

**INFLUENCE OF PRINCIPALS' TEACHER MANAGEMENT STRATEGIES ON
STUDENT PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN GARISSA TOWNSHIP SUB-COUNTY, KENYA**

MOHAMED HASSAN SHAFEY



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DECLARATION AND APPROVAL

I declare that this research thesis is my original work and has not been submitted to any other learning institution for evaluation purposes.

Signature: 

Date: 02/07/2025

MOHAMED HASSAN SHAFEY

MED/2022/51785

Supervisors' Approval

We confirm that this research thesis has been submitted for examination with my approval as the supervisor on behalf of Mount Kenya University.

Signature: 

Date: 02-07-2025

Prof Pamela Ochieng

School of Education

Mount Kenya University

Signature: 

Date: 30-06-2025

Dr Emily Kirwok

School of Education

Mount Kenya University

DEDICATION

This research study is wholeheartedly dedicated to my dear and supportive parents, whose encouragement and unwavering support motivated me throughout this journey.



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Mount Kenya University

ABSTRACT

Globally, education systems have increasingly focused on academic achievement, often prioritizing examination results over holistic development of students. This trend has led to prioritization of cognitive-oriented programs at the expense of social and psychomotor development activities, such as co-curricular programs. In Kenya, this examination-oriented approach has been particularly evident, where schools have dedicated more time to academic programs. Unfortunately, management aspect, a critical component of successful education delivery, has often been overlooked in many secondary schools. In response to this decline, the government undertook efforts to increase number of teachers in public schools and improve infrastructure, including classrooms, laboratories, libraries and dormitories. The purpose of this study was to investigate principals' teacher management strategies influence on student performance in KCSE in Garissa Township Sub-County, Kenya. Specifically, the study sought to establish the influence of principals' teacher resource mobilization strategies, professional records management strategies, community engagement strategies and motivation strategies on student performance in the KCSE within the sub-county. The study was grounded in Resource Dependency Theory and Educational Leadership Theory and employed a descriptive research design. Nine public secondary schools in Garissa Township Sub-County were targeted, involving a total of 1,240 respondents, including the Sub-County Education Officer, nine principals, 330 teachers, and 900 students. The Sub-County Education Officer and principals were selected through a census, while 30 percent of the remaining respondents were selected using simple random sampling, representing 270 students and 99 teachers. Instruments for research were piloted among 52 respondents in Sankuri Sub-County whereby face validity was established through pretesting but content validity through expert judgement. Reliability of instruments was attained by use of Cronbach's Alpha formulae. Primary data were collected through a questionnaire, and interviews capturing both qualitative and quantitative information. Qualitative data were analysed using content analysis and presented in prose form, while quantitative data were analysed using the Statistical Package for Social Sciences (SPSS Version 30), employing both descriptive and inferential statistics. Descriptive analysis involved measures of central tendencies and dispersion, while inferential analysis was conducted using multiple regression. Data were presented in tables, graphs and pie charts. The study found that schools maintained adequate physical and material resources to support teaching and learning. However, the regular review of student and teacher registers did not enhance administrative effectiveness. Additionally, research established that community involvement in school budget planning improved financial transparency and resource allocation. It was also found that there was uncertainty regarding whether principals ensured teachers were informed about opportunities for skill and knowledge enhancement and whether an effective performance appraisal system was implemented. Research concluded that the principals' professional records management strategy had the greatest effect on student performance in the KCSE in Garissa Township Sub-County, followed by teacher resource mobilization, community engagement, and motivation strategies. It was recommended that Ministry of Education develop and implement policies that support effective management of educational resources, professional development, community engagement, and teacher motivation.

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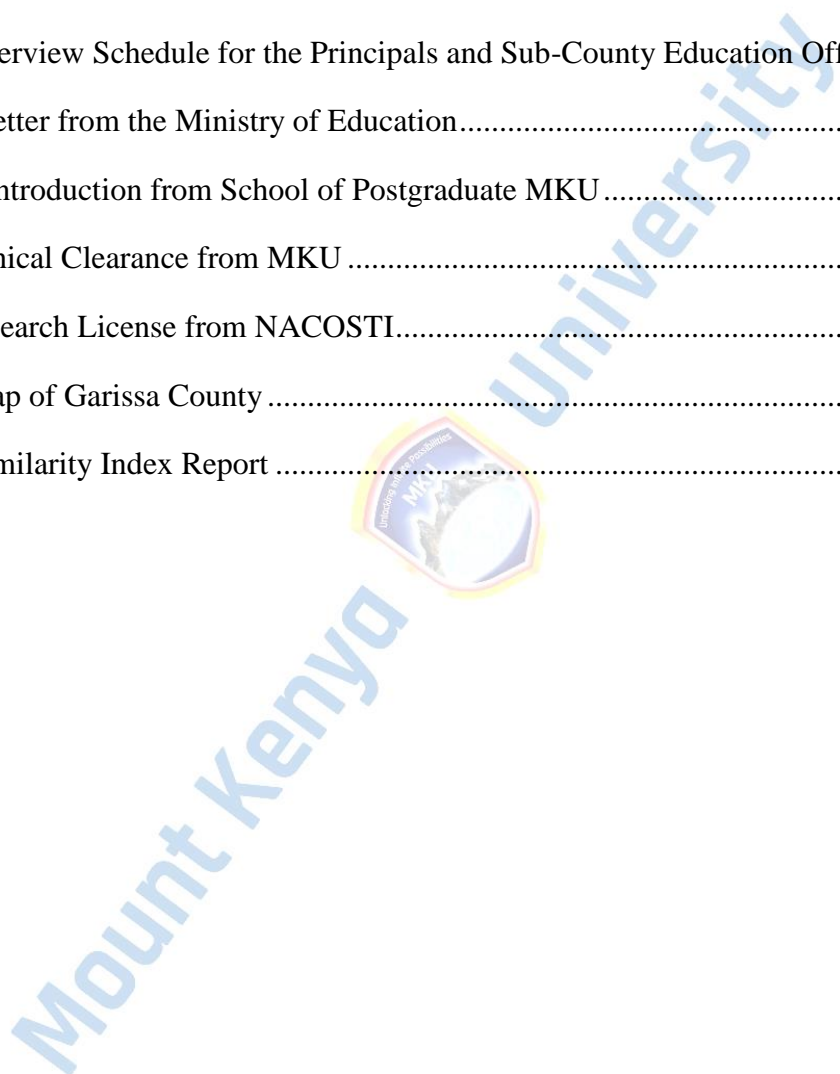
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LIST OF ABBREVIATIONS AND ACRONYMS

ALT: Academic Learning Time

ASAL: Arid and Semi-Arid Areas

CIES: Comparative and International Education Society

COVID-19: Corona Virus Disease

KCSE: Kenya Certificate of Secondary Education

NACOSTI: National Commission for Science, Technology, and Innovation

PTA: Parent-Teacher Association

SMK: Sekolah Menengah Kejuruan

SPSS: Statistical Package for the Social Sciences

USA: United States of America



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presented the study's background, outlined the problem statement, clarified the purpose of the research and listed the research questions. It also, highlighted the significance and scope of the study. Furthermore, it discussed the study's limitations and delimitations and provided the operational definition of key terms.

1.1 Background to the Study

Education serves as a pivotal pathway for individuals to unlock better and more productive future (Republic of Kenya, 2020). The importance of students' academic achievement in national examinations resonates at individual, familial, organizational such as schools and national levels. According to Iglesias-Pradas et al. (2021), academic performance refers to the evaluation of the knowledge acquired by students, typically measured through grades or the achievement of specific educational objectives established by both students and teachers within a defined timeframe. Recently, concerns have risen about the poor performance of students in school certificate examinations, with blame directed at school administrators, teachers, student and parents (Theobald, 2021). However, the teaching management strategies employed by educators plays a crucial role in influencing academic outcomes. These strategies include various methods teachers use to help students learn and understand subject content (Agustini, Santyasa & Ratminingsih, 2019). Lee & Lee (2021), argues that teachers, through effective teaching strategies, enables students to set and achieve goals both in the present and future. Notably, principals' choices in strategies, such as resource mobilization, professional record management, community

engagement and teacher motivation, impacts the overall teaching and learning environment (Stefanile, 2020).

Effective classroom management is essential for fostering meaningful teaching and learning experiences as highlighted by Herman et al., (2022). This comprehensive approach to classroom management not only increased student engagement but also significantly reduced inappropriate and disruptive behaviours. Furthermore, it fosters a sense of responsibility among students for their academic work, ultimately contributing to improved academic performance. Debreli & Ishanova (2019) propose that effective classroom management can help teachers reduce disruptive behaviours, thereby creating an environment that supports successful learning. When teachers successfully reduce or eliminates disruptive behaviours in the classroom, academic attentiveness and engagement increases, paving the way for better academic performance by students.

A cross-country study in Singapore, Japan, Finland and Turkey by Franklin & Harrington, (2019) investigated the impact of teachers' spiritual and motivational values regarding learners' performance in national assessments. The findings highlighted that there exist a significant influence of teacher morale and encouragement on student success in subjects like science and mathematics. The research showed that principals in high-performing schools exhibited strong assurance and inspiration for their educators. The encouragement provided by teachers, along with the assurance and inspiration demonstrated by principals, were crucial factors in understanding their impact on academic outcomes.

Amajuoyi, (2021) emphasized that investment in education in Sub-Saharan Africa had not fully translated into the development of functional skills and knowledge essential for transforming

economies and individual lives. Kissi-Abrokwah, (2021) noted that a proud tradition of schools being central to their communities, with community families playing a vital role in the schools. By continuing to actively involve and invite parents, families and community members into the education system, the best possible schools for children could be created. This approach involved understanding how parental and community involvement could strengthen schools and create an environment conducive to optimal student performance. In many schools, particularly in deprived communities such as those in Ghana, teachers often lacked adequate resources and effective classroom management strategies (Adarkwah et al., 2022). The declining state of classroom management, as observed by Owusu, Dramanu & Amponsah (2021), underscored the critical need for effective classroom management in most schools. Also, insufficient attention to proper classroom management adversely affects learners' conduct and consequently their academic performance. These attitudes had the potential to negatively impact learners' behaviour and hence their performance.

Education in Kenya is traditionally regarded as a catalyst for both individual advancement and national development. The expectation is that through education, the youth would gain requisite knowledge or skills to actively participate in the nation's socio-economic and cultural progress. However, the current state of learning outcomes at secondary school level reveal a concerning trend, with a staggering 70 percent of KCSE candidates do not attain a c+, the minimum grade required for university admission (Mutua, 2022). The significance of quality education was underscored by its direct correlation with students obtaining commendable grades in the KCSE examinations. The undeniable influence of principals' teacher management strategies on KCSE performance was evident (Kosgei, Tanui & Rono, 2018).

The grade a student attains in the KCSE becomes a pivotal juncture shaping both learners' immediate life trajectory as well as future career prospects. However, over the five-year span from 2017 to 2022, approximately 70% of candidates consistently scored between a mean grade of C to D-, making learners eligible for admission to middle-level colleges. However, a concerning 20% of candidates consistently scored an E over the same period, underscoring the urgency to address challenges underlying poor academic performance among learners. Additionally, the national transition to university remains below 40 percent (Kitur, Choge & Tanui, 2020). Nationally, according to Kitur, Choge & Tanui, (2020) from 2017 to 2022, candidates attaining grades D to E consistently stood at a high rate of 66.528%. During this time Garissa County recorded an average score of 5.286, which corresponds to a mean of C- (Ireru, 2022).

Garissa Township Sub-County, classified as one of Kenya's arid and semi-arid areas (ASAL), is predominantly inhabited by nomadic pastoralist communities (Republic of Kenya, 2020). Despite ongoing research in education, secondary school teachers in this sub-county faced the persistent challenge of adequately preparing learners with essential skills, knowledge and attitudes needed for their future endeavours. The educational landscape in Kenya was undergoing significant changes, requiring a more proactive response to the increasing personal, social, economic and technological challenges faced by both educators and learners (Republic of Kenya, 2020). Alarming findings from the Ministry of Education revealed that the teaching strategies employed by most teachers were insufficient in achieving desired learning outcomes, leaving learners unprepared to handle twenty-first-century challenges.

Additionally, there was a prevalent reliance on teacher-centred teaching strategies, often theoretical in nature among many teachers in Kenya, indicating a critical gap in pedagogical methods (Republic of Kenya, 2020). The significant challenges faced by teaching staff in Garissa Township Sub-County ranging from low morale to inadequate teaching and learning resources, coupled with a lack of enforcement of education standards and guidelines underscored the urgent need to shift the focus towards learner-centred teaching (Ng'entu, 2019). These diverse challenges had a significant effect on student performance in KCSE within Garissa Township Sub-County. Given these circumstances, a comprehensive study aimed at establishing effective principals' teacher management strategies was crucial for addressing and mitigating the prevailing challenges, ultimately enhancing student performance in KCSE in Garissa Township Sub-County.

1.2 Statement of the Problem

Kenya's education system has often faced criticisms for its heavy emphasis on examinations, which tends to favour cognitive learning while neglecting social and psychomotor development in schools (Muema, Mulwa & Mailu, 2018). Nonetheless, the crucial influence of school management on promoting effective and learning has frequently been disregarded, particularly in secondary schools within Garissa Township Sub-County, (Kimuya, Kimani & Mwaura, 2021). Although the government has made efforts to recruit more teachers and improve infrastructure such as classrooms, laboratories, libraries and dormitories, student performance in Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County has continued to deteriorate (Kimuya, Kimani & Mwaura, 2021). Several factors have however been established to contribute to this poor performance, including insecurity and frequent teacher strikes that led to

prolonged closures of public secondary schools within Garissa Township Sub-County (Ng'entu, 2019).

These closures not only disrupt the academic calendar but also limited opportunities for students and teachers to complete coursework on time, resulting in reduced content coverage in national examinations (Kimuya, Kimani & Mwaura, 2021). Garissa Township Sub-County has been identified as having some of the lowest KCSE performance rates. This is because according to Changawa (2019) reported that in 2018, no grade A students were registered among public schools in KCSE in Garissa Township Sub-County. The performance continued to decline in subsequent years, with 2019 and 2020 showing worsening trends (Hassan, 2021). In 2021, Katana (2022) noted that the average KCSE performance of learners was in a range of a mean of a D- to D+ in all public secondary schools in Garissa Township. The mean scores further highlighted the decline, with averages of 5.881 in 2020, 4.187 in 2021, 4.114 in 2022, 4.095 in 2023, and 4.6359 in 2024 (Kitur, Choge & Tanui, 2024).

Furthermore, there was insufficient data on the impact of principals' teacher management strategies on students' performance in KCSE within Garissa Township Sub-County, highlighting the necessity for an in-depth investigation into this matter. While efforts had been made to address issues such as resource allocation and infrastructure improvement, the role of principals in effectively mobilizing resources, managing teachers' professional records, engaging with the community, and motivating teachers remained underexplored. Consequently, it was essential to examine the principals' teacher management strategies and their impact on student performance in the KCSE within Garissa Sub-County, Kenya.

1.3 Purpose of the Study

To investigate principals' teacher management strategies and its influence on student performance in Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County, Kenya.

1.4 Objectives of the Study

- i. To establish the principals' teacher resource mobilization strategy and its influence on student performance in KCSE in Garissa Township Sub-County, Kenya.
- ii. To determine the principals' teachers' professional records management strategy and its influence on student performance in KCSE in Garissa Township Sub-County, Kenya.
- iii. To examine the principals' teacher community engagement strategy and its influence on student performance in KCSE in Garissa Township Sub-County, Kenya.
- iv. To determine the principals' teacher motivation strategy and its influence on student performance in KCSE in Garissa Township Sub-County, Kenya.

1.5 Research hypothesis

1. H₀₁ There is no significant influence of principals' teacher resource mobilization strategy on student performance in Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County, Kenya?
2. H₀₂ there is no significant influence of principals' teachers' professional records management strategy on student performance in KCSE in Garissa Township Sub-County, Kenya?
3. H₀₃ there is no significant influence of principals' teacher community engagement strategies on student performance in KCSE in Garissa Township Sub-County, Kenya?
4. H₀₄ there is no significant influence of principals' teacher motivation strategies on student performance in KCSE in Garissa Township Sub-County, Kenya?

1.6 Justification of the study

Garissa Township Sub-County is characterized by challenges that are unique in nature when it comes to delivery of education among secondary school students. This is because factors such as dynamics in culture, limited resources and varying levels of teacher engagement strategies that normally make a contribution to educational delivery bringing about disparities in students' academic performance. Therefore, understanding how principals can involve teachers can bring insights on bettering students' educational performance in KCSE. In addition, investigation might inform policy recommendations to stakeholders in the education sector both at local as well as national level aiming at enhancement of principals' leadership skills in management of a school, consequently affecting academic performance of learners in high schools.

1.7 Significance of the Study

Findings of this investigation are expected to offer valuable insights to various stakeholders:

1. The study's results shed light on current state of principals' teacher management strategies and their impact on student performance. This information can aid in formulation and refinement of educational policies, contributing to overall improvements in Kenyan education system.
2. The study provides school administrators with insights into effective management practices. By understanding how to optimize human and material resources, administrators can enhance teacher performance and, consequently, student outcomes. Training teachers on effective classroom management will also contribute to better teaching and learning experiences.
3. The study contributes to the existing literature on educational management and serve as a resource for policymakers and researchers. Insights gained from the study could inform

strategies to produce well-equipped learners with essential skills, knowledge, and attitudes, addressing national and global challenges related to employment and social vulnerabilities.

4. The study might prompt a re-evaluation of current teaching methodologies to ensure they meet 21st-century learning requirements. Effective teaching instruction remains a critical area for ongoing investigation to improve educational outcomes.

1.8 Scope of the Study

The study was carried out in public high schools located in Garissa Township Sub-County. It focused on teachers and students who sat for the KCSE in 2023. A descriptive research design was employed, encompassing nine public high schools in the sub-county. Investigation involved one Sub-County Education Officer, nine principals, 330 teachers, and 900 students, totalling 1,240 respondents. The research was planned to span six months.

1.9 Limitations of the study

1. A small number of learners were hesitant to provide information due to fear of repercussions. To address this, the researcher ensured anonymity and emphasized that the data was solely for academic purposes. An introduction letter and an authority letter from the university were also provided to reassure participants.
2. The study encountered information gaps during data collection. This issue was mitigated by using a mixed-method research approach and comprehensive sampling methods to guarantee reliability of the data.
3. Frequent conflicts in the area disrupted the data collection process. To overcome this, questionnaires were administered online when possible, and research assistants were employed for physical distribution.

1.10 Delimitations of the study

Investigation focused on impact of principals' teacher management strategies influence on KCSE performance specifically within Garissa Township Sub-County. It examined strategies related to teacher resource mobilization, professional record management, community engagement, and motivation. The research was limited to public secondary schools and excluded private schools, as they benefit from different provisions. The scope was restricted to Garissa County due to its historically poor KCSE performance. Only select strategies were examined due to the study's constraints.

1.11 Assumptions of the Study

1. Students' academic performance can be influenced by teacher-related factors including how teachers are managed, supported and evaluated by principals.
2. Teacher performance is affected by the leadership styles and strategies of principals which in turn impacts on students learning outcomes.
3. Respondents provided honest, accurate and unbiased responses to the research instruments used including questionnaires and interviews.
4. Selected schools and participants are representative of public secondary schools in the larger study area allowing for generalization of findings within similar contexts.

1.12 Operational Definition of Key Terms

Academic Performance: It is a measurable outcome of students' learning which are assessed using standardized tests and school-based examinations.

Principals' Teacher Resource Mobilization Strategy: Refers to the principals' methods of organizing and managing resources, including prioritization, planning, project selection, monitoring, and coordination with school management.

Principals' Teacher Motivation Strategy: Includes the methods used by principals to maintain teacher interest and improve pedagogical methods for effective curriculum implementation.

Principals' Teacher Community Engagement: Involves principals facilitating teachers' collaboration with community groups to address issues affecting student well-being.

Principals' Teacher Management Strategy: Encompasses the principals' efforts to oversee and enhance teacher activities, including classroom management and student behaviour.

Principals' Teacher Professional Record Management: Refers to methods and practices that school principals use to organize, maintain as well as utilize records related to the professional development, employment of teachers and teacher job performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides an in-depth analysis of both theoretical and empirical literature, offering insights from global, African, and local perspectives. It also presents the conceptual framework that demonstrates the connection between the identified independent and dependent variables. Principals' teacher management strategies are recognized as crucial determinants affecting student's academic performance in schools. The chapter explores various dimensions of principals' teacher management strategies. These include the Principals' Teacher Resource Mobilization Strategy, which involves how principals organize and allocate resources to enhance educational outcomes. The Principals' Teacher Professional Record Management Strategy pertains to the management of teachers' professional records to support effective teaching. The Principals' Teacher Community Engagement Strategy covers how principals engage teachers with the community to support students' well-being and learning. Finally, the Principals' Teacher Motivation Strategy refers to strategies used by principals to motivate teachers, thereby impacting their performance and student outcomes. The aim was to analyse how these strategies influence student achievements in KCSE.

2.1.1 Principals Teacher Management Strategies

This section reviews existing literature on effects of various principals' teacher management strategies on KCSE performance. Principals' Teacher Resource Mobilization Strategy has been studied from various perspectives. Globally, research highlights that effective resource mobilization can lead to improved educational outcomes. For instance, studies from the United States and Europe show that strategic allocation of resources, including financial and material

resources, positively impacts student achievement (Keni, 2020). In the African context, literature suggests that principals' ability to mobilize resources effectively is often constrained by factors such as limited funding and inadequate infrastructure. However, successful cases demonstrate that innovative resource mobilization can enhance educational performance (Likwop, 2016). Locally, in Kenya, the effectiveness of resource mobilization strategies varies widely among schools. Research indicates that schools with well-established resource mobilization plans tend to perform better in KCSE compared to those with less effective strategies.

Principals' Teacher Professional Record Management Strategy is another critical area of study. International literature emphasizes the importance of systematic management of teachers' professional records in supporting instructional quality and accountability. Effective record management practices contribute to better teaching performance and, consequently, improved student outcomes (Makga & Mudzani, 2019). In Africa, challenges such as poor record-keeping systems and lack of training in record management affect the quality of education. Nonetheless, some schools have adopted effective practices that lead to better educational results.

In Kenya, the management of teachers' professional records is crucial for maintaining teaching standards. Research suggests that schools with robust record management systems often experience higher levels of student achievement in KCSE. Principals' Teacher Community Engagement Strategy is also explored in the literature (Njeri & Kithinji, 2022). Studies globally underscore significance of community engagement in supporting learning of students. Schools that engage the community in a meaningful way in educational activities often see improved student performance. In Africa, community engagement strategies can vary, with some schools

successfully leveraging local support to enhance educational outcomes. However, there are also cases where limited community involvement hampers school performance. In Kenya, principals who effectively engage with the community can address issues affecting students' learning environments. Research indicates that schools with strong community ties often achieve better KCSE results (Nabukeera, 2020).

Finally, Principals' Teacher Motivation Strategy has been shown to impact student performance significantly. Studies from around the world highlight the importance of teacher motivation in influencing student performance (Nkedianye, 2019). Effective motivation strategies, including incentives and professional development, lead to higher teacher morale and improved student outcomes. In many African countries, teacher motivation is a significant challenge due to factors such as low salaries and limited professional growth opportunities. However, successful motivation strategies have been shown to enhance teaching quality and student performance (Saeed, 2021).

In Kenya, principals who implement effective motivation strategies positively impact teacher performance and student results in KCSE. Reviewed literature posits that motivated teachers are more likely to engage in effective teaching practices and contribute to better academic achievements (Njeri & Kithinji, 2022). This review sets the foundation for understanding how principals' management strategies can influence student performance and provides a basis for further investigation into their effectiveness in the Kenyan context.

2.2 Principals' Teacher Resource Mobilization Strategy and Student Performance

Schiller et al., (2023) conducted a study on resource mobilization for lifelong learning and sustainability frameworks in India and Nigeria. This study focused on adult education, analysing policy documents and budget reports to draw comparisons between the two countries. The research highlighted the challenges of public financing for adult education, particularly in contexts of widespread inequalities. While investigation gives valuable insights into complexities of resource mobilization in education, it presents a conceptual gap concerning the current study. The focus on adult education and sustainability does not specifically focus on the deployment of teacher resources in secondary schools, which is the primary concern of this research. Thus, while Schiller et al.'s findings are informative, they are not directly applicable to the context of secondary education in Kenya.

Mgaya, Onyango, and Rupia (2022) assessed the effectiveness of strategies used to mobilize resources for implementing the competency-based curriculum in high schools in Kilolo District, Tanzania. Using a mixed-method approach and a convergent parallel design, the study involved stakeholders such as District Secondary Education Officers, heads of public secondary schools, and teachers. Despite providing a thorough analysis of resource mobilization strategies in a secondary school setting, this study presents a contextual gap because as it was done in Tanzania, not Kenya. Additionally, the study's focus on implementing a new curriculum does not specifically address principals' strategies for mobilizing teacher resources, which is crucial for understanding the dynamics of student performance in KCSE in Garissa Township Sub-County.

Chumba, (2023) explored financial resource mobilization strategies and their impact on the fiscal sustainability of universities in Kenya. This research used a quantitative cross-sectional correlational approach and applied both descriptive and inferential statistics to examine data gathered from all 71 institutions of higher learning. The findings indicated that various resource mobilization strategies significantly enhance financial sustainability in higher education. However, this study presents a conceptual gap because it focuses on financial sustainability at the university level rather than on teacher resource mobilization at the secondary school level. The strategies for mobilizing resources in a university context may differ substantially from those applicable to secondary schools, specifically in relation to the direct impact on student achievement.

Likoko, Barasa and Khaemba, (2022) conducted a study in Bungoma County, Kenya, to examine the link between resource mobilization and academic performance. Employing a descriptive survey design, the research targeted public secondary schools and involved various stakeholders, including principals, Board of Management chairpersons and Directors of studies. The study revealed a strong and meaningful positive correlation between resource mobilization efforts and student's academic outcomes in secondary schools. While this study is closely aligned with the current research in terms of context and objectives, it was conducted in a different geographical area within Kenya. The educational challenges and resource mobilization strategies in Bungoma County may not directly translate to the unique context of Garissa Township Sub-County, which has distinct socio-economic and cultural factors affecting education. However, this research aims to address such identified conceptual as well as contextual gaps by focusing specifically on the principals' teacher resource mobilization strategies and their direct impact on student performance

in KCSE in Garissa Township Sub-County, Kenya. Unlike previous studies that either focused on different educational levels or contexts, this research will provide insights into the specific strategies used by principals in a challenging socio-economic environment to mobilize teacher resources effectively. By doing so, the study will contribute to understanding how targeted resource mobilization strategies can enhance student outcomes in secondary education within the unique setting of Garissa Township Sub-County.

2.3 Principals' Teacher Professional Record Management Strategy and Student Performance

Mukred et al., (2022) developed a framework for the implementation of Electronic Records Management System (ERMS) and explored key factors linked to both ERMS and cloud-based features. Their research adopted the Technology Acceptance Model (TAM) to guide the adoption of a cloud-based ERMS. Using a quantitative methodology, they administered questionnaires to 350 academicians and managers within Yemen's public education sector. Using Partial Least Square-Structural Equation Modeling (PLS-SEM) for second-order analysis, the study found significant relationships between identified factors and the behavioural intention to implement ERMS, highlighting its role in improving organizational competency. However, this study's focus on a more developed context and its lack of specific application to secondary education in less developed regions like Garissa Township Sub-County, Kenya, present a contextual gap.

Pheonah (2019) investigated the management of school records at Standard High School, Zzana, using a case study research design with a qualitative approach complemented by quantitative data analysis. A purposive sample of 10 respondents, including the school bursar, class teachers,

secretary, director of studies, and Head Teacher, was selected. Data was collected through interviews, observations, and document analysis. The study identified various types of records generated by the school and observed that proper record management, following the lifecycle from creation to disposition, contributed to efficient information retrieval, protection of vital records, informed decision-making, and accountability.

Challenges such as record insecurity, misplacement, inadequate storage, environmental factors, financial constraints, and staff inadequacy were also noted. Despite the comprehensive approach, the study presented a methodological gap due to its different design compared to the current broader quantitative and descriptive approach. Owino and Namande, (2022) examined the impact of records management practices on service delivery at the Pensions Department in Kenya. Guided by the Design and Implementation of Records Keeping Systems (DIRKS) theory, research employed a mixed-method descriptive survey design with a sample of 88 out of a target population of 112 employees. Data collection involved questionnaires, participant observation, and personal interviews, with analysis using SPSS for descriptive as well as inferential statistics but qualitative data was analysed through content analysis. Findings indicated that records management practices significantly affected service delivery, with a strong positive relationship observed between management practices and service delivery. Despite providing valuable insights into records management, this study had a conceptual gap by focusing on the pensions industry rather than the education sector.

Muasa, Ogola and Nzioki, (2021) explored how principal's management of teacher professional records affects students academic performance in KCSE examinations within public secondary

schools in Mashuru Sub-County. Employing a descriptive research design, the study targeted 45 principals, 540 teachers and 585 student leaders. From this population, a sample comprising 13 principals, 54 teachers and 56 student leaders was selected using simple random sampling. Data collection involved interview and questionnaires while analysis was conducted using SPSS version 27, applying frequencies and percentages. The findings revealed that the way principals manage teacher professional records has an impact on student's academic performance. However, the focus on Mashuru Sub-County presents a contextual gap as the current study addresses Garissa Township Sub-County.

These studies highlight various gaps: Mukred et al. (2022) focused on a developed context, Muasa et al. (2021) on a different sub-county, Pheonah, (2019) on a different research design and Owino and Namande (2022) on a different industry. The current study addresses these gaps by focusing specifically on principals' teacher professional record management strategies and their impact on student's achievements in KCSE in Garissa Township Sub-County, Kenya.

2.4 Principals' Teacher Community Engagement Strategy and Student Performance

Spring, (2018) examined the attributes and consequences of interactions within three distinct educational communities, focusing on their impact on student involvement in online and blended learning environments. The study surveyed students enrolled in a blended college preparation program to assess the relationships they encountered both online and offline, including interactions with instructors, peers, family, and friends, and how these connections influenced their engagement levels.

The findings indicated that students perceived significantly higher support from in-person communities compared to online ones ($p < 0.001$), which significantly affected their engagement

levels ($p < 0.001$). This study presents a contextual gap because it focuses on college-level blended learning environments, whereas the current study is concerned with secondary education in Garissa Township Sub-County, Kenya, specifically examining how principals' strategies impact student performance. Hamidu, (2021) explored community participation (CP) roles and experiences in managing ward-based public high schools in the Morogoro region of Tanzania. Using a multiple nested case study methodology, the research involved semi-structured interviews, participant observation, and documentary review to investigate CP practices, perceived value, barriers, and motivational strategies. The study revealed that while community participation demonstrated enthusiasm in contributing resources, it was largely passive and limited, lacking adequate power and influence in decision-making processes. This study presents a methodological gap as it employs a qualitative case study approach, differing from the broader quantitative and descriptive methods used in the current research, which focuses on the direct impact of principals' resource mobilization strategies on student performance.

John, (2018) examined the impact of community engagement across different phases of project development on project sustainability, using a case study research design. The study found minimal community involvement during various project phases, highlighting a lack of engagement in planning, implementation, and evaluation stages. While this study provides insights into community involvement and project sustainability, it presents a conceptual gap since it does not directly address educational outcomes or the specific context of high school education, where this research mainly focuses on. Wakoli and Kitainge (2019), examined how principals' administrative strategies impact students' academic performance in secondary schools within Mount Elgon Sub-County. Guided by Max Weber's theory on the division of labour, the study found that participative

administrative strategies were associated with better academic performance compared to non-participative strategies. Despite offering critical insights into impact of leadership styles on academic learning outcomes, this study presents a contextual gap because it was conducted in Mount Elgon Sub-County, not Garissa Township Sub-County.

Moreover, it does not specifically focus on teacher resource mobilization strategies, which are critical to understanding the dynamics affecting student performance in KCSE. Shabani, Kalule and Chirwa (2020), examined the effectiveness of school management in resource mobilization and how it affects student academic performance in Malawi. This study applied a mixed-methods approach to gather data from various stakeholders, including teachers, students and education officers. The findings highlighted that effective resource mobilization strategies, such as engaging local communities and forming partnerships with NGOs, significantly improved student performance. This study closely aligns with the current research objective, though it was conducted in a different national context (Malawi), presenting a geographical gap. However, it underscores the importance of resource mobilization in improving educational outcomes, a key focus of the current study.

Mbugua, (2022) examined how school leadership contributes to resource mobilization and its impact on students' performance in the KCSE within Nakuru County, Kenya. Employing a descriptive survey design, the study sampled secondary school principals and teachers. The results indicated a significant positive relationship between principal's efforts in mobilizing resources and student achievement, highlighting the essential role of effective leadership in improving academic outcomes. This research is highly relevant to the current research, providing insights into the

Kenyan secondary education context, though it is geographically distinct from Garissa Township Sub-County. The current study aims to fill the identified gaps by focusing specifically on principals' teacher resource mobilization strategies and their direct impact on student performance in KCSE in Garissa Township Sub-County, Kenya. Unlike previous studies that either focused on different educational levels, contexts, or geographical areas, this research will provide insights into the specific strategies used by principals in a challenging socio-economic environment to mobilize teacher resources effectively. By doing so, the study will contribute to understanding how targeted resource mobilization strategies can enhance student outcomes in secondary education within the unique setting of Garissa Township Sub-County.

2.5 Principals' Teacher Motivation Strategy and Student Performance

Teacher motivation significantly affects both the effectiveness of teachers and the academic achievement of students. School principals are instrumental in implementing strategies that boost teacher motivation, which can in turn lead to better student outcomes in secondary schools. Numerous studies have examined how different approaches to motivating teachers impact student performance across various educational contexts offering important insights into this connection.

Andriani et al. (2018) investigated how transformational leadership and work motivation affect teacher performance in public high schools in Palembang, Indonesia. using a quantitative, correlational design, the study targeted 790 teachers, from which a sample of 193 was chosen through cluster sampling. The results demonstrated that teacher motivation had a positive and statistically significant effect on their performance. This study presents a methodological gap for the current research as it was conducted in a different national context and used a correlational

design. In contrast, the current study focuses on Garissa Township Sub-County, Kenya, employing a mixed methods approach to gain a deeper and more holistic understanding of how principals strategies for motivating teachers influence student performance in public secondary schools.

Rugarabamu, (2018) examined the connection between teacher motivation and student's academic achievement in private secondary schools within Moshi District, Tanzania. The study employed a cross-sectional research design and gathered data through interviews, document analysis and surveys questionnaires administered to 71 teachers selected via simple random and purposive sampling method. The results indicated a significant positive relationship between teacher motivation and student academic performance. Factors such as salaries, free accommodation, meals, allowances, and recognition were identified as influencing teacher motivation. However, this study presents a conceptual gap as it focused on private secondary schools, whereas the current study is concerned with public high schools in Garissa Township Sub-County. Furthermore, it does not address the broader educational context and socio-economic challenges specific to public institutions.

Gathumbi and Malela, (2016) examined how motivational factors affect job engagement among teachers in public primary schools in Matinyani Sub-County, Kitui County, Kenya. Using a descriptive survey design, the researchers gathered data from 25 principals and 169 teachers, their findings indicated a strong positive relationship between inspirational motivation and teachers dedication to their work. However, the study presents a contextual limitation, as its focus on primary schools may not make the results directly applicable to secondary settings. Additionally, the study was limited to a single methodological approach, while the current research employs

both quantitative and qualitative methodologies to gain deeper insights into how principals' motivational strategies impact student performance in KCSE. Nyakongo, (2015) conducted a study in South Rachuoyo Sub-County, Kenya, to explore the impact of motivation on teachers' job performance, using McClelland's Achievement Theory as the guiding framework.

The research employed a descriptive survey design and gathered quantitative data from 158 participants through a questionnaire containing both closed and open-ended items. The results emphasized the crucial role of motivation in boosting teachers' dedication to their work, as reflected in key aspects such as prompt task execution, grading of assignments, syllabus completion, preparation of teaching documents, supervision of school activities and consistent attendance. However, this study presents a methodological gap as it relied solely on quantitative research using McClelland's Achievement Theory, whereas the current study incorporates multiple theoretical frameworks, including Constructive Controversy Theory and Expectancy Theory of performance management, to provide a more nuanced understanding of the motivational strategies employed by principals.

This investigation aims to fill gaps identified in previous research by focusing specifically on principals' teacher motivation strategies and their direct impact on student performance in KCSE in Garissa Township Sub-County, Kenya. Unlike earlier studies, which either focused on different educational levels, contexts, or geographical areas, this research will provide insights into the specific strategies applied by principals in public high schools to motivate teachers effectively. By doing so, the study will contribute to understanding how targeted motivation strategies can

enhance student outcomes in secondary education within the unique setting of Garissa Township Sub-County.

2.6.0 Theoretical Literature Review

The discussions on principals' teacher management strategy concept are grounded in two major theories relevant to this field: Resource Dependency Theory (RDT) and Educational Leadership Theory. These theories provide a framework for understanding the strategies principals use to manage teachers and how these strategies influence student performance, specifically in context of KCSE performance in Garissa Township Sub-County, Kenya.

2.6.1 Resource Dependency Theory

The Resource Dependency Theory (RDT), initially formulated by Pfeffer and Salancik in their 1978 publication *The External Control of Organizations*, posits that organizational behaviour is significantly influenced by external dependencies on critical resources. Organizations, including schools, must strategically manage these dependencies to gain control over the resources they require to function effectively. A core principle of RDT is that resources are both essential and scarce, necessitating deliberate strategies to secure and utilize them efficiently. In the context of educational leadership, RDT is particularly relevant to understanding how principals manage resources such as human (teachers), material (teaching aids) and financial (funding) resources to achieve school objectives, including improved student performance. In Garissa Township Sub-County, where resources may be limited, the ability of principals to effectively mobilize and manage teacher resources becomes crucial. Principals who can strategically navigate external dependencies—such as those posed by government funding, community support, and teacher availability—are better positioned to enhance the performance of their schools in the KCSE.

Critics of RDT argue that it might overemphasize the role of external control and underappreciate internal organizational dynamics, such as leadership creativity and innovation. Despite these criticisms, RDT remains a valuable framework for this study as it helps analyse how principals in Garissa Township Sub-County secure and allocate resources, especially teacher resources, to influence student performance outcomes. The theory underscores the impact of resource acquisition and allocation on educational outcomes, offering a structured approach to evaluating how effective resource management can enhance student achievement in national examinations like the KCSE.

By applying RDT to the study, we can examine the specific strategies that principals use to mobilize and manage teacher resources in Garissa Township Sub-County. This focus helps to understand how resource dependency shapes the educational environment and influences student performance in secondary schools. Effective resource management, as outlined by RDT, is linked directly to student success, thereby highlighting the importance of principals' roles in securing the necessary resources to foster an environment conducive to high academic achievement.

2.6.2 Educational Leadership Theory

Educational Leadership Theory emphasizes significant role of effective leadership in promoting educational outcomes. At its core, this theory recognizes that school leaders, particularly principals, are instrumental in shaping school culture, implementing educational policies, and directly influencing student achievement. Transformational leadership, a key component of Educational Leadership Theory, proposes that leaders can inspire or motivate their staff to exceed expectations by fostering a shared vision, providing intellectual stimulation, and demonstrating individualized consideration (Burns, 1978). In the context of Garissa Township Sub-County,

Educational Leadership Theory is relevant for understanding how principals' leadership styles and strategies directly impact teacher management and, consequently, student performance in the KCSE. Transformational leadership, in particular, is pertinent as it involves principals actively engaging with teachers to enhance their motivation and professional growth, thereby improving their teaching effectiveness and commitment to student achievement.

Critics of Educational Leadership Theory argue that it may oversimplify association between leadership behaviours and educational outcomes, potentially ignoring the complex socio-economic and political contexts that schools operate within. Moreover, the theory might underestimate the constraints principals face, such as limited resources and bureaucratic challenges. Despite these limitations, Educational Leadership Theory gives a robust framework for this investigation by illustrating how different leadership approaches—specifically those related to teacher motivation and community engagement—can impact student performance in the KCSE. In this study, Educational Leadership Theory supports the investigation into how principals in Garissa Township Sub-County employ various teacher management strategies, including teacher motivation, professional development, community involvement, and resource mobilization, to influence student performance. By applying transformational leadership principles, principals can foster an environment that promotes teacher engagement, reduces turnover, and enhances instructional quality—all of which contribute to better student outcomes. Furthermore, principals who effectively engage with their communities can leverage additional resources and support, creating a more enriching educational environment that benefits students.

The theory also supports the study's aims by offering a detailed perspective on the relationship between leadership practices and educational results. By examining how principals manage

teachers and navigate the wider educational environment, Educational Leadership Theory sheds light on how these actions directly impact student performance in KCSE, especially within the distinctive social cultural and economic settings of Garissa Township Sub-County. Both Resource Dependency Theory (RDT) and Educational Leadership Theory contribute valuable perspectives to understanding principals' strategies for managing teachers and their effect on KCSE performance in Garissa Township. While RDT emphasizes the influence of external resource dependencies on organizational effectiveness, Educational Leadership Theory underscores the critical role of leadership in driving educational success through strong teacher management and community involvement. Together, these frameworks provide a well-rounded basis for analysing how educational leadership influences student outcomes in the context of secondary education in Garissa Sub-County.

2.7 Conceptual Framework

In this study, the independent variables are the principals' teacher resource mobilization strategy, principals' teacher professional record management strategy, principals' teacher community engagement strategy, and principals' teacher motivation strategy. The dependent variable is student performance in KCSE (Kenya Certificate of Secondary Education). The principals' teacher resource mobilization strategy involves how principals organize and allocate resources to enhance teaching effectiveness and learning outcomes. The principals' teacher professional record management strategy pertains to how principals manage and utilize records related to teacher performance and development. The principals' teacher community engagement strategy refers to the efforts of principals to involve teachers in community activities that support student learning and development. The principals' teacher motivation strategy encompasses the methods used by principals to inspire and maintain teachers' motivation, which affects their teaching performance.

Figure 1 illustrates the proposed conceptual framework, visually representing how these independent variables are expected to influence student performance in KCSE.

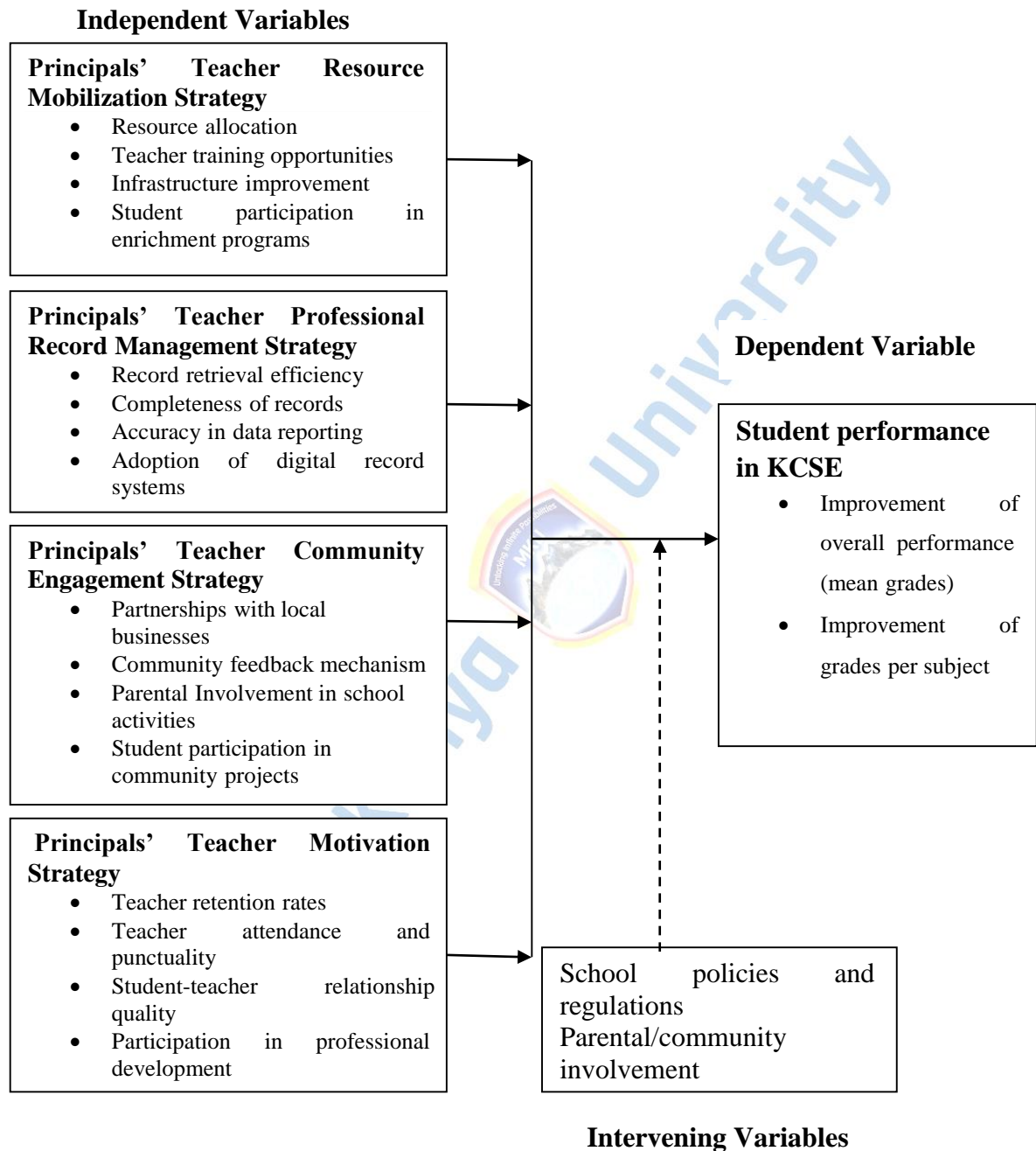


Figure 1 *Conceptual Framework*

Source: Researcher (2023)

2.8 Research Gap

Previous research indicated that head teachers bear numerous responsibilities within educational institutions. However, the existing empirical literature on the relationship between principals' teacher resource mobilization strategy, professional record management strategy, community engagement strategy, teacher motivation strategy, and student performance in the Kenya Certificate of Secondary Education (KCSE) reveals several notable gaps. In the realm of resource mobilization, Schiller et al. (2023) addressed resource mobilization for lifelong learning, but their emphasis on sustainability leaves a conceptual gap, as the study does not specifically explore resource mobilization for secondary education.

Similarly, Mgaya et al. (2022), concentrating on the competency-based curriculum in Tanzania, reveals a contextual gap, indicating a need for a more focused investigation within the Kenyan context. Chumba (2023), examining financial resource mobilization in Kenyan universities, introduces a conceptual gap by prioritizing higher education institutions over secondary schools. Additionally, Likoko et al. (2022), focused on Bungoma County, underscore a contextual gap, necessitating a broader, more generalized examination. Mukred et al. (2022) proposed an Electronic Records Management System (ERMS) framework in Yemen, leaving a conceptual gap as it does not specifically address teacher professional record management. Pheonah (2019), studying school records at Standard High School, Zzana, employed.

2.9 Summary of Literature Review

Related literature on principals' teacher management strategies and the kind of impact on students' performance has been addressed in chapter two majoring on objectives on teacher resources mobilization strategies, teacher professional records management, teacher community engagement strategies as well as teacher motivation strategies and kind of impact it has on academic achievement of learners in high schools. Also, looked at is the educational leadership theory and resource dependency theory, conceptual framework and research gaps.



CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter presented the research methodology employed in the study. It covered the research design, study location, target population, sampling techniques and sample size, research instruments, pilot testing of the instruments, procedures for establishing validity and reliability, methods of data collection and analysis as well as ethical considerations.

3.1 Research Methodology

Investigation adopted a mixed-method approach, specifically the embedded mixed methods research design, to collect both qualitative and quantitative data concurrently. In this study, the embedded research design involved integrating a small number of qualitative aspects into the main quantitative study (Snyder, 2019). Consequently, while the quantitative approach was dominant, qualitative aspects were incorporated to help explain the quantitative findings. For instance, most items in the questionnaire were structured, but unstructured items were included to yield qualitative data that complemented the quantitative results. Combining qualitative and quantitative methods enhances evaluation by offsetting the limitations of one type of data with the strengths of another (Mohajan, 2018). This approach facilitated a comprehensive explanation of the relationships between variables.

3.2 Research Design

A research design serves as a framework through which a researcher conducts their study, providing systematic structure and guidance (Mohajan, 2018). This research employed a descriptive survey research method, which is suitable for collecting, summarizing, presenting, and

interpreting data to offer clarity (Ochieng, 2020). According to Snyder (2019), a descriptive survey research method can yield reliable data from a large area using a small sample size. This design was appropriate as it allowed for generalizations at the population level and was used to explore correlations between variables. It facilitated the acquisition of self-reported and descriptive information regarding principals' strategies for managing teachers and their impact on student performance in KCSE in Garissa Township Sub-County, Kenya.

3.3 Location of the Study

Garissa Township Sub-County, previously known as Garissa Central or Dujis Constituency, is an electoral area within Kenya. It constitutes one of the six electoral areas in Garissa County and was established for the 1988 elections. The constituency is divided into four Electoral Wards: Waberi, Galbet, Township, and Iftin (Garissa County 2014-2018 Strategic Policy). The region is predominantly inhabited by a community with a low literacy level, consisting mainly of pastoralists (90%) and agro-pastoralists (7%), with a small percentage (3%) engaged in formal employment and petty trade (Republic of Kenya, 2020). Due to its nomadic lifestyle, access to quality education is challenging for the majority of the community.

3.4 Target Population

The target population refers to the entire group of individuals or objects to which researchers aim to generalize their conclusions (Snyder, 2019). For this study, the target population included 9 public secondary schools in Garissa Township Sub-County. The unit of observation comprised 1 Sub-County Education Officer, 9 principals, 330 teachers, and 900 students, totaling 1240 respondents.

3.5 Sampling Procedures and sample size

A census was used to select the Sub-County Education Officer and principals. Additionally, 30% of students scheduled to take the KCSE exam were chosen from each school, totaling 270 students. Similarly, 30% of teachers were selected, resulting in a total of 99 teachers. Thus, the total number of respondents was 379. The selection process utilized simple random sampling. According to Creswell and Creswell (2017), simple random sampling is a commonly used method in studies. In this method, the names of students listed in each class register were written on individual pieces of paper, folded, and placed in a closed container. The required number of participants from each school were then randomly drawn. The same process was followed for selecting teachers. According to Yin, (2017), a sample refers to a subset of a specific population chosen for the study's purposes to draw conclusions about the entire population. Therefore, Yin, (2017), suggest that a sample size of 30% or more is sufficiently representative when carefully selected and can be used to generalize results. Ørngreen and Levinsen (2017) argue that for a small population, a sample size of 20% is appropriate, while for a larger population, 10% suffices.

Table 1 *Sample size*

S/n	Item	Population	Sample Size
1.	Sub-County Education Officer	1	1
2.	Principal	9	9
3.	Teachers	330	99
4.	Students	900	270
	Total	1240	379

Source: Researcher (2023)

3.6 Research Instruments

Data was collected using three instruments: a questionnaire, an interview guide and a document analysis guide.

3.6.1 Questionnaire

A questionnaire serves as a research tool comprising a series of inquiries aimed at gathering valuable insights from respondents (Alam, 2021). In this study, the questionnaire was the primary instrument for quantitative data collection, administered to both teachers and students. Utilizing questionnaires streamlines the research process by saving time and resources, as they are readily deployable. Moreover, questionnaires enhance the likelihood of receiving candid responses by ensuring respondent anonymity.

3.6.2 Interview Guide

An interview guide is a tool that assists researchers in organizing the structure of interviews (Roberts, 2020). It helps interviewers determine the sequence and content of questions, ensuring a standardized experience for all participants. Key informant interviews were conducted with principals and the Sub-County Education Officer. The interview guide was crucial in facilitating triangulation of information, which was essential for gaining a deeper understanding of Kenya Certificate of Secondary Education (KCSE) performance in Garissa Township Sub-County, Kenya.

3.6.3 Document Analysis Guide

Document analysis is a qualitative research method where documents are scrutinized to extract insights and significance regarding a specific assessment topic (Creswell & Creswell, 2017). Researchers rely on established sources to gather ideas and evidence to substantiate their arguments. This approach allows researchers to assess the relevance and credibility of the documents used, ensuring that the information contributes meaningfully to their research endeavors. By integrating findings from multiple data sources, researchers can mitigate potential biases through cross-examination of information obtained from diverse methodologies. The document analysis schedule was employed to gather information regarding principals' strategies for managing teachers and their impact on student performance in KCSE in Garissa Township Sub-County, Kenya.

3.7.0 Piloting of Research Instruments

In order to ensure research tools measure what they were intended to measure, piloting of research tools was conducted in 2 public secondary schools in Sankuri Sub-County because it has similar traits close to those of Garissa Township Sub-County. Therefore, 20 teachers, 2 principals and 30 students making up for a total of 52 respondents were used in the pilot study. Data was collected after which same tools after a fortnight were issued again to same respondents and the two sets of data correlated using Karl Pearson Correlation coefficient where a high reliability index of $r=0.82$ was obtained indicating that the tools were reliable.

3.7.1 Testing for Validity

Validity refers to the degree to which a tool accurately measures what it is intended to measure (Yin, 2017). In this study, construct validity was the principal means of validation. To uphold construct validity, several steps were taken: Initially, the questionnaire was scrutinized by the researchers' supervisors to evaluate its suitability and clarity. Additionally, input from a panel of subject matter experts was sought to ensure that the constructs were being accurately assessed. This consultation process aided in validating the questionnaire and ensuring its efficacy in capturing the targeted variables. To bolster content validity, the same panel of experts assessed the items in the instruments to verify their precision and relevance, thereby enhancing the overall validity of the study's instruments.

3.7.2 Testing for Reliability

Reliability concerns the consistency and stability of research findings when the study is replicated. In this study, reliability was evaluated using the construct composite reliability coefficient, commonly known as Cronbach's alpha (Yin, 2017). A Cronbach's alpha value of 0.7 or higher for all constructs was deemed sufficient. Cronbach's alpha (α) was calculated to assess the internal

consistency of the items within each construct, indicating how well the items measured the same underlying concept. By ensuring high reliability levels, the study could have confidence in the consistency of its results, thereby bolstering the credibility and trustworthiness of the research findings. The reliability coefficient of the research instrument was assessed using Cronbach's alpha (α), computed as follows:

$$\alpha = \frac{k}{k-1} \times \left[1 - \frac{\sum (S^2)}{\sum S_{\text{sum}}^2} \right]$$

Where:

- α = Cronbach's alpha
- k = Number of responses
- $\sum (S^2)$ = Variance of individual items summed up
- $\sum S_{\text{sum}}^2$ = Variance of summed-up scores

3.7.3 Testing for Dependability

To improve on dependability of tools all qualitative data collected was reported in much details to facilitate repeatability of same findings on a repeat investigation indicating that findings were also echoed by the collected information.

3.7.4 Testing for Credibility

Credibility of instruments was attained via triangulation as well as member checking technique. On one hand triangulation comprised sue of more than one method to gather information, observers or analysts. On the other hand, member checking technique involved sharing of collected and

analyses information with participants for the study to check for possible errors that could have been made during data collection and make changes as need be.

3.8 Data Collection Procedures

The research spanned approximately six months, overseen by university supervisors. Following the approval of the research proposal, the researcher secured a research permit from the National Commission of Science, Technology, and Innovation (NACOSTI) through the Board of Post Graduate Studies at Mount Kenya University. Subsequently, the researcher contacted the Garissa Township Sub-County Education Office with an introductory letter outlining the research's purpose, seeking further authorization from the Sub-County Director of Education for Garissa Township Sub-County. Additionally, consent was sought from both the principals and parents of students under the age of 18. To ensure efficiency, appointments with schools were scheduled at least two days in advance for questionnaire administration and interviews. Upon obtaining permission, the researcher distributed the research instruments to principals, teachers, and students. Respondents were given a maximum of three days to complete the questionnaires, after which they were collected for analysis. Data was coded and securely stored in a password-protected computer file.

3.9 Data Analysis Procedures

The study gathered both qualitative and quantitative data. Qualitative data underwent content analysis, with findings presented in narrative form. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS Version 30), employing both descriptive and inferential statistics. Descriptive analysis of quantitative data involved measures of central

tendency and dispersion, while inferential analysis included multiple regression analysis. Data collection was facilitated using the Likert Scale, and results were depicted through tables, graphs, and pie charts.

Given the presence of four independent variables in the study, the multiple regression model followed the equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

- Y = Student performance in KCSE in Garissa Township Sub-County
- β_0 = Constant (coefficient of intercept)
- β_1, \dots, β_4 = Regression coefficients of the four variables
- X_1 = Principals' teacher resource mobilization strategy
- X_2 = Principals' teacher professional records management strategy
- X_3 = Principals' teacher community engagement strategy
- X_4 = Principals' teacher motivation strategy
- ε = Error term

Table 2 *Data Analysis Procedures*

Objectives	Type of Variable	Indicator	Measuring of Indicators	Tools of Analysis	Type of Analysis
To establish the influence of principals' teacher resource mobilization strategy on student performance in KCSE in Garissa Township Sub-County, Kenya	Independent	Principals' teacher resource mobilization strategy	Resource allocation, Teacher training opportunities, Infrastructure improvement, Student participation in enrichment programs	Percentages, Mean score	Descriptive statistics, Regression analysis
To determine the influence of principals' teacher professional record management strategy on student performance in KCSE in Garissa Township Sub-County, Kenya	Independent	Principals' teacher professional record management strategy	Record retrieval efficiency, Completeness of records, Accuracy in data reporting, Adoption of digital record systems	Percentages, Mean score	Descriptive statistics, Regression analysis
To examine the influence of principals' teacher community engagement strategy on student performance in KCSE in Garissa Township Sub-County, Kenya	Independent	Principals' teacher community engagement strategy	Partnerships with local businesses, Community feedback mechanism, Parental involvement in school activities, Student participation in community projects	Percentages, Mean score	Descriptive statistics, Regression analysis
To determine the influence of	Independent	Principals' teacher	Teacher retention rates,	Percentages, Mean score	Descriptive statistics,

principals' teacher motivation strategy on KCSE performance in Garissa Township Sub-County, Kenya	motivation strategy	Teacher attendance and punctuality, Student-teacher relationship quality, Participation in professional development	Regression analysis
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Source: Researcher (2023)

3.10 Ethical Considerations

Ethical considerations were paramount in conducting this research to ensure the rights, dignity, and safety of all participants were respected throughout the study. The researcher obtained necessary permissions from relevant authorities to access the schools where the study was conducted. This included seeking approval from school administrations and ensuring that all access protocols were adhered to as per institutional guidelines (Sim & Waterfield, 2019).

1. Informed consent was obtained from all participants prior to their involvement in the study. This process involved clearly explaining the purpose, procedures, potential risks, and benefits of the research. Participants were assured that their participation was voluntary and that they could withdraw at any time without any consequences. Consent forms were signed by participants to formalize their agreement. Participants did not face any form of coercion, and informed consent was sought from them, as well as from governmental bodies such as the National Commission for Science, Technology, and Innovation (NACOSTI).
2. The researcher maintained professional behavior and decorum throughout the study. Respectful and courteous interactions with participants and school staff were ensured. The researcher was sensitive to the cultural and social norms of the school environments to foster a respectful and supportive research atmosphere.

3. The confidentiality and privacy of all participants were strictly maintained. Information collected during the study was kept confidential, and steps were taken to ensure that data was stored securely and accessed only by the researcher. Identifiable information was removed or anonymized in the research findings to protect participants' privacy. Participants' identities remained anonymous in all reports and publications resulting from the study. Pseudonyms or codes were used in place of real names to ensure that individual responses could not be traced back to specific participants.
4. Data collected during the research was stored securely in encrypted digital formats and locked physical storage to prevent unauthorized access. Only the researcher had access to the raw data. After the completion of the study, data was retained for a specified period as required by institutional guidelines, after which it was securely destroyed.
5. The researcher ensured that all intellectual property rights were respected. Proper citations and acknowledgments were given for all sources and references used in the study to avoid plagiarism. Original ideas and findings were clearly distinguished from those derived from other sources. By adhering to these ethical considerations, the researcher aimed to conduct a study that was respectful, responsible, and compliant with ethical standards, ensuring the integrity and validity of the research process and outcomes.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter focuses on the data analysis, interpretation and presentation of the findings. The main purpose of the study was to establish the principals' teacher management strategy and its influence on student performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County, Kenya. Descriptive and inferential statistics were employed to present the findings in tables. The analysis and discussion of the collected data center on interpreting the response rate and reliability analysis. These insights are crucial for understanding the effectiveness of the principals' teacher management strategies and their impact on student performance in KCSE in Garissa Township Sub-County, Kenya.

4.1.1 Response Rate

The study achieved a response rate of 94.85% (350) for teachers and students and 80.0% (8) for principals, resulting in an overall response rate of 94.46% (358). According to Yin (2017), a response rate above 50% is considered sufficient for data analysis in social sciences research. The achieved response rate implies that the data collected is reliable and sufficient for drawing generalizable conclusions about the research problem. High response rates reduce the risk of non-response bias, thus enhancing the validity of the findings (Dillman, Smyth, & Christian, 2014). The consistency in the response rates across both questionnaires and interviews also indicates robust data collection methods and participant engagement.

Table 3 *Response Rate*

Tools	Participants sampled	Number of participants responded	Response rate
Sub-County Director	1	1	100%
Teachers	99	93	94.95%
Students	270	256	94.81
Principals	10	8	80.00%
Total	379	358	94.46%

Source; Researcher, 2024

4.2 Background Information

This section required the respondents to provide general information including gender, age, level of education, and number of years working with public secondary schools within Garissa Township Sub-County. The general information is presented in the following figures.

4.2.1 Gender of the Respondents

The respondents were requested to indicate their gender. The distribution is shown in Figure 2

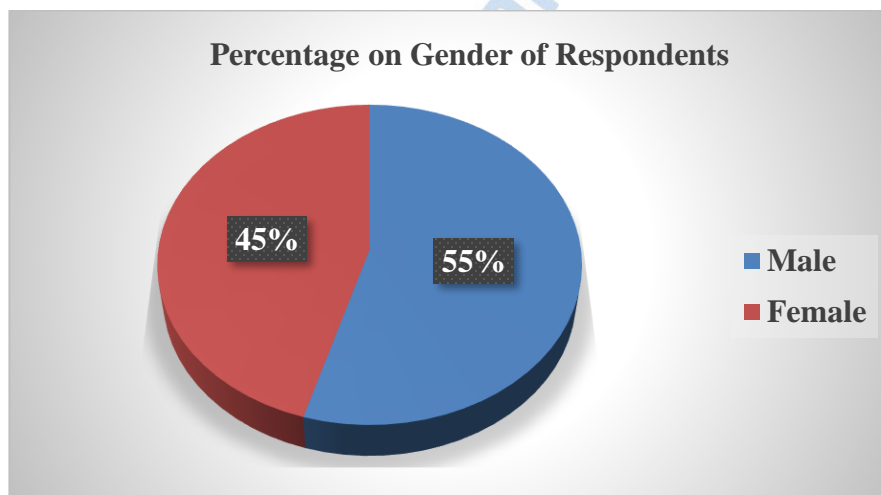


Figure 2 *Gender of Respondents*

Source: Researcher (2024)

The results indicated that the majority of the respondents were male at 55.00% (197) while female participants contributed for 45.00% (161). This gender distribution suggests that the research captured a balanced perspective from both male and female respondents, enhancing gender parity of the participants.

4.2.2 Number of Years Working with Public Secondary Schools within Garissa Township Sub-County for Teachers, principals and Sub-County Director of Education

Respondents were asked to specify how long they had worked with public secondary schools in the sub-county. The distribution is depicted in Figure below.

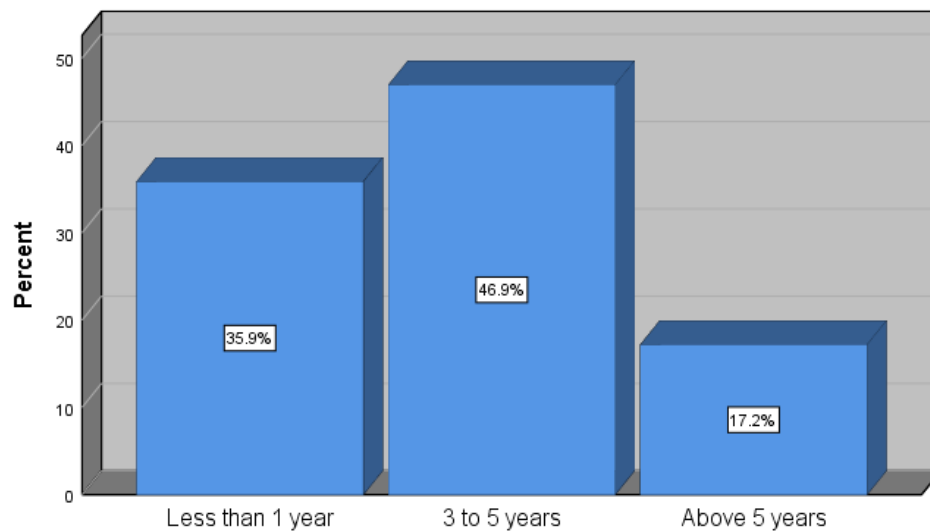


Figure 3 *Number of years working with public secondary schools within Garissa Township Sub-County*

Source: Researcher (2024)

The findings reveal that 46.9% (51) of the respondents had worked with public secondary schools for 3 to 5 years, 35.9% (39) had worked for less than 1 year, and 17.2% (19) had worked for more than 5 years. This distribution suggests that the majority of respondents had sufficient experience

to provide informed insights on principals' teacher management strategies and their influence on student performance.

4.2.3 Respondents' Highest Level of Education

The respondents were asked to indicate their highest level of education. Their responses were presented in Figure 4.

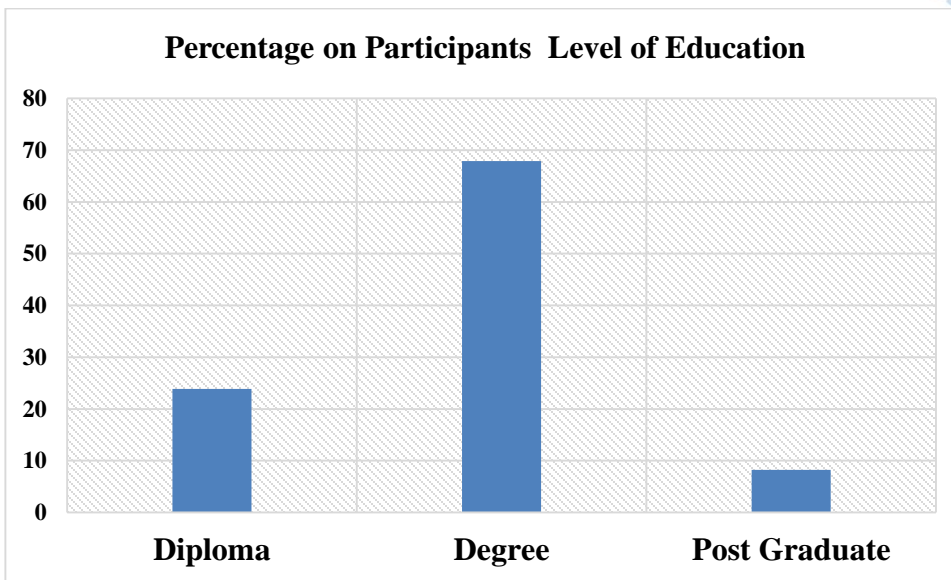


Figure 4 Respondents' Highest Level of Education

Source: Researcher (2024)

The data showed that 67.88% (74) of the respondents had a degree, 23.85% (26) had a Diploma, while only 8.26% (9) had a post graduate qualification. This educational background suggests that the majority of respondents were well-educated and capable of providing reliable information on the research topic.

4.2.4 Age of the Respondents

The respondents were further asked to indicate the age bracket to which they belong. Their responses were as shown in below.

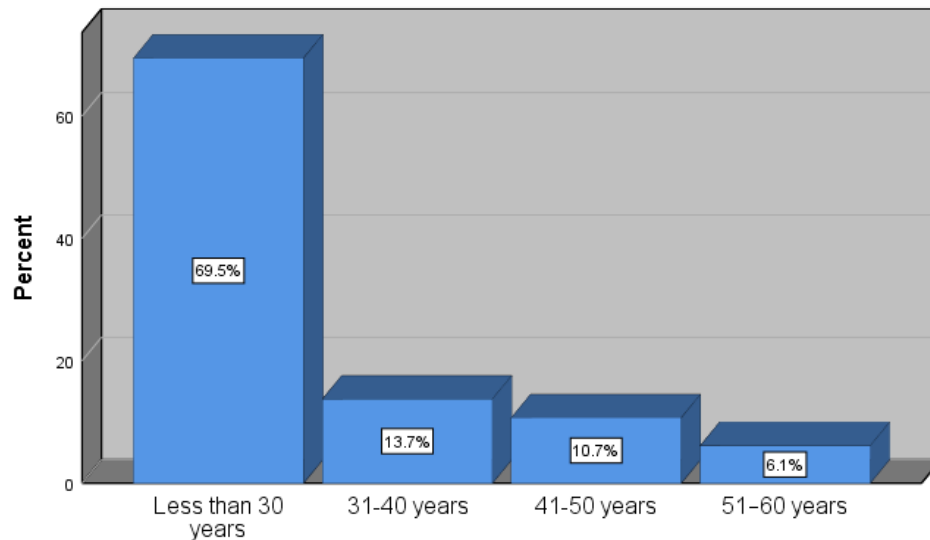


Figure 5 Age of the Respondents

Source: Researcher (2024)

The results indicated that 69.5% (249) of the respondents were under 30 years old, 13.7% (49) were between 31 and 40 years old, 10.7% (38) were between 41 and 50 years old, and 6.1% (22) were between 51 and 60 years old. This age distribution demonstrates that the majority of respondents were relatively young and likely to be adaptable and cooperative, which contributes to the reliability of the information provided. The background information of the respondents reveals several key insights. The gender distribution, with a slightly higher percentage of female respondents, indicates an inclusive approach in capturing perspectives from both genders. The varied number of years working in public secondary schools suggests that the respondents had

diverse experiences, with the majority having worked long enough to offer informed opinions on the principals' teacher management strategies.

The educational qualifications of the respondents show a predominance of degree holders, which suggests a need to consider the potential impact of different education levels on the responses. However, the presence of respondents with higher degrees, including a small percentage with a PhD, adds depth to the insights provided. The age distribution indicates that the majority of respondents were under 30 years old, which may reflect a younger, potentially more dynamic workforce in the sub-county's public secondary schools. This demographic factor could influence the responses regarding the effectiveness of management strategies. Overall, the background information collected provides a comprehensive view of the respondents' profiles, supporting the reliability and depth of the study's findings regarding principals' teacher management strategies and their impact on student performance in KCSE.

4.3.1 Student Performance in Kenya Certificate of Secondary Education

The respondents were required to indicate the trend¹ of the¹ aspects¹ of student¹ performance¹ in¹ KCSE in Garissa Township Sub-County, Kenya for the last 5 years. Table 5 illustrates the respondent's findings.

Table 4 *Descriptive Statistics for Students Performance in Kenya Certificate of Secondary Education*

	Mean	Std. Deviation
The general trend in the average grades obtained by students in KCSE	3.702	1.474
The trend in grades for individual subjects within the KCSE.	4.435	1.172

Source: Researcher (2024)

The data collected on student performance in the Kenya Certificate of Secondary Education (KCSE) within Garissa Township Sub-County over the past five years provides valuable insights into trends in educational outcomes. The descriptive statistics show that the trend in grades for individual subjects within the KCSE has a higher mean ($M = 4.435$, $SD = 1.172$) compared to the general trend in the average grades obtained by students ($M = 3.702$, $SD = 1.474$). This suggests that while there has been improvement in individual subjects, the overall average grades have seen a moderate improvement. The higher mean score for individual subjects indicates that there may be areas of strength within specific subjects, suggesting that targeted instructional strategies or resources could be having a positive impact. However, the relatively lower mean score for the overall grades suggests that systemic issues may still be affecting general student performance. This divergence between the trends for individual subjects and overall grades may imply that while some subjects have benefited from improved teaching strategies or resources, others have not received the same level of attention or support.

The interviews provide qualitative context to the quantitative data, highlighting that teacher performance is generally satisfactory, with a strong commitment to teaching duties and extracurricular activities. This aligns with the observed trends in individual subject performance, where dedicated teaching can lead to better outcomes. However, the interviewees also noted challenges such as occasional absenteeism and inconsistency in record-keeping, which may contribute to the lower overall grade trends. The interviewees emphasized several strategies to enhance KCSE performance, such as continuous professional development for teachers, strengthening community involvement, and enhancing resource allocation. These strategies are essential as they address both the instructional and contextual factors that influence student

performance. For instance, continuous professional development can equip teachers with modern pedagogical skills, which is crucial in improving both teaching effectiveness and student learning outcomes (Guskey, 2002).

The analysis of school facilities and resources provides further insights into factors affecting student performance. Schools that maintain high standards of cleanliness, proper maintenance, and effective layout for administrative functions tend to have a conducive learning environment. This aligns with existing research suggesting that the quality of the physical environment has a significant impact on student learning and teacher productivity (Earthman, 2004). The document analysis revealed inadequacies in storage and record management, with many schools relying on outdated systems prone to misplacement and security issues. The lack of modern storage facilities and digital management systems could hinder effective school management and planning, indirectly affecting student performance. Efficient record management is crucial for tracking student progress and making informed decisions about instructional strategies (Kennedy, 2008). The findings indicate that while there are areas of strength, such as individual subject performance and teacher commitment, several systemic issues need to be addressed to improve overall student outcomes in KCSE. The positive trend in individual subject grades may reflect successful interventions in specific areas, while the moderate trend in overall grades suggests a need for broader, more systemic changes.

The qualitative data from interviews underscore the importance of holistic strategies that include professional development, community involvement, and better resource management. Effective leadership and management practices are also critical, as they foster a supportive environment

conducive to both teaching and learning (Leithwood & Jantzi, 2006). Further, the condition of school facilities and record management practices suggests a need for investment in infrastructure and modernization of administrative systems. By addressing these gaps, schools in Garissa Township Sub-County can create a more enabling environment for both teachers and students, thereby improving educational outcomes. The data from this study highlights the complexity of factors influencing student performance in KCSE. It is clear that while there are successes in certain areas, there are also significant challenges that need to be addressed through comprehensive strategies. Future efforts should focus on addressing these systemic issues, ensuring adequate resource allocation, and fostering a culture of continuous improvement in both teaching and administrative practices.

4.3.2 Thematic analysis of students' performance in Kenya Certificate of Secondary Education

Secondary school principals together with education Sub- County Director participated in interviews where general feelings were expressed on state of students' performance. During an interview Principal B noted;

“We have one chemistry teacher who is supposed to teach the whole school which has 300 students and this affects effective teaching specially in preparation of practical for students in the school and more for the candidates before they sit for their KCSE. This has really negatively influenced teacher productivity that consequently affect performance of students in chemistry in our school” (Principal, B)

This qualitative finding suggest that inadequacy of teachers as human resources is a key factor contributing to poor academic performance among students in secondary schools. Therefore, as a management practice for principals in secondary schools should be very effective on teacher management as a resource to facilitate academic success for students in secondary institutions as it was observed by principal D who indicated that;

“In my school we have inadequacy of teachers employed by Teachers Service commission and as a result we have hired 2 teachers under Board of Management to assist already available teachers which has helped to reduce workload of teachers especially in science subjects improving academic performance of teachers as teachers when they have a manageable workload tend to become more productive” (Principal D)

From these findings it can be observed that a principal in a school is a key administrator in ensuring teacher management practices such as management of teachers’ workload is a key factor in facilitating students’ academic success in schools.

4.4.1 Principals’ Teacher Resource Mobilization Strategy and Student Performance in KCSE

The research established the principals’ teacher resource mobilization strategy and its influence on student performance in KCSE in Garissa Township Sub-County, Kenya. The respondents were asked rate their level of agreement with statements related to the influence of principals’ teacher resource mobilization strategy on the student performance in KCSE in Garissa Township Sub-County, Kenya.

Table 5 *Descriptive Statistics for Principals' Teacher Resource Mobilization Strategies and Student Performance in KCSE*

Statement	Mean	Std. Deviation
Financial planning by the principal ensures adequate funding is consistently available.	4.111	1.373
The school employs an information system that enhances staff welfare and performance.	4.412	1.164
Each department is adequately staffed relative to its workload.	3.592	1.570
The school allocates sufficient financial resources to effectively implement educational strategies.	1.191	0.662
All departments are staffed with well-trained employees.	1.561	1.169
The school maintains adequate physical and material resources to support teaching and learning.	4.626	1.071
The principal ensures that adequate teaching resources are available in each classroom.	3.996	1.437

Source: Researcher (2024)

The results showed that the respondents strongly agreed that the school maintains adequate physical and material resources to support teaching and learning as shown by a mean score of

4.626. Moreover, the respondents agreed that the school employs an information system that enhances staff welfare and performance as shown by a mean score of 4.412, financial planning by the principal ensures adequate funding is consistently available as shown by a mean score of 4.111, the principal ensures that adequate teaching resources are available in each classroom as shown by a mean score of 3.996, and each department is adequately staffed relative to its workload as shown by a mean score of 3.592. The findings align with Likoko, Barasa, and Khaemba (2022), who established a positive relationship between resource mobilization and academic performance in public secondary schools in Bungoma County, Kenya, indicating that adequate resources are crucial for academic success. Further, they disagreed that all departments are staffed with well-trained employees as shown by a mean score of 1.561. Also, the respondents strongly disagreed that the school allocates sufficient financial resources to effectively implement educational strategies as shown by a mean score of 1.191. The results disagree with Mgaya, Onyango, and Rupia (2022) in Tanzania who found that fundraising was not effectively utilized in acquiring resources, highlighting a gap in resource mobilization strategies in different contexts. This suggests that while resource mobilization is critical, its effectiveness varies depending on implementation strategies and contextual factors.

The respondents were asked to provide their views on how the principals' teacher resource mobilization strategy influences student performance in KCSE. Participants highlighted several key points. One significant aspect is the effective allocation of financial resources, which ensures that teaching and learning materials are readily available. Proper financial planning by principals facilitates the timely procurement of necessary educational resources, which directly impacts students' preparedness and performance in exams. Additionally, participants noted that investment

in teacher training programs enhances teachers' instructional skills, thereby improving the overall quality of education. Infrastructure improvements, such as well-equipped classrooms and laboratories, were also mentioned as critical factors that contribute to a conducive learning environment. Furthermore, the provision of enrichment programs for students, such as extracurricular activities and academic clubs, was recognized for fostering a holistic educational experience that supports better academic outcomes.

The interviewees stated that the primary sources of funding for the schools include government allocations, which form the bulk of the financial support. Additionally, parents contribute through fees and other school-related expenses. Some schools also benefit from donations and grants from non-governmental organizations and community-based initiatives. These sources collectively ensure that the schools have the necessary financial resources to operate effectively. The interviewees also noted that schools implement several measures to ensure resources are available when needed. These measures include strategic financial planning and budgeting processes that align with the academic calendar to anticipate and allocate funds appropriately. Regular fundraising events and initiatives are organized to supplement government funding. Furthermore, principals actively seek partnerships with local businesses and community leaders to secure additional resources and support for school programs. Further, the interviewees mentioned that the government plays a crucial role in resource mobilization for physical infrastructure development. This includes providing funds for building and renovating classrooms, laboratories, and other essential facilities. The government also supplies learning materials and equipment, ensuring that schools have the necessary physical resources to support education. Additionally, government

policies and programs are designed to facilitate resource allocation and infrastructure improvement in public schools.

4.4.2 Thematic Analysis of Principals Resource Mobilization Strategies and student performance in KCSE

Interviews from principals in secondary schools together with Sub-County Director of Education perspectives on principals teacher resource mobilization strategies significantly influences performance of students in KCSE exam at the end of four years students having been schooling.

This is because during in interview principal A observed that;

“Secondary schools in low income and rural schools there has been a great challenge of sustaining BOM teachers in schools in terms of improved salary. This is highly contributed by inadequate capitation from the government as well as delayed funds disbursement from Ministry of Education making teachers under BOM to go for several months without being paid. Consequently, such teachers many are the times they end up quitting the job making learning in secondary schools compromised in quality of education provision due to heavy workloads on TSC teachers” (Principal, A)

In keeping with respondent above it is clear that secondary school in Garissa Township Sub-County are faced with inadequacy of financial resources that even hiring teachers under BOM becomes a challenge to hire and maintain them. This is however likely to cause increased workload among teachers and even some students not learning in some of the lessons compromising quality of education that consequently lower performance of students in secondary schools.

During an interview with the Sub-County Director of Education, it was revealed that;

“With regard to availability of funds in schools several schools have developed mentorship programs of their teachers where experienced teachers support those teachers who are newly recruited. As a result, principals normally cite that such programs including workshops, seminars and peer coaching practices has enabled improvement of teachers’ pedagogy that has a positive impact on students’ performance in schools” (Sub-County Director of Education”

From discussions in interviews from principals and Sub-County Director of Education it can be established that principals mobilization of resources such as financial resources for teachers has a positive impact on students performance in that teachers are able to receive capacity building through support from experienced teachers making learning become more productive.

Also, Sub-County Director of Education added that;

“Some principals leverage partnerships with NGOs, religious organizations, alumni association with those students who have excelled in life as well as educational stakeholders to sponsor teaching staff capacity building through seminars with aim of improving students’ academic success in schools. This collaboration facilitates supplementation of government resources that consequently lead to improved teachers’ motivation and preparedness for work that consequently improves students’ performance”
(Sub-County Director of Education)

Respondents from interviews all agreed that for a successful educational system especially on students’ performance principals has to be in the fore front in mobilizing resources for teachers to facilitate learning and teaching practices that have a significant influence on students’ performance in KCSE secondary schools.

4.5.1 Principals’ Teacher Professional Record Management Strategy and Student Performance in KCSE

The study aimed to evaluate the impact of principals' teacher professional record management strategies on student performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County. The descriptive statistics provided in Table 4.5 reveal various aspects of record management practices and their perceived effectiveness.

Table 6 *Descriptive Statistics for Principals Teacher Professional Record Management Strategy and Student Performance in KCSE*

Statements	Mean	Std. Deviation
Regular review of student and teacher registers enhances administrative effectiveness.	2.340	1.743
The school maintains an accessible copy of national education policies.	1.576	1.118
Every teacher consistently uses a lesson plan book that summarizes subject content.	4.366	1.267
Timetables are effectively used to manage daily class activities.	2.118	1.459
Teachers maintain detailed lesson plans and work diaries.	3.813	1.491
Examination record books are effectively used to compile and analyze student results.	3.714	1.448
Teacher lesson plans are regularly updated to reflect current educational standards.	3.874	1.407
School schemes of work are thoroughly documented and updated in the school log.	2.305	1.783
Attendance books are diligently used for tracking student presence.	4.221	1.341

Source: Researcher (2023)

The findings from the study offer valuable insights into the principals' teacher professional record management strategies and their influence on student performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County.

The data shows that teachers consistently use lesson plan books, reflected in a high mean score of 4.366. This practice is crucial for structured and effective teaching, aligning with best educational practices that emphasize the importance of detailed lesson planning. The diligent use of attendance books, with a mean score of 4.221, further indicates that tracking student attendance is a priority. This is essential for monitoring student engagement and addressing absenteeism, both of which can significantly impact student performance.

Moreover, the regular updating of lesson plans (mean = 3.874) and the maintenance of detailed work diaries (mean = 3.813) reflect a commitment to maintaining current and comprehensive educational records. These practices support instructional quality by ensuring that teaching strategies remain aligned with current educational standards and facilitate effective student assessment. However, the study also identified several areas where there is room for improvement. Respondents expressed disagreement with the effectiveness of regularly reviewing student and teacher registers, as evidenced by a low mean score of 2.340. This suggests that the current review processes may be perceived as ineffective or lacking in impact, highlighting a potential need for improved strategies or more efficient review mechanisms.

Additionally, there was disagreement on whether school schemes of work are thoroughly documented and updated (mean = 2.305) and whether timetables are effectively used (mean = 2.118). These findings suggest issues with adherence to documentation standards and timetable management, which could hinder the overall effectiveness of instructional and administrative practices.

A significant concern was the low mean score of 1.576 regarding the accessibility of national education policies. This indicates a possible gap in ensuring that these policies are readily available

and utilized by staff, which could affect the implementation of educational standards and policies. These findings resonate with existing literature as Mukred et al. (2022) highlight the positive impact of Electronic Records Management Systems (ERMS) on organizational efficiency, aligning with the study's endorsement of digital systems for enhancing record accuracy and accessibility. Similarly, Owino and Namande (2022) found that effective records management significantly impacts service delivery, which supports the study's emphasis on the importance of efficient record-keeping practices. In contrast, the study's findings diverge from Pheonah's (2019) observations about challenges in record management, such as inadequate storage and security issues. While the study acknowledges similar challenges, it underscores the need for improvements in storage facilities and staff training, aligning with Pheonah's emphasis on addressing these issues.

4.5.2 Thematic Analysis of Principals Teacher Professional Record Management Strategy and Student Performance in KCSE

Qualitative data from principals indicated that most principals emphasized on need of enforcing preparation and maintenance of professional records including schemes of work, lesson plans, records of work covered and lesson notes. For instance, during an interview Principal C noted that;

“When teachers are consistent with their records, they normally teach better and this is normally demonstrated through KCSE results of learners” (Principal C)

Therefore, according to participant above, it is noted that principals normally link improved students' performance with teacher preparedness in terms of records documentation and curriculum delivery. This is because a well-prepared teacher is likely to become more productive in teaching and learning practices consequently improving learners' performance in standardized tests such as KCSE.

However some of the principals observed that there are some teachers who normally keep records just as a formality rather than a tool for use in teaching and learning practices to aid instruction.

This is because principal D during an interview noted that;

“A few teachers just prepare records just for the purpose of inspection not for actual use in the classroom which has been a challenge in management of teachers records as a strategy for improving students learning in schools” (Principal D)

These findings from above respondent suggest that principals acknowledge that without sustainable monitoring of teachers records this strategy of teacher professional record management as a way of ensuring quality curriculum provision in secondary schools will lose its value hence will not be effective. Therefore, this means that effective principals record management among teachers in secondary schools when well guided, monitored and supported through supervision by principals can positively impact learners’ performance in KCSE.

4.6.1 Principals’ Teacher Community Engagement Strategy and Student Performance in KCSE

The study aimed to examine the principals' teacher community engagement strategy and its influence on student performance in KCSE in Garissa Township Sub-County, Kenya. The respondents were asked to rate their level of agreement with statements related to the influence of principals’ teacher community engagement strategy on the KCSE performance in Garissa Township Sub-County, Kenya. The results are displayed on Table below.

Table 7 *Descriptive Statistics for Principals' Teacher Community Engagement Strategies and Students Performance in KCSE*

Statements	Mean	Std. Deviation
Community contributions towards part-time teacher salaries enhance student performance.	4.767	0.734
Community donations of resources for infrastructure development improve school facilities.	2.752	1.856
Community involvement in school budget planning enhances financial transparency and resource allocation.	4.195	1.338
Parental involvement in school audits contributes to financial accountability.	3.023	1.640
Community labor contributions towards building teacher accommodations enhance the school environment.	3.985	1.359
Community feedback on teacher performance positively impacts teaching effectiveness.	3.725	1.722
Community-provided incentives and bonuses to teachers boost academic performance.	3.027	1.560
Additional funding from the community supports diverse school activities and improves student performance.	3.649	1.759

Source: Researcher (2024)

The study reveals that community involvement plays a significant role in enhancing various aspects of educational performance and management. Respondents strongly agreed that community contributions towards part-time teacher salaries have a substantial positive effect on

student performance, with a mean score of 4.767. This high rating underscores the importance of financial support from the community in ensuring that teachers are adequately compensated, which directly impacts their ability to effectively support and enhance student outcomes. Similarly, the respondents agreed that community involvement in school budget planning improves financial transparency and resource allocation, reflected by a mean score of 4.195. This finding highlights the value of involving community members in financial decisions, leading to more effective and equitable distribution of resources. Community labor contributions towards building teacher accommodations, with a mean score of 3.985, also demonstrate the positive impact on the school environment, providing better facilities that support both teachers and students.

The positive influence of community feedback on teacher performance was recognized with a mean score of 3.725. This feedback helps teachers refine their practices and address student needs more effectively. Additionally, community funding for diverse school activities, with a mean score of 3.649, shows that such contributions enhance the educational experience and improve student performance. These findings align with Wakoli and Kitainge (2019), who observed that participative administrative strategies positively correlate with academic performance. Hamidu (2021) also supports these results, highlighting that even passive community participation can contribute to improved school functioning through resource contributions. However, the study also found neutrality regarding the effectiveness of community-provided incentives and bonuses for teachers on academic performance (mean = 3.027), parental involvement in school audits for financial accountability (mean = 3.023), and community donations for infrastructure development (mean = 2.752). This neutrality suggests that while community involvement in these areas is valued, its impact may be less pronounced or less clear compared to other forms of engagement. John (2018) reinforces this view by noting incomplete community involvement in various project

phases, indicating that engagement strategies must be better structured to achieve their intended outcomes.

The study emphasizes the need for robust partnerships between schools and the local community. Effective community engagement should involve collaboration with local businesses to secure additional resources and support educational programs. Involving parents in school activities and decision-making fosters a sense of ownership and accountability, which can positively affect student behavior and academic performance. Establishing feedback mechanisms with the community allows schools to address concerns and adapt strategies to meet student needs more effectively. Moreover, engaging students in community projects helps them develop essential social skills and a sense of responsibility, contributing to their overall academic success.

4.6.2 Thematic Analysis on Principals' Teacher Community Engagement Strategy and Student Performance in KCSE

Most principals commented that for a school to realize effectiveness in terms of its vision emphasizing need for shared vision between school leadership and teachers is key factor for consideration. This is because during one of the interviews principal B noted that;

“If teachers do not understand where a school is going in terms of vision and mission, then we can not move together. Therefore, we normally hold termly meetings to align our goals”
(Principal B)

These findings are however supported by observations made by Principal E who suggested that;

“Principals fosters teamwork through regular staff meetings, joint lesson planning as well as peer lesson observations as a way of collaboration and engagement among teachers so as to build a strong professional community.” (Principal E)

These findings from Principal E were also in agreement with observations made by Principal C who noted that;

“Strategies such as holding academic clinics in schools, PTA forums together with community barazas helps to bridge the gap between school and home fostering accountability as well as student support systems promoting students’ academic performance” (Principal C)

The thematic analysis indicates that effective principal teacher engagement combined with community involvement significantly impacts students’ academic performance. However, common strategies across successful schools might include monitoring, teacher motivation and active parental participation.

4.7.1 Principals’ Teacher Motivation Strategy and Student Performance in KCSE

The study aimed to assess how principals’ teacher motivation strategies impact student performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County. The findings reveal a nuanced perspective on various aspects of teacher motivation and its influence on educational outcomes. Table 9 illustrates the respondent’s findings.

Table 8 *Descriptive Statistics for Principals' Teacher Motivation Strategy and Students Performance in KCSE*

Statement	Mean	Std. Deviation
The principal implements an effective performance appraisal system.	2.588	1.715
The principal actively promotes awareness of professional development opportunities within the school.	4.523	1.016
The principal establishes clear assessment criteria for promotions and rewards to deserving teachers.	3.771	1.376
The principal ensures teachers are informed about opportunities for skill and knowledge enhancement.	2.962	1.416
The principal maintains a work environment that supports teacher well-being.	4.065	1.389
Teachers are empowered to negotiate school values to enhance job performance.	3.592	1.474

Source: Researcher (2024)

Respondents strongly agreed that the principal actively promotes awareness of professional development opportunities within the school, as evidenced by a high mean score of 4.523. This indicates that the principals' efforts to keep teachers informed about growth opportunities are highly valued and seen as beneficial for improving their skills and knowledge. This finding is consistent with the research of Andriani et al. (2018), which highlights the positive impact of professional development on teacher performance. Furthermore, respondents agreed that maintaining a work environment that supports teacher well-being is crucial, with a mean score of

4.065. This suggests that principals who create a supportive work environment contribute significantly to teachers' motivation and, by extension, their effectiveness in the classroom. The establishment of clear assessment criteria for promotions and rewards also received a positive evaluation (mean = 3.771), indicating that transparent criteria for advancement and recognition are important for motivating teachers.

However, the study revealed neutrality on whether principals effectively inform teachers about opportunities for skill and knowledge enhancement (mean = 2.962) and whether they implement an effective performance appraisal system (mean = 2.588). These lower scores suggest that these aspects of motivation might be less effectively managed or communicated. Nyakongo (2015) supports this observation by noting that motivation strategies need to be tailored to specific contexts to achieve the desired outcomes. The interviewees underscored the significance of performance appraisal systems in recognizing and rewarding teachers' efforts, which can boost morale and commitment. Additionally, professional development opportunities are essential for keeping teachers updated with the latest pedagogical methods, enhancing their instructional effectiveness. A supportive work environment where teachers feel valued and empowered was also emphasized as crucial for motivating teachers and improving their job performance. Moreover, positive student-teacher relationships and competitive salaries and benefits were recognized as important factors for teacher retention, which directly benefits student learning outcomes.

The study also noted that teachers' compensation includes government salaries supplemented by allowances for transport, duty, extra teaching, and housing. Bonuses and incentives for outstanding performance were also mentioned, highlighting a multifaceted approach to teacher motivation.

Overall, the findings underscore the importance of effective teacher motivation strategies in enhancing both teacher performance and student outcomes. Implementing comprehensive professional development programs, maintaining supportive work environments, and establishing clear criteria for recognition and advancement are crucial for motivating teachers and improving educational performance.

4.7.2 Thematic Analysis of Principals' Teacher Motivation Strategy and Student Performance in KCSE

Qualitative data was gathered from principals together with Sub-County Director of Education in secondary schools exploring principal's teacher motivation strategies influence on student performance. During an interview, principal B noted;

“We make it a point to recognize outstanding teachers during staff meetings. This has helped administration to motivate teachers to maintain high standards consequently aiding in improving students' performance in secondary schools” (Principal B).

According to above respondent it is evident that teacher motivation plays a key role in improvement of teachers' performance that has a positive impact on student performance in standardized tests such as KCSE. Therefore, this recognition is likely to foster a culture of excellence, encouraging teachers to improve performance which reflects in students KCSE results. Many principals also highlighted investment in teacher growth and learning as a core strategy. Some of these strategies that aim to motivate teachers can include in-service training, workshops, peer mentoring as well as benchmarking with other teachers. For instance, Principal E observed that;

“We organize regular seminars and sponsor some teachers to attend external workshops. This is because teachers who enhance their skills feel valued and better equipped to deliver quality instruction, positively impacting students KCSE performance” (Principal E).

During an interview with Sub- County Director of Education it was also noted that investment with materials for teachers’ instruction in class helps to motivate teachers’ performance. For instance, it was noted;

“In this Sub-County we invest in materials for teachers to use during classroom instruction to ensure that teachers are well equipped for effective teaching. This is because a well-equipped teacher is more likely to deliver in classroom activities which help to boost performance of students in exams” (Sub-County Director of Education)

From this qualitative finding from principals and Sub-County Director of Education, it is suggestive that motivated teachers are pivotal to academic success although principals cited lack of adequate funds for motivating teachers. Also, it can be deduced that principals in secondary schools play a vital role in motivating teachers through strategies like recognition, empowerment, professional development and supportive principal leadership which in turn contribute to teachers improved productivity in schools that consequently have a positive impact on students academic performance.

4.8 Multiple Regression Analysis

The study employed multiple regression analysis to explore the effects of various principals' strategies—resource mobilization, professional records management, community engagement, and motivation—on student performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County. The results are summarized in Tables 4.8, 4.9, and 4.10.

Model Summary

Table 10 displays the model summary for the regression analysis.

Table 9 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.867	0.751	0.747	1.062

Predictors: (Constant), principals' teacher motivation strategy, principals' teacher community engagement strategy, principals' teacher resource mobilization strategy, principals' teachers' professional records management strategy. The adjusted R-squared value of 0.747 indicates that 74.7% of the variance in student performance can be explained by the independent variables included in the model. This high explanatory power suggests that the model provides a robust fit for the data, aligning with the findings of Likoko, Barasa, and Khaemba (2022), who identified significant relationships between resource mobilization and academic performance. Mukred et al. (2022) and Owino and Namande (2022) also supported the importance of effective management practices on performance outcomes. Conversely, John (2018) found lower explanatory power due to incomplete community engagement, suggesting a need for more comprehensive community involvement strategies.

Analysis of Variance

Table 4.9 presents the Analysis of Variance (ANOVA) results, demonstrating the predictive value and significance of the regression model.

Table 10 *Analysis of Variance*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	884.022	4	221.006	193.713	2.60E-76
Residual	293.209	257	1.141		
Total	1177.231	261			

Dependent Variable: Student performance in KCSE. Predictors: (Constant), principals' teacher motivation strategy, principals' teacher community engagement strategy, principals' teacher resource mobilization strategy, principals' teachers' professional records management strategy

The significant F-statistic (193.713) and p-value (2.60E-76) indicate that the regression model is statistically significant, with the model effectively predicting student performance. This result is consistent with Andriani et al. (2018) and Rugarabamu (2018), who found significant impacts of motivational and management strategies on performance metrics.

Regression Coefficients

Table 12 provides the regression coefficients, which help in understanding the impact of each predictor variable on student performance.

Table 11 *Regression Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.502	6.880		3.125	0.002
Principals' teacher resource mobilization strategy	0.689	0.314	0.674	2.194	0.030
Principals' teachers' professional records management strategy	0.711	0.213	0.682	3.338	0.001
Principals' teacher community engagement strategy	0.633	0.095	0.533	6.663	0.000
Principals' teacher motivation strategy	0.618	0.230	0.512	2.687	0.008

Dependent Variable: Student performance in KCSE

The regression coefficients reveal the following:

Principals' Teacher Resource Mobilization Strategy: The unstandardized coefficient of 0.689 ($p = 0.030$) indicates a significant positive effect on student performance. This finding is consistent with Likoko, Barasa, and Khaemba (2022), who demonstrated that resource mobilization positively influences academic performance. Mgaya, Onyango, and Rupia (2022) also support the importance of resource allocation, though they noted variability in effectiveness.

Principals' Teachers' Professional Records Management Strategy: The unstandardized coefficient of 0.71 ($p = 0.001$) shows a significant positive impact on student performance. Mukred et al. (2022) and

Owino and Namande (2022) emphasize the importance of effective records management in enhancing performance and organizational competency.

Principals' Teacher Community Engagement Strategy: With a coefficient of 0.633 ($p = 0.000$), this variable significantly contributes to student performance. This aligns with Wakoli and Kitainge (2019) and Hamidu (2021), who found that community engagement positively affects academic performance. However, John (2018) noted that community engagement needs to be more structured for full effectiveness. **Principals' Teacher Motivation Strategy:** An unstandardized coefficient of 0.618 ($p = 0.008$) indicates a positive effect on student performance. This finding is supported by Andriani et al. (2018) and Rugarabamu (2018), who highlighted the role of motivation in improving teacher performance and student outcomes. Gathumbi and Malela (2016) also emphasize the significance of motivational factors.

At a 95% confidence level, all variables—principals' teacher resource mobilization strategy, professional records management strategy, community engagement strategy, and teacher motivation strategy—were found to be significant predictors of student performance in KCSE. The results suggest that the principals' teachers' professional records management strategy has the greatest effect on student performance, followed by resource mobilization, community engagement, and teacher motivation. These findings underscore the importance of a multifaceted approach to enhancing educational outcomes, where effective management and motivational strategies play crucial roles.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the data findings, discusses their implications, and provides conclusions and recommendations based on the study's objectives. The goal is to address each objective of the study and offer actionable insights derived from the data

5.1 Summary of the Findings

This section presents the summary of the findings addressing each objective of the study as interpreted in chapter four.

5.1.1 Principals' Teacher Resource Mobilization Strategy and Student Performance in KCSE

The research explored the impact of principals' teacher resource mobilization strategies on student performance in KCSE in Garissa Township Sub-County. The findings indicate that schools generally maintained adequate physical and material resources to support teaching and learning. Effective information systems were employed to enhance staff welfare and performance, and financial planning by principals ensured consistent availability of funding. Furthermore, adequate teaching resources were available in each classroom, and departments were typically staffed in relation to their workload. Despite these positive aspects, the study identified gaps, such as some departments lacking well-trained employees and insufficient financial resources allocated to fully implement educational strategies. These issues suggest that while resource mobilization strategies are present, improvements in staff training and financial allocation are needed to enhance their effectiveness.

5.1.2 Principals' Teacher Professional Record Management Strategy and Student Performance in KCSE

The study aimed to determine the influence of principals' teacher professional record management strategies on student performance in KCSE. It was found that teachers consistently utilized lesson plan books, attendance records, and regularly updated lesson plans. Examination record books were effectively used for compiling and analysing student results. However, the research also revealed that regular reviews of student and teacher registers did not significantly enhance administrative effectiveness, schemes of work were not thoroughly documented, timetables were not effectively used to manage daily class activities, and an accessible copy of national education policies was not maintained. These findings highlight strengths in record management practices but also indicate areas where documentation and administrative processes could be improved.

5.1.3 Principals' Teacher Community Engagement Strategy and Student Performance in KCSE

The study investigated the impact of principals' teacher community engagement strategies on student performance. Key findings include that community contributions towards part-time teacher salaries positively influenced student performance. Community involvement in school budget planning enhanced financial transparency and resource allocation, and labour contributions towards building teacher accommodations improved the school environment. Additionally, community feedback on teacher performance positively impacted teaching effectiveness, and additional community funding supported diverse school activities, benefiting student outcomes. However, there was uncertainty regarding the effectiveness of community-provided incentives and bonuses on academic performance, the impact of parental involvement in school audits on financial accountability, and the benefits of community donations for infrastructure development.

These results underscore the positive role of community engagement but also highlight areas where the impact of specific contributions remains unclear.

5.1.4 Principals' Teacher Motivation Strategy and Student Performance in KCSE

The research examined the effect of principals' teacher motivation strategies on student performance. The findings revealed that principals actively promoted professional development opportunities within schools and maintained a supportive work environment for teacher well-being. Clear criteria for promotions and rewards were established, and teachers were empowered to negotiate school values to enhance job performance. However, the study found uncertainty about the effectiveness of informing teachers about opportunities for skill and knowledge enhancement and concerns about the performance appraisal system. These findings highlight the importance of motivation strategies in improving teacher performance but also suggest that communication and appraisal practices could be enhanced. The study summary indicates that principals' strategies in resource mobilization, professional record management, community engagement, and teacher motivation significantly impact student performance in KCSE. While these strategies have demonstrated effectiveness, specific areas require improvement to enhance their overall impact. Addressing these gaps will contribute to more effective educational practices and better student outcomes.

5.2 Conclusions

The conclusions of the study were based on the summary of findings

- 1) The study concluded that principals' teacher resource mobilization strategies have a significant impact on student performance in KCSE. Schools that maintained adequate physical and material resources, employed effective financial planning, and ensured the availability of sufficient teaching resources demonstrated improved student outcomes. However, the research also highlighted that some schools faced challenges due to a lack of well-trained staff and insufficient financial resources. These findings underscore the importance of addressing these gaps to optimize the effectiveness of resource mobilization strategies and enhance overall student performance.
- 2) The study concluded that principals' teacher professional record management strategies significantly influence student performance. Schools where teachers consistently utilized lesson plans, maintained detailed records, and effectively used examination record books showed better student outcomes. However, the research identified gaps in the regular review of registers, thorough documentation of schemes of work, and effective use of timetables. These areas need improvement to enhance administrative effectiveness and, consequently, student performance. Addressing these gaps is essential for ensuring that record management practices contribute positively to educational outcomes.
- 3) The study concluded that principals' teacher community engagement strategies are crucial for improving student performance. Community contributions towards part-time teacher salaries, involvement in budget planning, and feedback on teacher performance were found to positively impact student outcomes. Nevertheless, the research indicated uncertainty regarding the effectiveness of community-provided incentives and bonuses on academic performance. This

suggests that community engagement strategies need to be more structured and impactful. Ensuring that community involvement is well-organized and targeted can further enhance its positive effects on student performance.

- 4) The study concluded that principals' teacher motivation strategies play a vital role in improving student performance. Principals who actively promoted professional development opportunities, maintained a supportive work environment, and established clear criteria for promotions and rewards saw improved teacher performance, which in turn enhanced student outcomes. However, the research also identified a need for more effective performance appraisal systems and increased awareness of professional development opportunities. Addressing these needs can further boost teacher motivation and, consequently, student performance.

5.3 Recommendations

5.3.1 Recommendations for Policy

1. Policies should be developed to mandate robust financial planning and consistent funding for public secondary schools. This includes establishing clear guidelines for financial allocation to ensure schools have the resources needed to effectively implement educational strategies. Adequate funding is essential for maintaining financial stability and supporting the execution of principals' teacher management strategies. This policy should ensure that schools can sustain and improve their educational programs without financial constraints.
2. It is crucial to create policies that support the adoption and integration of modern record management systems in schools. This policy should provide funding for digital systems and include provisions for staff training to ensure accurate and efficient management of teacher records. By modernizing record-keeping practices, schools can enhance administrative

effectiveness and improve the accuracy of data related to teacher performance and other critical administrative tasks.

3. Policies should encourage greater community involvement in school governance, including participation in budget planning and infrastructure development. This can be achieved by providing incentives for community contributions and establishing mechanisms for regular community feedback. Engaging the community in these aspects will foster a supportive environment and ensure that schools benefit from local input and resources, which can lead to improved school performance and better allocation of resources.
4. Policies need to mandate regular professional development opportunities for teachers and establish clear assessment criteria for promotions and rewards. This includes creating a supportive work environment that recognizes and incentivizes teacher performance. By implementing such policies, schools can enhance teacher motivation and ensure that professional development is aligned with the goals of improving student performance and teacher effectiveness.

5.3.2 Recommendations for Practice

1. Schools should adopt best practices in financial planning and budgeting to ensure efficient allocation of resources. This involves developing a detailed financial plan that supports teacher management strategies and educational programs. Regular monitoring and adjustment of financial practices will help maintain stability and ensure that resources are used effectively to enhance educational outcomes.
2. Practices should include the implementation of robust information systems for managing staff welfare, performance, and administrative tasks. Schools need to regularly review and update these systems to keep pace with technological advancements. Upgrading information systems

will streamline administrative processes and improve the accuracy of record management, contributing to overall administrative efficiency.

3. It is important for schools to conduct regular reviews and updates of key administrative documents, including student and teacher registers, school schemes of work, and timetables. Ensuring that these documents are thoroughly documented and kept up-to-date will improve administrative effectiveness and support the smooth operation of school management.
4. Schools should actively involve the community in school activities and budget planning. Encouraging community feedback on teacher performance and seeking contributions towards part-time teacher salaries and infrastructure development will strengthen community-school partnerships. This practice will help leverage community support and resources to enhance school performance and address local needs.

5.3.3 Recommendations for Further Studies

1. This research examined the effect of principals' teacher management strategies on student performance in KCSE within Garissa Township Sub-County, Kenya. It is suggested that future studies explore additional types of teacher management strategies employed by principals.
2. It is also recommended that subsequent studies on this topic utilize alternative methodologies or approaches to sustain the discourse on this crucial area of study.
3. Future research could consider conducting longitudinal studies to evaluate the long-term effects of principals' teacher management strategies on KCSE performance in Garissa Township Sub-County, Kenya.

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APPENDICES

Appendix I: Letter of Introduction

Dear Sir/Madam,

RE: ACADEMIC RESEARCH PROJECT

I am a student pursuing a Master of Education in Administration and Management at Mount Kenya University. I am conducting research for my academic project entitled *"Principals' Teacher Management Strategy and Its Influence on Student Performance in Kenya Certificate of Secondary Education in Garissa Township Sub-County, Kenya."*

The research involves the use of a questionnaire designed to gather relevant information aimed at addressing the research objectives of this study. I am writing to request your permission to collect information from your organization to support this important research.

Please be assured that the study will adhere to strict ethical principles. All information provided will be treated with the utmost confidentiality, and individual identities will not be disclosed in any reports or findings.

Your cooperation and support in this research will be highly appreciated.

Yours faithfully,

Mohamed Hassan Shafey

MED/2022/51785

Mount Kenya University

Appendix II: Informed Consent

This form is designed to obtain your consent to participate in a study aimed at assessing the **PRINCIPALS’ TEACHER MANAGEMENT STRATEGY AND ITS INFLUENCE ON STUDENT PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN GARISSA TOWNSHIP SUB-COUNTY, KENYA**. Please read the form carefully, complete it, and indicate your response to each of the statements by ticking the appropriate box. At the end, please sign the form to confirm your consent.

Statement	Yes	No
I fully understand the purpose of this study.	<input type="checkbox"/>	<input type="checkbox"/>
I acknowledge that I have the right to withdraw from this study at any time without having to offer any explanation.	<input type="checkbox"/>	<input type="checkbox"/>
I acknowledge that all information related to me will be handled with strict confidentiality, and my name will not be included in any written reports resulting from this study	<input type="checkbox"/>	<input type="checkbox"/>
I acknowledge that all responses and confidential information I provide will be used exclusively for research purposes and will be destroyed once the research is completed	<input type="checkbox"/>	<input type="checkbox"/>

I voluntarily agree to participate in this research study and have been provided with a copy of this form for my personal records.

Signature.....Date: /..... /.....

Name: (Optional)

Researchers’ signature..... Date...../...../.....

Appendix III: Research Questionnaire for Teachers

This questionnaire is designed to collect data solely for academic purposes. The study aims to investigate the Principals' Teacher Management Strategy and Its Influence on Student Performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County, Kenya. All information provided will be kept strictly confidential. Please do not include your name or any form of identification on this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender:

Female []

Male []

2. For how long have you been working with public secondary schools within Garissa Township Sub-County?

Less than 1 year []

3 to 5 years []

Above 5 years []

3. State your highest level of education:

Certificate []

Diploma []

Degree []

Masters []

PhD []

Others (Specify) _____

4. Please indicate your age bracket:

Less than 30 years []

31-40 years []

41-50 years []

51-60 years []

SECTION B: PRINCIPALS' TEACHER MANAGEMENT STRATEGY AND ITS INFLUENCE ON STUDENT PERFORMANCE IN KCSE

Student Performance in Kenya Certificate of Secondary Education

Question	Rating Scale
5. What is the trend of the following aspects of student performance in KCSE in Garissa Township Sub-County, Kenya for the last 5 years?	1=Greatly Decreased, 2=Decreased, 3=Constant, 4=Improved, 5=Greatly Improved
a. The general trend in the average grades obtained by students in KCSE	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. The trend in grades for individual subjects within the KCSE	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Principals' Teacher Resource Mobilization Strategy and Student Performance in KCSE

Question	Rating Scale
6. Please indicate your level of agreement with the following statements on the influence of principals' teacher resource mobilization strategy on student performance in KCSE in Garissa Township Sub-County, Kenya:	1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree
a. Financial planning by the principal ensures adequate funding is consistently available.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. The school employs an information system that enhances staff welfare and performance.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. Each department is adequately staffed relative to its workload.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
d. The school allocates sufficient financial resources to effectively implement educational strategies.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
e. All departments are staffed with well-trained employees.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Question	Rating Scale
f. The school maintains adequate physical and material resources to support teaching and learning.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
g. The principal ensures that adequate teaching resources are available in each classroom.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
7. In your view, how do the above aspects of principals' teacher resource mobilization strategy influence student performance in [Open-ended response] KCSE in Garissa Township Sub-County, Kenya?	

Principals' Teacher Professional Record Management Strategy and Student Performance in KCSE

Question	Rating Scale
8. Please indicate your level of agreement with the following statements on the influence of principals' teacher professional record management strategy on student performance in KCSE in Garissa Township Sub-County, Kenya:	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
a. Regular review of student and teacher registers enhances administrative effectiveness.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. The school maintains an accessible copy of national education policies.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. Every teacher consistently uses a lesson plan book that summarizes subject content.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
d. Timetables are effectively used to manage daily class activities.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
e. Teachers maintain detailed lesson plans and work diaries.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
f. Examination record books are effectively used to compile and analyze student results.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
g. Teacher lesson plans are regularly updated to reflect current educational standards.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Question	Rating Scale
h. School schemes of work are thoroughly documented and updated in the school log.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
i. Attendance books are diligently used for tracking student presence.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
9. In your view, how do the above aspects of principals' teacher professional record management strategy influence student performance in KCSE in Garissa Township Sub-County, Kenya?	<i>[Open-ended response]</i>

Principals' Teacher Community Engagement Strategy and Student Performance in KCSE

Question	Rating Scale
10. Please indicate your level of agreement with the following statements regarding the impact of principals' teacher professional record management strategies on student performance in KCSE in Garissa Township Sub-County, Kenya:	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
a. Community contributions towards part-time teacher salaries enhance student performance.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. Community donations of resources for infrastructure development improve school facilities.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. Community involvement in school budget planning enhances financial transparency and resource allocation.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
d. Parental involvement in school audits contributes to financial accountability.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
e. Community labor contributions towards building teacher accommodations enhance the school environment.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
f. Community feedback on teacher performance positively impacts teaching effectiveness.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Question	Rating Scale
g. Community-provided incentives and bonuses to teachers boost academic performance.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
h. Additional funding from the community supports diverse school activities and improves student performance.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
11. In your view, how do the above aspects of principals' teacher community engagement strategy influence student performance in KCSE in Garissa Township Sub-County, Kenya?	<i>[Open-ended response]</i>

Principals' Teacher Motivation Strategy and Student Performance in KCSE

Question	Rating Scale
12 Please indicate your level of agreement with the following statements regarding the effect of principals' teacher motivation strategies on student performance in KCSE in Garissa Township Sub-County, Kenya:	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
a. The principal implements an effective performance appraisal system.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. The principal actively promotes awareness of professional development opportunities within the school.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. The principal sets clear assessment criteria for promotions and rewards for deserving teachers.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
d. The principal ensures teachers are informed about opportunities for skill and knowledge enhancement.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
e. The principal maintains a work environment that supports teacher well-being.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
f. Teachers are empowered to negotiate school values to enhance job performance.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Question

Rating Scale

13. In your view, how do the above aspects of principals' teacher motivation strategy influence student performance in KCSE in Garissa Township Sub-County, Kenya? *[Open-ended response]*

Thank you for participating.

Appendix IV: Interview Schedule for the Principals and Sub-County Education Officer

1. What are the primary sources of funding for your school?
2. Can you describe the measures implemented by the school to ensure timely and adequate availability of resources?
3. What roles does the government play in aiding resource mobilization, specifically for physical infrastructure development in schools within this sub-county?
4. How are educational and administrative records utilized to meet the needs of various users within your school?
5. What are the predominant challenges faced by your school in managing these records?
6. How are teachers compensated in your school, including salaries and allowances (e.g., transport, duty, extra teaching allowances)?
7. Can you provide an overview of the teachers' overall job performance at your school, highlighting aspects such as their attendance, punctuality, preparation of schemes of work and lesson plans, assessment practices, involvement in co-curricular activities, discipline management, participation in staff meetings, absenteeism rate, and maintenance of class registers and records of work? Based on your experience, what strategies or actions do you believe should be implemented to enhance KCSE performance in your school?

Appendix V: Document Analysis Guide

Aspect	Criteria	Comments by the Researcher
Building	Suitability, maintenance, general cleanliness, floor space, office layout	
Storage Equipment	Adequacy, types of records stored, how the records are stored (current, semi-current, and non-current records), security of the records	
Records Management and Care	Handling and care of records as they are retrieved, taken to the requesting offices, and returned to the records facility	
Service Provision	<ul style="list-style-type: none"> - Handling of students - Duration of time it takes to attend to students - Interaction between students and teachers 	
Physical Environment	Physical environment in which the staff work	
Communication and Interaction	Communication and interaction between the staff at different levels	

Appendix V Questionnaire for Students

This questionnaire is designed to collect data solely for academic purposes. The study aims to investigate the Principals' Teacher Management Strategy and Its Influence on Student Performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County, Kenya. All information provided will be kept strictly confidential. Please do not include your name or any form of identification on this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender:

Female []

Male []

2. Please indicate your age bracket:

Less than 30 years []

31-40 years []

41-50 years []

51-60 years []

SECTION B: PRINCIPALS' TEACHER MANAGEMENT STRATEGY AND ITS INFLUENCE ON STUDENT PERFORMANCE IN KCSE

Student Performance in Kenya Certificate of Secondary Education

Question	Rating Scale
5. What is the trend of the following aspects of student performance in KCSE in Garissa Township Sub-County, Kenya for the last 5 years?	1=Greatly Decreased, 2=Decreased, 3=Constant, 4=Improved, 5=Greatly Improved

Question	Rating Scale
a. The general trend in the average grades obtained by students in KCSE	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. The trend in grades for individual subjects within the KCSE	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Principals' Teacher Resource Mobilization Strategy and Student Performance in KCSE

Question	Rating Scale
6. Please indicate your level of agreement with the following statements on the influence of principals' teacher resource mobilization strategy on student performance in KCSE in Garissa Township Sub-County, Kenya:	1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree
a. Financial planning by the principal ensures adequate funding is consistently available.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. The school employs an information system that enhances staff welfare and performance.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. Each department is adequately staffed relative to its workload.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
d. The school allocates sufficient financial resources to effectively implement educational strategies.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
e. All departments are staffed with well-trained employees.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
f. The school maintains adequate physical and material resources to support teaching and learning.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
g. The principal ensures that adequate teaching resources are available in each classroom.	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
7. In your view, how do the above aspects of principals' teacher resource mobilization strategy influence student performance in [Open-ended response] KCSE in Garissa Township Sub-County, Kenya?	

Principals’ Teacher Professional Record Management Strategy and Student Performance in KCSE

Question	Rating Scale
<p>8. Please indicate your level of agreement with the following statements on the influence of principals’ teacher professional record management strategy on student performance in KCSE in Garissa Township Sub-County, Kenya:</p>	<p>1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree</p>
<p>a. Regular review of student and teacher registers enhances administrative effectiveness.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>b. The school maintains an accessible copy of national education policies.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>c. Every teacher consistently uses a lesson plan book that summarizes subject content.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>d. Timetables are effectively used to manage daily class activities.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>e. Teachers maintain detailed lesson plans and work diaries.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>f. Examination record books are effectively used to compile and analyze student results.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>g. Teacher lesson plans are regularly updated to reflect current educational standards.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>h. School schemes of work are thoroughly documented and updated in the school log.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>i. Attendance books are diligently used for tracking student presence.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>9. In your view, how do the above aspects of principals’ teacher professional record management strategy influence student performance in KCSE in Garissa Township Sub-County, Kenya?</p>	<p><i>[Open-ended response]</i></p>

Principals’ Teacher Community Engagement Strategy and Student Performance in KCSE

Question	Rating Scale
<p>10. Please indicate your level of agreement with the following statements regarding the impact of principals' teacher professional record management strategies on student performance in KCSE in Garissa Township Sub-County, Kenya:</p>	<p>1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree</p>
<p>a. Community contributions towards part-time teacher salaries enhance student performance.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>b. Community donations of resources for infrastructure development improve school facilities.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>c. Community involvement in school budget planning enhances financial transparency and resource allocation.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>d. Parental involvement in school audits contributes to financial accountability.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>e. Community labor contributions towards building teacher accommodations enhance the school environment.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>f. Community feedback on teacher performance positively impacts teaching effectiveness.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>g. Community-provided incentives and bonuses to teachers boost academic performance.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>h. Additional funding from the community supports diverse school activities and improves student performance.</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>
<p>11. In your view, how do the above aspects of principals' teacher community engagement strategy influence student performance in KCSE in Garissa Township Sub-County, Kenya?</p>	<p><i>[Open-ended response]</i></p>

Principals' Teacher Motivation Strategy and Student Performance in KCSE

Question

Rating Scale

12 Please indicate your level of agreement with the following statements regarding the effect of principals' teacher motivation strategies on student performance in KCSE in Garissa Township Sub-County, Kenya:

1=Strongly Disagree,
2=Disagree, 3=Neutral,
4=Agree, 5=Strongly Agree

a. The principal implements an effective performance appraisal system.

2 3 4 5

b. The principal actively promotes awareness of professional development opportunities within the school.

2 3 4 5

c. The principal sets clear assessment criteria for promotions and rewards for deserving teachers.

2 3 4 5

d. The principal ensures teachers are informed about opportunities for skill and knowledge enhancement.

2 3 4 5

e. The principal maintains a work environment that supports teacher well-being.

2 3 4 5

f. Teachers are empowered to negotiate school values to enhance job performance.

2 3 4 5

13. In your view, how do the above aspects of principals' teacher motivation strategy influence student performance in KCSE in Garissa Township Sub-County, Kenya?

[Open-ended response]

Thank you for participating.

Appendix IV: Interview Schedule for the Principals and Sub-County Education Officer

1. What are the primary sources of funding for your school?
2. Can you describe the measures implemented by the school to ensure timely and adequate availability of resources?
3. What roles does the government play in aiding resource mobilization, specifically for physical infrastructure development in schools within this sub-county?

4. How are educational and administrative records utilized to meet the needs of various users within your school?
5. What are the predominant challenges faced by your school in managing these records?
6. How are teachers compensated in your school, including salaries and allowances (e.g., transport, duty, extra teaching allowances)?
7. Can you provide an overview of the teachers' overall job performance at your school, highlighting aspects such as their attendance, punctuality, preparation of schemes of work and lesson plans, assessment practices, involvement in co-curricular activities, discipline management, participation in staff meetings, absenteeism rate, and maintenance of class registers and records of work? Based on your experience, what strategies or actions do you believe should be implemented to enhance KCSE performance in your school?



Appendix VII: Letter from the Ministry of Education

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

Telegram: "SCHOOLING" Garissa.
Telephone: 046-210-2458, Garissa.
Fax: 046-210-2002
Email: cdegarissacounty@gmail.com
When replying please quote



COUNTY DIRECTOR OF EDUCATION
GARISSA
P. O. Box 9-70100
GARISSA

REF: NEP/ED/6.26/VOL.IV (151)

DATE: 18th July, 2024

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION.

Refer to your letter *Ref. No. NACOSTI/P/24/37705/530698* dated 16th July, 2024 from National Commission for Science, Technology & Innovation on application for authority to carry out research on "*Principals' Teacher Management Strategy and Its Influence on Students' Performance in Kenya Certificate of Secondary Education in Garissa Subcounty- Garissa County Kenya*". for the period ending 16th July, 2025.

We are pleased to inform you that you have been authorised and given consent for your research outcome.

Yours sincerely,

MOHAMED GEDI
FOR: COUNTY DIRECTOR OF EDUCATION
GARISSA.

Cc: Regional Director of Education-North Eastern.

Mou

Appendix VIII: Introduction from School of Postgraduate MKU



DIRECTORATE OF GRADUATE STUDIES

MED/2022/51785

28th June, 2024

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

Dear Sir/Madam,


RE: MOHAMED HASSAN SHAFEY- REGISTRATION NO. MED/2022/51785

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 "**Principals' Teacher Management Strategy and its Influence on Student Performance in Kenya Certificate of Secondary Education in Garissa Township Sub-County, Kenya.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **July, 2024 and September, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Kameta, Ph.D
Director, Graduate Studies
Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

Appendix IX: Ethical Clearance from MKU



REF: MKU/ISERC/3824

Date: 26 June 2024

TO: MOHAMED HASSAN SHAFAY

REG: MED/2022/51785

Dear Sir/Madam,

RE: PRINCIPALS' TEACHER MANAGEMENT STRATEGY AND ITS INFLUENCE ON STUDENT PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN GARISSA TOWNSHIP SUB-COUNTY, KENYA

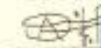
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2868**. The approval period is **26/06/2024 - 25/06/2025**.

This approval is subject to compliance with the following requirements:

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

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

Yours sincerely,



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

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 708 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

Appendix X: Research License from NACOSTI

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 530698

RESEARCH LICENSE



This is to Certify that Mr.. MOHAMED HASSAN SHAFEY 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 Garissa on the topic: PRINCIPALS' TEACHER MANAGEMENT STRATEGY AND ITS INFLUENCE ON STUDENT PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN GARISSA TOWNSHIP SUB-COUNTY, KENYA for the period ending: 16/July/2025.

License No: NACOSTI/P/24/37705

Applicant Identification Number: 530698

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

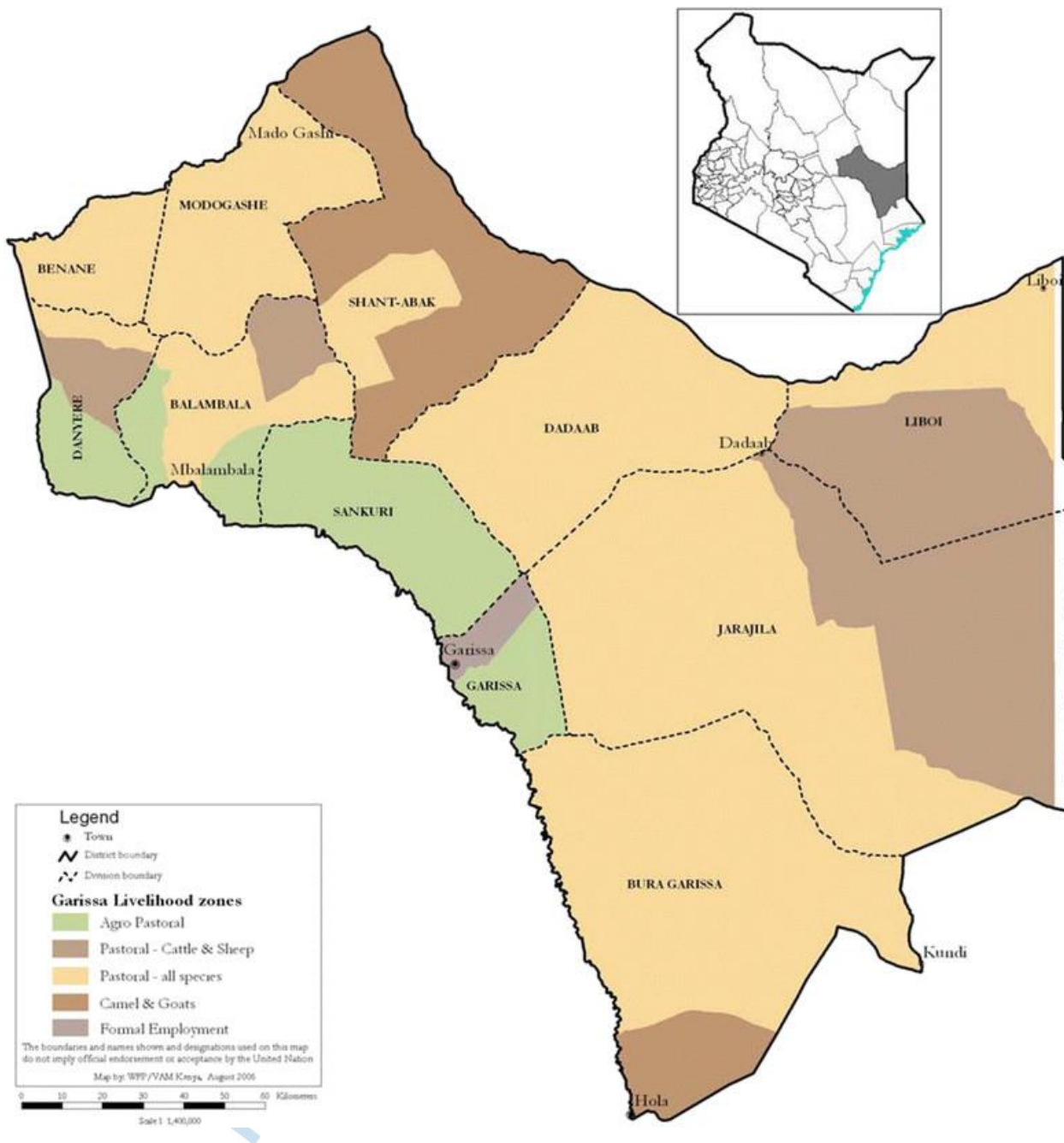
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See overleaf for conditions

Appendix XI: Map of Garissa County



Appendix XII Similarity Index Report

INFLUENCE OF PRINCIPALS'
TEACHER MANAGEMENT
STRATEGIES ON STUDENT
PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY
EDUCATION IN GARISSA
TOWNSHIP SUB-COUNTY,
KENYA

Submission date: 03-Jul-2025 04:35PM (UTC+0300)

Submission ID: 2709692484 *by mohamed shafey*

File name: FINAL_MOHAMED_HASSAN_SHAFEY_JULY_2025_1_.docx (1.79M)

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INFLUENCE OF PRINCIPALS' TEACHER MANAGEMENT STRATEGIES ON STUDENT PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN GARISSA TOWNSHIP SUB-COUNTY, KENYA

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