 1977).

The Social-Ecological Theory is highly relevant to this study as it provides a comprehensive framework for understanding how various layers of environmental systems interact to influence the primary-secondary transition in public day secondary schools in

Konoin Sub County, Bomet County, Kenya. This theory posits that individual behavior and outcomes are shaped by multiple interconnected systems, ranging from immediate interpersonal interactions to broader societal influences. In the context of this study, the principal's management practices including communication with primary schools, resource management, leadership and decision-making, and monitoring and evaluation can be viewed as critical components within these systems. These practices not only directly impact the school's internal environment but also influence and are influenced by external factors such as community expectations, educational policies, and resource availability. By examining these dynamics, the study aims to uncover how principals can effectively manage these multiple layers to facilitate smoother transitions for students, ultimately enhancing their academic and social success.

2.4.2 Transformational Leadership Theory

The term “transformational leadership” was coined by sociologist James V. Downton in 1973. James MacGregor Burns first introduced the concepts of transformational leadership when studying political leaders, but this term is now used when studying organizations as well. Burns described two leadership styles: transactional and transformational. The Transformational Leadership Theory, developed by Bernard M. Bass in 1985, proposes that effective leaders are transformational in their approach. These leaders inspire and motivate their followers by creating a compelling vision of the future, stimulating intellectual growth and creativity, demonstrating genuine care and consideration for individual needs, and serving as positive role models. According to Bass, transformational leadership goes beyond transactional leadership by emphasizing intrinsic motivation, intellectual stimulation, and individualized consideration for followers.

The Transformational Leadership Theory, developed by Bass in 1985, proposes that effective leaders are transformational in their approach. These leaders inspire and motivate their followers by creating a compelling vision of the future, stimulating intellectual growth and creativity, demonstrating genuine care and consideration for individual needs, and serving as positive role models (Bass, 1985). Transformational leaders have a significant impact on their followers and organizations. They inspire and motivate their followers to

go beyond their self-interests and work towards the collective goals of the organization. By creating a shared vision and fostering an environment of intellectual stimulation, transformational leaders encourage innovation, problem-solving, and continuous improvement.

Transformational leaders have a significant impact on their followers and organizations. They inspire and motivate their followers to go beyond their self-interests and work towards the collective goals of the organization. By creating a shared vision and fostering an environment of intellectual stimulation, transformational leaders encourage innovation, problem-solving, and continuous improvement. The Transformational Leadership Theory suggests that effective leaders inspire and motivate their followers by creating a vision, providing intellectual stimulation, fostering individualized consideration, and displaying idealized influence.

The Transformational Leadership Theory is highly relevant to this study as it emphasizes the principal's role in inspiring and motivating teachers and students, fostering a shared vision, and implementing innovative strategies to enhance school performance. In the context of primary-secondary transitions in Konoin Sub County, Bomet County, Kenya, transformational leadership can facilitate effective communication with primary schools, ensuring a smooth transition for students. By prioritizing resource management practices, transformational leaders can optimize the allocation and use of resources to support educational continuity. Moreover, such leaders involve stakeholders in decision-making processes, thereby promoting a collaborative environment that enhances the quality of education and transition experiences. Additionally, through continuous monitoring and evaluation, transformational principals can identify areas for improvement, ensuring that transition programs are effective and responsive to the needs of students, ultimately leading to better educational outcomes in public day secondary schools.

2.4.3 Curriculum Alignment Theory

The Curriculum Alignment Theory, also known as the Tyler Model or the Objectives Model, was developed by Ralph W. Tyler. Ralph Tyler was an American educator and a leading figure in the field of curriculum development. He is best known for his work in

developing the Tyler Model, which has had a significant impact on curriculum planning and design.

The theory emphasizes the importance of ensuring that what is taught in the classroom (implemented curriculum) matches the intended learning outcomes (intended curriculum) and is actually learned by the students (attained curriculum). When there is alignment between these three components, students are more likely to achieve the desired learning outcomes. The Curriculum Alignment Theory suggests that for educational programs to be effective there should be alignment between the intended curriculum, the implemented curriculum, and the attained curriculum. It emphasizes the importance of ensuring that what is taught matches the intended learning outcomes.

This theory examines the alignment between curriculum objectives, content, and assessment practices. It can be used to explore the influence of curriculum alignment in the primary-secondary transition programme (Objective ii) on principals' management practices. The theory suggests that when there is coherence and alignment in curriculum between primary and secondary levels, principals can more effectively manage curriculum implementation, ensure smooth transitions for students, and support teachers in delivering quality education.

This theory is directly related to the study's objective regarding the influence of curriculum alignment on principal's management practices. It provides insights into how a well-aligned curriculum impacts leadership decisions and strategies within public day secondary schools. The theory, when applied in isolation, may not comprehensively address the multifaceted nature of management practices. It might not consider the broader ecological factors and leadership styles that also influence these practices.

While the selected theories individually contribute to understanding management practices, integrating them might be challenging due to potential overlaps and gaps in addressing specific aspects of the research objectives. The theories were developed in various contexts, and their universal applicability might not fully capture the nuances of the Kenyan public day secondary school system in Konoin Sub County, Bomet County.

Cultural and contextual differences may influence the theories' application. The theories focus on specific factors, and management practices often result from the interplay of various elements. Over-reliance on individual theories may limit a holistic understanding of the complexities involved.

Nevertheless, employing established theories, such as the Social-Ecological Theory, Transformational Leadership Theory, and Curriculum Alignment Theory, brings robustness and credibility to research on management practices in public day secondary schools. These theories, despite being considered "old," have endured rigorous scrutiny and validation, offering a solid theoretical foundation. Using multiple theories allows for a comprehensive understanding of the research problem, integrating various perspectives and facilitating cross-validation of findings. This approach provides a nuanced view of the subject matter, contributing to the study's richness. Researchers can also innovate and adapt these theories to the specific context of their study, ensuring relevance in evolving settings. The use of established theories guides the research design, helps formulate research questions, and enhances the overall rigor of the study.

2.5 Conceptual Framework

Figure 2.1, which is presented in this section as a framework, shows how the research variables relate to one another.

Independent Variables

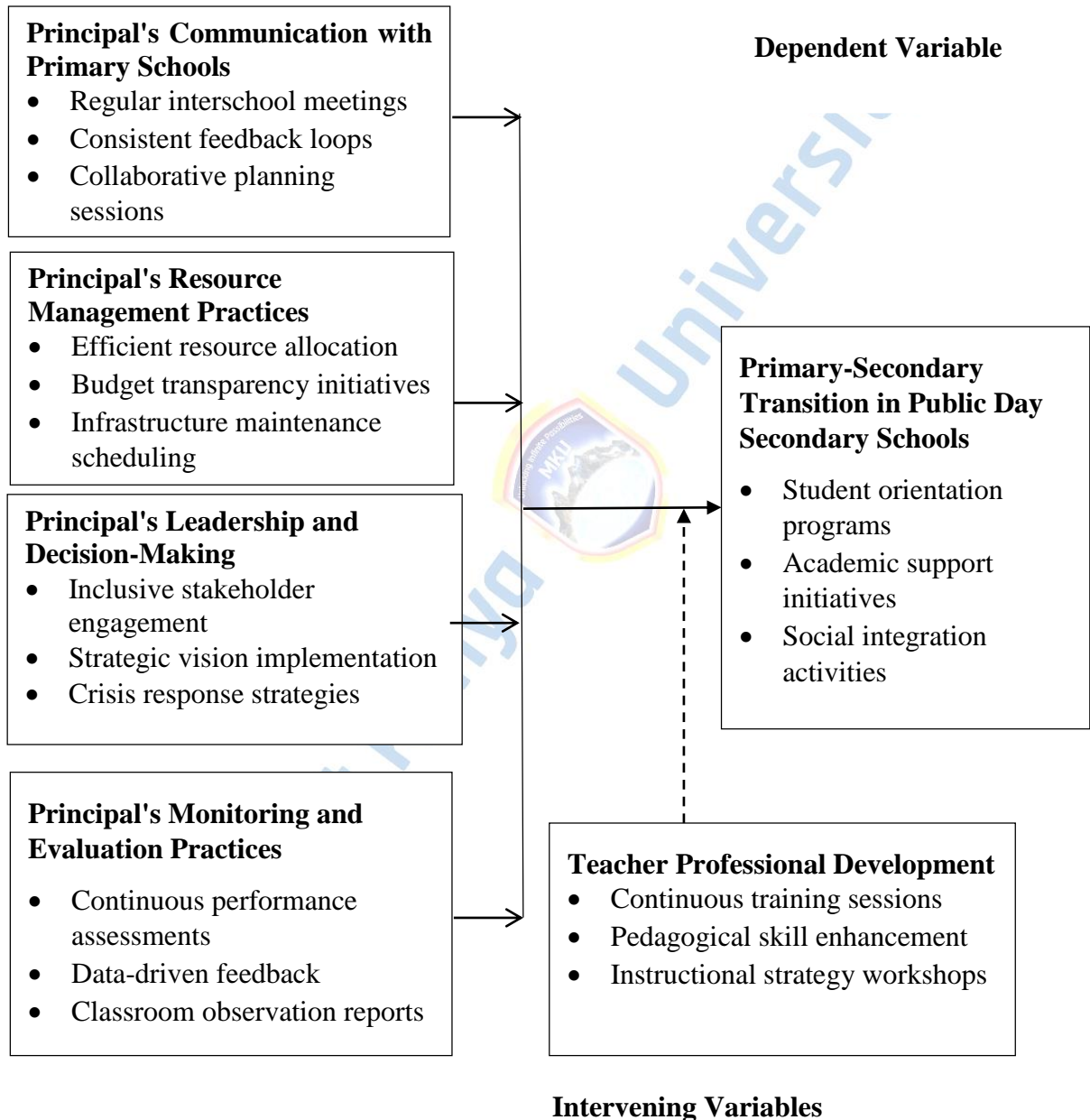


Figure 2. 1: The Conceptual Framework of the study

In Figure 2.1, the conceptual framework for studying the influence of principal's management practices on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya, encompasses several key variables. The independent variables in this framework are the principal's communication with primary schools, resource management practices, leadership and decision-making, and monitoring and evaluation practices. Each of these variables plays a critical role in shaping the dependent variable, which is the success of the primary-secondary transition. Additionally, teacher professional development serves as an intervening variable that can influence the relationship between the principals' management practices and the transition outcomes.

Principal's communication with primary schools involves regular interschool meetings, consistent feedback loops, and collaborative planning sessions. These practices are essential for fostering strong relationships and ensuring continuity between primary and secondary education. Regular interschool meetings facilitate the exchange of information and ideas, enabling schools to align their curricula and expectations. Consistent feedback loops allow for ongoing communication and adjustments based on the needs and progress of transitioning students. Collaborative planning sessions between primary and secondary school staff help create a cohesive and supportive transition plan, addressing potential challenges and ensuring that students receive the necessary guidance and resources.

Principal's resource management practices, including efficient resource allocation, budget transparency initiatives, and infrastructure maintenance scheduling, are crucial for providing a conducive learning environment. Efficient resource allocation ensures that all necessary materials and resources are available for both teachers and students, supporting the educational process. Budget transparency initiatives build trust and accountability, ensuring that funds are used effectively to benefit the school community. Regular infrastructure maintenance scheduling ensures that the school facilities are safe and well-maintained, providing a comfortable and conducive environment for learning, which is particularly important during the transition period when students are adjusting to a new school setting.

Principal's leadership and decision-making involve inclusive stakeholder engagement, strategic vision implementation, and crisis response strategies. Inclusive stakeholder engagement ensures that the voices of teachers, parents, and students are heard and considered in decision-making processes, fostering a sense of community and shared responsibility. Implementing a strategic vision provides clear goals and direction for the school, helping to align efforts and resources towards improving the transition process. Effective crisis response strategies are essential for addressing unexpected challenges and ensuring that the school remains resilient and capable of supporting students during times of difficulty, which can be critical during the transition from primary to secondary education.

Principal's monitoring and evaluation practices, such as continuous performance assessments, data-driven feedbacks, and classroom observation reports, are vital for ensuring that the transition process is effective and that students are progressing as expected. Continuous performance assessments help identify areas where students may need additional support, allowing for timely interventions. Data-driven feedback provides objective insights into student performance and the effectiveness of teaching strategies, enabling principals to make informed decisions. Classroom observation reports offer valuable insights into the teaching and learning environment, helping principals support teachers in improving their instructional practices. When combined with robust teacher professional development programs, which include continuous training sessions, pedagogical skill enhancement, and instructional strategy workshops, these practices ensure that teachers are well-equipped to support students during their transition, ultimately leading to a smoother and more successful primary-secondary transition in public day secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology of the study. In this chapter the research methodology, research philosophy, and research approach is discussed. The chapter also covers the research design, location of the study, target population, sampling procedure and sample size, and research instruments. Other aspects that are included include piloting of research instruments, reliability and validity, data collection procedures, data analysis procedures, and ethical considerations.

3.2 Research Methodology

The research methodology refers to the process in which the researcher intends to execute their research process (Louis et al., 2005). The study adopted the mixed methods research approach. In the context of studying the influence of primary-secondary transition program factors on management practices in public day secondary schools in Konoin Sub County, Bomet County, Kenya, the research methodology played a crucial role in obtaining relevant data and drawing meaningful conclusions. To achieve this, the study used a mixed methods approach, which combined both quantitative and qualitative methods (Creswell & Creswell, 2018).

The use of this approach allowed researchers to gain a comprehensive understanding of the factors influencing management practices during the primary-secondary transition. By utilizing both quantitative and qualitative data, the study provided a more holistic and nuanced view of the phenomenon. Quantitative methods involved collecting and analyzing numerical data to measure various aspects related to the primary-secondary transition program factors and management practices, including surveys or questionnaires from school administrators, teachers, and other relevant stakeholders.

Employing both methods helped triangulate the findings, ensuring greater validity and reliability of the results. The combination of data enhanced the overall rigor of the research and provided a more robust foundation for policy recommendations and future interventions.

3.2.1 Research Philosophy

Research philosophy refers to the beliefs, assumptions, and principles that guide the researcher's approach to conducting research. It is the philosophical stance or perspective that underlies the researcher's choices in terms of research design, methodology, and data interpretation (Coolican, 2018). According to Morin et al. (2021), the research philosophy refers to the belief on how the research information should be sourced, examined and analyzed with a view of explaining the research phenomenon. This study deployed the pragmatic research philosophy.

According to Gathii et al., (2019), the pragmatic research philosophy examines the research phenomenon from a practical perspective and thus utilizes strategies that need to optimize the achievement of the research objectives. The pragmatic research philosophy thus combines several methods and approaches with a view of achieving the research objectives. Within the context of this study the qualitative and quantitative research approaches, methods and data analysis procedures were deployed in the study. The pragmatic research philosophy was utilized in this study as the researcher sought to examine the influence a hundred percent primary-secondary transition policy on management of public day secondary schools in Konoin Sub County,

3.2.2 Research Approach

The research approach is another critical component of the research methodology that will be considered in this study. According to Nind (2020) and Patten (2018), the research approach refers to the broad assumptions that are made in relations to the methods of data collection, and data analysis components. This study will use the mixed research approaches. According to Mutua (2020), the mixed research approach refers to the combination of the qualitative and quantitative research methods with a view of examining

the research phenomenon. There are several advantages associated with the mixed research approach. According to Stokes (2012), the mixed research approach enables the researcher to get an in-depth insight into the research phenomenon by combining both quantitative and qualitative research approaches. This study will thus combine the qualitative and quantitative research approaches in concurrent method with a view of gaining an in-depth understanding of the manner in which the principals' management practices under a hundred percent primary-secondary transition policy influences the public day secondary schools' management in Konoin Sub County, Bomet County, Kenya.

3.3 Research Design

The research design is an integral component of the research process. According to Kibet (2020), the research design refers to the framework of strategies deployed in the research execution processes including data collection and analysis processes leading to achievement of research objectives. On the other hand, Mugenda and Mugenda (2019) noted that research design is a strategy deployed in addressing the research objectives of the study. This enables the study to have an overall strategy being deployed in the achievement of the research objectives. The ideal research design for this study would be a convergent parallel design. The convergent parallel design is when data collection and analysis of both quantitative and qualitative data occur simultaneously and are analyzed separately (Demir & Pismek, 2017). This design aims to create mutually exclusive sets of data that inform each other. It involves simultaneous use of both quantitative and qualitative methods, collecting complementary data. Surveys gather numerical data on primary-secondary transition programme factors and management practices, while interviews and focus groups explore participants' perspectives and experiences. The convergent parallel design facilitates triangulation, enhancing the overall rigor and validity of the study by validating and corroborating findings from both approaches (Creswell & Creswell, 2018).

The convergent parallel design is particularly well-suited for this study as it allows for a comprehensive understanding of the complex relationship between primary-secondary transition programme factors and management practices in public day secondary schools.

By employing both quantitative and qualitative methods, the study can obtain a more holistic view of the phenomenon, providing a deeper insight into the underlying factors that may influence management practices (Creswell, 2014). Additionally, using this design will enable the researcher to identify any discrepancies or discrepancies between the two sets of data, which can lead to richer interpretations and a more nuanced understanding of the topic. This approach was crucial in gaining a comprehensive perspective that goes beyond mere statistical associations, which would be limited in isolation.

3.4 Location of the Study

The study was undertaken in Konoin Sub County, Bomet County, Kenya. Konoin Sub County, which is one of the five sub counties within Bomet County, has a total of 49 secondary schools, which were the focus of this study (County Government of Bomet, 2022). Konoin Sub County was selected due to its abundance of secondary schools and logistical convenience.

The study was conducted in Konoin Sub County because of its unique educational landscape and specific contextual factors that could significantly impact the primary-secondary transition program. Konoin Sub County faced distinct challenges and opportunities in managing the transition from primary to secondary education, influenced by its socio-economic conditions, community dynamics, and educational infrastructure. Local factors such as the availability of student support services, curriculum alignment, professional development opportunities for principals, and stakeholder engagement practices differed from those in other regions. Understanding and tailoring the study to the specific needs of schools in Konoin Sub County aimed to provide insights and recommendations directly applicable to the challenges faced by public day secondary schools in this region, contributing to the improvement of management practices and overall educational outcomes.

3.5 Target Population

The target population refers to a group of people from who the researcher administers the data collection process (Saini, 2020). The target population composed of the unit of analysis and the unit of observation. The unit of analysis refers to the set of institutions or people on who the results will be generalized to (Marchenko & Katenka, 2020). The unit of analysis for this study was the 49 secondary schools within Konoin sub county, Konoin Sub County, Bomet County.

On the other hand, the unit of observation refers to the set of people who will provide the information about the unit of analysis (Jackson, 2014). In the context of this study, the unit of analysis was the principals, deputy principals, head of departments, and teachers within the Konoin sub county, Konoin Sub County, Bomet County. The population size was provided as follows.

Table 3. 1: Target Population

Population Category	Population Size
Principals	49
Deputy Principals	56
Head of Departments	356
Teachers	1,495
Total	1,956

3.6 Sampling Procedure and Technique

The sampling process is often undertaken due to the logistical constraints and refers to the picking a representative sub set from the population for use in the study (Haber et al., 2021). The sample derived through the sampling process is thus use in the research process in the measurement of the attributes associated with the population. The sampling process first starts with the picking of an appropriate sample size for use in the study. The sample size for principals and deputy principals was determined using the Krejcie and Morgan 1970

sample determination table. According to the table, The sample size for 49 Principals is 40, while that for the deputy principals is 48.

To calculate the sample size for school managers using Fisher's formula, there was need to know the total number of school managers in the population (N) and the desired level of precision (d). Fisher's formula is given by:

$$n = N / (1 + N * (d^2))$$

Where:

n = Sample size

N = Total population size

d = Desired level of precision (expressed as a proportion)

Given that N = 1956 and assuming a desired level of precision of 0.05 (5%), let's calculate the sample size:

$$n = 1851 / (1 + 1851 * (0.05^2))$$

$$n = 1851 / (1 + 1851 * 0.0025)$$

$$n = 1851 / (1 + 4.89)$$

$$n = 1851 / 5.89$$

$$n \approx 314.2614601$$

Round up the sample size to the nearest whole number, as you cannot have a fraction of a participant: $n \approx 314$

So, the sample size for head of departments and teachers using Fisher's formula is approximately 314. The 314 respondents were distributed using proportionate stratified random sampling. According to Passer (2020), stratified random sampling involves selecting sample members from each stratum, ensuring representativeness across the strata. Hartley et al. (2020) noted that stratified random sampling is associated with higher levels of representativeness compared to simple random sampling. The study used proportionate stratified random sampling to ensure that each stratum received a proportionate number of

members relative to their size in the population. The sampling size of the study was thus as follows:

Table 3. 2: Sample Distribution Matrix

Category	Population Size (N)	Percentage	Sample Size (N% x n)
Category I			
Principals	49	46.67%	40
Deputy Principals	56	53.33%	46
Sub total	105	100.00%	86
Category II			
Head of Departments	356	19.23%	60
Teachers	1,495	80.77%	254
Sub total	1,851	100.00%	314
Total Sample	1,956		400

Category I: Management Level

Principals and Deputy Principals are grouped in Category I due to their roles in the leadership and management of secondary schools. This category encompasses the higher management level responsible for strategic decisions and oversight. The population size in this category is smaller compared to Category II but is crucial for understanding management practices and their impact on the primary-secondary transition.

Principals (46.67%) and Deputy Principals (53.33%) constitute 100% of Category I's population. The sample size reflects their relatively smaller numbers, with 40 principals and 46 deputy principals included in the study. The focus on a significant proportion of these roles allows for an in-depth understanding of leadership practices affecting school management.

Category II: Operational Level

Head of Departments and Teachers are categorized under Category II due to their roles in the operational and instructional aspects of the schools. This category involves a larger population size and focuses on those directly engaged with students and instructional processes.

Head of Departments (19.23%) and Teachers (80.77%) make up the entire population of Category II. The larger sample size of 60 heads of departments and 254 teachers in the study reflects their significant role in the day-to-day functioning of schools. Understanding their perspectives helps in assessing the impact of management practices on the operational effectiveness and instructional quality..

3.7 Research Instrument

The research instrument refers to the tools that will be used for the data collection process. The study collected primary data using structured questionnaires and semi structured interviews. According to Mexon and Kumar (2020), the structured questionnaires refer to a questionnaire with close ended questions which the respondents are provided with response options that they have to choose from. Research methodologists such as (Curini & Franzese, 2020; Hammond & Wellington, 2020), and Knight (2020) document various advantages associated with the structured questionnaires. The structured questionnaires are easy to administer and have high response rate compared to other means of data collection methods. The study used Likert scale based questions for the data collection purposes. According to Flewitt et al., (2020), the Likert-scale based questions are used for the

collection of the opinions of the respondents. The study utilized a five point Likert scale that is No Extent, Small Extent, Moderate Extent, Large Extent and Very Large Extent.

The researcher also collected data from semi-structured interviews. According to Christensen et al. (2020), semi-structured interviews are used to gather in-depth data, allowing respondents to express their opinions on various issues freely and in detail. These interviews enabled the researcher to probe further, generating comprehensive information on the subject matter. The study used semi-structured interviews with the principals of schools in Konoin Sub County, Bomet County.

3.7.1 Piloting of Research Instrument

The piloting of the research instrument was associated with quality control of the research process. According to Ghauri et al. (2020), piloting involves conducting a small-scale study to refine the research instrument and process. The aim was to enhance the validity and reliability of the instruments. Mugenda and Mugenda (2019) recommended that the pilot study be conducted under conditions similar to those of the final study.

In this study, the pilot study was conducted in Chepalungu, a sub-county within Konoin Sub County, Bomet County, which is demographically similar to Konoin Sub County. The study used 10% of the sample size for the pilot phase, as advised by Mugenda and Mugenda (2019), identifying 33 respondents (1 principal, 1 deputy principal, 6 heads of departments, and 25 teachers). The results from this pilot phase were used to refine the data collection instrument and process, and these improvements were applied to the main study.

3.7.2 Validity of Research Instrument

Validity of the research instrument refers to the capacity of the instrument to measure what it has been designed to measure and is thus an accurate measurement of the research phenomenon (Gathii et al., 2019). The validity of the research instrument in this study was examined using expert judgment to assess content validity. Content validity concerns whether the research instrument adequately covers all domains relevant to measuring the specific variable in relation to its operationalization (Mugenda & Mugenda, 2009). Content

validity was assessed through expert judgment, with expert judges drawn from the members of the pilot study and lecturers. Feedback from these experts was used to improve the data collection instrument.

3.7.3 Reliability of Research Instrument

The reliability of the research instrument refers to the capacity of the results captured through the research instrument to be replicated over time (Curini & Franzese, 2020). The study used the Cronbach alpha coefficient to examine the reliability of the research instrument. According to Edlund and Nichols (2019), the Cronbach alpha coefficient tests the internal reliability of the instrument, which refers to the consistency of responses across a multi-item scale. Given the use of a multi-item Likert scale in the study, the Cronbach alpha coefficient was applied. Coe et al. (2021) indicated that a Cronbach alpha coefficient of 0.7 and above is considered adequate for demonstrating reliability. Therefore, the study set a threshold of 0.7 for determining the reliability of the research instrument. The instrument was adapted after registering the following results at 0.977, a value higher than the threshold.

Table 3. 3: Reliability Statistics

Cronbach's Alpha	N of Items
.977	40

3.8 Data Collection Methods

The researcher commenced data collection after the successful defense of the research proposal. First, fieldwork authorization was sought from the university to officially begin data collection and to formally identify the researcher. Next, the researcher applied for a permit from the National Commission for Science, Technology, and Innovation (NACOSTI) for the data collection process. Prior to distributing the data collection tools, a consent statement was issued to the respondents.

3.9 Data Analysis Techniques and Procedures

The study produced both quantitative and qualitative outcomes. The closed-ended questions in the questionnaire provided quantitative data, which were organized and cleaned using SPSS version 27. Descriptive statistics, such as frequencies, means, and percentages, were used to examine respondents' general characteristics and research objectives. Pearson correlations and regression analyses were computed to establish connections between study variables.

Linear regression analysis was undertaken to determine the influence of infrastructure development, learning materials provision, human resource provision, and financial resources management on principals' management practices in public secondary schools in Konoin Sub County, Bomet County, Kenya. Multiple linear regression analysis was used to examine the predictive influence of these variables on the dependent variable, generating t-statistics for hypothesis testing.

Qualitative data were analyzed using thematic analysis. According to Coe et al. (2021), thematic analysis involves identifying themes and analyzing patterns within qualitative data. Textual analysis, as outlined by Kothari & Garg (2014), was also applied to systematically examine and interpret written documents or texts to uncover underlying patterns, themes, and meanings. This approach involved closely reading and analyzing responses from interviews or open-ended survey questions to derive a deeper understanding of the phenomena under investigation. Results from the quantitative data analyses were presented in tables, graphs, and charts, while qualitative data were presented in prose form (narrations).

3.10 Ethical Considerations

An ethical consideration section for a research study that aims to examine the infrastructure development for principal's management practices on primary-secondary transition program in public secondary schools in Konoin Sub County, Bomet County, Kenya, as well as the influence of learning materials provision, human resource provision, and financial resources management on these practices, should include a thorough examination

of potential risks and benefits of the research, as well as steps that will be taken to protect the rights and welfare of the research participants.

In terms of anonymity and confidentiality, the study protected participants' identities by maintaining anonymity in all data analysis and reporting. Any identifying information was kept secure and accessible only to the research team. Participants' right to privacy was respected, and they were informed that their responses would be kept confidential and that no identifying information would be included in any report or presentation.

Informed consent was obtained from all participants before the study began. They were provided with detailed information about the study, its procedures, their rights, and any potential risks. Participants were also informed that their involvement was voluntary and that they could withdraw from the study at any time without penalty.

The study adhered to guidelines from Kenya's National Council for Science and Technology and international ethical standards for human subjects. Precautions were taken to ensure participant safety and well-being. The ethical considerations section outlined potential risks and benefits, along with measures to minimize risks and protect participants' rights and welfare.

CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter covers the data analysis, interpretation, and discussions in a study on the influence of principal's management practices on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The data is analyzed and presented using the methodology discussed in Chapter three. The results are presented systematically according to the study objectives.

4.1.1 Response Rate

Table 4.1 presents the response rate for different categories of respondents in the study.

Table 4. 1: Response Rate

Category	Sample Size	Actual	Response Rate
Category I			
Principals	40	39	97.5%
Deputy Principals	46	39	84.8%
<i>Sub total</i>	86	78	91.1%
Category II			
Head of Departments	60	49	81.7%
Teachers	254	198	78.0%
<i>Sub total</i>	314	247	78.7%
Total Sample	400	445	78.3%

The response rate across the different categories in the study was notably high. In Category I, which includes principals and deputy principals, the response rate was 91.1%, with principals at 97.5% and deputy principals at 84.8%. This high rate demonstrates strong

engagement and provides reliable data on management practices. In Category II, consisting of heads of departments and teachers, the response rate was slightly lower at 78.7%, with heads of departments responding at 81.7% and teachers at 78.0%. Despite being below Category I, these rates still surpass the recommended threshold of 75% for on-paper surveys as suggested by Nulty (2008). The overall response rate of 78.3% indicates that the study's data collection was effective and the data gathered is robust and credible for drawing meaningful conclusions and recommendations.

4.2 Demographic Characteristics

This section explores the demographic characteristics of the study participants, providing a detailed overview of the gender distribution, age bracket distribution, and tenure of respondents in their current schools. Additionally, it includes information on the total number of students enrolled in the schools represented by the participants. These demographic insights are crucial for understanding the context and background of the respondents, which can influence their perspectives and responses, and ensure that the findings are interpreted within an appropriate framework

4.2.1 Gender Distribution among the Participants

Table 1 illustrates the gender distribution among the participants.

Table 4. 2: Gender Distribution among the Participants

Response	Frequency	Percentage
Male	21	53.8
Female	18	46.2
Total	39	100

The results show that out of 39 participants, 53.8% are male (21 participants), and 46.2% are female (18 participants). The near-equal representation of males and females ensures that the results are not heavily biased towards one gender. This balance is important in

studies where gender differences might influence outcomes or perspectives, ensuring that findings are more comprehensive and generalizable.

4.2.2 Age Bracket Distribution

Table 4. 3 details the age distribution of the participants, divided into three age brackets.

Table 4. 3: Age Bracket Distribution

Response	Frequency	Percentage
28 to 37 years	6	15.4
38 to 47 years	19	48.7
Above 47 years	14	35.9
Total	39	100

The results show that most of participants fall within the 38 to 47 years age group (48.7%), followed by those above 47 years (35.9%), and finally, participants aged 28 to 37 years (15.4%). This distribution shows a significant representation of middle-aged and older individuals, which can be beneficial depending on the study's focus. For research topics where age may play a crucial role in perspectives or experiences, having a diverse age range represented minimizes age-related biases and enhances the validity of the findings.

4.3.3 Tenure of Respondents in Current School

Table 4.4 shows the distribution of respondents based on how many years they have been working in their current school.

Table 4. 4: Tenure of Respondents in Current School

Response	Frequency	Percentage
Less than 5 years	6	15.4
5-10 years	20	51.3
10-15 years	13	33.3

Total 39 100

The results show that the largest group comprises those who have been in their schools for 5-10 years, accounting for 51.3% of the respondents (20 individuals). This is followed by those who have been in their schools for 10-15 years (33.3%, or 13 individuals), and finally, those with less than 5 years in their current school (15.4%, or 6 individuals). The data indicates that a significant proportion of respondents have substantial experience in their current schools. Over half have been working in the same school for 5-10 years, while a third have even longer tenures of 10-15 years. This level of experience is advantageous for the study as it ensures that the respondents have had ample time to observe and be influenced by the principal's management practices. They are likely to provide insightful and informed responses based on their extended exposure to the school's environment and management.

4.3.4 Total Number of Students Enrolled in Schools

The principals were asked to indicate total number of students enrolled in their school and the responses were as provided in Table 4.

Table 4. 5: Total Number of Students Enrolled in Schools

Response	Frequency	Percentage
Less than 500	19	48.7
500-1000	15	38.5
1000-1500	3	7.7
More than 1500	2	5.1
Total	39	100

The table 4.5 shows that nearly half of the schools (48.7%) have less than 500 students enrolled, while 38.5% have between 500 and 1000 students. A smaller portion of schools have higher enrollment numbers, with 7.7% having between 1000 and 1500 students, and only 5.1% having more than 1500 students. This distribution highlights a predominance of

smaller to medium-sized schools in the sample, which could influence the study's findings regarding principals' management practices. Schools with fewer students may face different management challenges and opportunities compared to larger schools, potentially impacting the transition process from primary to secondary education. By including a range of school sizes, the study minimizes bias by ensuring that the results are not skewed toward the experiences of schools with a specific enrollment size. This comprehensive approach enhances the validity and generalizability of the study's conclusions across different school contexts within the region.

4.3 Principal's Communication with Primary Schools

This section presents the results relating to the first objective which sought to establish the influence of principal's communication with primary schools on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya.

4.3.1 Principal's Communication with Primary Schools: Descriptive Statistics

Effective communication between secondary schools and primary schools is essential for ensuring a smooth transition for students and enhancing educational outcomes. Table 4.1 presents the descriptive statistics for principals' communication with primary schools. It details the responses of 39 participants regarding various aspects of their communication practices. Each statement was rated on a scale from 1 (strongly disagree) to 5 (strongly agree), and the mean scores along with standard deviations provide insights into the overall trends and variability in responses.

Table 4. 6: Descriptive Statistics for Principal's Communication with Primary Schools

	N	Min	Max	Mean	Std. Dev
Our school conducts regular interschool meetings with primary schools.	39	1.00	5.00	3.6154	1.01607
We have established consistent feedback loops with primary schools.	39	1.00	5.00	3.4872	1.09717
Collaborative planning sessions are held regularly with primary schools.	39	1.00	5.00	3.4615	1.02202
Communication with primary schools helps in addressing student needs.	39	1.00	5.00	3.4615	1.18868
There is a structured communication strategy with primary schools.	39	1.00	5.00	3.6154	1.06661
Feedback from primary schools is utilized in our planning processes.	39	2.00	5.00	3.6410	.98641
Valid N (listwise)	0				

The first statement, "Our school conducts regular interschool meetings with primary schools," has a mean score of 3.6154, indicating that principals generally agree that such meetings are conducted regularly. The standard deviation of 1.01607 suggests moderate variability in responses, implying that while some schools might conduct these meetings frequently, others do so less often. The wide range of responses, with a minimum score of 1.00 and a maximum score of 5.00, highlights the variability in practices across different schools. This finding aligns with the study by Nwogbo, et al. (2021), which underscores the importance of effective communication strategies by principals to enhance teacher effectiveness and support smooth transitions for students.

The deputy principals were asked how the principal facilitates communication between your secondary school and the feeder primary schools, and some of the responses were as follows:

Deputy - Principal 19

The principal organizes regular meetings with primary school principals to discuss student progress and transition plans.

Deputy - Principal 25

Communication is facilitated through periodic visits to the primary schools and collaborative projects involving teachers from both institutions.

Deputy - Principal 33

The principal uses formal communication channels such as letters and emails to maintain a steady flow of information and updates between schools.

For the statement, "We have established consistent feedback loops with primary schools," the mean score is 3.4872, suggesting a general agreement among principals on the presence of feedback loops, though not as strong as for regular meetings. The standard deviation of 1.09717 indicates higher variability in responses, reflecting differences in the effectiveness or frequency of feedback mechanisms between schools. This variability may be influenced by the challenges faced by individual schools in maintaining consistent communication. Gathumbi, et al. (2019) highlighted similar challenges, noting that effective communication strategies, like frequent school assemblies, are crucial for addressing student needs and maintaining discipline.

The statement, "Collaborative planning sessions are held regularly with primary schools," has a mean score of 3.4615, indicating general agreement on the occurrence of these sessions, though slightly lower than the first two statements. The standard deviation of 1.02202 suggests moderate variability in responses, which could imply differences in how often these collaborative sessions are held or their perceived importance. This finding mirrors the study by Gisore, et al. (2022), which found that effective communication by principals, including collaborative planning, is essential for maintaining discipline and enhancing the learning environment, ultimately aiding the primary-secondary transition.

The statement, "Communication with primary schools helps in addressing student needs," also has a mean score of 3.4615, indicating a similar level of agreement as the previous statement. However, the higher standard deviation of 1.18868 suggests greater variability in responses, indicating differing opinions on the effectiveness of communication in addressing student needs. This variability may reflect variations in the challenges faced by different schools and how effectively communication is used to address these challenges. Barr et al. (2019) found that effective stakeholder engagement, including communication with primary schools, is crucial for addressing student needs and supporting their transition.

The statement, "There is a structured communication strategy with primary schools," has a mean score of 3.6154, indicating that principals generally agree on the presence of structured communication strategies. The standard deviation of 1.06661 suggests moderate variability in responses, similar to the first statement. This implies that while most schools have some form of structured communication, the extent and effectiveness of these strategies vary. This finding is supported by Gathumbi, e al. (2019), who emphasized the importance of proactive communication strategies, like school assemblies, in maintaining discipline and facilitating smooth transitions.

Finally, the statement "Feedback from primary schools is utilized in our planning processes" has the highest mean score of 3.6410, indicating strong agreement among principals that feedback is actively used in planning processes. The standard deviation of 0.98641, the lowest among the statements, suggests relatively consistent responses, indicating a general consensus on the importance and utilization of feedback from primary schools. This consistency underscores the value of feedback in enhancing planning and decision-making processes, as highlighted by Barr et al. (2019), who found that engaging stakeholders, including primary schools, leads to better support for students during transitions.

4.3.2 Association between Principal's Communication with Primary School and Primary-Secondary Transition

The following table shows the correlation between principal's communication with primary schools and the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The table provides Pearson correlation coefficients to determine the strength and direction of the relationship between these variables.

Table 4. 7: Association between Principal's Communication with Primary School and Primary-Secondary Transition

		Principal's Communication with Primary Schools	Primary- Secondary Transition
Principal's Communication with Primary Schools	Pearson Correlation	1	.685**
	Sig. (2-tailed)		.000
	N	39	39
Primary-Secondary Transition In Public Day Secondary Schools	Pearson Correlation	.685**	1
	Sig. (2-tailed)	.000	
	N	39	39

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient between principal's communication with primary schools and primary-secondary transition is 0.685, which is significant at the 0.01 level (2-tailed). This high positive correlation implies that effective communication between secondary school principals and primary schools is strongly associated with successful transitions for students. The significance level of 0.000 indicates that the probability of this correlation occurring by chance is very low, affirming the robustness of the finding. This result is supported by a study by Wanjiru and Mureithi (2018), which found that regular communication between school principals and feeder primary schools enhances the preparation and adaptation of students transitioning to secondary education in Kenya.

The correlation of 0.685 suggests that as the level of communication between secondary school principals and primary schools increases, the quality of the primary-secondary

transition improves significantly. This underscores the importance of principals engaging in regular and effective communication with primary school administrators to ensure that transitioning students are well-prepared and supported. Such communication can facilitate the sharing of vital student information, alignment of curricular expectations, and coordination of orientation activities. These findings align with Kariuki and Njiru (2017), who highlighted that enhanced communication channels between primary and secondary schools lead to better student preparedness and a smoother transition process, ultimately benefiting student retention and academic performance.

4.4 Principal's Resource Management Practices

This section presents the results relating to the second objective which sought to establish the influence of principal's resource management practices with primary schools on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya.

4.4.1 Descriptive Statistics for Principal's Resource Management Practices

Table 4.8 presents descriptive statistics for various aspects of principal's resource management practices in public day secondary schools in Konoin Sub County, Bomet County, Kenya. These practices are critical in ensuring a smooth transition from primary to secondary education. Each aspect was rated on a scale from 1 to 5, with 1 being the lowest and 5 the highest. The mean scores indicate the general effectiveness and perceptions of these management practices according to the respondents.

Table 4. 8: Descriptive Statistics for Principal's Resource Management Practices

	N	Min	Max	Mean	Std. Dev
Resources are allocated efficiently to meet the needs of the school.	39	1.00	5.00	3.4103	.99255
Budget transparency initiatives are implemented effectively.	39	1.00	5.00	3.5641	1.11909

Infrastructure maintenance is scheduled regularly and adhered to.	39	2.00	5.00	3.8462	.98778
Our school has sufficient resources to support educational activities.	39	1.00	5.00	3.6410	1.11183
Financial resources are managed transparently and responsibly.	39	1.00	5.00	3.5641	1.09532
The school infrastructure is well-maintained to support learning.	39	2.00	5.00	3.4359	.88243
Valid N (listwise)	0				

The results in Table 4.9 are explained as follows. Resources are allocated efficiently to meet the needs of the school. With a mean score of 3.4103 and a standard deviation of 0.99255, the results suggest that the allocation of resources to meet school needs is perceived as moderately effective by the respondents. A mean score above 3 indicates that, on average, respondents agree that resources are allocated efficiently, though the standard deviation shows variability in responses. This variability implies that while some schools might excel in resource allocation, others may struggle, highlighting a need for more consistent practices across the sub-county. Improving efficiency in resource allocation could be crucial for enhancing the educational environment and supporting student transitions.

Budget transparency initiatives are implemented effectively. The mean score of 3.5641 with a standard deviation of 1.11909 indicates a slightly stronger agreement among respondents that budget transparency initiatives are effectively implemented. This mean suggests that principals are generally seen as transparent in managing school budgets. However, the higher standard deviation points to diverse perceptions among respondents, suggesting that while some schools may have robust transparency measures, others may lack them. Enhancing budget transparency uniformly could build trust and ensure better utilization of resources.

Infrastructure maintenance is scheduled regularly and adhered to. A mean score of 3.8462 and a standard deviation of 0.98778 reflect a relatively high level of agreement that infrastructure maintenance is regularly scheduled and adhered to. The higher mean indicates that most respondents believe maintenance schedules are followed diligently, which is crucial for creating a conducive learning environment. The consistency of the responses, as indicated by the lower standard deviation, suggests that this practice is relatively uniform across the schools surveyed. Maintaining infrastructure regularly can directly impact the quality of education and student comfort.

Our school has sufficient resources to support educational activities. The mean score of 3.6410 with a standard deviation of 1.11183 suggests that respondents generally agree that their schools have sufficient resources to support educational activities. While the mean score is relatively high, the wide range of responses indicated by the standard deviation suggests some schools still face resource challenges. Ensuring all schools have adequate resources is vital for providing equal educational opportunities. Addressing resource disparities can help in leveling the playing field for students transitioning from primary to secondary education.

Financial resources are managed transparently and responsibly. With a mean score of 3.5641 and a standard deviation of 1.09532, respondents generally agree that financial resources are managed transparently and responsibly. This mean indicates a positive perception of financial management practices among the principals. However, the variability in responses suggests that there is still room for improvement in achieving consistent financial transparency and responsibility. Strengthening financial management practices can enhance trust and efficiency in resource utilization.

The school infrastructure is well-maintained to support learning. The mean score of 3.4359 and a standard deviation of 0.88243 indicates a moderate agreement that school infrastructure is well-maintained to support learning. The mean score suggests that while many respondents see the infrastructure maintenance as adequate, there are variations in perceptions. The relatively lower standard deviation indicates that these perceptions are

fairly consistent among respondents. Improving infrastructure maintenance can directly impact the quality of education and overall student experience.

The results highlight the importance of consistent and effective resource management practices in supporting the transition from primary to secondary education. While there are areas of strength, such as regular infrastructure maintenance, there are also areas needing improvement, such as resource allocation efficiency and budget transparency. Addressing these inconsistencies can enhance the educational environment and facilitate smoother transitions for students.

The deputy principals were asked to indicate how effectively the principal allocates resources to meet the needs of the school, especially in terms of supporting the transition of students from primary to secondary school. Some of the responses were as follows.

Deputy Principal 16

The principal ensures that resources are allocated based on priority needs, such as providing learning materials and support programs for incoming students.

Deputy Principal 19

There is a strategic approach to resource allocation, focusing on areas that directly impact student transition, such as orientation programs and remedial classes.

Deputy Principal 40

The principal effectively allocates resources by involving staff in the budgeting process, ensuring that all departments have the necessary tools to support students.

4.4.2 Association between Principal's Resource Management Practices and Primary-Secondary Transition

The study presents the results related to the association between principals' resource management practices and the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The table below presents the correlation analysis between these two variables.

Table 4. 9: Correlation between Principal's Resource Management Practices and Primary-Secondary Transition

		Principal's Resource Management Practices	Primary- Secondary Transition
Principal's Resource Management Practices	Pearson	1	.676**
	Correlation		
	Sig. (2-tailed)		.000
	N	39	39
Primary-Secondary Transition In Public Day Secondary Schools	Pearson	.676**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	39	39

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation table shows a Pearson correlation coefficient of .676 between principals' resource management practices and the primary-secondary transition in public day secondary schools, with a significance level (Sig. 2-tailed) of .000. This indicates a strong positive correlation between the two variables, meaning that effective resource management by principals is associated with a smoother transition from primary to secondary school. The high significance level confirms that this correlation is statistically significant at the 0.01 level, suggesting that the results are highly unlikely to be due to chance.

These results imply that principals' resource management practices play a crucial role in facilitating the transition process for students moving from primary to secondary education. Effective resource management can include ensuring adequate teaching materials, maintaining school facilities, and efficiently allocating financial resources. When these practices are well-executed, they likely create a conducive learning environment that supports students' academic and social adjustment during the transition period. This finding

highlights the importance of training and supporting principals in resource management to enhance educational outcomes in the region.

4.5 Principal's Leadership and Decision-Making

This section presents the results related to the third objective which sought to examine the influence of principal's leadership and decision-making practices on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya.

4.5.1 Descriptive Statistics for Principal's Leadership and Decision-Making

Table 4.9 provides a summary of the descriptive statistics related to various aspects of principal's leadership and decision-making practices in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The table includes mean scores and standard deviations for each statement, reflecting the perceptions of stakeholders on how principals manage and lead their schools. The interpretation and discussion of these results are aligned with existing literature on the influence of principals' management practices on the transition from primary to secondary school.

Table 4. 10: Descriptive Statistics for Principal's Leadership and Decision-Making

	N	Min	Max	Mean	Std. Dev
Stakeholders are inclusively engaged in school decision-making.	39	1.00	5.00	3.8462	1.06471
The school's strategic vision is clearly implemented.	39	2.00	5.00	3.6154	.93514
Crisis response strategies are well-developed and effective.	39	2.00	5.00	3.6667	.98230
Leadership practices foster a positive school environment.	39	2.00	5.00	3.7179	.99865
Decisions are made collaboratively with input from all stakeholders.	39	1.00	5.00	3.7949	1.05580

The school has a clear strategic direction and goals. 39 2.00 5.00 3.4872 .94233

Valid N (listwise)

The results were as follows. Stakeholders are inclusively engaged in school decision-making. The mean score of 3.8462 with a standard deviation of 1.06471 indicates that, on average, stakeholders perceive a relatively high level of inclusive engagement in school decision-making. This implies that principals in Konoin Sub County actively involve various stakeholders in the decision-making processes, which is crucial for fostering a sense of ownership and commitment among the school community. According to Othman et al. (2024), inclusive decision-making is essential for strategic problem-solving and maintaining school resilience, supporting a smooth transition for students by creating a stable environment. This finding aligns with Chumba et al. (2021), who emphasized the importance of resource management and stakeholder involvement in ensuring an optimal transition from primary to secondary schools.

The school's strategic vision is clearly implemented. With a mean score of 3.6154 and a standard deviation of 0.93514, the results suggest that the school's strategic vision is moderately well implemented according to the respondents. This indicates that while the strategic vision is in place, there may be challenges in its full execution. Effective implementation of a strategic vision is crucial for guiding the school's direction and goals, as highlighted by Mwangi and Muiro (2021), who found that clear leadership values and goals help manage transition rates effectively. This also relates to the study by Chumba et al. (2021), which underscores the significance of having a strategic direction to accommodate incoming students and ensure a smooth transition.

Crisis response strategies are well-developed and effective. The mean score of 3.6667 and a standard deviation of 0.98230 indicate that crisis response strategies in the schools are perceived as well-developed and effective. This suggests that principals are adequately prepared to handle crises, which is essential for maintaining a stable learning environment during transitional periods. Othman et al. (2024) emphasized the importance of strategic

problem-solving and effective crisis management in ensuring school resilience, which indirectly supports student transitions. The findings resonate with Mwangi and Muiru (2021), who noted that effective leadership during crises helps in better managing transitions and overcoming challenges.

Leadership practices foster a positive school environment. A mean score of 3.7179 with a standard deviation of 0.99865 indicates that leadership practices are generally perceived to foster a positive school environment. This suggests that principals' leadership styles contribute to creating a conducive atmosphere for learning and development. A positive school environment is crucial for student motivation and academic success, as discussed by Chumba et al. (2021), who found that adequate resources and supportive leadership enhance the preparedness of secondary schools. This also aligns with the findings of Mwangi and Muiru (2021), who highlighted the role of leadership in overcoming challenges related to physical facilities and teaching resources.

Decisions are made collaboratively with input from all stakeholders. The mean score of 3.7949 and a standard deviation of 1.05580 suggests that decisions in the schools are generally made collaboratively, with input from all stakeholders. This indicates a participatory approach to decision-making, which is essential for building trust and ensuring that diverse perspectives are considered. Othman et al. (2024) highlighted the importance of collaborative decision-making in crisis situations, which is crucial for maintaining school stability and supporting student transitions. This finding is consistent with Chumba et al. (2021), who emphasized the role of stakeholder involvement in resource management and transition processes.

The school has a clear strategic direction and goals. With a mean score of 3.4872 and a standard deviation of 0.94233, the results indicate that respondents perceive the school's strategic direction and goals as moderately clear. This suggests that while there is some clarity in the school's direction, there may be areas for improvement. Having a clear strategic direction is vital for guiding school operations and achieving educational objectives, as noted by Mwangi and Muiru (2021), who linked effective leadership to better management of transition challenges. This also relates to the findings of Chumba et al.

(2021), which underscore the importance of strategic planning in accommodating and preparing students for secondary education.

The Deputy Principals were asked to indicate how would you describe the principal's approach to leadership and decision-making, particularly in engaging stakeholders and implementing the school's strategic vision?

Deputy Principal 3

The principal adopts a collaborative leadership style, actively seeking input from teachers, students, and parents in decision-making processes.

Deputy Principal 25

The principal is decisive yet inclusive, ensuring that all stakeholders are informed and involved in the strategic planning and implementation phases.

Deputy Principal 43

There is a clear strategic vision that the principal communicates effectively, aligning the school's goals with actionable plans and engaging stakeholders in the process.

4.5.2 Association between Principal's Leadership and Decision-Making Practices and Primary-Secondary Transition

The study examines the association between principals' leadership and decision-making practices and the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The table below presents the correlation analysis between these variables.

Table 4. 11: Association between Principal's Leadership and Decision-Making Practices and Primary-Secondary Transition

		Principal's Leadership and Decision-Making	Primary-Secondary Transition
Principal's Leadership and Decision-Making	Pearson Correlation	1	.819**

	Sig. (2-tailed)		.000
	N	39	39
Primary-Secondary Transition In Public Day Secondary Schools	Pearson Correlation	.819**	1
	Sig. (2-tailed)	.000	
	N	39	39

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation table shows a Pearson correlation coefficient of .819 between principals' leadership and decision-making and the primary-secondary transition in public day secondary schools, with a significance level (Sig. 2-tailed) of .000. This indicates a very strong positive correlation between these variables, suggesting that effective leadership and decision-making by principals are closely associated with smoother transitions for students from primary to secondary school. The high significance level ($p < 0.01$) confirms that this correlation is statistically significant, implying that the observed relationship is not due to random chance.

These results imply that the quality of leadership and decision-making practices of principals significantly influences the success of the primary-secondary transition. Effective leadership might involve strategic planning, fostering a supportive school culture, and making informed decisions that address the needs of both students and staff. Such practices can create a stable and nurturing environment that helps students adapt to the new academic and social demands of secondary education. This finding underscores the importance of providing principals with professional development opportunities to enhance their leadership and decision-making skills, ultimately contributing to better educational outcomes in the region.

4.6 Principal's Monitoring and Evaluation Practices

This section presents the results related to the fourth objective which sought to examine the influence of monitoring and evaluation (M&E) practices on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya.

4.6.1 Descriptive Statistics for Principal's Monitoring and Evaluation Practices

Table 4.12 presents the descriptive statistics for various aspects of principals' monitoring and evaluation (M&E) practices in public day secondary schools within Konoin Sub County, Bomet County, Kenya. The mean scores, standard deviations, and ranges offer insight into the effectiveness of these practices as perceived by the respondents.

Table 4. 12: Descriptive Statistics for Principal's Monitoring and Evaluation Practices

	N	Min	Max	Mean	Std. Dev
Continuous performance assessments are conducted for staff and students.	39	1.00	5.00	3.6667	.92717
Data-driven feedback is utilized to improve teaching practices.	39	1.00	5.00	3.7179	.94448
Classroom observations are regularly reported and acted upon.	39	2.00	5.00	3.7949	1.00471
Monitoring practices help in identifying areas for improvement.	39	1.00	5.00	3.5385	1.02202
Evaluations are conducted systematically and regularly.	39	1.00	5.00	3.7436	.93803
Feedback from evaluations is used to enhance educational outcomes.	39	2.00	5.00	3.7692	.87243
Valid N (listwise)	0				

The results were as follows. Continuous performance assessments are conducted for staff and students. The mean score for the statement "Continuous performance assessments are conducted for staff and students" is 3.67, with a standard deviation of 0.93. This score suggests that principals generally conduct ongoing assessments, although there is variability in how these assessments are perceived. The findings align with Bagine, Kubai, and Njagi (2019), who found that effective monitoring by principals contributes

significantly to improved academic performance. This implies that continuous performance assessments are crucial for identifying and addressing issues promptly, which supports students' transition from primary to secondary school.

Data-driven feedback is utilized to improve teaching practices. With a mean score of 3.72 and a standard deviation of 0.94, the data indicates that principals make considerable use of data-driven feedback to enhance teaching practices. This finding is consistent with Mutunga (2023), who highlighted the positive impact of principals' involvement in setting academic goals and supervising instructional methods on student achievement. The use of data-driven feedback helps create a conducive learning environment, facilitating a smoother transition for students by ensuring that teaching practices are continually refined and improved.

Classroom observations are regularly reported and acted upon. The mean score for the regular reporting and action on classroom observations is 3.79, with a standard deviation of 1.00. This relatively high score suggests that principals actively engage in observing and addressing classroom practices. This practice mirrors findings from Ndungu, Gathu, and Bomett (2015), who noted that effective monitoring and evaluation by principals significantly influence teaching and learning. By regularly reporting and acting upon classroom observations, principals help create a supportive learning environment, crucial for a successful transition for students.

Monitoring practices help in identifying areas for improvement. The mean score of 3.54, with a standard deviation of 1.02, indicates that while monitoring practices are perceived to be somewhat effective in identifying areas for improvement, there is noticeable variability in this perception. This finding is supported by Adow, Edabu, and Kimamo (2020), who emphasized that effective M&E practices are vital for managing resources and creating an environment conducive to learning. Proper identification of improvement areas through monitoring practices supports the overall transition process by ensuring that necessary adjustments are made to address student needs.

Evaluations are conducted systematically and regularly. An average score of 3.74, with a standard deviation of 0.94, suggests that evaluations in these schools are conducted in a systematic and regular manner. This result aligns with the emphasis placed by Suleiman et al. (2019) on the importance of systematic evaluations for managing school performance and addressing student needs. Regular evaluations ensure that both teaching practices and administrative procedures are continuously improved, which is essential for supporting students' transition from primary to secondary school.

Feedback from evaluations is used to enhance educational outcomes. The mean score of 3.77, with a standard deviation of 0.87, indicates that feedback from evaluations is frequently used to enhance educational outcomes. This result corresponds with the findings of Kieleko, Kanori, and Mugambi (2020), who observed that effective feedback from evaluations positively impacts instructional practices. Utilizing evaluation feedback helps improve educational outcomes and ensures that support systems are in place, which is vital for facilitating a successful transition for students entering secondary education.

The deputy principals were asked to indicate what monitoring and evaluation practices does the principal employs to assess school performance, and how these practices utilized to support continuous improvement.

Deputy Principal 7

The principal conducts regular classroom observations and teacher evaluations to assess instructional quality and provide feedback for improvement.

Deputy Principal 23

Student performance data is continuously monitored through periodic assessments and examinations, guiding interventions and support programs.

Deputy Principal 35

Annual school performance reviews are conducted, involving comprehensive data analysis and setting improvement targets based on findings.

The deputy principals were asked to indicate how the principal uses data and feedback from evaluations to improve teaching and learning outcomes in your school. Some of the responses were as follows.

Deputy Principal 15

The principal uses evaluation data to identify areas of improvement and organize professional development workshops for teachers.

Deputy Principal 36

Feedback from evaluations informs the development of targeted intervention programs for students who are struggling academically.

Deputy Principal 38

The principal shares evaluation results with staff and collaboratively develops action plans to address identified issues and enhance teaching practices.

4.6.2 Association between Principal's Monitoring and Evaluation Practices and Primary-Secondary Transition

The study examines the association between principals' monitoring and evaluation practices and the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The table below presents the correlation analysis between these variables.

Table 4. 13: Correlation between Principal's Monitoring and Evaluation Practices and Primary-Secondary Transition

		Principal's Monitoring and Evaluation Practices	Primary- Secondary Transition
Principal's Monitoring and Evaluation Practices	Pearson	1	.769**
	Correlation		
	Sig. (2- tailed)		.000
	N	39	39
Primary-Secondary Transition In Public Day Secondary Schools	Pearson	.769**	1
	Correlation		
	Sig. (2- tailed)	.000	
	N	39	39

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation table shows a Pearson correlation coefficient of .769 between principals' monitoring and evaluation practices and the primary-secondary transition in public day secondary schools, with a significance level (Sig. 2-tailed) of .000. This indicates a strong positive correlation between these variables, suggesting that effective monitoring and evaluation practices by principals are associated with a smoother transition for students from primary to secondary school. The significance level of .000 confirms that this correlation is statistically significant at the 0.01 level, meaning the relationship observed is highly unlikely to be due to chance.

These results imply that the practices of monitoring and evaluation by principals play a critical role in the success of the primary-secondary transition. Effective monitoring and evaluation can involve regularly assessing student progress, evaluating teaching methods, and ensuring that the educational environment meets the necessary standards. Such practices allow principals to identify and address any issues that may hinder students' transition, thereby fostering a supportive and responsive school environment. This finding highlights the importance of equipping principals with the skills and tools necessary for

robust monitoring and evaluation, as these practices are integral to improving educational outcomes and facilitating smooth transitions for students.

4.8 Descriptive Statistics for Teacher Professional Development

Table 4.11 presents descriptive statistics for teacher professional development in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The table provides an overview of the responses related to various aspects of professional development among teachers. The following paragraphs discuss and interpret these results, linking them to related studies in Kenya to provide a comprehensive understanding.

Table 4. 14: Descriptive Statistics for Teacher Professional Development

	N	Min	Max	Mean	Std. Deviation
	0				
Continuous training sessions are provided for teachers.	39	2.00	5.00	3.8205	.88472
Teachers' pedagogical skills are regularly enhanced.	39	1.00	5.00	3.9487	.99865
Instructional strategy workshops are frequently conducted.	39	2.00	5.00	3.8462	.98778
Professional development programs meet teachers' needs.	39	1.00	5.00	3.8718	.89382
Teachers feel supported in their professional growth.	39	1.00	5.00	3.6923	.97748
The school invests in teacher professional development.	39	2.00	5.00	3.9231	.89984
Valid N (listwise)	0				

Continuous training sessions are provided for teachers. The mean score of 3.8205 indicates that teachers generally perceive that continuous training sessions are provided, albeit with

some variation (Std. Deviation = 0.88472). This suggests that while there is a recognition of ongoing training, its consistency and quality may vary. Kariuki et al. (2024) emphasize the importance of continuous professional development, aligning with the Teachers' Service Commission (TSC) initiative in Kenya to enhance teacher skills and competencies. The findings from the study in Konoin Sub County mirror this initiative, reflecting a positive step towards regular teacher training.

Teachers' pedagogical skills are regularly enhanced. The mean score of 3.9487 and a standard deviation of 0.99865 indicate that teachers believe their pedagogical skills are regularly enhanced through professional development programs. This is consistent with the findings by Okumu and Opio (2023), where continuous professional development was shown to significantly improve teachers' pedagogical skills. In the context of Konoin Sub County, this result underscores the effectiveness of existing professional development efforts in boosting instructional competencies.

Instructional strategy workshops are frequently conducted. With a mean score of 3.8462 and a standard deviation of 0.98778, the results suggest that teachers perceive instructional strategy workshops as being frequently conducted. This perception aligns with O'Shea (2022), who highlighted the need for regular professional development to effectively implement the competency-based curriculum in Kenya. The frequent workshops in Konoin Sub County are indicative of a structured approach to enhancing instructional strategies among teachers.

Professional development programs meet teachers' needs. The mean score of 3.8718 and a standard deviation of 0.89382 indicate that professional development programs are generally meeting the needs of teachers. This finding is supported by Kariuki et al. (2024), who emphasize the need for professional development programs to be relevant and meet the specific needs of teachers. The alignment between the study in Konoin Sub County and the broader literature suggests that the professional development programs in place are effective in addressing teacher needs.

Teachers feel supported in their professional growth. The mean score of 3.6923, with a standard deviation of 0.97748, reflects a moderate level of perceived support for professional growth among teachers. While this indicates a generally positive perception, there is room for improvement in providing more robust support systems. This is in line with the findings of the study by Padillo et al. (2021), which highlighted the need for strategic professional development planning to better support teachers. Enhancing support structures in Konoin Sub County could further boost teacher morale and effectiveness.

The school invests in teacher professional development. A mean score of 3.9231 and a standard deviation of 0.89984 suggest that there is a significant investment in teacher professional development by schools. This result is consistent with the objectives of the TSC's Teacher Professional Development Program, which aims to invest in the continuous improvement of teacher skills. The findings from Konoin Sub County reflect a commitment to professional development, which is crucial for improving educational outcomes as evidenced by similar initiatives across Kenya.

4.9 Descriptive Statistics for Primary-Secondary Transition in Public Day Secondary Schools

The following table provides descriptive statistics for the influence of principals' management practices on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The table outlines the mean scores and standard deviations for various aspects of the transition process.

Table 4. 15: Descriptive Statistics for Primary-Secondary Transition in Public Day Secondary Schools

	N	Min	Max	Mean	Std. Deviation
	0				
Our school has effective student orientation programs.	39	2.00	5.00	3.6923	.97748
Academic support initiatives are in place to help transitioning students.	39	1.00	5.00	3.7436	1.04423
Social integration activities are organized for new students.	39	2.00	5.00	4.0000	.88852
Transition programs adequately prepare students for secondary education.	39	1.00	5.00	3.9231	.98367
Parents are involved in the transition process.	39	1.00	5.00	3.6154	.98983
The transition process is smooth and well-coordinated.	39	2.00	5.00	3.8718	.95089
Valid N (listwise)	0				

The results are discussed in detail below. Our school has effective student orientation programs. The mean score for effective student orientation programs is 3.6923 with a standard deviation of 0.97748. This implies that, on average, respondents perceive the student orientation programs to be above average in effectiveness. The relatively high mean score indicates that these programs are likely beneficial, although there is some variability in responses. These findings align with a study by Kariuki and Karanja (2019), which found that well-structured orientation programs significantly enhance students' adjustment to new school environments in Kenyan secondary schools.

Academic support initiatives are in place to help transitioning students. The mean score for academic support initiatives is 3.7436 with a standard deviation of 1.04423. This suggests that academic support initiatives are perceived as moderately effective in aiding transitioning students. The higher standard deviation indicates a broader range of opinions, reflecting differences in how schools implement these initiatives. According to Mutai and

Chepkwony (2020), academic support, including tutoring and remedial classes, plays a crucial role in improving student performance during the transition period in Kenyan schools.

Social integration activities are organized for new students. The mean score for social integration activities is 4.0000 with a standard deviation of 0.88852. This high mean score indicates that social integration activities are generally well-organized and effective in helping new students adjust. The relatively low standard deviation suggests that respondents have a consistent view of the importance and effectiveness of these activities. These findings are consistent with Njoroge and Kabiru (2018), who emphasized that social integration programs are vital for fostering a sense of belonging among new students, thereby enhancing their overall school experience.

Transition programs adequately prepare students for secondary education. The mean score for the adequacy of transition programs is 3.9231 with a standard deviation of 0.98367. This indicates that respondents generally believe that transition programs are effective in preparing students for secondary education. The close clustering of responses around the mean reflects a consensus on the positive impact of these programs. Similar results were observed by Wanjiku and Ngugi (2017), who found that comprehensive transition programs significantly reduce the challenges students face when moving from primary to secondary school in Kenya.

Parents are involved in the transition process. The mean score for parental involvement in the transition process is 3.6154 with a standard deviation of 0.98983. This suggests that while parental involvement is above average, there is room for improvement in engaging parents more effectively in the transition process. The variability in responses indicates differences in how schools engage parents. Research by Mwangi and Muthoni (2021) highlights the critical role of parental involvement in smoothing the transition for students, suggesting that increased efforts in this area could yield significant benefits.

The transition process is smooth and well-coordinated. The mean score for the smoothness and coordination of the transition process is 3.8718 with a standard deviation of 0.95089.

This indicates that the transition process is generally perceived as smooth and well-coordinated. The relatively high mean score reflects positive feedback from respondents, although there is some variability. Findings by Kimutai and Bett (2018) support these results, showing that effective coordination and planning are essential for successful transitions in Kenyan schools.

These results underscore the importance of effective management practices by principals in facilitating a smooth transition from primary to secondary education. Enhancing orientation programs, academic support, social integration, parental involvement, and overall coordination are key areas that can significantly improve the transition experience for students.

4.10 Regression Analysis

This section presents the regression analysis conducted to evaluate the impact of principal management practices on the transition outcomes from primary to secondary education in public day secondary schools. The analysis focuses on determining the predictive power of various principal management practices, both with and without the inclusion of teacher professional development as an intervening variable. By examining the model summaries, ANOVA results, and beta coefficients, this section provides a comprehensive understanding of how different management practices and professional development initiatives influence primary-secondary transition outcomes. The findings underscore the significance of effective leadership and the crucial role of continuous professional development in enhancing educational transitions.

4.10.1 Model Summary

The table below presents the regression analysis results, providing insights into the predictive power of various principal management practices on primary-secondary transition outcomes, both with and without the intervening variable.

Table 4. 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1 Without the Intervening Variables	.923a	.852	.835	.30667
2 With the Intervening Variables	.934a	.872	.853	.28984

a. Predictors: (Constant), Principal's Monitoring and Evaluation Practices, Principal's Resource Management Practices, Principal's Communication with Primary Schools, Principal's Leadership and Decision-Making

a1. Predictors: (Constant), Teacher Professional Development, Principal's Monitoring and Evaluation Practices, Principal's Resource Management Practices, Principal's Communication with Primary Schools, Principal's Leadership and Decision-Making

The model summary shows two regression models: one without the intervening variable (teacher professional development) and one with it. The first model, which includes principal's monitoring and evaluation practices, resource management practices, communication with primary schools, and leadership and decision-making, has an R value of .923, indicating a very strong correlation. The R Square value of .852 suggests that approximately 85.2% of the variance in the primary-secondary transition is explained by these principal management practices. The adjusted R Square of .835 and a standard error of .30667 further support the model's robustness.

When the intervening variable of teacher professional development is included in the second model, the R value increases slightly to .934, and the R Square value improves to .872, indicating that 87.2% of the variance in the primary-secondary transition is now explained. The adjusted R Square also increases to .853, and the standard error decreases to .28984. These improvements imply that teacher professional development significantly enhances the predictive power of the model. This suggests that in addition to the principal's management practices, teacher professional development plays a crucial role in facilitating a smoother transition from primary to secondary education. The findings highlight the importance of investing in teacher professional development as a means to strengthen the overall impact of principal's management practices on student transitions.

4.10.2 Analysis of Variances (ANOVA)

Table 4.16 below presents the ANOVA results for regression analysis, showing the impact of including teacher professional development in the model.

Table 4. 16: Analysis of Variances (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Without the Intervening Variable					
Regression	18.479	4	4.620	49.121	.000b
Residual	3.198	34	.094		
Total	21.677	38			
2 With the Intervening Variable					
Regression	18.904	5	3.781	45.007	.000b
Residual	2.772	33	.084		
Total	21.677	38			

a. Dependent Variable: Primary-Secondary Transition in Public Day

a. Dependent Variable: Primary-Secondary Transition in Public Day Secondary Schools

b. Predictors: (Constant), Principal's Monitoring and Evaluation Practices, Principal's Resource Management Practices, Principal's Communication with Primary Schools, Principal's Leadership and Decision-Making

a. Dependent Variable: Primary-Secondary Transition In Public Day Secondary Schools

b. Predictors: (Constant), Teacher Professional Development, Principal's Monitoring and Evaluation Practices, Principal's Resource Management Practices, Principal's Communication with Primary Schools, Principal's Leadership and Decision-Making

The ANOVA results for the regression model without the intervening variable show a regression sum of squares of 18.479, a mean square of 4.620, and an F value of 49.121 with a significance level of .000. This indicates that the principal's monitoring and evaluation practices, resource management practices, communication with primary schools, and leadership and decision-making significantly predict the primary-secondary

transition, as the F value is considerably high and the p-value is below .05. The residual sum of squares is 3.198, which represents the variance in the transition process not explained by these principal management practices.

In the model that includes teacher professional development as an intervening variable, the regression sum of squares slightly increases to 18.904, and the mean square is 3.781. The F value is 45.007, with a significance level of .000, again indicating a statistically significant model. The residual sum of squares decreases to 2.772, suggesting that the inclusion of teacher professional development improves the model's explanatory power, reducing unexplained variance. These results imply that while principal management practices are crucial, teacher professional development significantly enhances the effectiveness of these practices in facilitating the primary-secondary transition. This finding underscores the importance of professional development for teachers as a critical component in improving educational outcomes during the transition period.

4.10.3 Beta Coefficients

The table 4.17 below presents the coefficients for two regression models, one without and one with the intervening variable of teacher professional development. The table includes unstandardized coefficients, standardized coefficients (Beta), t-values, and significance levels, providing insights into the relative contribution of each predictor variable to the primary-secondary transition.

Table 4. 17: Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.587	.255		2.304	.027
	Principal's Communication with Primary Schools	.369	.133	.438	2.766	.009
	Principal's Resource Management Practices	.176	.126	.214	1.398	.171
	Principal's Leadership and Decision-Making	.066	.151	.073	.439	.664
	Principal's Monitoring and Evaluation Practices	.249	.119	.255	2.087	.044
	(Constant)	.291	.274		1.061	.296
	Principal's Communication with Primary Schools	.330	.127	.393	2.597	.014
2	Principal's Resource Management Practices	.116	.122	.141	.954	.347
	Principal's Leadership and Decision-Making	.051	.143	.056	.356	.724
	Principal's Monitoring and Evaluation Practices	.230	.113	.236	2.038	.050
	Teacher Professional Development	.207	.092	.203	2.250	.031

a. Dependent Variable: Primary-Secondary Transition In Public Day Secondary Schools

The beta coefficients presented in Table 4.17 highlight the impact of various principal practices on the primary-secondary transition in public day secondary schools in Konoin

Sub County, Bomet County, Kenya. In Model 1, principal's communication with primary schools ($\beta = .438, p = .009$) and principal's monitoring and evaluation practices ($\beta = .255, p = .044$) are significantly positively associated with the transition process, indicating that effective communication and thorough monitoring and evaluation are critical for facilitating smoother student transitions. The positive but non-significant coefficients for principal's resource management practices ($\beta = .214, p = .171$) and principal's leadership and decision-making ($\beta = .073, p = .664$) suggest that while these factors contribute to the transition, their impact is less pronounced compared to communication and evaluation practices.

In Model 2, which includes teacher professional development as an additional variable, principal's communication with primary schools ($\beta = .393, p = .014$) and monitoring and evaluation practices ($\beta = .236, p = .050$) remain significant, though their coefficients are slightly reduced, indicating consistent importance across both models. Teacher professional development also emerges as a significant factor ($\beta = .203, p = .031$), emphasizing the role of continuous teacher training in supporting student transitions. Principal's resource management practices ($\beta = .141, p = .347$) and leadership and decision-making ($\beta = .056, p = .724$) remain non-significant, suggesting that while they are important, their direct influence on transitions may be mediated by other factors such as communication and professional development. These findings underscore the multifaceted nature of effective school leadership and the need for a holistic approach to enhance student transition from primary to secondary education.

4.10.4 Residuals Statistics

The table 4.18 below presents the residuals statistics for the regression analysis, providing insights into the distribution and variability of the residuals in the model predicting primary-secondary transition outcomes.

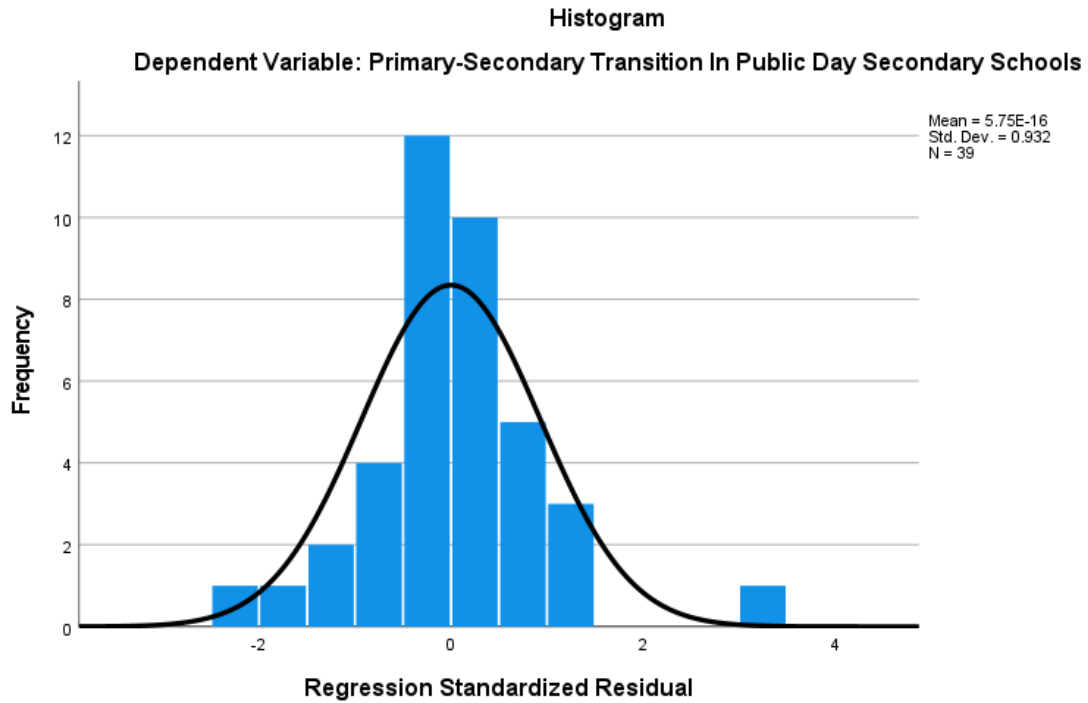
Table 4. 18: Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.1863	4.9628	3.7991	.70533	39

Residual	-.67018	.89393	.00000	.27010	39
Std. Predicted Value	-2.287	1.650	.000	1.000	39
Std. Residual	-2.312	3.084	.000	.932	39

a. Dependent Variable: Primary-Secondary Transition In Public Day Secondary Schools

The residuals statistics table indicates that the predicted values for the primary-secondary transition in public day secondary schools range from 2.1863 to 4.9628, with a mean of 3.7991 and a standard deviation of 0.70533. The residuals, which represent the differences between the observed and predicted values, range from -0.67018 to 0.89393, with a mean of 0 and a standard deviation of 0.27010, suggesting a well-fitting model. The standardized predicted values span from -2.287 to 1.650, averaging 0 with a standard deviation of 1, which suggests that the predicted values follow a normal distribution. Likewise, the standardized residuals range from -2.312 to 3.084, also averaging 0, with a standard deviation of 0.932, further validating the model's effectiveness in predicting primary-secondary transition outcomes. These statistics demonstrate that the residuals are relatively small and evenly distributed, suggesting that the model's predictions are accurate and reliable.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

5.2 Summary of the Findings

The study found that effective communication between secondary school principals and primary schools is crucial for ensuring a smooth primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. Descriptive statistics revealed that principals generally agree on the regularity of interschool meetings, feedback loops, and collaborative planning sessions with primary schools, although there is variability in their implementation. Communication strategies are seen as essential for addressing student needs and incorporating feedback into planning processes. Correlation results indicated a high positive association ($r = 0.685$) between principal communication

and successful student transitions, significant at the 0.01 level, suggesting that enhanced communication improves transition quality. Regression analysis confirmed that principal communication has a significant positive effect on transition success ($\beta = 0.369$, $p = 0.009$), and this effect remains significant ($\beta = 0.330$, $p = 0.014$) even when teacher professional development is considered as an intervening variable. These findings highlight the importance of sustained, structured communication practices in facilitating effective student transitions.

The study found that principals' resource management practices significantly influence the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. Descriptive statistics revealed that practices such as efficient resource allocation, budget transparency, regular infrastructure maintenance, and responsible financial management are generally perceived positively, although there is variability in their implementation. Effective resource management is associated with a smoother transition for students, as highlighted by a strong positive correlation ($r = 0.676$) between these practices and transition success. However, regression analysis showed that while the correlation is strong, the direct effect of resource management practices on transition success was positive but not statistically significant ($\beta = 0.214$, $p = 0.171$). These findings underscore the importance of consistent and effective resource management to create a supportive educational environment that facilitates smoother student transitions.

The study examined the influence of principals' leadership and decision-making practices on the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. Descriptive statistics revealed that inclusive stakeholder engagement, clear strategic vision implementation, effective crisis response strategies, fostering a positive school environment, and collaborative decision-making are perceived positively but with some variability. There is a strong positive correlation ($r = 0.819$) between effective leadership and smoother student transitions, indicating that principals' leadership and decision-making practices significantly impact transition success. However, regression analysis showed a non-significant direct effect ($\beta = 0.073$, $p = 0.664$), suggesting other factors may also play a role. These findings highlight the importance of effective

leadership and inclusive decision-making in creating a supportive environment for students transitioning from primary to secondary education.

The study explored the impact of principals' monitoring and evaluation (M&E) practices on the primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. Descriptive statistics showed that principals generally conduct continuous performance assessments, utilize data-driven feedback, and regularly report on classroom observations. While monitoring practices help identify areas for improvement and evaluations are systematic, there is some variability in perceptions of their effectiveness. The correlation analysis revealed a strong positive relationship ($r = 0.769$) between effective M&E practices and smoother student transitions, indicating that robust M&E practices significantly enhance transition success. Regression analysis further supported this, showing a significant effect ($\beta = 0.255$, $p = 0.044$). These findings underscore the importance of effective monitoring and evaluation in supporting a successful transition from primary to secondary education.

5.3 Conclusions

The study concluded that effective communication between secondary and primary schools is essential for facilitating a smooth transition from primary to secondary education. Principals who regularly engage in structured communication with primary schools, including meetings and feedback sessions, contribute significantly to the success of student transitions. This consistent and collaborative approach ensures that students' needs are addressed and that there is a shared understanding of expectations and support mechanisms, making the transition process more seamless for students.

Resource management practices by principals play a vital role in supporting the primary-secondary transition. Efficient allocation of resources, transparency in budgeting, and proper maintenance of school infrastructure create a conducive environment for learning. While the direct impact of these practices on transition success may not always be straightforward, their role in ensuring that schools are well-equipped and functioning smoothly supports the overall transition process, highlighting the need for principals to prioritize and manage resources effectively.

Leadership and decision-making practices of principals also significantly influence the success of student transitions. Principals who engage in inclusive decision-making, maintain a clear strategic vision, and foster a positive school environment contribute to a supportive atmosphere for students. Effective leadership helps address challenges and ensures that the transition process is well-managed, though it is evident that other factors also play a role in determining transition success.

Monitoring and evaluation practices are crucial for improving the primary-secondary transition. Principals who regularly assess performance, use data-driven feedback, and act on classroom observations help identify and address areas for improvement. This ongoing evaluation and adjustment process ensures that teaching practices and school management are continuously refined, thereby supporting a smoother transition for students. Overall, robust monitoring and evaluation practices enhance the ability of schools to respond to student needs and improve educational outcomes during the transition period.

5.4 Recommendations

Based on the findings, several recommendations can be made to enhance the primary-secondary transition process in public day secondary schools in Konoin Sub County, Bomet County, Kenya:

- i. Schools should establish and maintain structured communication channels between secondary and primary schools. Regular meetings, feedback sessions, and collaborative planning should be institutionalized to ensure that both schools are aligned in their support for students. This will help address students' needs more effectively and facilitate a smoother transition by fostering a shared understanding and coordination between the schools.
- ii. Principals should prioritize efficient resource allocation and transparent financial management to create a supportive learning environment. Schools should invest in regular maintenance of infrastructure and ensure that resources are used effectively to support teaching and learning. Training for principals and school administrators

on effective resource management practices could further enhance their ability to manage school resources efficiently.

- iii. Principals should be encouraged to engage in inclusive decision-making, develop clear strategic visions, and implement effective crisis response strategies. Leadership training programs can help principals develop these skills and create positive school environments that support student transitions. Schools should also promote collaborative decision-making processes that involve input from various stakeholders to enhance the overall school climate and transition experience.
- iv. Schools should implement robust monitoring and evaluation practices to continuously assess and improve teaching and administrative practices. Principals should be encouraged to use data-driven feedback and regular classroom observations to identify areas for improvement. Training on effective M&E practices can help principals and teachers use evaluation results to enhance educational outcomes and address any challenges that arise during the transition period.



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APPENDICES

Appendix I: Consent Statement

"I, Isaac Mathara, a student undertaking a Master of Education Degree in Educational Administration, Leadership, and Management at Mount Kenya University, am conducting a research study on the influence of principal's management practices on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The study has been authorized by Mount Kenya University and the National Commission of Science, Technology, and Innovation.

As a participant in this study, you will be asked to complete a structured questionnaire to provide information. Your participation in this study is completely voluntary and you have the right to withdraw at any time without any negative consequences. The information you provide will be kept confidential and will only be used for research purposes.

If you have any questions or concerns about this study, please contact me at +254 723 827367. I appreciate your willingness to participate in this research.

Sincerely, Isaac Mathara

Appendix II: Research Questionnaire for Principals

Thank you for taking time to complete this questionnaire. The aim of this study is to examine the influence of principal's management practices on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. Any data gathered will be kept strictly private and used solely for academic reasons. On request, the study findings will be made available. Simply TICK or write in the spaces provided.

Section A: Demographic Questions

1. Gender
 - a. Male
 - b. Female
2. Age bracket
 - a. 18 to 27 years ()
 - b. 28 to 37 years
 - c. 38 to 47 years
 - d. Above 47 years
3. How many years have you been working in this school?
 - a. Less than 5 years ()
 - b. 5-10 years ()
 - c. 10-15 years ()
 - d. More than 15 years ()
4. What is the total number of students enrolled in your school?
 - a. Less than 500 ()
 - b. 500-1000 ()
 - c. 1000-1500 ()
 - d. More than 1500 ()

Section B: Principal's Communication With Primary Schools

5. How much do you agree with each of the following claims about principal's communication with primary schools? Make use of the scale below: (2) = Disagree, (2) = Neutral, (3) = Agree, (4) = Agree, and (1) = Strongly Disagree

5 4 3 2 1

Our school conducts regular interschool meetings with primary schools.

We have established consistent feedback loops with primary schools.

Collaborative planning sessions are held regularly with primary schools.

Communication with primary schools helps in addressing student needs.

There is a structured communication strategy with primary schools.

Feedback from primary schools is utilized in our planning processes.

Section C: PRINCIPAL'S RESOURCE MANAGEMENT PRACTICES

6. How much do you agree with each of the following claims about principal's resource management practices? Make use of the scale below: (5) = Disagree, (4) = Neutral, (3) = Agree, (2) = Agree, and (1) = Strongly Disagree

5 4 3 2 1

Resources are allocated efficiently to meet the needs of the school.

Budget transparency initiatives are implemented effectively.

Infrastructure maintenance is scheduled regularly and adhered to.

Our school has sufficient resources to support educational activities.

Financial resources are managed transparently and responsibly.

The school infrastructure is well-maintained to support learning.

Section D: PRINCIPAL'S LEADERSHIP AND DECISION-MAKING

7. How much do you agree with each of the following claims about principal's leadership and decision-making? Make use of the scale below: (5) = Disagree, (4) = Neutral, (3) = Agree, (2) = Agree, and (1) = Strongly Disagree

5 4 3 2 1

Stakeholders are inclusively engaged in school decision-making.

The school's strategic vision is clearly implemented.

Crisis response strategies are well-developed and effective.

Leadership practices foster a positive school environment.

Decisions are made collaboratively with input from all stakeholders.

The school has a clear strategic direction and goals.

Section E: Principal's Monitoring And Evaluation Practices

8. How much do you agree with each of the following claims about principal's monitoring and evaluation practices? Make use of the scale below: (5) = Disagree, (4) = Neutral, (3) = Agree, (2) = Agree, and (1) = Strongly Disagree

5 4 3 2 1

Continuous performance assessments are conducted for staff and students.

Data-driven feedback is utilized to improve teaching practices.

Classroom observations are regularly reported and acted upon.

Monitoring practices help in identifying areas for improvement.

Evaluations are conducted systematically and regularly.

Feedback from evaluations is used to enhance educational outcomes.

Section F: TEACHER PROFESSIONAL DEVELOPMENT

9. How much do you agree with each of the following claims about principal's monitoring and evaluation practices? Make use of the scale below: (5) = Disagree, (4) = Neutral, (3) = Agree, (2) = Agree, and (1) = Strongly Disagree

Question

5 4 3 2 1

Continuous training sessions are provided for teachers.

Teachers' pedagogical skills are regularly enhanced.

Instructional strategy workshops are frequently conducted.

Professional development programs meet teachers' needs.

Teachers feel supported in their professional growth.

The school invests in teacher professional development.

Section F: PRIMARY-SECONDARY TRANSITION IN PUBLIC DAY SECONDARY SCHOOLS

10. How much do you agree with each of the following claims about primary-secondary transition in public day secondary schools? Make use of the scale below: (5) = Disagree, (4) = Neutral, (3) = Agree, (2) = Agree, and (1) = Strongly Disagree

5 4 3 2 1

Our school has effective student orientation programs.

Academic support initiatives are in place to help transitioning students.

Social integration activities are organized for new students.

Transition programs adequately prepare students for secondary education.

Parents are involved in the transition process.

The transition process is smooth and well-coordinated.

Thank you

Appendix III: Interview Schedule for Deputy Principals

Introduction:

Thank you for taking the time to participate in this interview. Your insights are invaluable to our study on the influence of principal's management practices on primary-secondary transition in public day secondary schools in Konoin Sub County, Bomet County, Kenya. The information you provide will be kept confidential and used solely for research purposes.

Part A: Background Information

1. Could you please describe your role and responsibilities as a Deputy Principal at your school?
2. How long have you been serving as a Deputy Principal, and what has been your overall experience in this role?

Part B: Principal's Communication with Primary Schools

3. How does the principal facilitate communication between your secondary school and the feeder primary schools?
4. Can you give examples of any regular meetings or collaborative planning sessions that are held with primary school counterparts?

Part C: Principal's Resource Management Practices

5. In your experience, how effectively does the principal allocate resources to meet the needs of the school, especially in terms of supporting the transition of students from primary to secondary school?
6. How transparent is the principal in budget management and resource allocation? Could you provide specific examples?

Part D: Principal's Leadership and Decision-Making

7. How would you describe the principal's approach to leadership and decision-making, particularly in engaging stakeholders and implementing the school's strategic vision?
8. Can you provide an example of how the principal has effectively responded to a crisis or challenging situation at the school?

Part E: Principal's Monitoring and Evaluation Practices

9. What monitoring and evaluation practices does the principal employ to assess school performance? How are these practices utilized to support continuous improvement?
10. How does the principal use data and feedback from evaluations to improve teaching and learning outcomes in your school?

Closing:

Thank you for your detailed responses. Do you have any additional comments or suggestions on how principal's management practices can be enhanced to improve the primary-secondary transition in public day secondary schools?

Appendix IV: Interview Schedule for Heads of Department

Principal's Communication with Primary Schools

- a) Can you describe the frequency and nature of communication between your school and the feeder primary schools? (*Probe: Regular meetings, types of communication methods used, key topics discussed*).
1. How effective do you find the feedback loops between your school and primary schools? (*Prompt: Timeliness, relevance, and implementation of feedback received*).
2. Can you provide examples of collaborative planning sessions you've had with primary schools? (*Prompt: Planning for transitions, curriculum alignment, student support strategies*).

Principal's Resource Management Practices

3. How would you assess the efficiency of resource allocation at your school? (*Prompt: Allocation processes, adequacy of resources, impact on teaching and learning*).
4. What measures are in place to ensure transparency in the school's budgeting process? (*Prompt: Stakeholder involvement, reporting mechanisms, accountability*).
5. How is infrastructure maintenance scheduled and managed at your school? (*Prompt: Frequency of maintenance, key areas of focus, impact on the school environment*).

Principal's Leadership and Decision-Making

6. How inclusive is the stakeholder engagement process in the school's decision-making? (*Prompt: Types of stakeholders involved, frequency of consultations, impact on decisions made*).
7. Can you describe the principal's strategic vision and its implementation at your school? (*Prompt: Key elements of the vision, strategies for implementation, outcomes achieved*).

8. How effectively does the school respond to crises? (*Prompt: Crisis management plans, examples of recent crises and responses, impact on school operations*).

Principal's Monitoring and Evaluation Practices

9. What are the key practices for monitoring and evaluating performance at your school? (*Prompt: Types of assessments conducted, frequency, use of data in decision-making*).

Primary-Secondary Transition in Public Day Secondary Schools

10. What programs or initiatives are in place to support students transitioning from primary to secondary school? (*Prompt: Orientation programs, academic support, social integration activities*).
11. How do these transition programs impact students' academic and social adjustment to secondary school? (*Prompt: Specific examples, feedback from students, changes observed*).

Teacher Professional Development

12. What professional development opportunities are available for teachers at your school? (*Prompt: Types of training sessions, frequency, topics covered*).
13. How do these professional development programs influence teaching practices and student outcomes? (*Prompt: Examples of changes in teaching methods, impact on student performance*).

Thank you

Appendix IV: Interview Schedule for Teachers

Principal's Communication with Primary Schools

1. How often does your school communicate with the feeder primary schools, and what forms does this communication take? (*Prompt: Meetings, emails, visits, phone calls*).
2. How effective do you find the communication between your school and primary schools in preparing students for the transition? (*Prompt: Specific examples, areas for improvement*).

Principal's Resource Management Practices

3. How would you describe the allocation of resources in your school? (*Prompt: Availability of teaching materials, classroom resources, technology*).
4. Do you feel that the budgetary processes at your school are transparent? Why or why not? (*Prompt: Examples of transparency or lack thereof, involvement in budget discussions*).
5. How well-maintained are the school's facilities and infrastructure? (*Prompt: Frequency of maintenance, impact on teaching and learning*).

Principal's Leadership and Decision-Making

6. How inclusive is the decision-making process in your school? (*Prompt: Opportunities for teacher input, examples of decisions made collaboratively*).
7. Can you describe the principal's strategic vision and how it influences the school's operations? (*Prompt: Key elements of the vision, implementation strategies*).
8. How effectively does the school respond to crises or unexpected situations? (*Prompt: Examples of crisis management, preparedness plans*).

Principal's Monitoring and Evaluation Practices

9. What are the key practices for monitoring and evaluating performance at your school? (*Prompt: Types of assessments, use of data in teaching*).

10. How does the principal use feedback from these evaluations to improve school practices? (Prompt: Examples of changes implemented based on feedback).

Primary-Secondary Transition in Public Day Secondary Schools

11. What programs or initiatives are in place to support students transitioning from primary to secondary school? (*Prompt: Orientation programs, academic support, social integration activities*).

12. How do these transition programs impact students' academic and social adjustment? (*Prompt: Specific examples, feedback from students.*)

Teacher Professional Development

13. What professional development opportunities are available for teachers at your school? (*Prompt: Types of training sessions, frequency, topics covered*).

14. How do these professional development programs influence your teaching practices? (*Prompt: Examples of changes in teaching methods, impact on student performance*).

Thank you for participating

Appendix V: Krejcie and Morgan Sample Determination Table

Table for Determining Sample Size from a Given Population					
N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368

Mount Kenya University



REF. MKU/ISERC/3811
TO: ISAAC CHEGE MATHARA

Date: 18 June 2024

REG. MED/2019/59734

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON PRIMARY TO SECONDARY TRANSITION IN PUBLIC DAY SECONDARY SCHOOLS IN KONOIIN SUB COUNTY

This is to inform you that Mount Kenya University has reviewed and approved your above research proposal. Your application approval number is **2855**. The approval period is **18/06/2024 - 17/06/2025**.

This approval is subject to compliance with the following requirements:

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

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

Yours sincerely,

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

Mount Kenya University



DIRECTORATE OF GRADUATE STUDIES

MED/2019/59734

18th June, 2024

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

Dear Sir/Madam,

RE: ISAAC CHEGE MATHARA- REGISTRATION NO. MED/2019/59734

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 Practices on Primary to Secondary Transition in Public Day Secondary Schools in Konoin Sub County." It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between June, 2024 and August, 2024.

Any assistance accorded to the student will be highly appreciated.

Thank you.


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

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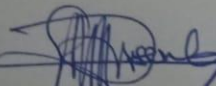
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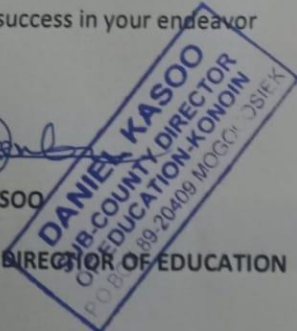
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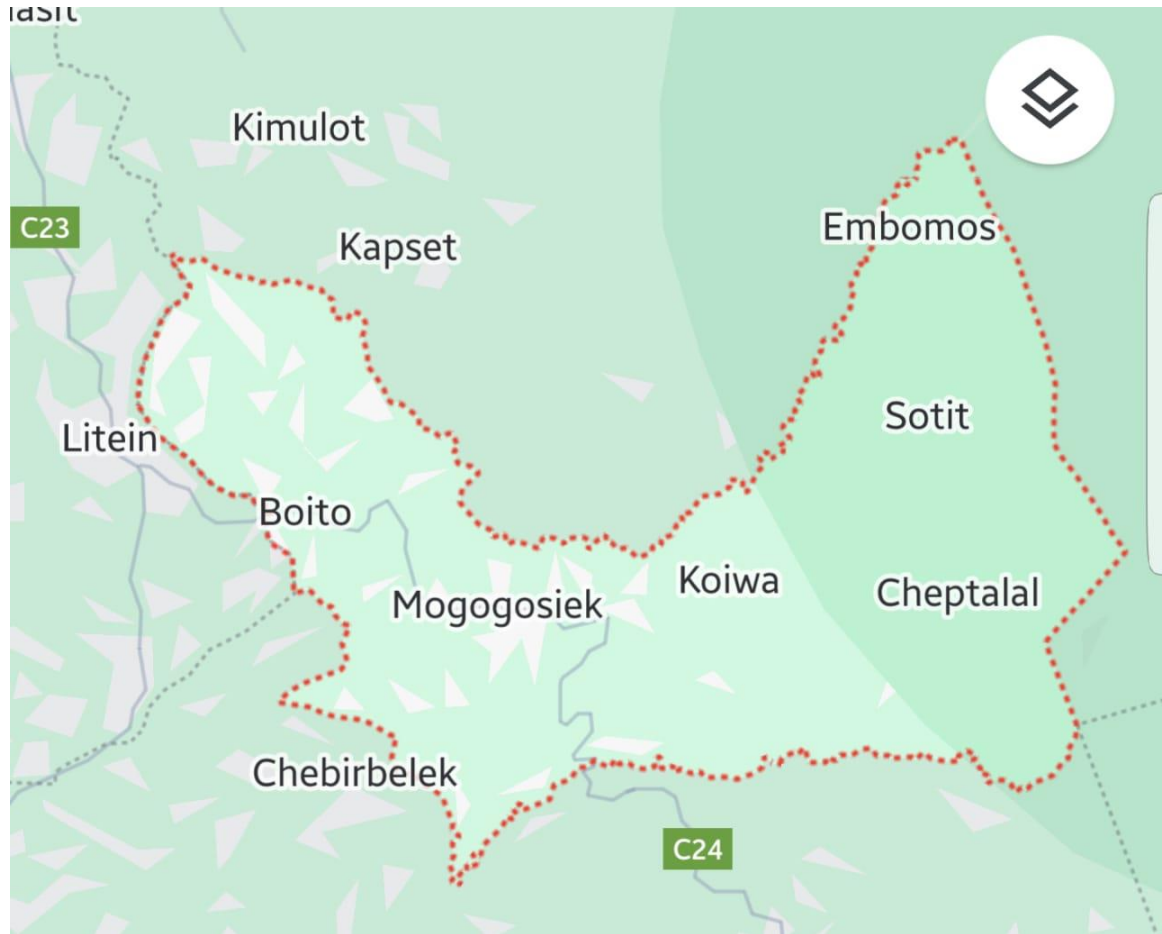
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