

**RELATIONSHIP BETWEEN PRINCIPALS' MANAGEMENT STRATEGIES  
AND SECONDARY SCHOOLS' PERFORMANCE IN NAVAKHOLO SUB  
COUNTY,  
KAKAMEGA COUNTY**

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## DECLARATION AND APPROVAL

### Declaration by Students

This project is my original work and has not been, presented for a degree in any other University or for any other award.

Signed  \_\_\_\_\_ Date 27/9/2024

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### Approval by the Supervisor

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

Signed  \_\_\_\_\_ Date 27/09/2024

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## **DEDICATION**

My family, friends, coworkers, and advisor, Dr. Kikechi, were all there for me when I was a student and throughout my career in academia. Truly, this is intended for each and every one of them.



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## ABSTRACT

In order to address the issue of raising the bar for education, collaboration across various businesses is crucial. Despite this reality, government and school authorities continue to turn a blind eye to a host of issues, such as deteriorating infrastructure, dwindling facilities, ineffective school management, and increasing demand for capacity utilization. This has persisted for an extremely lengthy period. Researchers in the Navakholo Sub-county of Kakamega County set out to study if there was a correlation between the academic success of their students and the management tactics used by secondary school administrators. The purpose of this research was to identify the nature and extent of the relationship between secondary school performance in Kenya, principals' use of technology, and disciplinary rules in Navakholo sub county, Kakamega County. Another objective of the research was to determine whether there was a connection between the effectiveness of secondary schools' motivational strategies and the academic outcomes in Kakamega County, Kenya. Counting the Navakholo This kind of study is essential for academics, community members, and lawmakers alike. Navakholo Sub-County public secondary school students (374 in all) were the subjects of the interviews. Included in this group were 341 department heads and 31 principals. A descriptive survey methodology was employed to conduct the study. The sample was selected using a basic random selection procedure and consists of 181 individuals. There are 165 department heads and 16 principals in this assembly. It was determined that the instruments used to collect data were accurate in a pilot study with a Spearman's rank correlation coefficient of 0.77. The tools at hand were interview guidelines and validated questionnaires. Analyses of themes and pertinent quotations supported qualitative data, while descriptive and inferential statistics supported quantitative data. Research has demonstrated that principals' management styles significantly impact the quality of secondary education. Discipline, resource management, student motivation, and technological integration were all addressed in these strategies. In order to encourage the use of ideas for integrating technology, using facilities, implementing discipline, and inspiring pupils to learn, educational authorities should establish criteria and support mechanisms.

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## ABBREVIATIONS AND ACRONOMY

<b>CBD</b>	Continuous Professional Development
<b>CEB</b>	County Education Board
<b>ERC</b>	Ethical Review Commission
<b>HOD</b>	Head of Department
<b>ICT</b>	Information and communication technologies
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>LO</b>	Learning Organisation
<b>MOE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>PPSSC</b>	Post Primary School Service Commission
<b>SDG</b>	Sustainable Development Goals
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TL</b>	Technology Leadership
<b>TLEA</b>	Total Learning Environment Assessment

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

Background, problem statement, purpose, research objectives, questions, significance, scope, limitations, delimitation, assumptions, and operational definitions of words are all covered in this chapter.

### 1.1 Background to the study

In order to achieve the Sustainable Development Goals (SDGs), educational institutions must uphold rigorous academic standards, guarantee that all people have equal access to education, and cultivate the necessary skills for sustainable development. According to Abella et al. (2024), raising educational standards should be a top priority for everyone. Tamadoni, Hosseingholizadeh, & Bellibaş (2024) and Bagine, Kubai, & Njagi (2022) found that schools still encounter a range of interactions including principals' management tactics, even if there have been attempts to improve performance. There are a number of options available to school administrators for ensuring high-quality course materials. Due to their central position in instruction, educators are rich in intrinsic value (Suryarti, Muazza, & Masbirototni, 2024). In this view, educational institutions play a vital role in realizing the SDGs. The many issues that schools face, some of which are impacted by the management styles of their leaders, make it difficult to raise educational standards.

According to Edmonds (2020), the effectiveness and attainment of educational objectives are the determinants of school performance. According to Li, Edalatpanah, Sorourkhah, Yaman, and Kausar (2023), standardized test scores, graduation rates, attendance, and

dropout rates are examples of quantitative indicators, whereas student involvement, teacher satisfaction, and school climate are examples of qualitative data. School performance is greatly affected by main management techniques (Beuermann, Jackson, Navarro-Sola, & Pardo, 2023). These strategies reflect the quality of education, effect students' futures, and contribute to society's growth. Consequently, the concept is among the pedagogical features that significantly impacts raising educational benchmarks. One of the many responsibilities of a principal is to ensure that the best students graduate while simultaneously raising standards of competence, achievement, and discipline. Students' engagement, teachers' efficacy, school resources, and standardized test scores are some of the metrics used to evaluate secondary schools' performance (Demetriou et al., 2023). School performance, as evaluated using a range of quantitative and qualitative metrics, not only serves as an indicator of educational quality, but also has a significant impact on societal development. Because of the centrality of primary management strategies in secondary schools, this is particularly the case.

According to Nurkhasanah, Umi, Barnoto, Hasan, and Ashari (2023), a strategy in education is defined as a plan of action that is employed to accomplish a particular objective. In their description of principals' management strategies, Meyer, Hartung-Beck, Gronostaj, Krüger, and Richter (2023) highlight the following: optimizing school infrastructure and resources, effectively employing technology, empowering staff, and enforcing staff discipline. With this in mind, the principal's job is crucial to raising the bar for classroom instruction. The leadership responsibilities of principals are extensive, spanning from enhancing student performance, discipline, and competency all the way to the production of top-tier graduates (Atstsaury, Hadiyanto, and Supian, 2024; Harapan,

Aprina, and Effendi, 2024). There is a robust relationship between principal management practices and school effectiveness, according to Fayol's Administrative Theory of Management. Through an original lens, this theory examines the interplay between leadership, planning, coordination, and control within an organization, and how principals might best play a role in fostering performance. This indicates that in order to enhance the quality of education, it is necessary to apply the management strategies advocated by principals, such as discipline, facility utilization, integration of technology, and teacher empowerment.

School principals in Indonesia can choose from a range of strategies to enhance the quality of their institutions, say Susanti, Riyanto, and Sigit (2023). Among these, you can find training and improvement seminars, regular school self-evaluations, quarterly teacher performance reviews, and learning monitoring to help educators and teaching staff realize their maximum potential. The effectiveness of educational programs relies heavily on the principal's strong backing, as management is tasked with motivating a company's resources. The training of the next generation of devoted and hardworking citizens of the Republic of Indonesia's Unitary State is one of the principal goals of Indonesia's educational institutions. However, as can be seen from field observations, there are a number of issues with the primary strategy. These include far-flung locations, inadequate teacher training and development, a dearth of competent education staff, and a failure to recognize the significance of information and communication technologies (ICTs) in the classroom. A shift in perspective is necessary for the modernization of long-established cultural practices and modes of life (Harapan, Aprina, & Effendi, 2024). Despite the crucial importance of enhancing educational quality and equipping citizens to defend the nation,

challenges still exist, and novel approaches are required to solve them. Accordingly, it appears that the backing of the principal and strategic management are crucial for educational initiatives to be effectively implemented.

Over time, students in African institutions achieve higher levels of success when school management is improved (Mailale and Omodan, 2023). Educational stakeholders are frustrated that, after implementing policies to improve school performance, the majority of African countries still have dismal results. Problems with staff and student tardiness, for example, point to ineffective human resource management on the part of the principal (Kumi and Seidu, 2017). The administration and government in Nigeria have continued to ignore the crumbling infrastructure, antiquated design, capacity utilization problems, and ineffective school management that plague many secondary schools in the country (Kalechi & Akpagu, 2023). Ogbuanu, Aroh, & Agigwo (2023) argue that principals play a crucial role in secondary school administration and that the government and school administration should push for better ways for managing classrooms. The importance of effective school management in bringing about positive and lasting change in secondary schools across Africa, and in Nigeria in particular, is highlighted by this. Ignoring this aspect highlights the necessity for more robust principal management strategies, the end goal of which is to enhance school performance as a whole.

After numerous educational policy initiatives were adopted by Kenya to improve school performance, the Ministry of Education scolded all secondary school principals for not using appropriate management practices (Oranga, Obuba, & Nyakundi, 2020). Strategic management training for secondary school principals is now being offered by a number of Kenyan institutions, including KEMI and the Kenya School of Management (Baign, Kubai,

& Njagi, 2022). Nyambura, Kiptabut, & Kalai (2019) found that pupils' academic performance in Kenya has not improved significantly despite the government's efforts to assure high school completion. The persistently low KCSE scores in Kakamega County have prompted many to question the paramount significance of academic achievement in Kenyan schools (Shikokoti, Okoth, & Chepkonga, 2030). According to Waswa, Wangia, and Waudu (2020), Navakholo Sub County is likewise known for its poor performance. Alternative management practices may have affected school performance in the county, claim Wakoli and Kitaange (2023). So, to find out how principals' management practices affected student achievement, the study zeroed in on secondary schools in Navakholo Sub County, Kakamega County.

## **1.2 Statement of the problem**

According to Adella et al. (2024), raising the bar for secondary school performance often leads to an improvement in students' academic capacity, engagement, and overall learning outcomes. According to Bagine, Kubai, and Njagi (2022), this worry has prompted numerous countries to pass legislation mandating the use of strategic management practices. In order to expand their reach, schools should implement such management practices. To ensure that students perform well on national assessments, directors should also make efficient use of existing resources, maintain modern facilities, and apply reasonable management approaches.

Everyone from the United States to Kenya has voiced their displeasure with the country's decaying school infrastructure, falling educational levels, and inept school administration. In most cases, they are associated with ineffective methods of main management. Kakamega County's persistently low KCSE scores call into question the basic significance

of academic achievement in Kenya. Just like Navakholo Sub County, Waswa, Wangia, and Waudo (2020) note that it does not do very well. Despite its impact, the Kenyan government's initiatives have failed to significantly improve students' academic performance. With that out of the way, we set out to investigate if secondary school instructors in Navakholo Sub County, Kakamega County, who followed certain protocols had a higher rate of student achievement enhancement.

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

The aim of the study was to investigate how secondary schools' performance in Navakholo subcount, Kakamega county, related with main management practices.

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

The following goals direct the research:

- i. To ascertain the link between the secondary schools' performance in Navakholo sub-count, Kakamega county, Kenya, and the motivating technique of the principals
- ii. To find the link between the secondary schools' performance in Navakholo subcount, Kakamega county, Kenya, and the facility use strategy of principals
- iii. To evaluate the correlation between the discipline approach of principals and the performance of secondary schools in Navakholo subcount, Kakamega county, Kenya
- iv. To investigate the relationship between the secondary schools' performance in Navakholo sub-count, Kakamega county, Kenya, and the technology use strategy of principals.

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

H01: There is no statistically significant relationship between the principals' motivation strategy and the secondary schools' performance in Navakholo sub county, Kakamega County, Kenya

H02: There is no statistically significant relationship between the principals' facility utilization strategy and the secondary schools' performance in Navakholo sub county, Kakamega County, Kenya

H03: There is no statistically significant relationship between the principals' discipline strategy and the secondary schools' performance in Navakholo sub county, Kakamega County, Kenya

H04: There is no statistically significant relationship between the principals' technology utilization strategy and the secondary schools' performance in Navakholo sub county, Kakamega County, Kenya

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

The following could be improved as a result of this work, making it important: The updated knowledge will help educators better manage their classrooms, enabling pupils to concentrate on their work while reducing disruptions. Using data to uncover problems is precisely what they mean when they say that principals may promote higher-order thinking in their setting.

As a result, educational administrators and planners will have a better idea of what kinds of programs and activities to provide to those who wish to become non-professional teachers but have not completed any official education in the subject. At home and in the classroom, parents and guardians can utilize this information to assist their children in

developing into responsible and socially proficient individuals. Research on the effects of primary management tactics on student performance can benefit from this.

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

Results from secondary schools in the Navakholo subcount of Kakamega County were analyzed to determine the impact of key management techniques on school performance. Researchers in Kakamega County's Navakholo Sub County compiled the data. Department chairs and principals were the intended recipients.

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

The following limitations may be met by the research.

It was thought by some of the targeted respondents to be sensitive material. To get over this limitation, we made it clear that our research has only an academic goal and is not motivated by anything else. Time constraints were one obstacle to completing many activities. The researcher meticulously planned the study by assigning certain amounts of time to each task and making sure everyone stuck to their schedules.

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

This article focused on the secondary institutions in Kakamega County's Navakholo Sub County. Main motivation, facility use and infrastructure, discipline, and technological use strategy were the independent variables in the study, with school performance serving as the dependent variable.

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

This study was conducted with the presumption that,

- i. throughout the study visits, the principals and HoDs of the selected public secondary schools were cooperative and accessible.
- ii. The respondents provided sincere information on main management techniques used in their institutions.
- iii. That some management techniques were used in their educational institutions..

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

**Principals' discipline strategy** involves principals' reinforcement in form of reward, reduction of suspensions, building of positive relationship with students and staffs and involvement of student and staffs in decision making in secondary schools.

**Principals' motivation strategy** involves principal use of use of rewards and gifts, mentoring programme, competency-based training and delegation of tasks in secondary schools.

**Principals' facility utilization strategy** involves principal's supplementation of infrastructure, maximization of existing facilities, seeking of availability of facilities and incorporation of sporting facilities in secondary schools.

**Principals' utilization of technology strategy** involves principal support of digital learning, leadership, transformation and use in secondary schools.

**School performance** involves students' achievement, discipline referral cases, students' attendance rate and students' graduation rates.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The theoretical literature on the topic of secondary school performance in Navakholo Sub County, Kakamega County, and the connection between principals' management practices and that performance is covered in this chapter. A description of the relevant literature as well as an empirical evaluation of the research gaps that will be filled.

#### 2.1 Empirical Review

##### 2.1.1 Influence of Principal's motivational strategy on school performance

A strong desire to work hard toward one's goals is what we mean when we speak about motivation. When a teacher sees her kids succeed, she may feel a surge of motivation. As an added bonus, the idea serves as an incentive for teachers because of their inherent motivation. The success and advancement of any educational institution depends on the manager's ability to inspire all members of the school community to carry out their responsibilities to the letter (Hapizoh, Harapan, & Destiniar, 2020). If they want to teach with passion and purpose, teachers need help. Students and teachers who excel not only in the classroom, but also in extracurricular activities and competitions at the local, state, and national levels, will reap the greatest rewards. According to Purwanto, Hartono, and Wahyuni (2023), encouraging teachers to surpass their students is the main tactic for motivating them. Motivated teachers may also motivate their students to keep improving. Devoted educators are always on the lookout for ways to hone their skills, increase their knowledge of the field, and pave the way for their students' professional and personal growth.

A study conducted by Suryarti, Muazza, and Masbirototni (2024) investigated the potential of the SMK Negeri 5 Merangin idea to encourage collaboration among teachers and the use of rewards to enhance student performance. A field study that included visiting pertinent sites and conducting in-depth interviews with key informants were among the strategies used. It was found that teachers are motivated to do their best work when they have opportunity for innovation, clear mentoring and instruction, authority, one-on-one attention, picnics, and prizes for good work. His leadership style was admired by his followers for being interactive, collaborative, and instructive. The idea that principals may motivate their staff even more is a reasonable one. Students' educational experiences are impacted by teachers' important abilities. Consequently, the SMKN 5 Merangin principal is improving teamwork in an organic way through problem-solving. To check in on instructors' or program implementers' progress and address any issues, he sets up coordination meetings every two weeks. Even parents and teachers can arrange for him to visit them through messaging applications if needed. Subordinates are motivated to attain acceptable performance by offering presents or certificates, which is based on the sacrifice of ideas, time, and energy. This is done in the context of improving teacher performance. The plan makes use of both transactional and participative styles of leadership.

In 2024, Hadiyanto, Supian, and Attsaury: A Principal's Strategy for Raising Teachers' Level of Professionalism A heavy load slightly burdens the major figurehead. A school's success or failure is directly related to the principal's actions. This investigation made use of a descriptive qualitative strategy. Research methods such as documentation studies, interviews, and observation were used to gather data. To assure the dependability of the data, data validity testing included triangulation and member validation. The study was

conducted at Setih Setio 2 Vocational High School Muara Bungo and included teachers, the school's principal, and the deputy head of curriculum. The study's results showed that a good principal can help teachers become more competent in their jobs by holding regular meetings, providing ongoing encouragement, providing competency-based training, providing the greatest classroom supervision possible, and meeting the needs of learning-related facilities and infrastructure.

In an attempt to identify tactics for adapting to the demands of a changing environment, Dhakal, Lummis, and Jones (2024) investigated the CPD practices of Nepalese secondary school administrators. Academic credentials, contextual learning, leadership development, cooperative networking, critical self-reflection, and spiritual components in keeping with contextual expectations are some of the significant CPD topics that the case studies illuminate through semi-structured interviews. Giving principals focused continuing professional development (CPD) requires culturally sensitive negotiation, networking, and teamwork, according to the study. School leaders in Nepal and other comparable global contexts would do well to pay close attention to these observations since they offer strategies to guarantee outstanding learning outcomes.

Investigating the principal's suggestion to enhance the educational quality of SMA Negeri 1 West Pemulutan, Aprina, Harapan, and Effendi (2024) found Staff members who use qualitative approaches, including teachers and principals, were polled for this study. Data collection included, among other things, participant observation, written record keeping, and in-person interviews. In order to ensure the data was accurate, I utilized methods for confirmability, dependability, transferability, and believability. There are four stages to a Spradley model—domains, taxonomy, componential, and cultural theme—that are used to

analyze data. The principal's key strategy for improving student achievement is to promote school discipline and education staff, which translates to inspiring and compensating educators. Strategies such as MGMP, initiatives to mobilize teachers, participation in higher education, the use of technology in the classroom, and the provision of services and infrastructure are other options.

Researchers Mohd Tahir, Samah, Mohd Anis, and Ali (2024) looked into how teacher leadership was implemented in Malaysian schools from the viewpoint of secondary principals. Ten secondary school principals representing different types of schools were interviewed for the qualitative case studies. Funding and supervision of Malaysia's public schools are the purview of the Ministry of Education. The results demonstrated that principals had a solid grasp of teacher leadership; in fact, a few went so far as to define the term and compile lists of traits shared by exceptional educators. Principals' approaches to enhancing teacher leadership practice were analyzed and found to revolve on five main points: creating chances for teachers to support each other, fostering future leaders, promoting engagement in teacher leadership, maintaining an open door policy, and mentoring programs. Some of the specific obstacles that administrators see as preventing effective teacher leadership practices include teachers' unwillingness to take on leadership roles because of time constraints and language issues with more experienced colleagues. There has been a lack of research on teacher leadership in Malaysian schools until this study. So, to find out if teacher leadership works in Malaysia's schools, more research and testing are required.

Research conducted by Setyaningsih, Manoppo, Solissa, Solong, and Hendrajaya in 2023 looked into how idea leadership could improve classroom instruction. The inquiry made

use of qualitative methodologies. This study adhered to all protocols and methods for data type, validation, verification, analysis, and gathering. Starting in the first week of August 2022 and concluding in the last week of October 2022, this study term will continue for three months. In order to put minds at ease regarding this investigation, researchers set out on a three-month mission to gather all the required data. In order to upgrade the facilities, the principal of the school came up with reasonable plans and regulations. The R4 Leadership model, situational leadership theory, and the principal's suggestions for enhancing school quality through observation and delegation have been enthusiastically adopted and put into practice. The organization's utilization of these strategies and initiatives improved with time. A look at the school's extracurricular and academic achievements reveals that the leadership program and strategy were successful. By establishing guidelines, communicating with stakeholders, and assigning responsibilities, only the manager can run his company efficiently.

### **2.1.2 Influence of Principal's facility utilization strategy on school performance**

Making sure the necessary infrastructure and amenities are readily available as supplementary resources is the main objective. Given that well-kept classrooms are a direct result of excellent teachers, efforts to improve and standardize learning environments may lead to better academic performance on the part of students. By "infrastructure and facilities," we mean the physical structures, appliances, and materials that make it possible for schools to run smoothly, facilitate student activities, and set up a conducive learning environment. A person's "means" to achieve their goals are the particular tactics they employ. There are a number of parts to the temporary infrastructure that work together to facilitate this operation. There is no way to separate infrastructure and facilities; they are

inseparable. Thanks to these two amenities, individuals are able to accomplish more. According to Harapan, Aprina, and Effendi (2024), having sufficient amenities and conveniences is crucial for a successful and productive classroom. In the context of educational settings, the term "maximizing infrastructure and facilities" describes the endeavor to offer the best resources, surroundings, and infrastructure to enhance the efficacy of learning. To improve education and make the most of school resources and facilities, instructors are crucial since they have a direct impact on students' development and learning (Janiah, Harapan, & Wahidy, 2021).

The primary role of the principal in improving education was investigated by Safrida, Tannady, Solissa, Sapulete, and Al Haddar (2023). In addition to producing outstanding graduates, schools that adhered to relevant quality criteria successfully fulfilled consumer expectations. In order to create a conducive learning environment, offer direction to school members, motivate all staff members, and create a captivating learning model, principals needed to take the lead in enhancing the professionalism of the teaching staff. In addition to performing his duties, his primary duty was to formulate a mission and plan to guide his actions and achieve the operational objectives of a school. Raising the bar for current educators should be our first aim if we are serious about raising educational standards. The foundation for faultless education and learning is being laid throughout the course of an academic year, which is lengthy enough to accommodate both semester-long and annual programs.

Kang, Meng, and Su (2024) used the Wellness Wheel framework, which considers students' physical, mental, social, spiritual, occupational, and environmental health, to assess the multiple effects of team sports on students' overall wellness. Using resources

such as PubMed, PsycINFO, Scopus, Web of Science, and Google Scholars, the study compiles empirical investigations, systematic reviews, and meta-analyses from the last 20 years. Players report improvements in many areas of their lives, including physical health, social skills, emotional stability, cognitive capacity, spiritual growth, environmental consciousness, and a host of others, after participating in team sports. According to the study's authors, a more well-rounded view of student wellness can be achieved by including team sports into school programs. Team sports contribute significantly to a varied, healthy, and inclusive student body; hence, this study aims to encourage their intentional inclusion in educational settings.

At SMAN 1 Cicalengka in Bandung City, West Java, researchers Iskandar, Ardhiyansyah, and Jaman (2023) examined the relationship between principal leadership style and school culture and teacher performance. Changing the culture of a company may be challenging, but it has the potential to increase efficiency and output. Quantitative research tools are utilized in this article. The report mostly discusses the school's organizational culture and the principal's leadership style. This research took place at the SMAN 1 Cicalengka site in Bandung, West Java. Organizational culture and leadership style have a significant impact on teacher performance, according to the thesis. Bandung, West Java's SMAN 1 Cicalengka may benefit from a more effective leadership team and a more positive company culture if it were to generate better educators.

Wunti, Hafsat, and Igbaji (2017) looked at how well students did in high school in the Nigerian state of Bauchi. All high school principals in Bauchi state are considered part of the study's overall population. According to Krejcie and Mogan (1970), 62 principles were selected using simple random sampling techniques in order to reflect the entire population.

As part of the tool used to evaluate the infrastructure of public senior schools, the principal answered 42 questions. another name for a comprehensive evaluation of the learning environment is TLEA. Inferential statistics, such as percentage and Spearman Rank Order Correlation, were applied to the collected data. All of the answers were added up. The main results of the study showed that there was no link between the size of school buildings and students' TLEA scores at the 0.05 level of significance. Managers, educational planners, and others should assist the government in keeping schools open and implementing local improvement projects in the vicinity of schools based on the researchers' findings. Evaluating a student's academic achievement is essential for maximizing learning and promoting growth. This research filled a gap by examining the maintenance and student performance outcomes of school infrastructure to see if the principal government project is making good use of its funding.

Fitria and Kristiawan (2023) looked at the principal's initiatives to improve teachers' abilities. Data was collected through a variety of means, including interviews, documentation, observations, and literature research. Data analysis made use of descriptive qualitative methods. According to the findings, school administrators can boost teachers' competency and, by extension, their success in the classroom, through meticulous preparation, execution, and evaluation. The preexisting infrastructure and facilities were improved by external elements that were appropriate for the research endeavor. Implementing a program to increase instructors' teaching competency improves the quality of instruction at SMA Negeri Kayuagung, which is relevant to the schools' goal of creating students with strong moral ideals, intellectual capacity, and self-control.

The focus of Adanma's (2019) research on student achievement was to understand the resource use practices of high school students in River State, Nigeria. The one problem and working hypothesis that the study's correlational methodology generated There are 261 high schools that employ 2,061 educators. A stratified random selection procedure was used to choose the sample, which consisted of 342 respondents. Experts reported identical reliability scores of 0.79 and 0.81 following Cronbach's Alpha evaluation of internal consistency. The results showed that students' use of the school's resources was associated with their academic performance. Public high schools in the Nigerian state of Rivers are being encouraged to improve their teaching and learning environments by making better use of existing facilities. This would help students excel academically. This study addressed a gap in the literature by investigating how school sporting facilities affect student achievement in Kenyan schools.

Susanti, Riyanto, and Sigit (2023) looked into the possibility of major professionalism enhancing instruction at the senior high school level. The method employed in this paper is a qualitative case study. research methods encompassing record-keeping, in-depth interviews, and careful observation. methods for concluding analyses, presenting data, and reducing data; additionally covered are strategies for guaranteeing data correctness through the use of a triangulation of sources and instruments. Here are the findings from the research conducted: The principal of Hang Tuah 1 Senior High School Surabaya monitors the subjects taught to pupils through an annual performance review and a program that improves the competences of all staff members, including instructors. The principal of Hang Tuah 1 Senior High School in Surabaya ensures a safe and organized classroom, makes teachers accountable for their actions, establishes aims and objectives, and

encourages group projects in terms of school culture. The principal of Hang Tuah 1 Senior High School Surabaya improves teaching and learning by evaluating programs, supervising students, reviewing student files, and providing coaching. In an effort to foster an entrepreneurial spirit among his students, the headmaster of Surabaya Senior High School established a hotel school. Senior High School Hang Tuah The central Surabaya government formed a performance assessment group to investigate the work of school officials and educators. Educators at Hang Tuah 1 Senior High School in Surabaya, Indonesia, received professional development in the area of teaching competency coaching and mentoring.

The impact of lab facilities on the scientific performance of students in public secondary schools in Machakos Sub-County was studied by Mulange (2017). The purpose of the study was to identify the following: the availability of adequate laboratory space and equipment in public secondary schools; the ways in which science teachers incorporate labs into their lessons; the impact of labs on students' performance in science classes; and the difficulties that science teachers encounter. Students in Machakos Sub-County's science classes were receiving such low grades that it prompted the research. A descriptive method was used in the investigation. There were a total of 4,500 third graders, 350 classroom instructors, and 75 school administrators that participated in the study. One could look at the numerical data with the help of the Statistical Package for the Social Sciences. Visual representations of the data included percentages, frequency tables, and bar graphs. The results show that students' performance in science classes is significantly affected by the state of the lab facilities. Public secondary school administrators had a hard time allocating lab time to pupils due to high class numbers, which affected students'

performance in scientific classes. School administrators should be motivated to work with parents, sponsors, and others to fund the construction of enough labs by the findings. If science educators have additional training, they will be better able to help their pupils understand complex scientific concepts. Students' access to scientific inquiry will be enhanced if they have more opportunities to participate in laboratory activities. Some schools may have their specialized laboratory equipment paid for by the government as well. This study filled a gap in our understanding by investigating the relationship between students' access to athletic facilities and instructors' impact on their academic performance.

In their 2018 study, Musyoka and Cheloti looked at the relationship between KCSE scores and teacher sufficiency among students attending public secondary schools in the Kathiani Subcounty of Machakos County, Kenya. Examining the correlation between teacher competency and KCSE scores in public secondary schools in the Kathiani sub-County of Machakos County was the primary objective of this study. Education production was the guiding concept for the inquiry. A descriptive research strategy was utilized in the study. The sample included 135 department chairs and 35 principals from public secondary schools in the Machakos and Kathiani Sub counties. Using methods such as stratified, basic, and purposive random sampling, nine head teachers and eighty-one HODs were selected from the target population. Directors of departments and school principals were surveyed using questionnaires. The reliability of the instruments was ensured using Cronbach's alpha, and the validity of the questions was confirmed by contacting school administrators. At the 0.05 threshold of significance, quantitative data was evaluated using means, standard deviation, frequencies, and percentages in correlation studies. The findings showed that the average grade point average for Kathiani Sub County on the

KCSE has been going down, going from 4.2 in 2012 to 3.2 out of 12 points in 2016. According to research, institutions' sluggish replacement strategies for departing professors are the root cause of teacher shortages. Teachers' competence was positively correlated with their students' success on the Kenya Certificate of Secondary Education, according to the study. The majority of principals have voiced their disapproval of the current system; hence, the study suggests that TSC should recruit sufficient teachers to meet the requirements of schools according to their curricula and promptly replace instructors who have been moved. According to the numbers, the accessibility of classrooms is unrelated to students' actual academic achievement. The research actually stemmed from a more conventional survey that asked department heads and head teachers to rate the impact on an ordinal scale. This study sought to address a gap in the literature by investigating the relationship between academic achievement and other factors.

### **2.1.3 Influence of Principal's discipline strategy on school performance**

The principals have come up with a plan to make sure that everyone on staff, including teachers, is more disciplined. Principals can control the increase in disciplinary actions against teachers by keeping a tight eye on their attendance. The principal came early to greet the teachers and students who had already shown up at the school and exchanged pleasantries. According to Attsaury, Hadiyanto, and Supian (2024), the principal is mainly doing this to ensure that classroom conditions can be closely observed and to emphasize the importance of behavior norms for both students and teachers. The fine juggling act that urban school administrators perform when implementing discipline was examined by Golann and Jones in 2024. To better understand how principals of both traditional and charter schools in a single medium-sized urban school system demonstrated compassion

and control through discipline, this study interviewed seventeen of them. Principals' strategies for reaching this compromise were the primary focus of the investigation. Reducing suspensions, altering "no-excuses" regulations, and encouraging healthy connections between students and educators were all part of these initiatives. It added to the body of knowledge by showing how educational institutions and their leaders take into account different institutional logics when formulating policies and procedures.

Through an analysis of instructional strategies in primary schools across Belize, Curry, Olsen, Harris, Garnett, and Danderson (2024) sought to understand inclusive environments. As part of their qualitative case study, researchers from Belize's Ministry of Education, Youth, Sports, and Culture (MOE) looked at the classroom environment and methods used to teach inclusive primary classrooms. The results highlight the following: a separation between home and school, a shortage of resources and training, teachers' enthusiasm for the material and commitment to their students' needs, and the necessity for new tools. Within the framework of Hornby's (2015) inclusive education paradigm, the findings were analyzed. As an example of its commitment to inclusiveness, Belize accepts students with impairments into its regular school system. After this, there are certain inclusive behaviors and policies, however not all of them are perfect. Because teachers in different grade levels and who work with families have the opportunity to standardize and individualize curriculum, expectations, and evaluation, incorporating a special education component could enhance student learning. Incorporating appropriate professional development for educators into special education programs could help meet the needs of a more diverse student body and bolster the case for more funding for educators.

Astuti, Suyatno, and Yoyo looked into the principal's plan to teach the students Islamic values while they were at Muhammadiyah Elementary School in 2020. An explanation of the basic technique to inculcate religious character in youngsters was the primary aim of the study. The esteemed Al-Mujahidin Muhammadiyah Elementary School in Wonosari Gunungkidul, Indonesia, was the site of this case study-based qualitative research project. Interviews, observations, and written records were used to compile the data. Using inductively interactive data techniques, the collected data was examined. The evidence suggests that the principle used four ways to inculcate character in his students: integrating character education into classroom instruction, creating habits, using punishment and reward as reinforcement, and setting a good example. Researchers Ogbuanu, Aroh, and Agigwo (2023) looked at the HR practices of Enugu Education Zone public secondary school principals; they found that this practice was crucial for integrating religious character education into classrooms. In preparation for the study, we formulated a hypothesis and a list of research questions. The research strategy used in the study was a descriptive survey. Because of its intended purpose of eliciting relevant information from respondents, the questionnaire was used to collect data. Determining the reliability coefficient of the instrument was made easier using the Cronbach Alpha technique. With an alpha of 0.86, the gadget is pretty reliable. We used standard deviation and mean figures to answer the research questions. We used t-test inferential statistics with a 0.05 significance level to check our theories. Involving students and staff in decision-making processes, particularly when it comes to significant issues affecting both groups' coordination, is something that principals of both genders believe should be implemented, according to the research. The mean perception scores of male and female principals about

the techniques they use are not significantly different. Several suggestions were offered once the results were announced. Principals should make sure that teachers are effectively evaluated on a regular basis. When decisions impact the interests of both students and staff, principals should do all in their power to include them in the decision-making process in order to create a more conducive learning environment.

Public secondary school administrators in Kisasi Sub-County, Kitui County, Kenya were studied by Mulwa and Katua (2022) regarding the use of suggestion boxes for managing student discipline during the COVID-19 pandemic. Examining the availability of suggestion boxes in schools and the principal's usage of them to handle student misconduct during the COVID-19 outbreak is the primary objective of this study. Ninety people participated in the study; this comprised twenty principals, forty-four teachers, twenty assistant principals, twenty department heads, twenty form four class instructors, and twenty student council presidents. The data was collected via census sampling. There were 18 pupils, 54 instructors, and 18 principals in the sample. Researchers in the study relied on descriptive survey methods. A questionnaire was used to gather data. Use of SPSS (Statistical Package for the Social Sciences) aided in the data analysis. The study's quantitative and qualitative data were evaluated using descriptive statistics. Thematic organization of frequently asked questions formed the basis for the narrative presentation of qualitative survey results. The quantitative data was more effectively communicated through the use of frequency distribution and cross-tabulated tables. The percentage of principals who said their schools had suggestion boxes was 55.6%, while 44.4% said they didn't. Student discipline during the COVID-19 era was a major problem, and this study suggests that suggestion boxes could be the answer. More schools should use suggestion

boxes, according to the report. Regular opening and clever placement of the suggestion boxes on the bases is required.

#### **2.1.4 Influence of Principal's use of technology strategy on school performance**

One tactic used by principals to raise the bar on education is the integration of technology into the classroom. Working with smart courses has mostly centered around expanding knowledge and utilizing technology in the classroom. One type of modern technology-based education service is the "smart classroom," which uses cutting-edge tools to facilitate the development of effective pedagogical practices among teachers and students. Because of technology, our lives have evolved. As a result of the worldwide push toward digitalization, the trajectory of online education has been shifting. In this age of advanced information technology, technology products have greatly affected school operations, teachers' instruction, and students' learning. As a result, the technological literacy of school leaders is increasingly valued and encouraged. The leadership of a school principal can consistently improve student learning, encourage the growth of the school, and raise the bar for education. Not only that, but with the right kind of direction from the principal, instructors may be able to up their game in the classroom, which in turn affects student achievement. An competent school administrator will actively promote new resources to the institution, boost student motivation to learn, and push teachers to be effective during class. A principal's familiarity with IT will help his or her staff make good use of it in the classroom, which in turn will help students learn, the school's reputation, and the principal's own career prospects.

Educators' perspectives on their principal's digital leadership duties and technological capacities were studied by Karakose, Polat, and Papadakis (2021) during the COVID-19

epidemic. The research, which included 89 teachers with Master's degrees, used a case study-based qualitative approach. One of the intentional sampling methods, maximum diversity sampling, was used to pick the research participants; content analysis was then used to the gathered data. We selected these five primary themes—"digital technology use, support for the digital transformation, support for technology-based professional development, support for digital learning culture, and digital leadership skills"—based on the opinions and experiences of the participants. Findings indicated that educators thought principals' use of technology to combat the COVID-19 epidemic was sufficient. It was also shown that school administrators were in favor of digital transformation and professional development centered around technology at their respective institutions. In addition, the study's breadth demonstrated that principals play an active role in fostering a culture of digital learning inside their own businesses. The study's findings revealed that school administrators' digital leadership qualities could be grouped into three types: personal talents, managerial abilities, and technology use. Consequently, principals who are serious about bringing digital transformation into the K-12 curriculum should set an example of digital leadership and work to foster a digital learning culture inside their own schools.

Researchers Meilani, Ahyani, and Mulyadi (2024) looked at how SMP Negeri 1 Koba in Central Bangka Regency improved teachers' pedagogical competency using digitally-based strategic school administration and primary leadership. Forty teachers from Central Bangka Regency's SMP Negeri 1 Koba made up the sample. Central Bangka Regency's SMP Negeri 1 Koba was the site of the saturation sampling that yielded all of the respondents. Ninety statement items were evaluated using a 5-point Likert scale in the data collection questionnaires. Multiple linear regression analysis is the analytical technique

that is used. Teachers' pedagogical competency increased as a result of the strategically deployed digital-based school administration, according to the findings. Second, the effect of top-down leadership on educators' capacity to effectively instruct was noted. Third, principals have to intentionally incorporate digital-based school management to boost staff pedagogical competency.

Investigated by Alwi and Mumtahana (2023) was the means by which Islamic elementary school principals enhanced the instructional performance of their teachers. Researchers utilize observation, interviewing, and recording to compile data in a qualitative method. As part of the data analysis process, the data was reduced, presented, and conclusions were drawn in order to assess the data's validity. We accomplished this through actively participating, carefully observing, gathering information from multiple sources, and consulting with colleagues. Researchers in the study came to the conclusion that local educators' performance suffered due to the outbreak because they were unable to effectively communicate and engage in instructional activities. Implementing the principal's strategy is essential and necessary to increase teacher performance throughout the learning process, regardless of the amount of hurdles that may arise.

Examining how teacher effectiveness is impacted by academic supervision, professional competence, and leadership from the principle In 2020, Fitria, Negeri, Kartini, Kristiawan, and Sugihan collaborated Our site was the Subrayon 06 High School in Banyuasin. Quantitative partial forms and simultaneous correlations were the primary foci of the research. We polled 128 educators from five different schools: SMA Muhammadiyah Muara Padang, SMA Bhakti Bangsa Air Saleh, SMA Negeri 2 Muara Sugihan, SMA Negeri 1 Muara Padang, and SMA Negeri 2 Air Saleh. According to the research, principal

leadership has a substantial effect on teacher performance, academic supervision has a substantial effect on teacher performance, professional competency has a substantial impact on teacher performance, and the leadership of the principal, academic supervision, and professional competency all influence teacher performance at the same time.

In their 2023 study, Wiyono, Komariah, Alghamdi, and Fahlevi looked at how principals' e-leadership affected school reform efforts and public relations. A random selection of 200 Indonesian principals was used for this investigation. Each participant was asked to fill out a questionnaire that was used to gather data. Additionally, structural equation modeling and descriptive statistics were included in the data analysis process. The results demonstrated that school public relations were affected by administrators' e-leadership. There are direct and indirect effects of public relations on a school's success, and e-leadership by a principal can have both kinds of effects. Looking at the dimensions, there are a number of strong components that support the three-variable constructs that are being considered. A comprehensive explanation of the research findings is provided by drawing on the results of prior studies and theories. A principal's Technology Leadership (TL) practices, in tandem with a significant change in teachers' organizational behaviors to enable this cultural and technological revolution, can help K-12 schools integrate information and communication technology (ICT). What is less understood, however, is how the culture of the learning organization (LO) motivates instructors' individual and collective professional learning orientations at the same time, and which TL methods enable this kind of radical shift in the educational environment.

In their 2022 study, Cretetin, Aesaert, Vanderlinde, and Banoğlu examined the role of school principals' technological leadership strategies in fostering a culture of learning in

public K-12 schools. This effort achieves two objectives. The first is to compare the LO culture profiles of different schools according to the pedagogical approaches taken by their teachers. The second objective is to investigate how instructors perceive and react to LO profiles based on the principal's TL practices. 69 Turkish elementary, middle, and high schools contributed 1105 instructors and 58 principals. Similarities in professional learning orientations led to the use of multilevel latent profile analysis to uncover latent LO profiles. The profiles that came out of it were evaluated using the International Society for Technology in Education-Administrators (ISTE-A) as a yardstick, and they were regressed on principals' TL practices. One can classify educators according to their level of commitment to professional development as either high, moderate, or low. According to the "systemic improvement" ISTE-A standard, a high-level LO profile is strongly predicted by TL activities such technology-oriented staff hiring, school benchmarking, and data-driven decision making by a principle. There was also a correlation between that quality and the teacher's age and the student's grade level. Taken together, our findings suggest that TL practices might considerably alter the pedagogical stances and ethos of educational institutions.

In their 2022 study, Onuorah and Chukwu looked at how secondary school principals in the Awka Education Zone of Anambra State used ICT for efficient administration. Awka Education Zone used a descriptive survey to conduct the study. The research included 62 secondary school principals from the Awka Education Zone in Anambra State. The researcher used Nnamdi Azikiwe University in Awka to build 26 structured questionnaires in two clusters, based on the advice of three experts: two from the Educational Management and Policy department of the Faculty of Education and one from the Measurement and

Evaluation Unit. For the purpose of testing the instrument's reliability, twenty principals from the Ogidi Education Zone who were not part of the study group were given the questionnaire items to complete. According to the results of the Cronbach Alpha reliability method, the study's internal consistency was determined to be 0.75. The data collected from the respondents was subjected to a statistical mean analysis. Findings indicate that principals seldom make use of ICT tools and capabilities when handling school administration. Furthermore, the study's results showed that secondary school administrators relied heavily on ICT services accessible online to run their schools efficiently. Among the many suggestions made by the researcher, the Anambra State Ministry of Education and the Post Primary School Service Commission (PPSSC) should arrange for secondary school principals to participate in relevant seminars, workshops, and in-service training sessions pertaining to information and communication technology (ICT). The end result would be that they would have a better understanding of the many uses of ICT and be able to help secondary schools make better use of it. Along with the State Ministry of Education and the Post Primary School Service Commission (PPSSC), it was proposed that the Anambra State Government employ ICT skills as prerequisites when selecting or appointing principals of secondary schools.

## **2.2 Theoretical Review**

Scientific management theory owes a great deal to Fayol's 1916 administrative theory of management (Renzulli, 2015). He made a significant impact by conducting the first systematic analysis of labor and discovering that both managers and employees dedicate a significant amount of time to achieving greater productivity. There was a lot of inefficiency and waste, which he also noticed among the individuals in charge of operations and their

duties (Okumbe 2017). Methods of management, in his view, included planning, directing, coordinating, and controlling. Forecasting and planning entails investigating the opportunity and developing an operations strategy; establishing resources; coordinating human and material resources; and directing workers to complete assigned tasks. To coordinate is to group; to connect all actions and influence is to ensure that everything is done in accordance with the norms that are followed (Hou et al., 2019). Therefore, principals can be more effective in boosting student performance by implementing Fayol's concepts. The Division of Work theory—one of fourteen management concepts in the Fayol theory—is most relevant to this investigation since it establishes supervisory authority and job specialization. Principals are vested with a number of powers, including the capacity to establish and enforce school policies aimed at improving students' academic performance through the use of directives, fostering a sense of shared purpose and direction, and ensuring that employees have secure employment (Amoli & Aghashahi, 2016). It is worth noting that Fayol's main objective was to improve the efficiency of school principals (Boon, 2021). Administrative management is relevant to this research because it provides a framework that principals can use in their day-to-day work as managers to achieve goals through fostering collaboration within their institutions. In addition, the theory emphasizes that principals should receive training and should keep their roles as managers and supervisors distinct (George, 2017).

## **2.3 Conceptual Framework**

**Independent variables**

**Dependent variable**

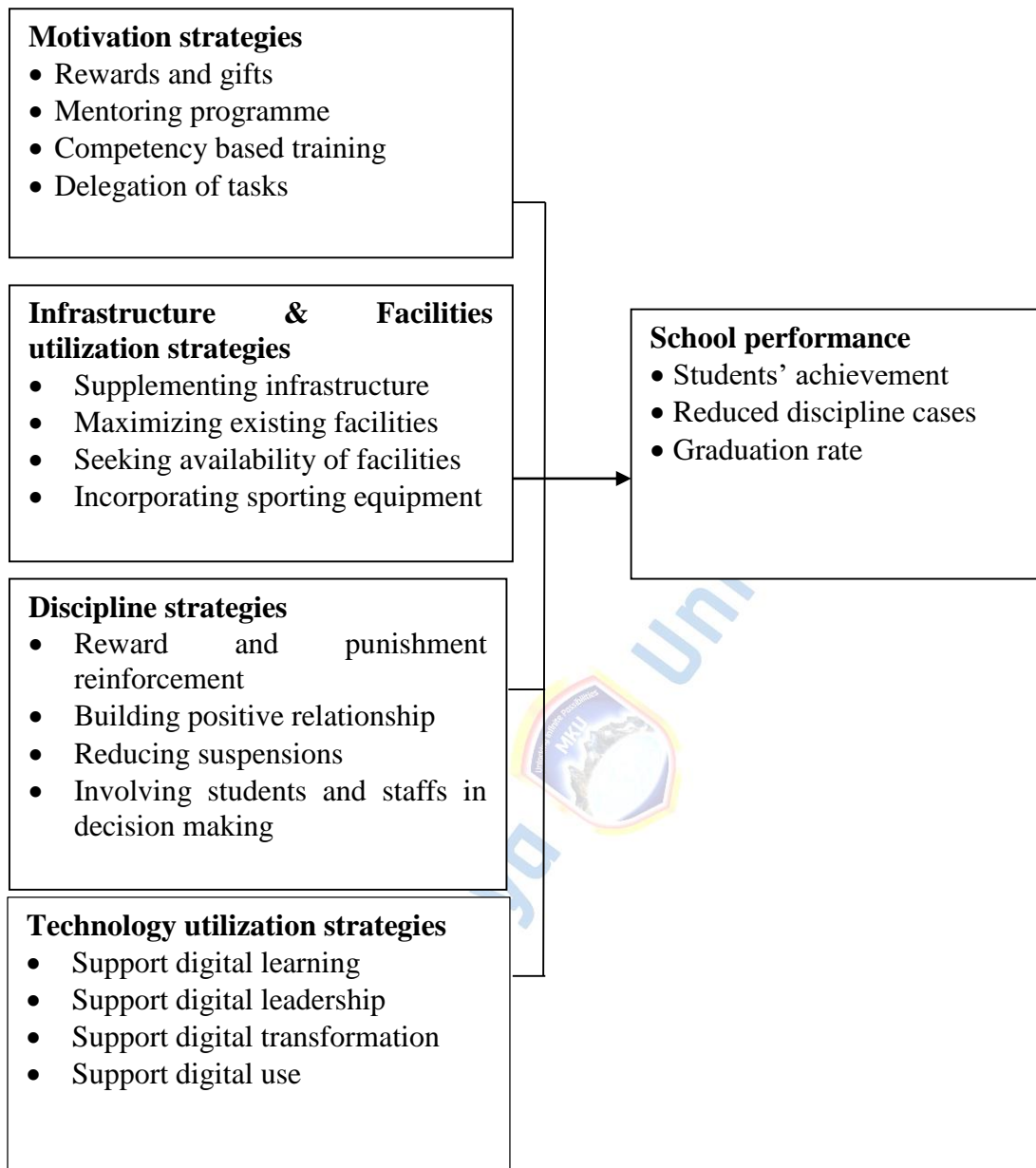


Figure 1. Conceptual Framework

## 2.4 Research Gaps

Research already in publication on motivating students and improving teacher performance by Hapizoh, Harapan, and Destiniar (2020) as well as studies by Atstsaury, Hadiyanto, and Supian (2024) on the function of principals in disciplizing teachers highlight some rather important trends. While studies by Karakose, Polat and Papadakis (2021) and Alwi and

Mumtahana (2023) probe principals' digital leadership during the epidemic and strategies for enhancing teacher performance in Islamic schools, respectively, research by Astuti, Suyatno and Yoyo (2020) throws light on principals' strategies for inculcating religious character in students. Still, there are some clear gaps in this copious amount of material that call for more study. Particularly, little studies look at the long-term implications of major interventions—like inspiring pupils and improving infrastructure—on student academic performance. Furthermore understudied is the particular influence of principals' digital leadership on student involvement and teacher performance following a pandemic. Moreover, while studies by Iskandar, Ardhiyansyah and Jaman (2023) and Curry et al., (2024) address organizational culture and leadership styles, more comparative research across many educational settings is required to fully grasp the junction of these factors and their impact on teacher motivation and innovation.

## **2.5 Summary of Literature Review**

The research emphasizes how basic it is for principals to inspire teacher enthusiasm, raise learning standards, and include technology into classrooms. Studies show that teacher effectiveness and student results are much influenced by principals' leadership styles—from transactional to participative. Studies underlined the need of giving teachers rewards, chances for professional growth, and enough facilities as well as of their relevance. Well-documented are the success of principals' initiatives include digital leadership in the course of the COVID-19 epidemic, the building of a good school environment, and the application of inclusive teaching methodologies. Still, additional longitudinal research is needed to assess these approaches' longevity and wider influence on academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.0 Introduction**

This section covers the research methodology, which includes the following: research design, study site, target population, sample size and sampling methodologies, data gathering tools, protocols for data collection, study tool validity and reliability, data analysis approach, ethical issues.

#### **3.1 Research Design**

A descriptive survey research strategy was employed in this study. According to Bryman and Bell (2003), descriptive research aims to determine how often something happens or what the relationship is between different factors. Since the researcher plans to collect extensive knowledge through descriptions, this strategy was suitable for this investigation. Identifying hypothetical structures and variables was another area where it excelled. Since a descriptive survey design produces a great deal of correct information, it is ideal for educational fact-finding, according to Orodho (2003). Along with that, it enabled the research team to collect data at a certain moment and use it to characterize the current disputes. (Morizon, Cohen, and Manion, 2000).

#### **3.2 Location of the Study**

The study was conducted in Navakholo Sub-County, which is part of Kakamega County. An administrative entity within Kenya's old Western Province, Kakamega County is headed by the principal town of Kakamega. The county is home to 215,892 people, spread out over its 345.2 square kilometers of land (Kenya Housing and Census, 2019).

### 3.3 Target Population

According to Mugenda and Mugenda (2003), researchers draw conclusions about a population when they study a specific set of people or things. The study aimed to gather responses from 341 Heads of Departments (HoDs) and 33 principals from public secondary schools in Navakholo Sub-County. School administrators and department heads who had regular contact with students and oversaw the completion of school projects were asked to take part in the research.

**Table 1: Target Population**

Category	Target Population
Principals	33
Head of Departments (HoDs)	341
Total	374

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

### 3.4 Sample Size and Sampling Procedures

As a general rule, sampling requires looking at a subset of a population to learn more about the entire (Kothari, 2010). The sample size for the investigation was determined by Krejcie and Morgan (1970) using the table in Appendix IV. A total of 181 people were included in the sample, with a target population of 374 shown in the table. So, there were 16 principals and 165 heads of departments. Simple random sampling was employed throughout the study. Methods for selecting study participants are known as sampling techniques (Kothari, 2010).

**Table 2 Sample size**

<b>Category</b>	<b>Target Population</b>	<b>Sample size</b>
Principals	33	16
Head of Departments	341	165
<b>Total</b>	<b>374</b>	<b>181</b>

**Source: Researcher (2024)**

### **3.5 Data collection Instruments**

We gathered the data using questionnaires for HoDs and interviews with principals.

#### **3.5.1 Questionnaires**

As part of the research, closed-ended questionnaires were distributed to HoDs. The surveys were used because among other things, they enabled respondents to fill out them at their convenience as well as give a high level of secrecy. Closed-ended questions were employed to focus on saving both time and money in addition to facilitate a comparable investigation, given that they are immediately usable.

#### **3.6.2 Interview Schedule**

Interview schedules existed as sequencing of questions, which an interviewer explores to a response. The researcher further stated that interview schedules made it possible to collect data, which were vital for determining the specific objectives of the study, as well as standardizing interview formulas toward an interviewer to create a same topic in a similar fashion (Orodho, 2009). The interview was difficult to perform, however, it enabled the researcher to acquire a lot of information, as respondents ask for an explanation on what the researcher asked and contributed data that the investigator might leave out. The interview guide was for the principal.

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

Research quality was judged using the validity and reliability concepts.

#### **3.7.1 Piloting of Research Instruments**

Research instrument differences can be addressed, according to Yin (2017), by pilot testing a selected sample. The pilot study's two secondary schools were chosen from a neighboring sub-county because their demographics were similar to the study's target group. Finding mistakes and making sure the questionnaires and interview schedule were clear were the goals of this pilot study. Wording, grammar, punctuation, and typographical errors were fixed by subject-matter experts and an editor. Through piloting, the reliability and validity of instruments might be established. Two principals and sixteen heads of department participated in the pilot project; however, these schools were not subsequently included in the main study.

#### **3.7.2 Validity of Research Instrument**

Validity in the context of instruments is their ability to measure what they are meant to (Orodho, 2008). Reviewing the questionnaires and interview schedules, experts in secondary education established the content and face validity. Items judged inappropriate were moved or removed, and further professional guidance on sentence structure and language use was included to increase legitimacy. The researcher assessed the responses during piloting to make sure the given items offered required information. Any things judged inadequate because of improper typing or language use were corrected with help from an editor.

### **3.7.3 Reliability of Research Instruments**

According to Mugenda and Mugenda (1999), reliability is defined as the degree to which results obtained from different instruments that deal with the same topic after multiple tests are consistent with one another. Using the test-retest procedure, which involved the same individual creating and administering an instrument to another on successive occasions, the reliability of an instrument was confirmed. When comparing the results of the first and second administrations, a Spearman's rank correlation coefficient of 0.77 was found, indicating reliability.

### **3.8 Data Collection Procedures**

The researcher started the process by getting an ERC certificate from the graduate school, then obtained research clearance from NACOSTI by means of an introduction letter. The introduction letter enabled the researcher identify herself to the respondents; the NACOSTI letter authorized permission for data collecting. The researcher disseminated and gathered the questionnaires over one day, giving respondents enough time to finish them. Respondent information was recorded for analysis; replies from the questionnaire were securely kept. Then appointments with principals were set for in-depth conversations later in the week.

### **3.9 Data Analysis Methods**

The Statistical Package for the Social Sciences, version 28, was used for data analysis. Descriptive analysis included calculating various central tendency measures, such as the mean, frequencies, and standard deviation. Inferential statistics were used to examine potential relationships between the variables. The quantitative survey data was coded using symbols, tallied, and analyzed using chi-square tests to identify significant associations.

Quotes from the material were made possible through the simultaneous thematic analysis of qualitative interview data based on enrollment variables.

### **3.10 Ethical Consideration**

Research should be conducted in an unbiased and conflict-free manner, according to Stufflebeam and Shinkfield (2007). Ethical concerns were given careful consideration in this research. Respondents' anonymity, privacy, and confidentiality were safeguarded because the researcher was forthright with administration about the duration of the study and obtained their consent. Extensive adherence to authorized protocols and meticulous handling of sensitive data during fieldwork were employed to support the study's claims.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

#### 4.0 Introduction

Everything from analyses to presentations to interpretations to discussions of the outcomes occurs in this chapter. Examining the impact of principals' management styles on student achievement, this research focused on secondary schools located in the Navakholo sub-county of Kakamega County, Kenya. The secondary schools in Navakholo sub county, Kakamega county, Kenya, will be responsible for carrying out the following research: to find out how the schools' performance correlates with the principals' strategies for motivating their staff, to find out how their schools' performance correlates with their strategies for using school facilities, to evaluate the schools' performance according to their strategies for enforcing discipline, and to evaluate the schools' performance according to their strategies for utilizing technology. The chapter is structured into multiple sections, including the following: respondent demographics, response rate, and study objectives. The chapter begins with the response rate and then moves on to the demographics of the responders.

#### 4.1 Response Rate

A total of 152 out of 165 questionnaires were returned, indicating a response rate of 92.1%. Based on the findings of Mugenda and Mugenda (1999), who claim that a response rate of 70% or more is sufficient for data analysis, a 92.1% response rate is considered appropriate. The percentage of responses is shown in Table 3.

#### Table 3: Response rate

Category	Frequency	Percentage
Administered	165	100.0
Returned	152	92.1

Source (Researcher, 2024)

## 4.2 Demographic Characteristics of the respondents

Some of the demographic information that was collected included gender, duration of work, and level of education. In Navakholo sub county, Kakamega county, these main factors were considered to impact the management practices of principals and the performance of secondary schools.

### 4.2.1 Gender of the respondents

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

**Table 4: Gender of the respondents**

Category	Frequency	Percent
Male	96	63.2
Female	56	36.8
<b>Total</b>	<b>152</b>	<b>100.0</b>

Source (Researcher, 2024) Table 4 shows that there were 96 male responses (63.2%) and 56 female respondents (36.4%). This proves that the Teachers Service Commission follows the 2/3 rule outlined in the Kenya Constitution when hiring new teachers.

#### 4.2.2 Respondents' highest level of education

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

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

Category	Frequency	Percent
Diploma	26	17.0
Undergraduate Degree	107	69.9
Post Graduate Degree	20	13.1
<b>Total</b>	<b>152</b>	<b>100.0</b>

**Source (Researcher, 2024)**

As illustrated in Table 5, most of the respondents, comprising 107 (69.9%), held an undergraduate degree, followed by 26 (17.0%) with a diploma, and 20 (13.1%) possessing a postgraduate degree. This suggests that the participants possess the necessary educational credentials for secondary teaching and demonstrate a solid understanding of principal management strategies and the performance of secondary schools.

#### 4.2.3 Respondents' years of work experience

Table 6 displays the results of the participants' requests for information regarding their years of professional experience.

**Table 6: Respondents years of experience**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Less than 5 years	26	17.1
5-9 years	53	34.9
More than 9 years	73	48.0
<b>Total</b>	<b>152</b>	<b>100.0</b>

**Source (Researcher, 2024)**

Table 6 shows that 73 (48.0%) of the respondents had more than nine years of teaching experience, 53 (34.9%) had five to nine years, and 26 (17.1%) had fewer than five years. This suggests that the respondents have a great deal of teaching experience, which reflects their knowledge of secondary school performance and principal management techniques.

#### **4.3 Relationship between principals' motivation strategy and the secondary schools' performance**

The study used descriptive and inferential statistical analysis to ascertain the association between the performance of the secondary schools in Navakholo subcount, Kakamega county, Kenya and the incentive strategy of the principals. Using descriptive statistics including frequency, percentage, and mean distribution, the degree of agreement on a five-point Likert scale for the variable was established; the motivation approach of the principals was deduced and compiled in Table 7.

**Table 7: Descriptive statistics for principals' motivation strategy and the secondary**

### **schools' performance**

<b>Statements</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>
Principals' use of rewards and gifts enhances performance of secondary school.	F %	4 <b>2.6</b>	5 <b>3.3</b>	11 <b>7.2</b>	72 <b>47.4</b>	60 <b>39.5</b>	<b>4.03</b>
Principals' mentoring programme improves performance of secondary school.	F %	2 <b>1.3</b>	22 <b>14.5</b>	9 <b>5.9</b>	62 <b>40.8</b>	57 <b>37.5</b>	<b>3.89</b>
Principals' training on competency-based increases secondary school performance.	F %	4 <b>2.6</b>	3 <b>2.0</b>	25 <b>16.4</b>	46 <b>30.3</b>	74 <b>48.7</b>	<b>3.78</b>
Principals' task delegation increases performance of secondary school.	F %	22 <b>14.5</b>	8 <b>5.3</b>	6 <b>3.9</b>	44 <b>28.9</b>	72 <b>47.4</b>	<b>3.73</b>

#### **Source (Researcher, 2024)**

Table 7 reveals that 72 respondents (47.4%) agreed that school administrators' use of rewards improved secondary school performance; 60 respondents (39.5%) strongly agreed; 11 respondents (7.2%) were unsure; 5 respondents (3.3%) disagreed; and 4 respondents (2.6%) strongly disagreed. The study found that most people (Mean=4.03) thought that principals' usage of gifts and prizes helped secondary school students succeed. The following comment from an interviewee corroborated this: "A major motivator is rewarding teachers and students for their achievements in different competitions, from

school to national levels." Overall, secondary school performance improves as a result of these incentives, which motivate both instructors and students to strive for excellence. Guy, 58 years old, primary participant.

This data reveals that secondary school performance is enhanced when principals utilize gifts and incentives. Aprina, Harapan, and Effendi (2024) found that principals aim to improve education quality by bolstering the education staff and promoting teacher discipline. This, in turn, motivates and rewards teachers.

Of those who took the survey, 62 (40.8%) believed that secondary school performance improved thanks to the principal mentoring program, whereas 57 (37.5%) strongly disagreed, 22 (14.5%) were unsure, and 2 (1.3%) were very disagreed. The results showed that the majority of respondents believed that the principal mentoring program improved academic outcomes for secondary schools (Mean=3.89). Confirmation came from an interviewee who said the following: etc. Mentoring has provided new teachers with helpful guidance and assistance, which has allowed them to overcome challenges and improve their teaching methods. In addition to enhancing the learning environment, the program promoted staff member community and cooperation. I noticed a marked improvement in teacher morale, professional growth, and overall school performance after implementing the mentorship program. Male subject Principal, 59 years of age.

This highlights the significant impact of the principal mentoring program on improving academic outcomes in secondary schools. A mentorship program, increasing the number of teachers serving as school leaders, maintaining an open door policy, and providing more opportunities for teachers to help each other out were the five main ideas that surfaced.

Suryarti, Muazza, and Masbirototni (2024) and Mohd Tahir, Samah, Mohd Anis, and Ali (2024) both found this to be true.

In a similar vein, 30.3% agreed, 16.4% were unsure, 2.6% strongly disagreed, and 2.0% disagreed, with 46 people total participating. Results in secondary schools are improved when administrators receive competency-based training, according to 74 respondents (48.7%). The study found that secondary school performance is improved when principals receive competency-based training (Mean=3.78). Respondents strongly agreed with this statement. This was verified by an interviewee who stated: undeniably, competency-based education equips educators with the means to zero in on the specific needs and progress of every student, so enhancing the overall effectiveness of the institution. Academic performance is substantially enhanced by this method because it produces a more effective and personalized learning environment. Female participant, 56 years old, serving as principal

In most cases, this indicates that secondary school performance increases when administrators get competency-based training. In keeping with the findings of Atstsaury, Hadiyanto, and Supian (2024), an effective principal's approach can facilitate the enhancement of teachers' professional competency through frequent meetings, consistent motivation, competency-based training, optimal class supervision, and meeting the needs for infrastructure and facilities, particularly those pertaining to learning.

Lastly, 72 respondents (47.4% of the total) strongly agreed that the division of work amongst principals increased secondary school performance; 44 respondents (28.9%) agreed; 22 respondents (14.5%) strongly disagreed; 8 respondents (5.3%) disagreed; and 6

respondents (3.9%) were undecided. According to the study's findings, respondents tended to agree (Mean=3.73) that delegating tasks increased students' performance in secondary school. An interviewee who said this helped to corroborate it:...delegation of tasks has allowed for the institution to run more efficiently and with less hassle. They were able to focus on instructional leadership and strategic planning after delegating work to competent personnel. Employees were also given greater responsibility for the institution's success and given greater authority as a result of this strategy. So, both administrative efficiency and academic outcomes can be enhanced by effective task delegation. The 46-year-old female participant is the principal.

The results show that secondary education is typically improved by the way administrators assign duties. This is consistent with the findings of Setyaningsih, Manoppo, Solissa, Solong and Hendrajaya (2023), which demonstrate that the manager possesses the necessary skills to effectively oversee his organization by allocating tasks and powers and involving all pertinent parties. A Chi-square test of association followed these objective one descriptive statistics. A statistically significant correlation between the performance of secondary schools in Navakholo sub county, Kakamega county, Kenya, and the incentive strategy used by principals was shown in Table 8, which summarizes the results of a Chi-square test conducted at a significance level of  $p < 0.05$ . The following hypothesis was tested in order to achieve this.

Hypothesis 1: There is no significant relationship between principals' motivational techniques and the academic performance of secondary schools in the Navakholo subcount of Kakamega County, Kenya .

**Table 8: Chi-square test of association between principal’ motivation strategy and the secondary schools’ performance**

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	467.837 <sup>a</sup>	160	.000
Likelihood Ratio	227.667	160	.000
Linear-by-Linear Association	83.893	1	.000
N of Valid Cases	152		

a. 183 cells (97.9%) have expected count less than 5. The minimum expected count is .01.

**Source (Researcher, 2024)**

According to Table 8, the principals' motivational method had a p value of 0.000, which is less than the significance level of 0.05. As a result, "there is no significant association between principals's motivation strategy and the performance of the secondary schools in Navakholo sub county, Kakamega county, Kenya" was proved incorrect. This data reveals a statistically significant relationship between principals' incentive techniques and the academic performance of secondary schools in Navakholo sub county, Kakamega county, Kenya.

**4.4 Relationship between principals’ facility utilization strategy and the secondary schools’ performance**

The purpose of this study was to determine whether there was a correlation between principals' facility utilization strategies and the academic performance of secondary schools in the Navakholo subcount of Kakamega County, Kenya. The research included

both descriptive and inferential statistical methods. A five-point Likert scale was used to evaluate degree of agreement on a variable. Descriptive statistics, including frequency, percentage, and mean distribution, were also used, as was the principals' facility utilization strategy, which is shown in Table 9.

**Table 9: Descriptive statistics for principals' facility utilization strategy and the secondary schools' performance**

<b>Statements</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>
The enhancement of infrastructure by principals improves the performance of secondary schools.	F	6	10	22	52	62	<b>3.64</b>
	%	<b>3.9</b>	<b>6.6</b>	<b>14.5</b>	<b>34.2</b>	<b>40.8</b>	
Principals' maximization of existing facilities improves secondary schools' performance.	F	15	19	16	44	58	<b>3.41</b>
	%	<b>9.9</b>	<b>12.5</b>	<b>10.5</b>	<b>28.9</b>	<b>38.2</b>	
Principals' seeking of availability of facilities enhances secondary schools' performance.	F	12	5	11	48	76	<b>3.93</b>
	%	<b>7.9</b>	<b>3.3</b>	<b>7.2</b>	<b>31.6</b>	<b>50.0</b>	
Principals' incorporation of sporting facilities improves secondary schools' performance.	F	4	9	8	57	74	<b>4.15</b>
	%	<b>2.6</b>	<b>5.9</b>	<b>5.3</b>	<b>37.5</b>	<b>48.7</b>	

**Source (Researcher, 2024)**

According to Table 9, a majority of respondents (62, or 40.8%), agreed that secondary school performance improved when principals invested in school infrastructure, while a smaller percentage (22, or 14.5%) were unsure, a smaller percentage (6.6%) disagreed, and a smaller percentage (3.9%) strongly disagreed. According to the study's findings, most participants agreed (Mean=3.64) that secondary schools' performance improved when principals invested in school infrastructure. To back this up, an interviewee said: "I do propose for upgrading school infrastructure, such as classrooms and laboratories, creates a more suited learning environment." Overall, school performance has improved as a result of this, which has a direct impact on student engagement and performance and teacher happiness and productivity. A 48-year-old male participant serves as the principal.

The results show that secondary schools are able to perform better when principals invest in school infrastructure. This lends credence to Mulange's (2017) findings that, in collaboration with parents, sponsors, and other education partners, principals should make the availability of suitable laboratory facilities a top priority. Science educators might greatly benefit from further training to enhance their teaching abilities.

When asked if secondary school performance improved because principals made better use of existing facilities, 44 (28.9%) agreed, 19 (12.5%) disagreed, 16 (10.5%) were unsure, 16 (10.5%) were unsure, and 15 (9.9%) strongly disagreed. With a mean score of 3.41, respondents were somewhat in agreement that secondary school performance was improved by principals' use of available resources. This was supported by a respondent who said:... I can claim that staff members as well as pupils profit from the optimization of current facilities, which makes greater utilization of resources possible. Flexible scheduling and the ability to use rooms for many purposes have greatly enhanced both the classroom

environment and recreational activities. Congestion has decreased as a result of making the most of existing facilities, which has improved both teacher-student relationships and students' overall academic achievement. female participant and principal, 43 years old.

This highlights the oblique way in which secondary school performance is improved when principals maximize existing resources. The findings of Adanma (2019) that demonstrate a correlation between students' academic achievement and the effective utilization of educational resources are supported by this.

In addition, fifty-one percent of respondents strongly agreed that secondary school performance was improved by principals' facility searches, thirty-six percent agreed, twelve percent strongly disagreed, eleven percent were unsure, and five percent disagreed. The majority of respondents (Mean=3.93) said that finding out when facilities were available helped students do better in secondary school, according to the study's results. An interviewee who had the following to say corroborated this: ensuring that necessary facilities, like updated classrooms and athletic equipment, are available to students considerably boosts academic performance by providing them with an optimal setting for learning and numerous opportunities for personal growth outside of the classroom. woman, 46 years old, major participant.

This data appears to indicate that principals' pursuit of facility availability has the greatest impact on secondary school performance. This lines up with the findings of Harapan, Aprina, and Effendi (2024), who demonstrate that principals proactively seek out infrastructure and facilities that support the quality of education staff so that they can enhance their performance.

In conclusion, 74 respondents (48.7%) strongly agreed that secondary schools' performance was improved when principals utilized sports facilities; 57 (37.5%) agreed, 9 (5.9%) disagreed, 8 (5.3%) were unsure, and 4 (2.6%) strongly disagreed. The majority of respondents (Mean=4.15) said that secondary schools' academic performance was improved by the addition of athletic facilities. An interviewee who said this provided support for our claim:...the addition of athletic facilities has increased participation and school spirit among students. They stressed that athletics improve school climate, which in turn helps students succeed academically, and that they also assist students develop leadership, teamwork, and discipline. Finally, students' academic performance and overall school achievements have increased as a consequence of their participation in athletic events, which has given them a sense of pride and belonging. The principle is a 56-year-old female participant.

It appears that the utilization of sporting facilities by principals has a positive impact on the effectiveness of secondary education. This lends credence to the findings of Kang, Meng, and Su (2024), who concluded that school administrators should implement team sports programs through well-thought-out strategies. A Chi-square test of association followed these two goals of descriptive statistics. Table 10 provides an overview of the Chi-square test, which demonstrated a statistically significant link between the facility use strategy of principals and the performance of secondary schools in Navakholo sub county, Kakamega county, Kenya, at a significance level of  $p \leq 0.05$ . The following hypothesis was tested in order to achieve this.

Neither the facility usage strategy nor the academic performance of secondary schools in the Navakholo subcount of Kakamega County, Kenya are significantly correlated with one another (H02).

**Table 10: Chi-square test of association between principals' facility utilization strategy and the secondary schools' performance**

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	444.140 <sup>a</sup>	120	.000
Likelihood Ratio	198.710	120	.000
Linear-by-Linear Association	54.348	1	.000
N of Valid Cases	152		

a. 136 cells (95.1%) have expected count less than 5. The minimum expected count is .01.

**Source (Researcher, 2024)**

The method of principals' facility utilization has a p value ( $p=0.000$ ) lower than 0.05, as shown in Table 10. As a result, "there is no significant association between principals's facility use strategy and the secondary schools's performance in Navakholo sub county, Kakamega county, Kenya" was shown incorrect. This provides statistical evidence that principals' strategies for making the most of school facilities have a substantial impact on student achievement in secondary schools in the Navakholo subcount of Kakamega County, Kenya.

#### 4.5 Relationship between principal' discipline strategy and the secondary schools' performance

In order to determine whether there is a connection between the disciplinary policies of secondary school principals and student achievement in the Navakholo subcount of Kakamega county, Kenya, this research employed both descriptive and inferential statistics. Table 11 displays the results of the evaluation of the principals' disciplinary strategies, which was based on descriptive statistics such as percentages, frequencies, and means. The variable in question measured the level of agreement on a five-point Likert scale.

**Table 11: Descriptive statistics for principals' discipline strategy and the secondary schools' performance**

Statements		SD	D	U	A	SA	MEAN
Principals' reinforcement in form of reward improves secondary school performance.	F	2	6	22	39	83	<b>3.93</b>
	%	<b>1.3</b>	<b>3.9</b>	<b>14.5</b>	<b>25.7</b>	<b>54.6</b>	
Principals' reduction of suspensions increases performance of secondary school.	F	1	4	12	60	75	<b>4.20</b>
	%	<b>0.7</b>	<b>2.6</b>	<b>7.9</b>	<b>39.5</b>	<b>49.3</b>	
Principals' building of positive relationship with students and staffs	F	10	14	18	46	54	<b>3.27</b>
	%	<b>7.0</b>	<b>9.9</b>	<b>12.7</b>	<b>32.4</b>	<b>38.0</b>	

improves performance of secondary school.

Principals' involvement of student and staffs in decision making enhances performance of secondary school.	F	4	2	12	69	65	<b>4.08</b>
	%	<b>2.6</b>	<b>1.3</b>	<b>7.9</b>	<b>45.4</b>	<b>42.8</b>	

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**Source (Researcher, 2024)**

Table 11 shows that 83 respondents (54.6%) strongly agreed that secondary schools' performance was improved when principals used incentives as a method of reinforcement. Another 39 respondents (25.7%) agreed, 22 (14.5%) were unsure, 6 (3.9%) disagreed, and 2 (1.3%) severely disagreed. According to the study's findings, secondary school performance was improved by the use of reward-based reinforcement of principals (Mean=3.93). This was corroborated by an interviewee who said the following: public recognition, certificates of achievement, and other forms of public praise are powerful motivators. Excellence, a positive school climate, and improved performance across the board were all outcomes of these reinforcement measures, which I witnessed firsthand. A 48-year-old male participant serves as the principal.

This indicates that secondary schools' performance is likely to improve when principals are rewarded for their efforts. This lends credence to the findings of Astuti, Suyatno, and Yoyo (2020), which demonstrated that principals used four ways to inculcate character in their students: setting a good example, creating habits, incorporating character education into classroom instruction, and using reward and punishment as reinforcement.

Regarding whether the reduction of suspensions by principals had a positive effect on secondary school performance, 75 respondents (49.3%) strongly agreed, 60 (39.5%) agreed, 22 (7.9%) were unsure, 4 (2.6%) disagreed, and 1 (0.7%) very disagreed. Less suspensions increased secondary school achievement, according to the results, with a mean score of 4.20. An interviewee who had the following to say contributed to support this:...

The school might retain students' interest in learning and put an end to disruptions to the classroom experience by implementing alternative disciplinary measures including counseling, peer mediation, and community service to deal with behavioral issues. In addition to enhancing overall achievement, this tactic enhanced student conduct and contributed to the development of a more positive school climate. Male participant, principal, 59 years of age.

This exemplifies how secondary school performance is enhanced when principals reduce suspension rates. This sheds light on the various strategies used by administrators to achieve this balance, as pointed out by Golann and Jones (2024): reducing suspensions, modifying "no-excuses" policies, and cultivating positive connections between students and teachers.

In a survey asking whether principals' efforts to foster positive relationships with their staff and students improved secondary school performance, 42.4% were in agreement, 12.7% were unsure, 9.9% disagreed, and 7.0% were extremely opposed. However, 38.0% of those who took the survey highly agreed. The poll found that secondary school performance was improved when principals had positive relationships with both staff and students (mean score: 3.27). According to the respondent, the school was able to create an environment conducive to learning and collaboration because it encouraged open dialogue, mutual

regard, and a sense of belonging. Improved overall performance was a byproduct of this strategy's success in boosting staff morale and collaboration and students' academic engagement and motivation. The participant is a male principal who is 56 years old.

This provides more evidence that secondary school performance is improved when principals build rapport with both staff and students.

To conclude, 65 (42.8%) felt that secondary school performance was enhanced when principals involved staff and students in decision-making, 12 (7.9%) were undecided, 4 (2.6%) strongly disagreed, and 2 (1.3%) disagreed. Participants in the survey agreed (Mean=4.08) that secondary school performance improved when principals included staff and students in decision-making. Supporting this, an interviewee said: The school community might aid in the development of empowerment and responsibility by soliciting students' thoughts and carefully listening to their viewpoints. A positive school climate in which all students felt valued was one of the many benefits of this participatory approach to decision-making that contributed to students' academic achievement. Male participant, principal, 46 years old.

This provides more evidence that secondary school performance increases when principals include staff and students in decision-making. This lends credence to the findings of Ogbuanu, Aroh, and Agigwo (2023), who concluded that principals should employ strategies like including teachers and students in decision-making processes, particularly when it comes to issues that affect their work together. A chi-square test of association followed these three objectives in descriptive statistics. A statistically significant correlation between the disciplinary approach of secondary school principals and student

achievement in Navakholo sub county, Kakamega county, Kenya, as shown in Table 12, which summarizes the results of a Chi-square test conducted at a significance threshold of  $p < 0.05$ . The following hypothesis was tested in order to achieve this.

There is no significant relationship between principals' disciplinary strategies and their secondary schools' academic performance in Navakholo subcount, Kakamega county, Kenya (H03).

**Table 12: Chi-square test of association between principals' discipline strategy and the secondary schools' performance**

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	269.356 <sup>a</sup>	130	.000
Likelihood Ratio	170.007	130	.011
Linear-by-Linear Association	22.752	1	.000
N of Valid Cases	152		

a. 148 cells (96.1%) have expected count less than 5. The minimum expected count is .01.

**Source (Researcher, 2024)**

As shown in Table 12, the principals' disciplinary technique had a p value of 0.000, which is less than 0.05. So, the hypothesis that "there is no significant association between principals' discipline strategy and the secondary schools' performance in Navakholo sub county, Kakamega county, Kenya" was shown incorrect. Results show a statistically significant relationship between principals' disciplinary strategies and their secondary schools' academic achievement in Kenya's Navakholo sub-county, Kakamega county.

#### 4.6 Relationship between principals' technology utilization strategy and the secondary schools' performance

Examining the relationship between principals' strategies for utilizing technology and their secondary schools' academic performance in Kenya's Navakholo subcount, Kakamega county, was the goal of this descriptive and inferential statistical study. Table 13 shows the results of an analysis of the principals' technology use strategy that included descriptive data such as percentages, frequencies, and means to determine the level of agreement on a five-point Likert scale for the variable.

**Table 13: Descriptive statistics for principals' technology utilization strategy and the secondary schools' performance**

Statements		SD	D	U	A	SA	MEAN
Principals' support of digital learning enhances performance of secondary school.	F	24	9	8	67	44	<b>3.43</b>
	%	<b>15.8</b>	<b>5.9</b>	<b>5.3</b>	<b>44.1</b>	<b>28.9</b>	
Principals' digital leadership support increases performance of secondary school.	F	8	14	16	42	72	<b>3.76</b>
	%	<b>5.3</b>	<b>9.2</b>	<b>10.5</b>	<b>27.6</b>	<b>47.4</b>	
Principals' digital transformation support enhances performance of secondary school.	F	8	18	24	36	66	<b>3.45</b>
	%	<b>5.3</b>	<b>11.8</b>	<b>15.8</b>	<b>23.7</b>	<b>43.4</b>	

Principals' support for digital F	6	14	10	64	58	<b>3.88</b>
integration enhances performance	%	<b>3.9</b>	<b>9.2</b>	<b>6.6</b>	<b>42.1</b>	<b>38.2</b>
of secondary schools.						

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**Source (Researcher, 2024)**

According to Table 13, 67 (44.1%) of the respondents agreed that secondary school performance was improved by principals' support of digital learning, whereas 44 (28.9%) strongly agreed, 44 (28.9%) disagreed, 9 (5.9%) disagreed, and 8 (5.3%) were doubtful. The study's findings indicate that respondents (Mean=3.43) believed that secondary school performance was enhanced in some way by principals' encouragement of digital learning. This was corroborated by an interviewee who said the following: As a school administrator, I believe it is essential to incorporate digital learning tools and technologies into the curriculum. By adopting digital technologies, students might engage with educational materials in more dynamic and interactive ways, improving their understanding and concept recall. Additionally, the use of digital technologies allowed for customized learning experiences and enhanced overall academic achievement, meeting a variety of student needs. Principal, a 47-year-old female participant.

This implies that secondary school performance is somehow enhanced when principals promote digital learning. "Digital technology usage, support for the digital transformation, support for technology-based professional development, support for digital learning culture, and digital leadership skills" are the five major themes that were determined based on the opinions and experiences of the participants, according to Karakose, Polat, and Papadakis (2021).

Of the respondents, 72 (47.4%) strongly agreed, 42 (27.5%) agreed, 16 (10.5%) were unsure, 14 (9.2%) disagreed, and 8 (5.3%) strongly disagreed that the digital leadership of principals helps secondary schools perform better. The findings showed that a considerable majority of respondents (Mean=3.76) believed that principals' digital leadership improves secondary school performance. This was confirmed by an interviewee who had the following to say:... embracing digital leadership to advance innovation in education and excellence. Administrators who support digital projects may inspire teachers and students to use technology in the classroom. Additionally, effective digital leadership fosters a culture of collaboration and continuous improvement, which raises student engagement and academic performance. Feale Principal, participant, age 53.

This highlights the significant impact that principals' support for digital leadership has on raising secondary school achievement. This supports Banoğlu, Vanderlinde, Cretetin, and Aesaert's (2022) finding that TL practices may have a significant impact on teachers' professional learning orientations and the educational environment.

Of the respondents, 66 (43.4%) strongly agreed that the digital transformation of principals helps secondary schools function better; 36 (23.7%) agreed; 24 (15.8%) were undecided; 18 (11.8%) disagreed; and 8 (5.3%) strongly disagreed. According to the survey results, several respondents (Mean=3.45) believed that principals' digital transformation enhances secondary school performance. This was confirmed by an interviewee who said the following: As a school administrator, I have witnessed firsthand the significance of digital change in contemporary educational institutions. I mentioned that integrating technology into the way the curriculum is delivered and how schools are run could increase student engagement and productivity. Additionally, digital transformation enables educational

establishments to adapt to changing demands and prepare their students for success in the technologically advanced world. The principal is a 46-year-old male participant.

This implies that principals' digital transformation contributes in some way to secondary school performance improvement. This is in line with findings from Alwi and Mumtahana (2023), which demonstrate that the pandemic reduced the amount of space available for contact in order to carry out teaching and learning activities, hence impairing the effectiveness of local educators.

Finally, 64 (42.1%) respondents stated that secondary school performance was enhanced by principals' support of digital integration; 58 (38.2%) strongly agreed, 14 (9.2%) disagreed, 10 (6.6%) were undecided, and 6 (3.9%) severely disagreed. The study's findings showed that respondents strongly agreed (Mean=3.88) that secondary school performance was enhanced by principals' support of digital integration. The following statement from a respondent helped to validate this: "I can admit that digital integration improves teaching and learning experiences, stakeholder communication, and administrative chores." Additionally, I found that students who embrace digital integration acquire the skills they need for the digital age, which ultimately improves their overall academic performance and achievement. Principal, a female participant who is 56 years old

This implies that principals' adoption of digital integration primarily contributes to raising secondary school achievement. The findings of Meilani, Ahyani, and Mulyadi (2024) that a principal should consciously include digital-based school management are in line with this. The Chi-square test of association came after these four descriptive statistics. The Chi-square test at a  $p < 0.05$  significance level is summarized in Table 1o, which demonstrates

a statistically significant relationship between the performance of the secondary schools in Navakholo sub-county, Kakamega county, Kenya, and the technology use strategy of their principals. This was accomplished by testing the following hypothesis.

H04: The performance of the secondary schools in Navakholo subcounty, Kakamega county, Kenya, is not significantly correlated with the technology use strategy of the principals.

**Table 14: Chi-square test of association between principals' technology utilization strategy and the secondary schools' performance**

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	539.307 <sup>a</sup>	120	.000
Likelihood Ratio	256.553	120	.000
Linear-by-Linear Association	109.937	1	.000
N of Valid Cases	152		

a. 138 cells (96.5%) have expected count less than 5. The minimum expected count is .01.

**Source (Researcher, 2024)**

The principled approach to technology use has a p value of 0.000, which is less than 0.05, as seen in Table 14. In this case, the idea "there is no significant association between principals' technology use strategy and the secondary schools' performance in Navakholo sub county, Kakamega county, Kenya" was proven incorrect. There appears to be a statistically significant correlation between the technology use strategy of principals and the performance of secondary schools in Navakholo subcount, Kakamega county, Kenya.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

Results, comments, and recommendations were compiled in this chapter. Further research is needed in the following areas that were highlighted by it.

#### 5.1 Summary of the study findings

Making use of the information and data covered in chapter four What follows is a synopsis of the finding.

##### 5.1.1 Relationship between principals' motivation strategy and the secondary schools' performance

The results showed that when administrators used gifts and incentives to boost student achievement in secondary schools, the students felt the effects. Additionally, the results demonstrated that participants were inclined to agree that the mentorship program implemented by principals improved academic performance in secondary schools. The majority of respondents to the study also held the firm belief that secondary school performance is enhanced by competency-based training for principals. Lastly, the study found that most people agreed that principals' ability to delegate tasks benefited the performance of secondary schools. A chi-square test of association demonstrated a statistically significant correlation between the motivational tactics of secondary school administrators and the performance of their schools in Navakholo sub-county, Kakamega county, Kenya.

### **5.1.2 Relationship between principals' facility utilization strategy and the secondary schools' performance**

The results showed that most people thought that when administrators improved their schools' physical facilities, students' academic performance improved as well. When asked if the principals' utilization of existing facilities improved secondary school performance, respondents were only marginally in agreement. Also, the majority of secondary school students and parents felt that principals' efforts to get necessary facilities had a positive impact on student achievement. At last, the study found that students thought that administrators should invest in athletic facilities because it boosts academic performance in secondary schools. A chi-square test of association demonstrated a statistically significant correlation between the facility usage strategy of principals and the performance of secondary schools in Navakholo sub-county, Kakamega county, Kenya

### **5.1.3 Relationship between principals' discipline strategy and the secondary schools' performance**

Incentives for principals improved secondary school performance, according to the survey. Participants also agreed with this finding. The findings demonstrated consensus regarding whether the reduction of suspensions by principals enhanced academic achievement in secondary schools. In addition, the poll found that secondary school performance was improved when principals had positive relationships with both staff and students. At last, the study's findings showed that respondents generally felt that secondary schools performed better when principals included staff and students in decision-making. The Navakholo subcount secondary schools in Kakamega county, Kenya, have a statistically

significant correlation with their performance and the discipline strategy of their principals, according to the chi-square test of association.

#### **5.1.4 Relationship between principals' technology utilization strategy and the secondary schools' performance**

Results showed that respondents generally agreed that secondary school performance increased with the use of digital learning. The findings showed that most respondents agreed that principals' digital leadership does help secondary schools perform better. Additionally, poll takers were partly in agreement that secondary school operations are improved by principals' digital transformation. Finally, the study found that most people agreed that secondary schools performed better after receiving support for digital integration. According to the results of the chi-square test of association, there is a statistically significant correlation between the technology use strategy of principals and the performance of secondary schools in Navakholo subcount, Kakamega county, Kenya.

#### **5.2 Conclusion**

The study concludes that the management techniques of principals, including discipline, technology integration, facility usage, and motivation, have a significant impact on secondary school performance. Therefore, improving principals' motivation, facility use, discipline, and technology use techniques can significantly improve secondary schools' overall performance. According to the study, there is a statistically significant correlation between the performance of secondary schools and the motivation strategies used by their principals. This highlights how effective strategies like task delegation, competency-based training, mentoring programs, and rewards are at promoting noticeable gains in student performance.

Similar to this, the study shows a strong relationship between secondary school performance and the way principals use their facilities, highlighting the beneficial effects on student outcomes that occur when principals improve infrastructure, make the most of already-existing facilities, guarantee availability, and include sports facilities. The study also demonstrates a strong correlation between secondary school performance and the disciplining tactics used by principals. When principals use prizes to reinforce positive behavior, cut down on suspensions, cultivate positive connections with staff and students, and include them in decision-making, secondary school performance improves. Finally, the study highlights a statistically significant correlation between secondary school performance and the technology use strategy of principals. When principals successfully support digital learning, offer digital leadership, facilitate digital transformation, and encourage digital integration, secondary schools perform better.

### **5.3 Recommendation for practice**

In light of the study's goal and findings, the researchers advise stakeholders and policymakers to give professional development programs for principals top priority in order to: Increase their competence in technology integration tactics, facility management, disciplinary actions, and motivational techniques.

Cultivate practices such as implementing reward systems, establishing mentoring programs, conducting competency-based training, and delegating tasks effectively.

Enhance their ability to optimize school infrastructure, maximize existing facilities, ensure the availability of necessary resources, and integrate sporting facilities effectively.

Improve their skills in implementing disciplinary strategies, including reinforcing positive behavior with rewards, reducing suspensions, fostering positive relationships with students and staff, and involving them in decision-making processes.

Increase their support for digital learning, leadership in digital initiatives, fostering digital transformation, and integrating technology into school operations.

#### **5.4 Recommendation for further studies**

The researcher advises the following other directions of inquiry.

Studies on the correlation between secondary school performance and the management techniques of other distinct principals should be conducted.

Research on the mediating factors on the relationship between principals' management strategies—including motivation, use of facilities, discipline and technology use strategy, and performance of secondary schools should be conducted.

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## APPENDICES

### Appendix I: Consent Form

As part of his Master of Education program in Educational Administration Leadership and Management at Mount Kenya University, David Okumu Barasa is investigating the "relationship between principals' management strategies and secondary schools' performance in Navakholo sub county, Kakamega county," according to his research. The setting for this research is Kakamega County. Your approval is required before I can extend an invitation for you to take part in this study. To keep things anonymous, it will be much easier to use code numbers instead of names. You should also think about the fact that no one will have access to the collected data. Subjects' involvement must be entirely voluntary, with the exception of research that do not pose any risk to the participants.

Prior to your participation in this research, I would prefer that you finish all of the necessary papers.

Whether I am in favor of or against doing this study right now depends on my perspective on the purpose of the research.

Response (coded) respondent

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

Principal investigator

Name: David Okumu Barasa

Signature.....

For complains or clarification, please contact.

Chairperson,

MKU IREC,

P.O. BOX 342-01000,

**THIKA**

**Appendix II: Questionnaire**

Please fill in or tick (✓) depending on your perspective for each of the following questions.

Enter your responses to complete the gaps in every questionnaire item.

**SECTION A: DEMOGRAPHIC INFORMATION**

( Kindly review the boxes next to your answers.)

1. Show your gender: Male [ ] Female [ ]

2. Say how educated you are.

Degree [ ] Undergraduate { } Following graduation [ ]

3. Say your years of experience.

Not less than five years [ ] 5 to 9 years [ ] Rising above nine years [ ]

## SECTION B

### CATEGORY I: RELATIONSHIP BETWEEN PRINCIPALS' MOTIVATION STRATEGIES AND SECONDARY SCHOOLS PERFORMANCE

Circle the relevant number to show your degree of agreement. Make advantage of the given scale: Strongly disagree, disagree, undecided, agree, and strongly agree respectively.

Statements					
Principals' use of rewards and gifts enhances performance of secondary schools.	1	2	3	4	5
Principals' mentoring programme improves performance of secondary schools.	1	2	3	4	5
Principals' training on competency-based increases secondary schools' performance.	1	2	3	4	5
Principals' task delegation increases performance of secondary schools.	1	2	3	4	5

### CATEGORY II: RELATIONSHIP BETWEEN PRINCIPALS' FACILITY UTILIZATION STRATEGY AND SECONDARY SCHOOLS' PERFORMANCE

Circle the relevant number to show your degree of agreement. Make advantage of the given scale: Strongly disagree, disagree, undecided, agree, and strongly agree respectively.

Statements					
The enhancement of infrastructure by principals improves the performance of secondary schools.	1	2	3	4	5

Principals' maximization of existing facilities improves secondary schools' performance.	1	2	3	4	5
Principals' seeking of availability of facilities enhances secondary schools' performance.	1	2	3	4	5
Principals' incorporation of sporting facilities improves secondary schools' performance.	1	2	3	4	5

**CATEGORY III: RELATIONSHIP BETWEEN PRINCIPALS' DISCIPLINE STRATEGIES AND SECONDARY SCHOOLS' PERFORMANCE**

Circle the relevant number to show your degree of agreement. Make advantage of the given scale: Strongly disagree, disagree, undecided, agree, and strongly agree respectively.

Statements					
Principals' reinforcement in form of reward improves secondary schools' performance.	1	2	3	4	5
Principals' reduction of suspensions increases performance of secondary schools.	1	2	3	4	5
Principals' building of positive relationship with students and staffs improves performance of secondary schools.	1	2	3	4	5
Principals' involvement of student and staffs in decision making enhances performance of secondary schools.	1	2	3	4	5

**CATEGORY IV: RELATIONSHIP BETWEEN PRINCIPALS' TECHNOLOGY UTILIZATION STRATEGIES AND SECONDARY SCHOOLS' PERFORMANCE**

Circle the relevant number to show your degree of agreement. Make advantage of the given scale: Strongly disagree, disagree, undecided, agree, and strongly agree respectively.

<b>Statements</b>					
Principals' support of digital learning enhances performance of secondary schools.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Principals' digital leadership support increases performance of secondary schools.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Principals' digital transformation support enhances performance of secondary schools.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Principals' support for digital integration enhances performance of secondary schools.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

#### **CATEGORY V: SECONDARY SCHOOLS' PERFORMANCE**

Circle the relevant number to show your degree of agreement. Make advantage of the given scale: Strongly disagree, disagree, undecided, agree, and strongly agree respectively.

<b>Statements</b>					
Students' achievement improved as a result of principals' management strategies	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Discipline referral cases decreased as a result of principals' management strategies	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Students' attendance rate increased as a result of principals' management strategies	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Students' graduation rates increased as a result of principals' management strategies	1	2	3	4	5
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**Appendix III: Interview Schedule**

i. How does the performance of secondary schools in Navakholo sub county, Kakamega county, relate to the motivation tactics of principals?

...continuum...

ii. In Navakholo sub-count, Kakamega county, how do the performance of secondary schools and the facility use strategy of principals?

.....  
 .....

iii. What connection exist between the discipline policies of principals and the performance of secondary schools in Kakamega county, Navakholo subcount?

.....  
 .....

iv. What correlation exists between the way principals use technology and the performance of secondary schools in Navakholo subcount, Kakamega county?

.....  
 .....

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

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

Note: **N** = Population size; **S** = Sample size

**Source:** Krejcie & Morgan (1970).

## Appendix VII: Ethical Review Certificate

# Mount Kenya University



REF: MKU/ISERC/3886  
TO: DAVID OKUMU BARASA

Date: 09 July 2024

REG: MED/52722/2016

Dear Sir/Madam,

**RE: RELATIONSHIP BETWEEN PRINCIPALS' MANAGEMENT STRATEGIES AND SECONDARY SCHOOLS PERFORMANCE IN NAVAKHOLO SUB COUNTY, KAKAMEGA COUNTY**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2900**. The approval period is **09/07/2024 - 08/07/2025**.

This approval is subject to compliance with the following requirements;

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

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

Yours sincerely,

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



## Appendix VIII: Introductory Letter



## DIRECTORATE OF GRADUATE STUDIES

MED/52722/2016

9<sup>th</sup> July 2024

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

Dear Sir/Madam,

**RE: DAVID OKUMU BARASA- REGISTRATION NO. MED/52722/2016**

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 "**Relationship Between Principals Management Strategies and Secondary Schools Performance in Navakholo Sub County, Kakamega 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 **July, 2024 and September, 2024.**

Any assistance accorded to the student will be highly appreciated.


Thank you.




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

Mount Kenya University  
P.O. Box 342-01000, THIKA  
Office of the Director,  
Graduate Studies


## Appendix IX: Research Permit

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 748891 Date of Issue: 01/August/2024


**RESEARCH LICENSE**




This is to Certify that Mr. DAVID BARASA OKUMU of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kakamega on the topic: RELATIONSHIP BETWEEN PRINCIPALS' MANAGEMENT STRATEGIES AND SECONDARY SCHOOLS PERFORMANCE IN NAVAKHOLO SUB COUNTY KAKAMEGA COUNTY for the period ending : 01/August/2025.

License No: NACOSTI/P/24/38578

748891  
Applicant Identification Number

  
Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code



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

See overleaf for conditions

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

**TEACHERS SERVICE COMMISSION**

Telephone: Kakamega  
Email: [cdirkakamega@tsc.go.ke](mailto:cdirkakamega@tsc.go.ke)

Web: [www.tsc.go.ke](http://www.tsc.go.ke)

When replying please quote  
Ref. N<sup>o</sup>: TSC/467472/36



NAVAKHOLO SUB COUNTY  
P.O. BOX 33 - 50127  
NAMBACHA

Date: 02/08/2024

TO WHOM IT MAY CONCERN

REF: DAVID OKUMU BARASA TSC.467472

This is to confirm to you that Mr David Barasa Okumu of TSC NO. 467472 is a JSS teacher at Sisokhe Comprehensive school in Navakholo Subcounty.

The teacher intends to carry out research on relationship between Principals' management strategies and Secondary Schools performance in your institution

Kindly accord him the necessary assistance he requires.

**KENNEDY CHIVO**

**FOR TSC SUBCOUNTY DIRECTOR**

**NAVAKHOLO.**

**Appendix XII: Map of Navakholo Sub-County**

