

**INFLUENCE OF PRINCIPALS' SUPERVISION PRACTICES ON
PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN
KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA**

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UNIVERSITY**

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DECLARATION

I declare that this research project is my original work and has not been presented in any other university.

Signed..........

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this work to my husband Nicholas Kyule and my children Ritah and Sherlyn for their support and motivation throughout my academic pursuit.



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ABSTRACT

The study aimed to assess the influence of principals' supervisory practices on student academic performance in Kitui Central Sub-County, Kitui County. The objectives included investigating how principals' verification of teachers' professional documents, policy guidance, and resource mobilization affected student performance. It also explored the role of communication channels in academic outcomes. The research was guided by instructional leadership and transformational leadership theories and covered all 33 public secondary schools in Kitui Central Sub-County. The study targeted a total of 495 respondents, including principals, teachers, and students. A multistage sampling technique was employed: schools were randomly selected, and within each, stratified random sampling was used to choose participants. The final sample size consisted of 84 respondents. Structured questionnaires were distributed, and interviews were conducted in private settings to ensure candid responses. Quantitative data from the questionnaires were analyzed using statistical software, while qualitative data from interviews underwent thematic analysis to identify recurring themes and insights. This mixed-methods approach provided a comprehensive understanding of how principals' supervisory practices impact student performance and enriched the study's conclusions with both statistical and narrative evidence. The study revealed a strong positive correlation between principals' supervisory practices and student academic performance. Pearson correlation coefficients indicated significant relationships: Principal's Verification of Teachers' Professional Documents (0.881), Principal's Policy Guidance (0.893), Principal's Mobilization of Teaching/Learning Resources (0.868), and Principal's Communication Channels (0.834) all showed robust positive impacts on academic performance. Regression analysis confirmed that 75.2% of performance variation is explained by these practices, with the model being statistically significant ($F = 17.011$, $p = 0.000$). Based on the findings, the study therefore concluded that effective principal supervision practices are crucial for improving student performance in public secondary schools. The study concluded that rigorous verification of teachers' credentials ensures high teaching standards, clear policy guidance aligns staff with educational objectives, efficient resource mobilization supports quality instruction, and robust communication channels foster a positive academic atmosphere. These practices collectively contribute to creating an environment conducive to academic success, highlighting the pivotal role of principals in shaping educational outcomes through their supervision strategies. The study hence recommended that principals should implement stringent verification processes for teachers' professional documents to maintain high educational standards. Principals should also provide clear and consistent policy guidance through comprehensive manuals and regular training sessions. Furthermore, they should focus on efficient mobilization and management of teaching and learning resources through needs assessments and strategic partnerships. Lastly, principals should establish and maintain robust communication channels to facilitate transparent and timely information exchange among all stakeholders.

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LIST OF ABBREVIATIONS

KCSE	Kenya Certificate of Secondary Examination
UNESCO	United Nations Educational, Scientific and Cultural Organization
QAO	Quality and Assurance Officers
USA	United States of America
ME	Ministry of Education
SCDE	Sub-County Director of Education
SCDQASO	Sub- County Quality Assurance and Standards Officer
CSOs	Curriculum Support Officers
NGOs	Non-governmental organizations

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Principals are crucial in developing supervisory techniques that have a beneficial effect on students' performance, claims Castler (2021). These procedures include a range of topics, such as upholding student discipline, guaranteeing access to teaching and learning materials, and offering efficient curriculum oversight. Through enabling the use of appropriate resources, establishing monitoring, and planning timely in-service programs, principals should assist instructors. The principal has a significant impact on how the curriculum is taught, how resources are provided, and how the school is run overall (Yambo, 2023).

According to the global education for all statement, the Pakistani government places a high premium on making sure that schools have enough supplies and labs (Dahar & Faize 2020). Principals should promote the use of resources to help in curriculum delivery. According to Bloomberg (2020), these resources provide students a foundation to desire to study more. Textbooks provide the chance for alone study and reference. Textbooks make teaching and learning in a school environment simpler (Olaniyan & Ojo 2019).

According to a World Bank (2019) assessment on secondary school resources in sub-Saharan nations, 160 out of Lesotho's 250 secondary schools do not have libraries. To save 20% on the cost of basic textbooks, parents combine their funds to purchase them. Research on the availability of textbooks and students' high school success was conducted by Attakumah (2019). According to research, kids who use a lot of textbooks do well in the

West African School Certificate Exams. All schools should have an equitable supply of textbooks that are based on curricular frameworks, supplemental materials that engage students in multidimensional learning, as well as multimedia and digital resources, according to the Education 2030 framework for action (UNESCO, 2017). The top-performing pupils in Kenya are drawn to the best-resourced national schools (Mbiti & Lucas, 2020). In Kenya's rural areas, just 5% of pupils have access to core course materials. Some students attend school without ever having used a text book. Only elite institutions have libraries that are loaded with extracurricular readings (World Bank [WB], 2019). Principals should promote the use of resources to support curriculum delivery.

According to Zepeda (2019), instructor supervision is a two-way process aimed at enhancing students' test-taking abilities. It is a manual for determining the needs for teacher development. To improve pupils' academic results, shared leadership is promoted in Kazakhstani schools. Effective administrators, according to Kouisanov (2020), concentrate on overseeing instructors in order to enhance education through feedback and encouragement.

According to Githua and Nyabwa (2019), the principal's control over curriculum and teaching affects how much tuition is paid, if an appropriate testing policy is adopted, how much of the curriculum is covered, how teacher induction programs are implemented, and how cooperative relationships are fostered. Such principals are expected to have appropriate understanding about Kenyan education, according to Osman and Mukuna (2021). The Ministry of Education's Quality and Assurance Officers work with principals to encourage reflective learning and provide guidance on effective procedures.

According to Sharma et al. (2020), there are two basic types of supervision in schools: general supervision, which includes oversight of teachers' performance inside the classroom as well as supervision aimed at enhancing general supervision. As a result of the interaction between the parties involved, supervision can also be referred to as clinical supervision, according to Kiptum (2019). Ayeni (2020) adds that supervision is the methodical procedure utilized to create educational programs that are in line with educational expectations.

In the USA, the 1960s saw the emergence of the demand for supervision. In the two decades that followed, it subsequently expanded to other regions of the world (Burns, 2021). According to Martin and Holts (2021), teachers, administrators, and even politicians have differing perspectives on supervision in the US. Without robust, well-established mechanisms of oversight, it is impossible to have successful educational outcomes.

According to Okumbe (2021), the evolution of educational monitoring in the USA happened gradually. A legislation granted certain communities the authority to choose instructors for their schools who were of good faith and morals during the first stage. Laypeople, such as clergymen, school wardens, trustees, particular persons, and citizen committees, served as supervisors. Control over schools was based on clearly specified norms, with an emphasis on supervision of schools and classes. The focus of the second phase was mostly on controlling and supervising schools, however it gradually switched to helping teachers become more effective in their jobs. Due to an increase in student population, the third stage of supervision focused on monitoring classroom teaching. The former leaders, who were mostly inspectors throughout this phase, were replaced with qualified supervisors (Dana & Yendol-Hoppey, 2019). In the three decades that followed,

educational monitoring started in the United States of America and spiraled outward (Burns, 2021).

The Ministry of Education in Ghana is legally obligated to oversee school operations. The Ministry makes sure that all procedures, guidelines, and rules published by the Ministry of Education are followed. According to research done by Donkoh and Dwamena (2023), supervision aids in identifying instructors' requirements and providing them with professional development opportunities by highlighting their performance's strengths and inciting them to consider their obstacles. According to De Garuwe (2020), the main metric used by national authorities to assess the quality of schools is students' performance on standardized tests. He emphasizes that instruction supervision has the ability to boost student achievement and provide opportunities for instructors to advance their careers.

Imam (2019) claims that the department of Education was established in Uganda in 1925. Its duties included creating the curriculum and directing how it was applied in classrooms. Burgeya (2021) observed that the majority of principals did not perform enough supervision in his study on the effect of principle teachers' general and supervision. He linked this to the high student enrollment in certain schools and the principals' load of duties. The Uganda Education Act of 1970 allowed inspectors the right to visit schools whenever they wanted. The inspectors would explain the objective of the visit to the school principals.

The aim of supervision is to raise pupils' academic performance. The responsibility of the principle is to launch academic initiatives that result in the achievement of predetermined objectives. All activities in schools are managed and led by the principal. They are

responsible for making sure that educational practices are used to facilitate efficient teaching and learning in classrooms (Naomi, Ronoh, & Tanui, 2023). Stronge (2021) noted that successful school administrators set objectives for academic attainment and use their resources to meet those objectives. They are familiar with time management techniques for teaching effectively, keeping track of professional and academic progress records, visiting classes, and monitoring, setting, and administering exams.

According to Archibong (2020), some supervisors won't be able to conduct evaluations successfully if they are not competent, trained in assessment methodologies, knowledgeable about the subject matter, have strong organizational abilities, and are willing to accept instructors' ideas and interests. Limited supervisory experience and abilities were noted by Coe et al. (2023) as a concern in teacher supervision, as supervisors lacked sufficient training in giving constructive comments while upholding professional relationships. According to Mbera (2019), many school principals find it very challenging to balance their administrative responsibilities with their leadership or function in the curriculum.

Table 1: Comparison of performance from 2019-2021

Year	Mean Score	% C+ & Above	% D & Below
2019	3.673	15.12%	0.09%
2020	3.411	11.38%	0.15%
2021	3.112	3.67%	0.14%

Source: KCQASO Document Analysis (2021) Kitui County

The comparison of academic performance in Kitui County from 2019 to 2021 reveals a declining trend. The mean score dropped from 3.673 in 2019 to 3.112 in 2021, indicating a decrease in overall student achievement. Similarly, the percentage of students scoring C+ and above reduced significantly from 15.12% in 2019 to 3.67% in 2021. Conversely, the

percentage of students scoring D and below slightly fluctuated, with a minor increase from 0.09% in 2019 to 0.14% in 2021. This suggests a growing disparity in student performance and a potential need for intervention strategies to address these challenges (KCQASO, 2021).

1.2 Statement of the problem

The need for educational administrators to establish, promote, and sustain high academic standards in schools remains a significant challenge (Smith et al., 2020). Principals, as the key leaders in school management, must effectively utilize supervisory practices to foster a conducive learning environment and enhance student performance. These practices include effective oversight of instruction, facilitating professional development, and ensuring optimal use of resources (Jones & Brown, 2019; Johnson, 2021). However, declining academic outcomes in Kitui Central Sub-County highlight a failure in achieving these goals. The percentage of students achieving a minimum grade of C+ necessary for university admission dropped from 31.53% in 2019 to 11.38% in 2022, a decline of over 15% (KCQASO, 2021). This concerning decline in academic performance persists despite efforts by the Kenyan government and partners to support public secondary schools. In Kitui County, historical trends of poor performance continue to limit students' academic progression, despite various interventions aimed at improving educational outcomes. The principal's role in employing effective supervision strategies—such as overseeing teaching and learning activities, promoting staff development, and managing resources—has not been sufficiently explored, particularly in relation to how these practices influence student performance (KCQASO, 2021).

1.3 Purpose of the Study

This study aims to explore the influence of principals' supervision practices on performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.

1.4 Objectives of the study

- i. To establish the influence of principal's verification of teachers' professional documents on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya.
- ii. To establish the influence of principal's Policy guidance on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya.
- iii. To establish the influence of principal's mobilization of teaching/learning resources on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya.
- iv. To determine the influence of principal's Communication channels on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya.

1.5 Research Questions

- i. To what extent does verification of teachers' professional document influence performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya?
- ii. To what extent does principal's Policy guidance influence performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya?

- iii. To What extent does principal's mobilization of teaching/learning resources influence performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya?
- iv. To what extent does principal's Communication channels influence the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya?

1.6 Rationale for the Study

Principals have a big impact on the educational environment because they help ensure that educational programs are implemented successfully and improve student performance. Supervision, which involves keeping an eye on and assisting instructors and students in reaching their academic goals, is a crucial component of their work. In public secondary schools in Kenya's Kitui Central Sub-County, the aim of this research is to better understand how principal monitoring methods impact students' academic progress. The importance of school leadership in student achievement has been researched in the past, but little has been said about the principal supervision strategies used in Kitui Central Sub-County and how they affect student performance. Regional educational policies and practices may be guided by an understanding of the specific supervision-related factors that contribute to higher student results. The findings of this research provided crucial information on the connections between principal supervision practices and student achievement in public secondary schools. The results benefited legislators, school administrators, and teachers in Kitui County by offering evidence-based recommendations for enhancing supervision practices and ultimately enhancing student outcomes.

1.7 Significance of the study

The study's conclusions may be applied by principals to establish efficient supervision practices in their institutions, giving them more options for enhancing teachers' performance in the classroom through monitoring. Teachers might appreciate the professionalism that principal teachers shown in successfully implementing supervision. Furthermore, when principals implement effective tactics to their advantage, these findings may help pupils do better academically, which would translate into better outcomes on the Kenya Certificate of Secondary Education (KCSE).

The study's findings may make policymakers in the Ministry of Education more aware of the necessity to offer instructions on efficient methods for conducting supervision. Additionally, insights regarding obstacles to effective supervision and potential fixes may be found by principals. Additionally, the findings can help the Ministry of Education, via the Kenya Education Management Institute (KEMI), design in-service training (INSET) courses to increase the capacity of Sub-County Quality Assurance and Standards Officers (SCDQASOs), which support principal teachers and teachers in supervision practices.

Stakeholders work to maximize the returns on education, which have the potential to improve both the nation's overall economy and the welfare of its residents. The results also provide a platform for more study by adding to the body of knowledge already known about educational management and serving as a helpful resource for researchers in the subject.

1.8 Limitations of the study

This study encountered several limitations that could affect the reliability and generalizability of its findings. First, by focusing only on Kitui Central in Kitui County,

the study's results may not fully represent the county's four sub-counties, where different socio-economic or organizational factors may be present. To mitigate this, the study sampled diverse participants within Kitui Central, and future research could expand to all sub-counties. Second, responses may have been influenced by social desirability bias, where respondents provided socially acceptable answers, potentially affecting the study's validity. To address this, confidentiality and anonymity were emphasized, and questions were neutrally phrased to reduce bias. Additionally, some respondents might have been reluctant to fully disclose information on supervisory practices. Assurance of data privacy helped foster honest responses, enhancing data accuracy and reliability.

1.9 Delimitations of the study

This study was limited to Kitui Central Sub-County in Kitui County, focusing specifically on public schools within this region, with no private schools included. The respondents consisted of four groups: students, teachers, head teachers, and principals, providing a range of perspectives on educational practices within these public institutions. The study's main objective was to examine how principals' supervision techniques influence students' performance in the Kenya Certificate of Secondary Education (KCSE) examinations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, a thorough examination of pertinent literature conducted within the researcher's field of study is presented. The literature review focuses on earlier studies that looked into a number of topics, including the verification of teachers' credentials, academic performance of students, policy guidance from the principal, mobilization of teaching and learning resources by the principal, communication from the principal, and communication channels. The researcher examines many points of view put forward by various writers, considering varied opinions on the study issues. The literature evaluation also includes theoretical and conceptual frameworks, summarizes the body of literature, and identifies any research gaps that have been found.

2.2 Empirical Literature Review

An essential aspect of research is an empirical literature review, which entails systematically examining and analyzing previous empirical studies and research findings pertinent to a particular study topic.

2.2.1 Verification of teachers' professional document

An essential aspect of ensuring the proficiency and caliber of the teaching staff within a school is the principal's verification of teachers' professional documentation (Agarwal & Puri, 2023). Through thoroughly assessing educators' academic qualifications, certificates, and professional credentials, principals can confirm that teachers possess the necessary knowledge and skills to provide students with effective education. This verification process

supports the institution's high standards of instruction, ensuring that teachers are equipped to deliver a quality education to students. Effective school leadership must involve careful selection and assessment of teachers' credentials to enhance overall student performance (Waters et al., 2021).

Wamuyu and Ndirangu (2019) explored the role of school leadership in enhancing teacher accountability and student performance in Kenya. Their findings indicated that effective school leadership significantly improves teacher accountability, which is positively correlated with enhanced student performance. Specifically, the verification of teachers' qualifications by principals led to more motivated teachers and, ultimately, better academic results. However, the study identified a research gap concerning the exploration of how different leadership styles affect verification practices and their influence on student outcomes across diverse school contexts in Kenya.

Krause and Boe (2018) investigated the implications of professional standards for teachers in Australia. Their research demonstrated that strict adherence to these standards positively influenced both teacher performance and student learning outcomes. Schools that implemented rigorous verification processes reported higher levels of student achievement. Nonetheless, the authors noted a lack of longitudinal studies examining the long-term impacts of such verification practices on student performance across different regions within Australia.

In the context of Chile, Gonzalez (2020) provided evidence that teacher credentials verification was linked to improved student outcomes, particularly in lower-income areas where access to qualified teachers was scarce. This study underscored the critical role that

verification plays in educational equity. However, a significant research gap was identified regarding the barriers to effective verification practices in schools located in under-resourced communities.

Nguyen and Tran (2021) conducted a nationwide survey in Vietnam, revealing a clear positive relationship between verified teacher qualifications and student academic performance. Their study found that schools led by principals who actively verified qualifications achieved higher test scores. Despite these findings, the authors acknowledged a need for further investigation into how cultural factors may influence the effectiveness of verification processes on student performance.

In the United States, Smith and Ingersoll (2021) performed a comprehensive literature review on the effects of teacher qualifications on student achievement. Their findings reiterated the significance of teacher qualifications, indicating that effective verification processes are vital for improving educational outcomes. However, the review highlighted a lack of comparative studies examining verification processes across different states and their relative impacts on student outcomes.

Wang and Zheng (2022) focused on principal leadership and teacher professional development in China, finding that principals who engaged in verifying teachers' professional development activities observed improvements in teaching quality and student performance metrics. The study revealed that such verification practices were essential in enhancing educational outcomes. Nevertheless, there was limited exploration of how these practices differ between urban and rural schools and their subsequent impact on student performance.

Chirwa (2023) examined the effect of principal leadership on teacher performance and student outcomes in Malawi through a mixed-methods study. The research highlighted a significant correlation between principals' verification of teachers' qualifications and improved student performance. Schools led by active principals reported higher student grades and better teacher morale. However, the study did not address how socio-economic factors might influence the effectiveness of verification practices across different regions of Malawi.

The verification of instructors' credentials has numerous positive effects on students' academic achievement. It ensures that only trained and qualified educators are employed, which significantly impacts the quality of classroom instruction. Teachers with the requisite pedagogical skills, who have undergone the necessary education and training, are more likely to deliver engaging and effective lessons (Baker et al., 2022). Consequently, there is an increased likelihood that students will receive a high-quality education and perform better academically. This idea is substantiated by recent research conducted by Darling-Hammond et al. (2023), which demonstrated that teacher qualifications greatly influence student success.

Additionally, the verification process reflects the principal's commitment to maintaining a qualified and dedicated teaching staff. Principals who prioritize document verification encourage their teachers to engage in continuous learning and professional development, which enhances teacher effectiveness and improves educational quality. The relationship between school leadership strategies, including teacher certification verification, and increased student achievement was emphasized in research by Robinson and Timperley (2020).

When parents are assured that their children are being taught by certified and competent educators, they are more likely to become actively involved in and supportive of their child's education. This positive parental engagement can enhance students' motivation, behavior, and academic outcomes. Research by Leithwood et al. (2022) supports the notion that strong school leadership, which includes ensuring teacher qualifications, positively influences student achievement and engagement.

Professional documents serve as crucial tools that educators use to effectively plan, implement, and evaluate the teaching and learning process. These documents aim to enhance the efficiency of both teaching and learning activities. Comprehensive records include various elements such as lesson plans, detailed documentation of covered materials, grade books for tracking student performance, and schemes of work (Sibanda et al., 2020).

According to Kimeu (2021), administrators can ensure that students perform well by focusing on the resources utilized by instructors, reviewing students' books to confirm that class notes are complete, and verifying that assignments are marked correctly. Principals should regularly interact with students to assess whether they receive assignments from their subject teachers and whether their books are reviewed, marked, and corrected. These documents should be transparent and easily accessible when principals request them.

Research by Irungu (2021) indicates that monitoring students' progress helps them complete assignments according to expectations, thereby assisting them in maintaining focus on their goals. This process also motivates teachers to work diligently as their work is assessed, and their classroom activities are monitored. Ndungu et al. (2023) assert that

reviewing these records enables administrators to determine whether instructors are effectively imparting knowledge and whether students are achieving the objectives outlined in the schemes of work. These strategies help teachers maintain focus while demonstrating material mastery to students.

The verification process can positively impact instructors' commitment to their careers and professional growth. When teachers are aware that their credentials are under scrutiny, they are more likely to prioritize continuous learning and seek opportunities for professional development (Wachidi, 2020). Research by Schacter et al. (2022) indicates that teachers who engage in ongoing professional development tend to employ more effective teaching practices, staying abreast of the latest developments in their field. As a result, students benefit from improved teaching methods and a more engaging learning environment.

Research, such as that conducted by Clark (2022), shows that the principal's verification of instructors' credentials can enhance the overall credibility and reputation of the school. When parents and students perceive that teachers are competent and certified, they are more likely to believe that the school is committed to academic success. This positive perception can foster a conducive learning environment, enhance parental involvement, and increase student engagement, collectively improving student performance (Magday & Pramoolsook, 2023).

Teachers are motivated to uphold professional standards and pursue continuous growth when they know their credentials are being verified. This encourages teachers to engage in ongoing professional development opportunities and feel accountable for staying informed about best practices in teaching. As teachers advance their knowledge and skills, they

become more effective in their instructional approaches, leading to improved student engagement and performance in the classroom (Ingersoll, 2021).

Through preventing unqualified individuals from teaching in schools, the verification process helps maintain the integrity of the educational system. Insufficiently or inadequately qualified teachers can contribute to lower student achievement. Principals who rigorously examine instructors' credentials uphold the standard of instruction at their institutions, ensuring that students are taught by individuals who possess the necessary knowledge and skills to be effective educators. Through maintaining high requirements for teacher credentials, the administration clearly communicates that student performance and well-being are top priorities within the school (Chetty et al., 2023).

Students may feel safer and more confident in their instructors' abilities when they are aware that teachers have undergone a comprehensive verification process and meet specific educational requirements. This confidence can foster greater student motivation, encourage active participation in class, and cultivate a positive outlook on learning. When students believe in their teachers' competency, they are more inclined to exert effort in their studies and strive to achieve academic standards (Woolfolk Hoy, 2022). Despite the existing literature on the impact of teacher qualifications on student performance, there is a lack of comprehensive studies examining how principals' verification processes specifically influence student outcomes in public secondary schools. Most studies focus on general teacher qualifications without addressing the verification aspect of those qualifications. This study aims to fill this gap by exploring the specific role of principals' verification of teachers' professional documents as an independent variable affecting student performance in public secondary schools.

2.2.2 Principal's Policy guidance

Principal's policy guidance encompasses the role of school administrators in delivering effective, consistent, and clear counsel on institutional rules and regulations (Bashir et al., 2022). This includes informing parents, instructors, and students about the policies, overseeing their implementation, and offering support as necessary. By providing policy direction, principals play a crucial role in shaping the school's vision, purpose, and values. Effective policy advice from principals may enhance student performance in various ways, fostering a conducive learning environment and promoting academic achievement (Alharbi, 2021).

Blase and Blase (2019) examined the role of principals in teacher development and student achievement in educational settings. Their findings revealed that effective policy guidance from principals enhances teacher development, which in turn positively affects student performance. Specifically, principals who actively engage in policy development foster an environment of accountability and support among teachers. However, the authors noted a significant research gap regarding the specific types of policy guidance that yield the most favorable outcomes across diverse educational contexts. This highlights the need for further research into the nuanced ways in which policy guidance can be tailored to meet the specific needs of schools in varying environments, including those in Kitui County.

Harris and Jones (2020) conducted a review of the evidence on principal leadership and student outcomes, finding that principals who provide clear policy guidance contribute to improved student performance, particularly in challenging school environments. The adaptability of principals to changing educational policies was emphasized as a critical

factor in fostering a positive learning environment. Nonetheless, the authors identified a gap in longitudinal studies assessing the long-term effects of principals' policy guidance on student outcomes. Such research could be instrumental in understanding how sustained policy implementation influences educational achievement over time.

Gordon and Anderson (2021) explored the impact of school leadership on student achievement in Canada. Their study found that strong school leadership and effective policy guidance correlate positively with improved student performance. The research emphasized that principals who actively engage in policy implementation create more conducive learning environments. However, it also pointed to the need for more comprehensive studies examining how differing socio-economic contexts within Canada affect the relationship between policy guidance and student performance. This aspect is particularly relevant in Kenya, where socio-economic factors significantly influence educational outcomes.

In a study conducted in New Zealand, Anderson and Sweeney (2022) found that principals providing strategic policy guidance foster better student engagement and academic achievement. The emphasis on inclusivity and support for at-risk students was highlighted as a critical element of effective leadership. However, the research did not delve into how cultural factors influence the effectiveness of principals' policy guidance. Understanding the cultural dynamics in Kitui Central Sub County could provide valuable insights into how principals can adapt their policy guidance to resonate with the local context.

Chen and Zhang (2022) focused on the relationship between principal leadership and student achievement in Chinese secondary schools. Their empirical study revealed that

strong principal leadership and clear policy guidance significantly impacted student academic performance. The study underscored that principals who effectively communicated policies and provided necessary resources for implementation observed marked improvements in student outcomes. However, a gap was identified in exploring how teachers' perceptions of principals' policy guidance might mediate the relationship between leadership and student achievement. This gap highlights the importance of considering the perspectives of teachers in understanding the dynamics of policy implementation.

Reyes and Echeverria (2023) examined school leadership and student performance in Latin America, finding that principals' policy guidance is crucial for shaping school culture and influencing student outcomes. The study emphasized that aligning policies with local educational needs is essential for achieving better results. However, the authors acknowledged the need for further investigation into the challenges faced by principals in implementing effective policy guidance in under-resourced schools. This consideration is particularly relevant in Kitui County, where resource limitations may hinder effective policy implementation.

Leithwood and Sun (2024) conducted a comprehensive review of the effects of principal leadership on student outcomes. Their findings confirmed that principals' leadership, particularly in the form of effective policy guidance, is vital for enhancing student performance. They highlighted that clear and coherent policy frameworks contribute to fostering a positive school climate conducive to learning. Despite these findings, the study called for research focused on the interactions between policy guidance and various demographic factors affecting student performance. This aspect warrants attention in the

context of Kitui Central Sub County, where demographic diversity may influence educational dynamics.

When students are aware of behavioral expectations, attendance requirements, and academic standards, distractions and disruptions in the learning process are minimized. A well-structured environment allows students to focus on their studies, leading to increased engagement and improved academic performance (Smith & Johnson, 2023).

Research indicates that a supportive school atmosphere and culture significantly influence student motivation and achievement. Students feel valued and encouraged when policies are grounded in principles of equity, fairness, and inclusion, fostering a sense of belonging and higher self-esteem (Fernandez & Rodriguez, 2020). Furthermore, policies designed to promote a supportive and respectful learning environment enhance teacher-student interactions and increase student engagement, leading to improved attendance and academic success (Harris et al., 2021).

Additionally, principals' policy directives ensure that parents, students, and educators share a consistent vision and set of objectives. This collaboration and sense of shared responsibility can positively affect student accomplishment by encouraging parental involvement, boosting teacher morale, and cultivating a community atmosphere that supports learning (Bryk & Schneider, 2018).

Effective leadership and policy execution are crucial for enhancing educational outcomes. Principals serve as instructional leaders, ensuring that policies are effectively communicated and aligned with teaching strategies (Robinson et al., 2020). Their involvement in policy development and implementation is essential for achieving specific

objectives that directly impact student performance. When principals prioritize regulations that promote continuous professional development for their staff, they invest in the ongoing growth of their personnel. Teachers are encouraged to enhance their instructional skills, ultimately benefiting students through improved teaching practices informed by recent research (Martínez et al., 2023).

Research shows that principals employing transformational leadership styles positively influence student achievement. Transformational leaders inspire and motivate both students and staff, fostering an environment of high expectations and continual improvement (Garza et al., 2021). Such principals effectively guide the implementation of policies, ensuring alignment with the school's vision and goals. They also influence teaching quality by providing professional development opportunities for teachers, coordinating curriculum with regulations, and monitoring instructional quality (Pepper, 2021).

Collaborative decision-making is another vital aspect of effective policy implementation. Principals who involve teachers, parents, and other stakeholders in decision-making processes foster a sense of ownership and commitment, creating a positive school climate and encouraging collective efforts that lead to improved student performance (Owings et al., 2020).

Furthermore, the principal's policy guidance plays a critical role in developing an inclusive school culture that respects diversity and equity. By establishing policies that promote inclusive education and support services for students with diverse learning needs, principals create an environment where all students feel valued and supported (Gurung,

2023). Inclusive policies may address accommodations for students with disabilities, special education support, and measures to combat bullying and discrimination, contributing to a supportive educational environment (Gentilucci & Muto, 2021).

The principal's policy guidance can significantly enhance student performance by aligning teaching and learning with the school's educational aims and objectives (May et al., 2020). When principals actively participate in developing and revising curricular policies, instructional methodologies, and resources align with the targeted learning outcomes. This alignment allows teachers to provide focused and relevant instruction, catering to the unique needs and abilities of their students. Consequently, students experience more fruitful and meaningful learning experiences, leading to improved academic performance (Mihute, 2021). While existing literature emphasizes the positive influence of principal's policy guidance on student performance, there is limited research specifically focusing on public secondary schools in Kitui Central Sub-County, Kitui County, Kenya. This study aims to fill this gap by investigating the unique challenges and dynamics within this context, thereby providing insights that can inform effective leadership practices and policy development in the region. By examining the relationship between principal's policy guidance and student performance, this study will contribute to a deeper understanding of how school leadership can foster academic success in diverse educational settings.

2.2.3 Principal's mobilization of teaching/learning resources

The proactive actions taken by school administrators to ensure that both teachers and students have access to essential tools, materials, and technologies are referred to as mobilizing teaching and learning resources (Maponya, 2020). The provision of instructors with the resources they need to deliver effective instruction is one way in which the

mobilization of teaching and learning resources improves student performance. Research shows that access to high-quality instructional materials is positively associated with student achievement (Mulu, 2021). When administrators provide teachers with current and relevant teaching materials, instructors can create and implement engaging lessons tailored to diverse learning styles and abilities. Consequently, students benefit from a balanced and enriching learning experience that fosters better comprehension and enhanced academic success (Ishak & Rahim, 2022).

Fullan (2019) in North America explored the leadership practices of principals and their correlation with student outcomes. Fullan emphasizes that principals who actively mobilize teaching and learning resources foster a collaborative culture within schools, leading to enhanced student engagement and academic success. Schools prioritizing resource allocation—ranging from technology to teaching materials—reported significant improvements in student performance. However, the study also highlighted a critical gap in understanding the specific types of resource mobilization that yield the most beneficial results across varying socio-economic contexts, particularly in developing countries. This indicates a pressing need for more research focusing on localized strategies that can be implemented in regions like Kitui County.

Sebastian and Allensworth (2020) examined the role of school leaders in resource allocation within the Chicago Public Schools. Their findings underscored that principals who effectively mobilize resources, such as instructional materials and professional development opportunities, contribute to higher student performance. The authors noted a direct link between the leadership practices of principals and the efficient utilization of resources to support teaching and learning. However, they pointed out a significant gap

concerning the variability of these practices by school type and community context, particularly in rural areas. This suggests that understanding the unique challenges faced by principals in Kitui County could provide valuable insights into optimizing resource mobilization in similar settings.

Brady and Valli (2021) conducted research in New Zealand, demonstrating that proactive principals who successfully mobilized teaching and learning resources observed notable gains in student achievement. The study revealed that schools led by such principals were better positioned to engage students academically and socially. The research also emphasized the importance of partnerships and external funding in enhancing resource availability. Nevertheless, it called for additional studies to investigate the long-term effects of resource mobilization on student performance, particularly in diverse educational environments. This gap is especially relevant to Kitui Central Sub County, where such longitudinal studies could provide insights into sustainable educational practices.

In Taiwan, Mok and Hsu (2022) found that principals who actively engage in mobilizing teaching resources, including teaching aids and technology, have a positive influence on student performance. Their study highlighted the necessity of effective communication and collaboration among teachers to maximize resource utilization. However, a limitation of their research was the lack of attention to the specific challenges faced by principals in rural or underserved schools when it comes to mobilizing resources. This gap emphasizes the need for targeted research to understand the contextual factors influencing resource management in Kitui County's public secondary schools.

Muñoz and Galván (2023) conducted a comparative study in Mexico, discovering a strong correlation between principals' resource mobilization strategies and student academic performance. The research emphasized that effective leverage of community resources and partnerships is vital for enhancing educational outcomes. While the findings are promising, the authors noted a gap in understanding how different leadership styles impact resource mobilization across varying educational contexts. This observation calls for a deeper exploration of leadership dynamics in schools in Kitui Central Sub County, where local leadership styles may uniquely influence resource management.

Further highlighting the significance of school leadership in resource mobilization, Khan and Ali (2023) examined secondary schools in Pakistan. Their study found that principals who prioritize resource mobilization, including staff training and adequate learning materials, significantly contribute to improved student performance. The authors underscored the importance of strategic planning in resource allocation but identified a research gap regarding the influence of external factors, such as governmental policies and community support, on principals' ability to mobilize resources effectively. This gap presents an opportunity for future research to investigate how local policies and community dynamics in Kitui County might affect resource mobilization efforts.

Sullivan and McMahon (2024) explored resource management practices in Australian secondary schools, affirming the positive correlation between effective resource management and improved student outcomes. Their research found that principals who actively engage stakeholders in the resource mobilization process are more successful in addressing students' needs. However, the authors noted the necessity for further research into the barriers and challenges faced by principals in mobilizing resources, especially in

schools serving marginalized communities. This concern is particularly relevant for Kitui Central Sub County, where resource limitations may pose significant challenges for school leaders.

Furthermore, mobilizing teaching and learning resources ensures that students have access to a wide variety of study materials. For instance, students may have the opportunity to engage with diverse books, reference materials, and online resources in a well-stocked school library (Liu, 2022). This accessibility can spark students' interests, promote independent learning, and equip them with the tools to pursue deeper understanding. Engaging with a multitude of learning tools empowers students to become self-directed learners, thereby enhancing their academic performance (Zhang & Koshmanova, 2021).

The mobilization of teaching and learning resources can also level the playing field and alleviate inequalities in educational opportunities. The availability of resources may differ among schools serving diverse student populations, which can impact student performance (Samat & Al-banna, 2023). Principals can secure additional funding to address these gaps by actively seeking assistance from the community, local organizations, and external donors. For instance, partnerships and fundraising initiatives can result in the acquisition of cutting-edge equipment, student scholarships, or funding for extracurricular activities. By ensuring equitable access to resources, principals create a fair and supportive learning environment that enables all students to succeed academically (Bartanen & Grissom, 2023).

Communication plays a crucial role in promoting awareness, understanding, participation, and learning within school life (Budohi, 2020). Effective communication enhances staff

and student morale and fosters relationships among members of the school community. Various communication tools, including meetings, written notes, newsletters, notice boards, and suggestion boxes, are utilized both within and outside the classroom (Budohi, 2020).

In a related study, Odhiambo (2022) examined the impact of head teachers' communication methods on academic achievement in public secondary schools in the Nyando District of Kenya. The study found that inefficient communication directly contributed to poor academic performance. However, the study's reliance on descriptive statistics limited its ability to explain the relationship between variables, highlighting the need for an alternative analytical approach. Similarly, Ndinza (2021) explored how head teachers' management strategies affected the academic performance of their students in public secondary schools in Kitui County. The study discovered that communication was essential for informing staff about events, outlining school goals, and fostering staff relationships. Despite this, Ndinza's research design and use of descriptive statistics constrained the ability to analyze the relationship between variables, emphasizing the need for a more robust analysis method.

Moreover, by promoting varied instruction and individualized learning experiences, the mobilization of teaching and learning resources can enhance student performance. When principals allocate funds for the procurement of instructional software, online learning platforms, and adaptive technology, teachers are better able to meet the unique requirements and learning preferences of their students (Smith & Throne, 2022). Through differentiated teaching, teachers can adapt lessons and assignments to accommodate students' diverse interests and learning styles, allowing each student to progress at their

own pace. Consequently, students become more motivated and engaged in their studies, boosting their academic performance (Smith & Throne, 2022).

The mobilization of teaching and learning resources can also enhance teachers' motivation and job satisfaction. When principals invest in providing the tools and resources teachers need to perform their jobs effectively, it acknowledges and encourages teachers' efforts (Eisenman & Thornton, 2021). Access to teaching tools and well-equipped classrooms enables teachers to deliver engaging and dynamic lessons, increasing job satisfaction and professional fulfillment. Motivated teachers are more likely to dedicate time and effort to their instruction, resulting in improved student outcomes (Reynolds & Karr-Kidwell, 2021).

Additionally, the mobilization of teaching and learning resources fosters a positive school environment and culture. When principals collaborate with local partners and stakeholders to acquire additional resources, it encourages community engagement and support for the school (Hochbein & Mohr, 2022). Resources such as scholarships, mentoring programs, and extracurricular activities provided by community organizations and parents enhance students' overall educational experiences. A healthy school environment promotes student engagement and well-being, which, in turn, improves attendance and academic achievement (Ayeni, 2021).

Despite the existing literature highlighting the importance of mobilizing teaching and learning resources for student performance, gaps remain in understanding the specific strategies employed by principals in Kitui Central Sub County, Kenya, and their direct impact on academic outcomes. Previous studies have primarily relied on descriptive

statistics, limiting the exploration of the nuanced relationships between variables. This study aims to fill this gap by employing a robust analytical framework to examine how principals' mobilization of teaching and learning resources directly influences student performance in public secondary schools. By focusing on this specific geographic context, the study will provide valuable insights into effective leadership practices that can enhance educational outcomes, thereby contributing to the body of knowledge in educational leadership and management.

2.2.4 Principal's Communication Channels

Elmore (2019) emphasizes the importance of effective communication practices in North American schools. Elmore argues that principals who establish open and transparent communication channels foster a collaborative culture within their schools. This collaborative culture is essential for engaging teachers and parents in the educational process, leading to enhanced student performance. The study highlights that clear communication of school goals and expectations positively influences both teacher morale and student engagement. However, it also points out a critical gap in understanding the specific communication tools and strategies that yield the best results across different socio-economic contexts, especially in regions like Kitui County, where resource limitations may present unique challenges.

Shannon and Leonard (2020) conducted research in the Chicago Public Schools, focusing on the role of school leaders in employing diverse communication channels. Their findings indicate that principals who utilize a variety of communication methods—ranging from face-to-face meetings to digital platforms—are better equipped to engage teachers and

parents. This engagement is crucial for creating a supportive educational environment, ultimately enhancing student performance. Nonetheless, the authors noted a significant gap concerning the effectiveness of these communication channels in low-resource settings, suggesting that localized research is essential to understand how principals in Kitui County can adapt their communication strategies to better serve their communities.

Nguyen and Nguyen (2021) explored the impact of principals' communication practices in Vietnamese schools. Their research revealed that effective communication, particularly in providing feedback and clarifying expectations, has a direct correlation with improved student academic performance. This highlights the critical role of communication in fostering a positive learning environment. However, the study lacks an examination of the challenges principals face in implementing these communication strategies effectively, particularly in socio-economically disadvantaged areas. This gap indicates a need for further exploration of how contextual factors in Kitui Central Sub County influence the effectiveness of communication channels.

Leithwood and Jantzi (2022) examined the link between school leadership and student learning, emphasizing the role of communication in achieving educational goals. Their research found that principals who prioritize effective communication can create environments that enhance teacher motivation and student engagement. However, they did not consider the cultural factors that might influence communication styles and effectiveness, particularly in diverse educational contexts like those found in Kenya. This oversight suggests that more targeted research is needed to understand how cultural dynamics impact communication in schools.

Khalid and Mahmood (2023) conducted a study in Pakistan, demonstrating that principals who maintain regular and effective communication with teachers and parents significantly improve student academic performance. Their findings highlighted the importance of leveraging technology for communication to engage stakeholders effectively. However, the research does not explore how external factors, such as socio-economic status and community involvement, may influence the success of these communication strategies. This gap is particularly relevant for schools in Kitui County, where understanding the local context can provide valuable insights into effective communication practices.

Moreover, Bokova (2023) explored the influence of school leadership communication on student outcomes in Eastern Europe. The study concluded that principals' ability to communicate effectively empowers teachers and parents to engage actively in the educational process, thereby improving student performance. However, it noted a need for research into the specific communication barriers faced by principals in diverse environments, especially in rural and under-resourced communities. This gap highlights the importance of understanding the unique challenges that principals in Kitui Central Sub County may encounter when attempting to implement effective communication practices.

Adeleke and Akinpelu (2024) investigated the impact of school leadership communication on student performance in Nigeria. Their study revealed a strong correlation between effective communication strategies and improved academic outcomes. The authors emphasized the need for principals to adapt their communication to fit the specific needs of their school communities. However, they did not fully address how cultural and contextual factors influence communication effectiveness, suggesting an area for future research that could benefit schools in Kitui County.

Research indicates that mobilizing teaching and learning resources enhances students' academic success by providing teachers with the necessary tools and materials (Maponya, 2020). Access to quality instructional resources correlates positively with improved student achievement (Chiang & Waldfogel, 2017). When principals ensure that teachers have access to up-to-date and relevant teaching materials, they can design engaging lessons tailored to diverse learning styles, leading to enriched educational experiences (Renchler, 2020). Furthermore, well-equipped school libraries and various study materials foster independent learning and improve students' academic performance (Zhang & Koshmanova, 2021).

The literature suggests that principals can bridge educational inequalities by mobilizing resources, particularly in schools serving disadvantaged populations. This effort often involves seeking external funding and support from community partnerships (Bartanen & Grissom, 2023). By ensuring equitable access to resources, principals create a supportive environment that promotes academic achievement for all students.

Despite the acknowledged importance of communication in school management, existing studies reveal a gap in analyzing the impact of specific communication channels employed by principals on student performance. For instance, Odhiambo (2005) highlighted the negative effects of poor communication but relied on descriptive statistics, limiting insights into the relationship between communication methods and academic outcomes. Similarly, Ndinza (2019) found that effective communication strategies were critical for academic success but faced similar methodological limitations. Moreover, while the mobilization of resources contributes to effective teaching and learning, a robust analysis of how different communication channels directly affect student performance remains underexplored. The

current study aims to fill this gap by employing a mixed-method approach to examine the relationship between principals' communication channels and students' academic performance in public secondary schools in Kitui Central Sub-County. By addressing this gap, the study seeks to provide valuable insights into effective communication strategies that enhance student outcomes, ultimately contributing to improved educational practices in the region.

2.2.5 Concept of Academic Performance

Academic performance is a critical component of students' educational journeys, as it directly impacts their future prospects and contributes to the socioeconomic growth of a country (Ghazvini, 2020). The educational excellence of students is essential for cultivating high achievers, leaders, and a skilled workforce, all of which are vital for national advancement. Researchers have identified various factors influencing student learning outcomes; however, concerns regarding the assessment of academic performance persist (Irfan & Shabana, 2021).

Top-performing students often share certain characteristics, as noted by the Wisconsin Education Association Council (WEAC) (Choi, 2005). These characteristics include a positive outlook on their educational experience and an acknowledgment that their success in high school is attributed to traits such as diligence, awareness, planning, skill, and self-motivation. Furthermore, high achievers tend to spend less time on media during the school week, socialize with academically driven peers, and have a passion for reading (Irfan & Shabana, 2021).

In Kenya, students are evaluated at all educational levels to assess their capabilities using the 8-4-4 curriculum's reinforced assessment methodologies (Nyongesa, 2017). This structure aims to ensure that students are adequately prepared for their future academic and career pursuits.

The Kenya Vision 2030, a national development strategy, underscores the significance of education in driving the country's growth. This vision emphasizes education as a crucial tool for enhancing Kenya's global competitiveness, highlighting its role in the development of productive human capital for international markets (Republic of Kenya, 2017). To achieve its goal of improving the quality of life for all Kenyans by 2030, the government has identified education as a fundamental element in transforming the nation into a rapidly industrializing middle-income country.

According to the Ministry of Education (2023), the overall performance of educational institutions is dependent on effective monitoring and governance. Various factors, including individual characteristics, the educational system, assessment procedures, and government emphasis on education, all contribute to students' learning outcomes and their ability to advance the country. Thus, a comprehensive approach that addresses these factors is essential for enhancing academic performance and fostering a generation of learners equipped to meet the challenges of the future.

2.3 Theoretical Review

An integral part of research, often referred to as a theoretical framework, literature review, or theoretical review, entails the critical analysis and amalgamation of established theoretical viewpoints, models, and ideas pertinent to a specific research subject. In this

study, two guiding theories will be employed: The Transformational Leadership Theory and the Expectancy-Value Theory.

2.3.1 The Transformational Leadership Theory

The Transformational Leadership Theory was first introduced by James MacGregor Burns in his 1978 book *Leadership* and was later expanded upon by Bernard M. Bass in the 1980s. The theory emphasizes that leaders inspire and motivate their followers to achieve remarkable results by fostering a sense of shared vision and commitment to the organization's goals. Transformational leadership goes beyond transactional methods of management, where leaders merely exchange rewards for performance, to focus on elevating the motivation and morality of both the leader and the followers.

In the context of school leadership, particularly in public secondary schools in Kitui Central Sub-County, Kenya, the Transformational Leadership Theory is highly relevant in understanding how principal leadership impacts student academic achievement. The theory posits that transformational leaders are able to inspire and empower their followers, in this case, teachers and students, to exceed expectations by creating a sense of purpose and ownership in the educational process (Bass, 1985). Principals who demonstrate transformational leadership are not merely administrators, but they actively work to cultivate an environment conducive to learning and academic success.

The transformational leadership theory directly links to the study variables, particularly the principal supervisory procedures and student academic achievement. In the study of public secondary schools in Kitui Central Sub-County, the variables under investigation (i.e., supervisory practices of principals and their impact on academic outcomes) align well with

the principles of transformational leadership. Below is a detailed explanation of how the study variables fit within the theoretical framework:

Transformational leadership emphasizes the role of leaders in guiding and developing their subordinates. According to Avolio et al. (2004), transformational leaders are heavily involved in the personal and professional growth of their followers. In a school setting, this translates to principals who take an active role in the supervision and development of teachers. Principals who practice transformational leadership engage with teachers through continuous feedback, professional development, and mentorship. These practices allow teachers to enhance their instructional techniques and address individual learning needs. Consequently, this supports effective supervisory procedures that contribute to improving both the teaching environment and student learning outcomes.

Transformational leaders inspire a shared vision of success within the school (Leithwood et al., 1999). Principals who embody transformational leadership set high academic standards and foster a supportive school culture. By promoting collaboration and a sense of shared responsibility, transformational leaders encourage students and teachers to strive for academic excellence. As noted by Rolfe (2020), a positive school atmosphere created by such leadership results in better student attendance, reduced disciplinary issues, and heightened levels of student motivation, all of which are directly linked to improved academic performance.

Another essential element of transformational leadership is the ability to create a positive organizational culture (Yukl, 2021). In schools, this involves principals cultivating an environment where students and teachers feel supported and valued. Through effective

communication, transformational leaders are able to clearly articulate academic goals and engage all stakeholders—teachers, students, and parents—in working towards these objectives. This shared commitment leads to a collaborative and nurturing learning environment, which enhances student outcomes. Furthermore, principals can encourage teachers to adopt innovative teaching practices that address students' diverse needs, fostering an inclusive and effective learning environment.

Transformational leaders not only communicate their vision but also inspire high levels of teacher motivation and commitment (Yammarino & Dubinsky, 1994). By establishing trust and providing autonomy in decision-making, transformational leaders empower teachers to take ownership of their professional development. Teachers who are encouraged and supported in their instructional roles are more likely to remain committed to improving their teaching strategies, which ultimately enhances the quality of education students receive. This leadership approach aligns with the study's focus on how principal supervisory procedures can drive better academic outcomes.

2.3.2 The Expectancy-Value Theory

The Expectancy-Value Theory, developed by American psychologist John William Atkinson in the late 1950s and early 1960s, provides a valuable framework for understanding student motivation and its relationship to academic performance. Atkinson's theory posits that an individual's motivation to engage in a particular activity is influenced by their expectations of success and the value they place on the outcomes of that activity. In the context of education, this means that students' motivation to succeed academically

is determined by how confident they are in their ability to succeed (expectancy) and how meaningful or valuable they perceive academic success to be (value).

Wigfield and Eccles (2000) further expanded on this theory, highlighting the importance of the interplay between students' self-perceptions, their values associated with academic tasks, and their actual performance. The theory provides a comprehensive lens through which to view how principals' leadership practices, particularly in the areas of feedback, motivation, and reward systems, can influence student academic achievement.

The Expectancy-Value Theory fits well with the study's key variables, which include the supervisory procedures of principals and student academic achievement. The theory helps explain how principals, through their actions and strategies, can create an environment that fosters student motivation and subsequently improves academic outcomes.

Principals play a key role in shaping the school environment, and their supervisory procedures can significantly impact both teacher practices and student attitudes towards learning. The Expectancy-Value Theory suggests that principals can enhance student motivation by promoting a growth mindset (Dweck, 2006) among both students and teachers. By encouraging teachers to adopt growth mindset practices in the classroom—such as providing constructive feedback and emphasizing the link between effort and improvement—principals can foster a culture in which students believe they can succeed through hard work and perseverance. This enhances the expectancy component of the theory, as students become more confident in their ability to succeed when they receive continuous feedback and support from both teachers and school leaders.

According to Bandura's (1997) concept of self-efficacy, which aligns with the Expectancy-Value Theory, students are more likely to engage with academic tasks when they feel competent and confident in their ability to succeed. Principals can influence students' expectancy for success by ensuring that teachers use diverse instructional methods and scaffolding techniques that provide students with incremental opportunities for success. When students experience consistent academic progress, they develop stronger self-belief in their abilities, which positively impacts their academic achievement. This highlights the critical role principals play in supervising teaching strategies that are inclusive and adaptive to the varied learning needs of students.

The value component of the Expectancy-Value Theory emphasizes the significance students attach to academic success. Principals can influence how students perceive the value of academic tasks by cultivating an environment that celebrates achievements and highlights the real-world relevance of education. For example, through extrinsic rewards such as praise, recognition, or tangible incentives (Deci & Ryan, 1985), principals can reinforce the importance of academic effort and success. While intrinsic motivation—such as a student's personal satisfaction with learning—plays a crucial role in long-term engagement, extrinsic motivators can provide immediate reinforcement, boosting students' motivation to perform well. Principals and teachers can collaborate to establish a reward system that recognizes not only high achievement but also academic growth and effort, making the learning process more meaningful for students.

The theory also underscores the importance of providing students with opportunities to experience success, thereby building their sense of competence. Principals can ensure that supervisory procedures include guiding teachers to use a variety of instructional

approaches that cater to diverse learning styles. By scaffolding instruction and giving students manageable challenges, teachers, under the guidance of the principal, can help students build confidence in their academic abilities. The more success students experience, the more likely they are to approach future academic challenges with enthusiasm and persistence. This leads to a virtuous cycle of increased motivation and achievement.

A critical component of enhancing students' expectancy for success is the promotion of a growth mindset—the belief that abilities can be developed through effort and perseverance (Dweck, 2006). Principals can take an active role in fostering a school-wide growth mindset by encouraging teachers to emphasize that intelligence and abilities are not fixed. This creates an environment where students feel empowered to tackle difficult tasks, viewing failures as opportunities for learning rather than as indicators of their capabilities. In this way, principals influence both the expectancy and value components of student motivation by fostering a supportive, achievement-oriented school culture.

2.4 Conceptual framework

This study will be guided by the following conceptual framework which shows the contribution of the four-independent variable to the dependent variable.

Independent variable

Dependent variable

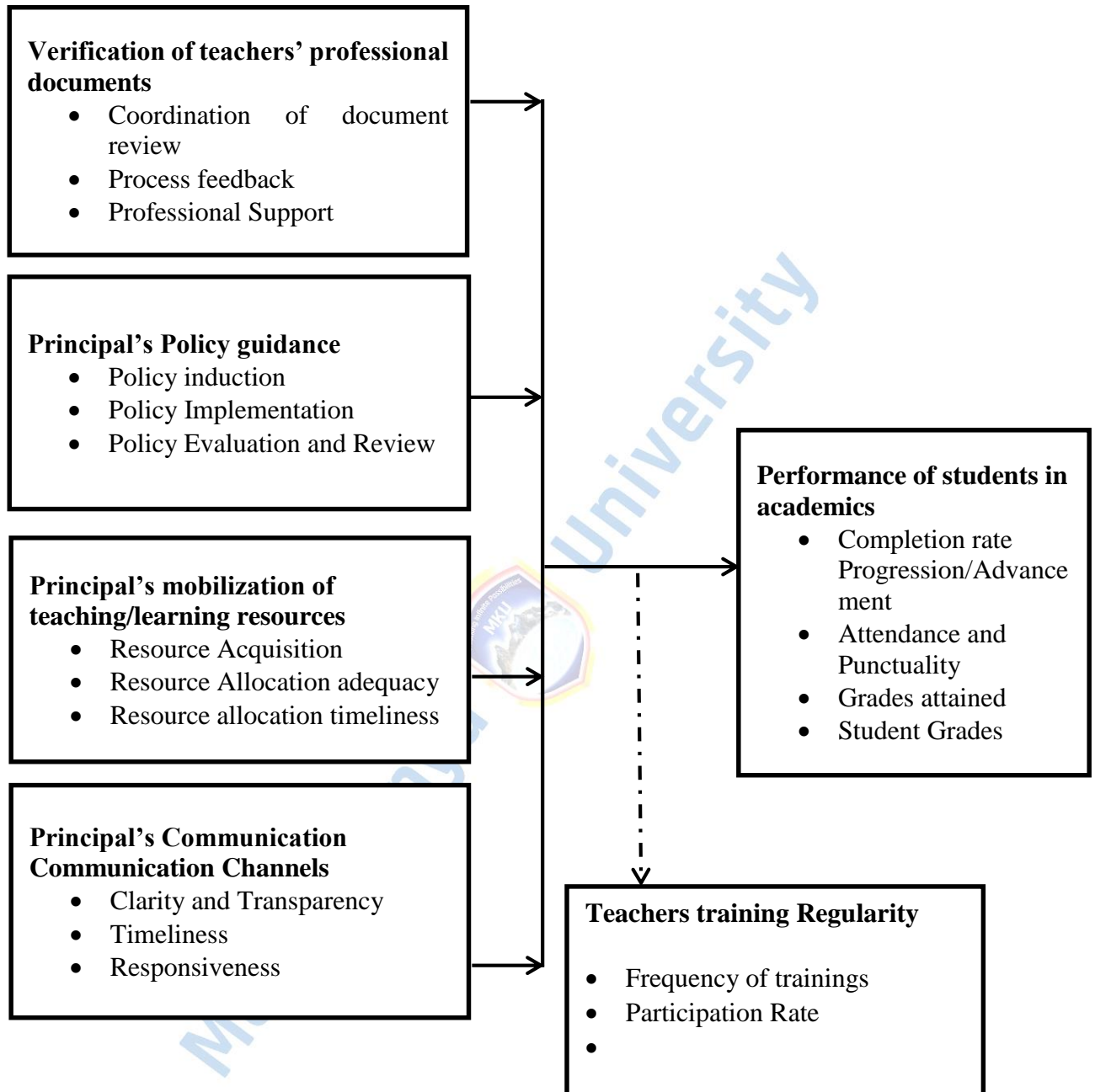


Figure 2. 1: Conceptual framework

2.5 Research gap

The following research shows the research gap which has been identified from the literature and which this research will be bridging.

Table 1: Research gap

Author	Year	Findings	Research Gap	Current Study
Smith et al.	2021	Principals' active involvement in supervision practices positively influenced student performance	Limited focus on specific supervision practices and their impact	This study will comprehensively examine various supervision practices and their specific impact on student performance
Johnson and Brown	2019	Effective resource mobilization by principals improved instructional practices and student engagement	Lack of exploration on the relationship between supervision practices and resource allocation	This study will investigate the relationship between supervision practices, resource allocation, and student performance
Davis et al.	2020	Principals faced challenges in resource mobilization for effective supervision practices	Insufficient understanding of the specific challenges faced by principals in supervision practices	This study will identify and address the specific challenges faced by principals in implementing effective supervision practices
Thompson and Martinez	2023	Principal's involvement in teacher recruitment and professional development impacted student performance	Limited exploration of the relationship between supervision practices and teacher quality	This study will examine how different supervision practices influence teacher quality and subsequently impact student performance

2.6 Summary of the research gaps

Smith et al. (2021) found that active participation in supervisory procedures by principals had a beneficial impact on student achievement. But just a small portion of their research looked at the unique supervision techniques and their distinct effects. In light of this, the goal of our study is to thoroughly analyze different supervision strategies and their unique

impacts on student performance. In their 2019 study, Johnson and Brown showed that successful resource mobilization by administrators resulted in better teaching strategies and higher levels of student involvement. They did not, however, examine the connection between resource allocation techniques and supervision procedures in their research. As a result, our study will look at the relationship between resource allocation choices and supervision procedures, as well as how these factors together affect student performance. According to Davis et al. (2020), principals had trouble securing funding to put good supervision procedures into place. The unique challenges faced by principals in the context of supervisory procedures, however, were not fully understood. Our research aims to pinpoint and address these particular issues, offering insightful advice on how to assist principals in putting effective supervision procedures into practice. Thompson and Martinez (2023) discovered that student performance was significantly impacted by a principal's engagement in teacher recruitment and professional development. However, they only briefly examined the link between teacher quality and supervisory procedures. Therefore, the focus of our study will be on how different supervision strategies impact teacher quality and, in turn, how they impact student performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research methodology to be employed in this study which include research design, target population, sample size and sampling procedure, data analysis and presentation.

3.1 Research Methodology

The choice of research methodologies, data collecting strategies, data analysis techniques, and ethical concerns are all included in research methodology, which covers the whole structure and design of a study (Davidavien, 2018). A mixed approach was used to ensure a thorough grasp of the study topic, using both quantitative and qualitative techniques. This strategy is appropriate since it enables both forms of data to be gathered and analyzed inside single research, boosting the findings. Additionally, utilizing interview schedules to elicit participants' viewpoints and record information mostly in the form of words, qualitative data was acquired.

3.2 Research Design

The research design refers to the overall strategy or blueprint guiding the research process. It provides a structured approach for data collection, analysis, and interpretation to address the study's objectives effectively (Asenahabi, 2019). This study adopts a descriptive survey research design, integrating both quantitative and qualitative methods. The choice of this design is justified by its suitability for obtaining a comprehensive view of the research problem, as it allows for statistical analysis alongside qualitative insights. According to

Bloomfield and Fisher (2019), descriptive survey designs are ideal for managing quantitative data collection and statistical analysis, which is central to this study. Additionally, this design supports qualitative approaches, enabling a deeper exploration of the study's key issues.

The choice of a descriptive approach—as opposed to exploratory or experimental research—is crucial for this study because it seeks to explain relationships and patterns among variables, rather than experimenting with interventions or exploring new phenomena. As Asenahabi (2019) notes, descriptive research is particularly useful in studies that aim to gather verifiable and confirmed data without directly intervening in the research environment. This design is appropriate as it allows for non-intrusive data collection, ensuring that the responses from survey participants and interviewees are authentic and not influenced by direct interactions.

Additionally, this research design facilitates the collection of both quantitative and qualitative data, providing a more holistic view of the research problem. Quantitative data enables the researcher to assess patterns and relationships statistically, while qualitative data offers richer contextual understanding, which is essential for fully addressing the study's objectives. This mixed-method approach allows for triangulation, enhancing the validity and reliability of the findings.

3.3 Target Population

The 33 public secondary schools in Kenya's Kitui Central Sub-County made up the study's target population. Within these schools, the research concentrated on the administrators and instructors. The chosen target group guarantee a thorough investigation of the impact

of principals' supervision procedures on students' academic achievement across different schools in the particular area. Table 1 shows that out of the 462 target responders, there are a total of 33 administrators and instructors.

Table 1: Target Population

Categories	Frequency	Percentage
Principals	33	6.7
Teachers	429	86.7
Sub- County education officers	33	6.7
Total	495	100.0

Source: Ministry of Education (2023)

3.4 Sampling Procedures

A multistage sampling procedure was employed to select the sample for this study. This approach involved several steps to ensure the inclusion of all relevant subgroups within the population. The schools in Kitui Central Sub-County were selected randomly to form the basis of the sample. Afterward, participants, including principals and instructors, were chosen using stratified random sampling within each selected school. This technique was applied because it ensures that each subgroup within the population is adequately represented. Through dividing the participants into strata based on factors such as grade level and gender, the researcher ensured that each subgroup had proportional representation in the final sample.

From each stratum, participants were selected randomly, ensuring representation from various schools within the sub-county. The purpose of stratified random sampling was to obtain a more accurate and representative sample that reflected the diversity of the population in terms of roles and characteristics (Creswell & Creswell, 2017). This method

allowed the study to capture insights from a balanced cross-section of principals and teachers, ensuring that key perspectives from all relevant subgroups were included.

Additionally, due to the limited number of school officials, such as education officers, purposive sampling was used. This approach allowed the researcher to specifically target and include participants who were particularly knowledgeable or relevant to the research objectives. Purposive sampling ensured that essential viewpoints, especially from those in positions of authority or with specialized knowledge, were incorporated into the study.

3.5 Sample Size

The sample size was determined through statistical calculations to ensure it is representative and adequate for meaningful data analysis. The researchers considered factors such as the desired level of confidence, the expected effect size, and the variability of responses in the population. The sample size was arrived at using Yamane's formula as shown:

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

The formula is as demonstrated above in which: N = population size, n = number of people in the sample, e = 10% margin of error.

$$n = \frac{495}{1 + 495(0.1)^2}$$

$$n = 84$$

Table 2: Sample Size Determination

Categories	Frequency	Sample Ratio	Sample Size
Principals	33	5.95	6
Teachers	429	5.95	72
Student Leaders	33	5.95	6
Total	495		84

Source: Ministry of Education (2023)

The study used a sample size of 84 was used in the study.

3.6 Instrumentation

Teachers and student leaders were asked to complete the structured questionnaire in order to provide quantitative data. It included particular questions on student academic achievement and supervision procedures, along with predetermined answer alternatives for quick data processing.

Semi-structured interviews with principals was undertaken to learn more about their viewpoints and experiences with relation to supervision procedures and how they affect students' academic achievement. Open-ended inquiries were included in the interview guide so that participants may elaborate on their answers.

3.6.1 Validity of Research Instruments

Before the major data collecting phase, a pilot study was carried out to guarantee the validity of the research equipment. With a smaller sample of participants, the researchers administered the questionnaire, carry out interviews, and lead focus groups during the pilot project. The research tools were improved and validated using the feedback from the pilot study to make sure they correctly assess the target constructs.

3.6.2 Reliability of Research Instruments

Using a test-retest methodology, the dependability of the research equipment was assessed. After a predetermined amount of time, a selection of participants had a second chance to complete the survey, be re-interviewed, or receive an invitation to a focus group discussion. To ensure that the instruments are reliable in delivering consistent data, the researchers evaluated the consistency of the responses and observations across time.

3.7 Credibility of Instruments

The credibility of the research instruments was bolstered by utilizing clear and unambiguous language, aligning questions with the study's objectives, and considering the perspectives of respondents during the development process.

3.8 Dependability of Instruments

To ensure the dependability of the research instruments, detailed documentation of the data collection process and instrument administration protocols was maintained. This enabled future researchers to replicate the study and validate the findings.

3.9 Data Collection Procedures

Getting the necessary permits and approvals from the relevant authorities, including the Ministry of Education and the school administration, would be the first step in the data gathering process. The research team next plan visits to the chosen schools and explain the goals and purpose of the study to the participants. Prior to their involvement in the study, administrators, instructors, and students provided their informed permission. Individuals got the organized surveys, while focus group discussions and interviews taken place in private, comfortable settings to ensure that participants are eager to express their opinions honestly.

3.10 Data analysis Procedures

The systematic approaches and techniques used to review and evaluate the data gathered during a research project are referred to as data analysis processes. To gain useful insights and develop conclusions based on the study objectives and questions, it entails organizing, cleaning, and processing the data (Pallant, 2020). Statistical tools were used to examine the quantitative data collected from the structured surveys.

Thematic analysis was done when the qualitative interview material has been transcribed. This entails extracting insights, patterns, and recurrent themes from the participant's narratives. The qualitative data supplemented the quantitative results, enabling a more thorough knowledge of the study's subject and strengthening the study's overall conclusions. The frequency, percentages, mean, and standard deviation of the data gathered for this study was computed by the application of descriptive statistics. Multiple regression analysis was used to ascertain the relationship between the independent and dependent variables. This analysis model can be used to predict a variable and is commonly employed in social science research. Multiple regression analysis can be calculated using the following formula:

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

Where: **Y** = Performance of students in academics

a = Constant $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$

X₁ = Verification of teachers' professional documents

X₂ = Principal's Policy guidance

X₃ = Principal's mobilization of teaching/learning resources

X₄ = Principal's Communication Channels

ε = Error Term

Descriptive statistics, according to Mugenda and Mugenda (2003), use a few indices or statistics to provide a succinct explanation of the measures and scores in a study.

3.11 Ethical Considerations

3.11.1 Confidentiality and Privacy

The participants' privacy and confidentiality were protected at all times during the study. To preserve the privacy of the participants, information gathered from the questionnaires, focus groups, and interviews were either coded or anonymized. Only members of the research team were able to access the data.

3.11.2 Anonymity

Participants' identities were safeguarded through the use of unique identifiers or codes instead of names. This approach ensured anonymity when reporting the research findings, preserving the participants' privacy.

3.11.3 Informed Consent

Prior to data collection, informed consent forms were provided to all participants, detailing the study's purpose, potential risks and benefits, and the voluntary nature of their involvement. Participants had the opportunity to ask questions and provide their informed consent before proceeding with data collection.

3.11.4 Storage of Data Collected

All information gathered were kept in physical storage or password-protected electronic databases securely. The data were only accessible to approved researchers on the team. According to institutional policies and regulatory regulations, the data was kept for a set amount of time before being safely deleted to safeguard its privacy. The highest ethical standards were followed throughout this procedure to protect the rights of participants and the validity of the study.

3.11.5 Assent for the children

The researcher gave assent form to the students which highlighted the topic of the research, the important of the research and how it was beneficial to the students. The students was free to withdraw from the interview at any point should they feel they do not want to continue with the interview.



CHAPTER

FOUR DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This part is a presentation of the results and findings with respect to the research objective.

This section consists of preliminary research findings describing the nature of study attributes by offering normality and reliability tests. It also includes a descriptive statistic of mean and standard deviations and correlation analyses of the study variables.

4.2 Response Rate

In this study, eighty-four (84) questionnaires were distributed by the researcher, and seventy-six responses were obtained, accounting for 90.5% of the respondents as shown in Table 3 below.

Table 3: Response Rate

Research Activity	Details
Questionnaires Distributed	84
Responses Obtained	76
Response Rate	90.5%

This response rate exceeds the generally accepted threshold of 70%, as recommended by Fowler (2021). A response rate above 70% is often considered adequate for ensuring the representativeness and reliability of the data collected, thereby enhancing the validity of the research findings. The high response rate in this study signifies a robust engagement from the participants, which is critical for the credibility and generalizability of the research outcomes.

4.3 General Information

This study collected general information on respondents' Gender, Age, and Educational Qualifications to understand demographic characteristics, which help in analyzing and interpreting the research findings comprehensively.

4.3.1 Participant Gender

This study aimed at assessing the gender distribution among participants. The results were as demonstrated in Table 4., which shows the frequency and percentage of male and female participants.

Table 4: Participant Gender

		Frequency	Percent
Valid	Male	40	52.6
	Female	36	47.4
	Total	76	100.0

According to the findings in Table 4, male participants constituted 52.6% of the sample, while female participants made up 47.4%. This indicates a relatively balanced gender distribution among the respondents, with a slight majority of males. The near-equal representation of both genders suggests that the study captured perspectives from both male and female educators, which is crucial for a comprehensive understanding of supervision practices and their impact on student performance. This gender balance aligns with findings by Onyango et al. (2018), who noted that gender diversity in educational leadership positions contributes to varied approaches in school management and supervision, potentially influencing student outcomes.

4.3.2 Age

This study aimed at assessing the age distribution of participants. The results were as demonstrated in Table 5, which categorizes participants into four age groups.

Table 4. 1: Age

		Frequency	Percent
Valid	20 - 30 years	31	40.8
	31 - 40 years	30	39.5
	41 - 50 years	9	11.8
	Over 50 years	6	7.9
	Total	76	100.0

According to the findings in Table 5, the majority of participants (40.8%) were aged between 20-30 years, closely followed by those aged 31-40 years (39.5%). Participants aged 41-50 years represented 11.8% of the sample, while those over 50 years accounted for 7.9%. This age distribution indicates a predominantly young to middle-aged workforce in the education sector of Kitui Central Sub-County. The prevalence of younger educators aligns with research by Mutua et al. (2019), who found that younger teachers often bring fresh perspectives and innovative approaches to teaching and learning, potentially influencing student performance positively. However, the presence of older, more experienced educators provides a balance of seasoned expertise in the school system.

4.3.3 Educational Qualifications

This study aimed at assessing the educational qualifications of participants. The results were as demonstrated in Table 6, which categorizes participants based on their highest level of education achieved

Table 6: Educational Qualifications

		Frequency	Percent
Valid	Diploma	21	27.6
	Bachelor's Degree	41	53.9
	Master's Degree	14	18.4
	Total	76	100.0

According to the findings in Table 6, the majority of participants (53.9%) held Bachelor's degrees, followed by those with Diplomas (27.6%), and Master's degree holders (18.4%). This distribution indicates a well-educated workforce in the secondary schools of Kitui Central Sub-County, with over half of the educators possessing at least a Bachelor's degree. The high proportion of degree holders aligns with findings by Kimani et al. (2021), who observed that higher educational qualifications among teachers and school administrators often correlate with improved teaching methodologies and supervision practices. The presence of educators with advanced degrees (Master's) suggests potential for enhanced leadership and specialized knowledge in educational management, which could positively influence student performance through more effective supervision practices.

4.3.4 Teaching Experience

This study aimed at assessing the teaching experience of participants. The results were as demonstrated in Table 7, which categorizes participants based on their years of teaching experience.

Table 7: Teaching Experience

		Frequency	Percent
Valid	Less than 1 year	3	3.9
	1 - 5 years	6	7.9
	6 - 10 years	23	30.3
	11 - 15 years	35	46.1
	Over 15 years	9	11.8
	Total	76	100.0

According to the findings in Table 7, the largest group of participants (46.1%) had 11-15 years of teaching experience, followed by those with 6-10 years (30.3%). Educators with over 15 years of experience constituted 11.8% of the sample, while those with 1-5 years and less than 1 year of experience represented 7.9% and 3.9% respectively. This distribution indicates a predominantly experienced workforce, with over 88% of educators having more than 6 years of teaching experience. This aligns with research by Wambua et al. (2022), who found that experienced teachers often demonstrate better classroom management skills and more effective instructional strategies, potentially leading to improved student performance. The high proportion of experienced educators suggests a wealth of practical knowledge in the school system, which could significantly influence the effectiveness of supervision practices and, consequently, student outcomes.

4.4 Descriptive Analysis of the Study Variables

The analysis utilized responses from managers, who rated their companies' adoption of circular economy practices on a scale where 5 indicated strongly disagree, 4 indicated disagree, 3 indicated neutral, 2 indicated agree, and 1 indicated strongly agree.

4.4.1 Principal's Verification of Teachers' Professional Documents

The first objective of this research was to establish the influence of principal's verification of teachers' professional documents on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya. The findings are as displayed in Table 8 below.

Table 8: Principal's Verification of Teachers' Professional Documents

	N	Mean	Std. Deviation
The principal ensures that all teachers have valid and up-to-date professional qualifications.	76	3.99	1.000
The principal regularly reviews and verifies teachers' certification and licensing documents.	76	4.33	.790
The process of verifying teachers' professional documents is thorough and systematic.	76	4.55	.681
Teachers are motivated to perform well academically due to the principal's strict verification process.	76	4.24	.814
The principal's verification of professional documents contributes positively to the overall academic environment.	76	4.32	.852
There is a clear policy communicated by the principal regarding the verification of professional documents.	76	4.38	.673
Verification of teachers' professional documents by the principal enhances students' trust in the quality of education.	76	4.43	.680
Valid N (listwise)	76		

The study found that the process of verifying teachers' professional documents is thorough and systematic, with a mean score of 4.55 and a standard deviation of 0.681, consistent with research emphasizing the importance of systematic verification for school quality (Pedaste et al., 2019). The principal confirmed that a rigorous process is followed, including checks on academic qualifications, certifications, and teaching licenses, ensuring only qualified individuals are employed.

The verification process also enhances students' trust in the quality of education, reflected by a mean score of 4.43 (SD = 0.680), supporting findings that transparency in verification positively impacts student perceptions (Gadusova et al., 2019). Regular checks are conducted to ensure teachers meet professional standards, which reinforces student confidence.

Clear communication of verification policies received a mean score of 4.38 (SD = 0.673), aligning with research on the importance of clear policies in maintaining standards (Lewis & Holloway, 2019). The principal ensures teachers' qualifications align with curriculum requirements, supported by internal audits and peer reviews.

The principal also regularly reviews and verifies teachers' certifications, with a mean score of 4.33 (SD = 0.790), consistent with best practices among effective principals (Antera, 2021). These reviews occur at the start of the academic year or when teachers take on new roles.

Additionally, the principal's verification practices positively influence the academic environment (mean = 4.32, SD = 0.852), supported by findings that rigorous standards enhance the learning atmosphere (Nygren et al., 2021). The principal also considers past

work experience and references. The study found broad agreement that the principal ensures teachers have up-to-date qualifications (mean = 3.99, SD = 1.000), supporting the importance of maintaining current qualifications for educational quality (Knauf, 2020). Regular checks ensure compliance with professional standards.

4.4.2 Principal's Policy Guidance

The second objective of this research was to establish the influence of principal's Policy guidance on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya. The findings are as displayed in Table 9.7 below.

Table 9: Principal's Policy Guidance

	N	Mean	Std. Deviation
The principal provides clear guidance on educational policies that affect teaching and learning.	76	4.30	.910
Policy guidance from the principal helps in setting academic goals and standards for the school.	76	4.58	.659
The principal's policy guidance is aligned with the national education standards.	76	4.30	.817
Teachers are well-informed about educational policies due to the principal's effective guidance.	76	4.42	.698
The principal's policy guidance has a direct impact on improving the students' academic performance.	76	4.47	.683
There is regular training for teachers based on the policies guided by the principal.	76	4.39	.750
The principal's policy guidance fosters a conducive learning environment that enhances student performance	76	4.32	.787
Valid N (listwise)	76		

The findings of the study indicate the significant role that the principal's policy guidance plays in shaping academic outcomes and creating a conducive learning environment. One of the key findings, as shown in Table 9, is that respondents strongly agreed that the

guidance provided by the principal helps establish clear academic objectives, with a mean score of 4.58 and a standard deviation of 0.659. This finding aligns with the research by Eisenman and Kaso (2021), which highlights the importance of effective policy guidance in setting well-defined academic goals. The principal confirmed that the communication of school policies is done through various channels, including staff meetings, parent-teacher conferences, and student assemblies. Additionally, written materials such as handbooks and newsletters are distributed to ensure that all stakeholders are well-informed and aware of the academic objectives.

Moreover, the study found that the principal's policy guidance has a direct and positive impact on students' academic performance, as indicated by a mean score of 4.47 and a standard deviation of 0.683. This finding supports the observation made by Aburizaizah et al. (2019), who found a strong correlation between effective policy guidance and improved student achievement. The principal emphasized that the policies are consistently implemented and monitored by a dedicated team, which ensures adherence to these policies and addresses any deviations. This process of regular monitoring and evaluation reinforces the effectiveness of the policies, leading to enhanced academic outcomes for the students.

In addition to improving academic performance, the principal's policy guidance positively influences teacher awareness and training. Respondents strongly agreed that teachers are well-informed about educational policies, supported by a mean score of 4.42 and a standard deviation of 0.698. This result is consistent with Gurung's (2019) emphasis on the importance of clear policy communication in improving teacher effectiveness. Furthermore, the study found that regular training sessions based on the principal's policies received a mean score of 4.39 and a standard deviation of 0.750. This finding is in line with

the research by Magday and Pramoolsook (2020), which highlights the importance of continuous professional development for teachers. According to the principal, teachers are actively involved in policy development and review through committees and working groups, ensuring that the policies are not only practical but also relevant to the needs of the school.

Another important finding from the study is that the principal's policy guidance contributes to a conducive learning environment, which in turn enhances student performance. This aspect received a mean score of 4.32 and a standard deviation of 0.787, aligning with the findings of Maponya (2020) on the role of effective policy implementation in creating a positive academic atmosphere. The principal explained that the involvement of all stakeholders, including teachers, parents, and students, in policy-related matters helps to maintain a supportive and productive educational environment. This collaborative approach fosters a sense of ownership and accountability among the stakeholders, thereby improving the overall quality of education.

The study found that the principal provides clear guidance on educational policies that affect teaching and learning, with a mean score of 4.30 and a standard deviation of 0.910. This finding supports the emphasis by Naidoo (2019) on the importance of clear policy guidance from school principals. The principal noted that teachers are not only involved in the implementation of policies but also play a key role in their development and review. Workshops and brainstorming sessions are conducted regularly to gather input from teachers, ensuring that the policies reflect the insights and experiences of those directly involved in teaching and administration. This inclusive approach to policy formulation helps to create policies that are both effective and reflective of the school's needs.

4.4.3 Principal's Mobilization of Teaching/Learning Resources

The third objective of this research was to establish the influence of principal's mobilization of teaching/learning resources on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya. The findings are as displayed in Table 10 below.

Table 10: Principal's Mobilization of Teaching/Learning Resources

	N	Mean	Std. Deviation
The principal actively seeks and allocates teaching and learning resources to support academic activities.	76	4.25	.896
Availability of teaching and learning resources mobilized by the principal enhances students' academic performance.	76	4.50	.663
The principal ensures that resources are distributed equitably among different departments and classes.	76	4.51	.683
Teachers have access to the necessary resources for effective teaching due to the principal's efforts.	76	4.55	.620
The principal regularly assesses the adequacy of teaching and learning resources in the school.	76	4.33	.755
Resource mobilization by the principal includes both physical materials and technological tools.	76	4.36	.687
Effective mobilization of resources by the principal contributes to a positive academic outcome for students	76	4.28	.776
Valid N (listwise)	76		

The study's findings underscore the crucial role of the principal in mobilizing resources to support effective teaching and learning. As shown in Table 10, the majority of respondents strongly agreed that teachers have access to the necessary resources for effective teaching, attributed to the principal's efforts. This is reflected by a mean score of 4.55 and a standard deviation of 0.620, aligning with Mujitapha et al. (2024), who emphasize the principal's pivotal role in securing adequate teaching materials. The principal confirmed this finding

by outlining their approach, which includes conducting regular needs assessments, maintaining an inventory system, and collaborating with stakeholders such as the Ministry of Education to ensure all essential materials are available.

An equally important aspect highlighted by the study is the equitable distribution of resources. The results indicate that principals ensure resources are fairly allocated among departments and classes, with a mean score of 4.51 and a standard deviation of 0.683. This finding is consistent with Nguyen and Nguyen (2021), who stress the importance of balanced resource allocation for equitable academic performance across different subject areas. The principal explained that resource allocation is strategically planned and involves department heads in budgeting discussions to ensure each department receives appropriate support.

Moreover, the availability of teaching and learning resources mobilized by the principal was found to significantly enhance students' academic performance. Respondents strongly agreed with this observation, as evidenced by a mean score of 4.50 and a standard deviation of 0.663. This finding supports Tonwe (2021), who found a direct link between resource availability and student achievement. The principal elaborated on their strategic resource allocation approach, which includes forming partnerships and seeking sponsorships to address resource gaps and prioritize the school's curricular needs.

The study also highlighted the inclusion of both physical and technological resources as an essential aspect of resource mobilization. The principal's efforts were found to encompass not only physical teaching materials but also technological tools, with a mean score of 4.36 and a standard deviation of 0.687. This aligns with Omereji (2022), who emphasizes the need for a comprehensive approach to resource mobilization. The principal explained their

commitment to promoting diverse teaching methods by providing professional development opportunities, organizing workshops on innovative teaching strategies, and encouraging the use of technology in the classroom.

Regular assessment of resource adequacy was another important finding. Most respondents agreed that the principal regularly evaluates the sufficiency of teaching and learning resources, as indicated by a mean score of 4.33 and a standard deviation of 0.755. This finding is in line with Wachidi et al. (2020), who identified regular assessment as a crucial factor in effective resource management. The principal noted that they use data-driven approaches to track resource availability and ensure timely replenishment based on curricular needs and other relevant factors.

The study found that principals actively seek and allocate teaching and learning resources to support academic activities, with a mean score of 4.25 and a standard deviation of 0.896. This supports Kaso's (2021) research, which found that proactive resource allocation significantly contributes to improved academic outcomes. The principal emphasized a strategic approach to resource management, highlighting collaboration with various stakeholders to enhance the school's resource base.

4.4.4 Principal's Communication Channels (PCC)

The fourth objective of this research was to determine the influence of principal's Communication channels on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya. The findings are as displayed in Table 11 below.

Table 11: Principal's Communication Channels

	N	Mean	Std. Deviation
The principal uses effective communication channels to relay important academic information to teachers.	76	4.38	.673
Clear communication from the principal helps in addressing academic issues promptly.	76	4.30	.817
The principal ensures that there is an open line of communication between school administration and students.	76	4.30	.849
Communication channels established by the principal foster collaboration among teachers to enhance student performance.	74	3.91	.706
The principal regularly updates teachers and students about academic expectations and performance standards.	76	4.03	.848
Feedback from teachers and students is actively sought and addressed by the principal through effective communication channels.	76	4.18	.706
Effective communication from the principal contributes to a more organized and productive academic environment.	76	4.24	.709
Valid N (listwise)	74		

The study highlights several key findings regarding the effectiveness of principals in utilizing communication to improve academic outcomes. According to the data presented in Table 11, the majority of respondents strongly agreed that principals effectively use communication channels to relay important academic information to teachers, with a mean

score of 4.38 and a standard deviation of 0.673. This finding is consistent with Owan and Agunwa's (2019) research, which stresses the significance of effective communication for school success. The principal elaborated on their communication strategies, including regular meetings, an open-door policy, and digital tools such as emails and school management systems. Weekly meetings allow teachers to address academic and administrative issues, while forums with parents and students ensure that concerns are discussed openly, keeping all stakeholders informed and engaged.

The study also found that clear communication from the principal plays a crucial role in addressing academic issues promptly, reflected by a mean score of 4.30 and a standard deviation of 0.817. Tonich (2021) supports this finding by highlighting the role of timely communication in resolving academic challenges efficiently. The principal emphasized feedback mechanisms, including suggestion boxes, surveys, and online forms, to gather input from teachers, students, and parents. By actively seeking feedback and addressing concerns in a timely manner, the principal ensures that academic challenges are swiftly managed, contributing to a more effective resolution process.

Furthermore, the study revealed that the principal maintains an open line of communication between school administration and students, evidenced by a mean score of 4.30 and a standard deviation of 0.849. This supports Makgato and Mudzanani's (2019) research on school climate, which emphasizes the importance of open communication in fostering a positive learning environment. The principal's transparent, timely, and accessible communication style ensures that students feel valued and heard, positively impacting their academic experiences.

Additionally, the research demonstrated that effective communication from the principal contributes to a more organized and productive academic environment. This was supported by a mean score of 4.24 and a standard deviation of 0.709, aligning with Muriithi's (2019) findings that principal communication significantly impacts school organization and productivity. The principal uses meetings and forums to discuss academic performance, improvement strategies, and student data.

Another significant finding is the active solicitation and addressing of feedback from teachers and students through effective communication channels, reflected by a mean score of 4.18 and a standard deviation of 0.706. This aligns with Maponya's (2020) research, which emphasizes the importance of two-way communication for continuous school improvement. The principal uses user-friendly and anonymous feedback mechanisms to encourage open and honest communication, ensuring that feedback is reviewed and used to make necessary adjustments.

The study found that the principal regularly updates teachers and students on academic expectations and performance standards, with a mean score of 4.03 and a standard deviation of 0.848. This supports Komalasari et al. (2020), who emphasize the importance of consistent communication regarding academic expectations to maintain high performance standards. Through meetings and forums, the principal presents performance data, develops action plans, and invites experts to provide insights and training. This continuous communication helps align academic expectations with performance standards and fosters improvements in student outcomes.

4.4.5 Academic Performance

The academic performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya. The findings are as displayed in Table 12 below.

Table 12: Academic Performance

	N	Mean	Std. Deviation
The academic performance of students in this school has significantly improved over the past academic years.	76	4.22	.723
Students in this school consistently meet or exceed the expected academic standards set by the national curriculum.	76	4.33	.681
High levels of student engagement in classroom activities contribute positively to their overall academic performance.	76	4.32	.657
The availability of adequate teaching and learning resources has a noticeable impact on students' academic achievements.	76	4.29	.727
Effective communication between teachers and students plays a crucial role in enhancing students' performance in examinations.	76	4.28	.685
Regular feedback and assessments provided by teachers help in improving students' academic performance and understanding of subjects.	76	4.24	.764
Support and guidance from the principal positively influence the academic performance and motivation of students in this school	76	4.12	.923
Valid N (listwise)	76		

The study presented in Table 12 highlights several significant findings related to student academic performance and its contributing factors. A majority of respondents strongly agreed that students consistently meet or exceed the academic standards set by the national curriculum, as shown by a mean score of 4.33 and a standard deviation of 0.681. This finding aligns with Ayeni (2020), who identified meeting national standards as a critical

measure of successful school leadership. The achievement of these standards demonstrates the effectiveness of the leadership and educational practices within the school.

Furthermore, the study found that high levels of student engagement in classroom activities contribute positively to academic performance, with a mean score of 4.32 and a standard deviation of 0.657. This is consistent with Gonzalez-Mena's (2019) research, which showed a strong correlation between student engagement and academic success in secondary education. Engagement in learning activities plays a vital role in enhancing student focus, motivation, and overall academic achievement.

The availability of adequate teaching and learning resources also emerged as a key factor impacting academic performance, with a mean score of 4.29 and a standard deviation of 0.727. This finding is supported by Makgato and Mudzanani (2019), who emphasized that sufficient educational resources are essential for improving student outcomes. The presence of these resources ensures that students have the necessary tools to succeed academically.

Additionally, the study revealed that effective communication between teachers and students plays a crucial role in improving students' performance in examinations, as indicated by a mean score of 4.28 and a standard deviation of 0.685. Afzal et al. (2023) similarly found that clear communication enhances students' understanding and their performance in exams. By fostering open and effective communication, teachers can address students' academic challenges more efficiently.

Regular feedback and assessments from teachers were also highlighted as important for improving academic performance, with a mean score of 4.24 and a standard deviation of

0.764. Mallik (2023) supported this finding, noting that consistent feedback is critical for students' continuous academic growth. Regular assessments help students identify areas of improvement and deepen their understanding of the subject matter.

The study showed that student academic performance has significantly improved over recent years, supported by a mean score of 4.22 and a standard deviation of 0.723. This finding aligns with the research of Martin and Collie (2019), which linked consistent academic improvement with effective school leadership and management practices. The ongoing enhancement of academic performance reflects the positive impact of leadership, resource management, and teaching strategies implemented within the school.

4.5 Bivariate Correlation Analysis of the Study Variables

A multiple linear regression was used to determine the Influence of Principals' Supervision Practices on the Performance of Students in Public Secondary Schools in Kitui Central Sub-County, Kitui County, Kenya. The findings in Table 13.

Table 13: Correlation Matrix

		PVTPD	PPG	PMTLR	PCC	AC
PVTPD	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	76				
PPG	Pearson Correlation	.914**	1			
	Sig. (2-tailed)	.000				
	N	76	76			
PMTLR	Pearson Correlation	.837**	.841**	1		
	Sig. (2-tailed)	.000	.000			
	N	76	76	76		
PCC	Pearson Correlation	.792**	.753**	.754**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	76	76	76	76	
AC	Pearson Correlation	.881**	.893**	.868**	.834**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	76	76	76	76	76

Note: Correlation is significant at the 0.01 level (2-tailed)

Key: *PVTPD: Principal's Verification of Teachers' Professional Documents, PPG: Principal's Policy Guidance, PMLR: Principal's Mobilization of Teaching/Learning Resources, PCC: Principal's Communication Channels, AC: Academic Performance.*

H0₁: Principal's Verification of Teachers' Professional Documents (PVTPD) has no significant influence on the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.

The analysis revealed a Pearson correlation coefficient of 0.881 with a p-value of 0.000. This strong positive relationship indicates that thorough verification of teachers' professional documents by principals is closely linked to improved academic performance among students. Given the significant positive correlation and the p-value below the conventional threshold of 0.05, the null hypothesis (H0₁) is rejected. This suggests that PVTPD significantly influences student performance. This finding aligns with research by Rockoff et al. (2020), which found that rigorous verification and monitoring of teachers' qualifications significantly enhance student outcomes. Their study demonstrated that ensuring teachers meet professional standards is crucial for improving the quality of instruction and, consequently, student performance.

H0₂: Principal's Policy Guidance (PPG) has no significant influence on the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.

The study identified a Pearson correlation coefficient of 0.893 with a p-value of 0.000, demonstrating a very strong positive relationship between PPG and academic performance. The high correlation and statistically significant p-value indicate that clear and effective policy guidance by principals significantly enhances students' academic outcomes. Consequently, the null hypothesis (H0₂) is rejected, affirming the substantial impact of PPG on student performance. This result is supported by Leithwood et al. (2019), who highlighted the importance of clear policy guidance in educational leadership. Their study found that principals who articulate clear goals and policies significantly influence teaching

quality and student achievement, as well-defined policies provide a framework for consistent instructional practices and school operations.

H03: Principal's Mobilization of Teaching/Learning Resources (PMTLR) has no significant influence on the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.

The results showed a Pearson correlation coefficient of 0.868 with a p-value of 0.000. This strong positive correlation suggests that the effective mobilization of teaching and learning resources by principals is a critical factor in improving students' academic performance. Given the statistical significance of the p-value, the null hypothesis (H03) is rejected. This indicates that PMTLR significantly influences academic outcomes. This is consistent with the findings of Adeyemi and Adu (2021), who emphasized that the availability and effective use of teaching and learning resources are crucial for academic success. Their research showed that schools with adequate resources, including textbooks and teaching aids, see significant improvements in student performance, as these resources support diverse learning needs and enhance instructional quality.

H04: Principal's Communication Channels (PCC) have no significant influence on the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.

The correlation analysis produced a Pearson correlation coefficient of 0.834 with a p-value of 0.000. This strong positive relationship suggests that effective communication channels established by principals positively impact student academic performance. With a significant p-value, the null hypothesis (H04) is rejected, highlighting the importance of PCC in enhancing student performance. This finding is in line with research by Kythreotis, Pashiardis, and Kyriakides (2021), who found that effective communication between principals, teachers, students, and parents is vital for improving academic performance.

Their study indicated that open and transparent communication channels help in addressing issues promptly, fostering a collaborative school environment, and aligning stakeholder efforts toward educational goals.

Regression Analysis

To assess the suitability of the model, a regression analysis was conducted. This also helped predict the causal relationship between Principal’s Verification of Teachers’ Professional Documents, Principal’s Policy Guidance, Principal’s Mobilization of Teaching/Learning Resources, Principal’s Communication Channels, and Academic Performance.

Model Summary

The results indicated in Table 14 imply that 75.2% of changes in Academic Performance are due to changes in Principal’s Verification of Teachers’ Professional Documents, Principal’s Policy Guidance, Principal’s Mobilization of Teaching/Learning Resources, Principal’s Communication Channels ($R^2 = 0.792$, adjusted $R^2 = 0.752$).

Table 14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895 ^a	.792	.752	.10075

a. Predictors: (Constant), PVTPD, PPG, PMTLR, PCC, AC

Key: *PVTPD: Principal’s Verification of Teachers’ Professional Documents, PPG: Principal’s Policy Guidance, PMTLR: Principal’s Mobilization of Teaching/Learning Resources, PCC: Principal’s Communication Channels, AP: Academic Performance.*

The findings in Table 14 indicate that the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya is significantly influenced by variations in principals' supervision practices as examined in this research. Each

supervisory practice, including verification of teachers' professional documents, policy guidance, mobilization of teaching/learning resources, and communication channels, was found to have a substantial impact on academic outcomes.

Analysis of Variance

Analysis of variance in Table 15 indicates that the model was significant ($p < 0.05$). The ANOVA results indicate that the model is statistically significant ($F = 17.011$, $p = 0.000$), meaning the principals' supervision practices (Principal's Verification of Teachers' Professional Documents, Principal's Policy Guidance, Principal's Mobilization of Teaching/Learning Resources, Principal's Communication Channels) significantly influence students' academic performance. The model explains a substantial amount of the variation in performance, confirming that these supervisory practices are critical for improving student outcomes.

Table 15: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	94.238	4	1.063	17.011	.000 ^b
Residual	23.511	71	.015		
Total	117.749	75			

a. Dependent Variable: AP

b. Predictors: (Constant), PVTPD, PPG, PMTLR, PCC

Key: PVTPD: Principal's Verification of Teachers' Professional Documents, **PPG:** Principal's Policy Guidance, **PMTLR:** Principal's Mobilization of Teaching/Learning Resources, **PCC:** Principal's Communication Channels, **AP:** Academic Performance.

Regression Coefficients

Table 16: Regression Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta	
(Constant)	.551	.223		2.309 .020
PVTPD	.273	.187	.312	1.494 .000
PPG	.061	.163	.048	.245 .002
PMTLR	.397	.089	.424	4.330 .000
PCC	.239	.082	.232	2.721 .005

a. Dependent Variable: AP

Key: **PVTPD**: Principal's Verification of Teachers' Professional Documents, **PPG**: Principal's Policy Guidance, **PMTLR**: Principal's Mobilization of Teaching/Learning Resources, **PCC**: Principal's Communication Channels, **AP**: Academic Performance.

Principal's Verification of Teachers' Professional Documents

The regression analysis reveals that a unit improvement in the principal's verification of teachers' professional documents leads to a 0.273 increase in students' academic performance. This suggests that ensuring teachers have valid and up-to-date qualifications positively impacts student outcomes, highlighting the importance of administrative diligence in enhancing educational quality.

Principal's Policy Guidance

A unit improvement in principal's policy guidance results in a modest 0.061 improvement in academic performance. This limited effect underscores that while policy guidance is important, it might have a less direct or immediate impact on student performance compared to other factors, suggesting the need for more effective policy implementation strategies.

Principal's Mobilization of Teaching/Learning Resources

The analysis shows a unit improvement in mobilizing teaching and learning resources yields a significant 0.397 increase in academic performance. This indicates that efficiently

managing and utilizing educational resources greatly enhances student learning experiences and outcomes, underscoring the critical role of resource allocation in academic success.

Principal's Communication Channels

Improving principal's communication channels leads to a 0.239 increase in academic performance. This finding highlights the importance of effective communication between principals, teachers, and students in fostering a supportive learning environment. Strong communication channels facilitate better coordination and engagement, contributing to improved student performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section is a presentation of the summary of research findings, conclusions and recommendations and the recommendations for future research.

5.2 Summary of Findings

5.2.1 Principal's Verification of Teachers' Professional Documents

The study found that principals' verification of teachers' professional documents significantly influences student performance in public secondary schools in Kitui Central Sub-County. The process of verifying documents was reported to be thorough and systematic, enhancing students' trust in the quality of education. The majority of respondents agreed that principals ensure teachers have valid and up-to-date qualifications. Regression analysis revealed a strong positive correlation ($r = 0.881$, $p < 0.001$) between document verification and academic performance. A unit improvement in verification practices led to a 0.273 increase in student performance. This suggests that rigorous verification of teachers' qualifications contributes to improved educational outcomes, likely by ensuring a high standard of teaching staff and maintaining professional accountability within schools.

5.2.2 Principal's Policy Guidance

The study found that principals' policy guidance plays a crucial role in setting academic goals and standards for schools in Kitui Central Sub-County. Respondents strongly agreed that policy guidance helps in establishing clear academic objectives and is well-aligned

with national education standards. The regression analysis showed a very strong positive correlation ($r = 0.893$, $p < 0.001$) between policy guidance and academic performance. However, the regression coefficient (0.061) suggests a relatively modest direct impact on performance compared to other factors. This indicates that while policy guidance is important for creating a structured educational environment, its effectiveness may depend on how well these policies are implemented and integrated into daily teaching practices.

5.2.3 Principal's Mobilization of Teaching/Learning Resources

The study found that principals' efforts in mobilizing teaching and learning resources significantly impact student performance in Kitui Central Sub-County schools. Respondents strongly agreed that teachers have access to necessary resources due to principals' efforts, and that resources are distributed equitably among departments. The regression analysis revealed a strong positive correlation ($r = 0.868$, $p < 0.001$) between resource mobilization and academic performance. Notably, a unit improvement in resource mobilization resulted in a substantial 0.397 increase in academic performance, the highest among all factors studied. This finding highlights the critical importance of adequate and well-distributed educational resources in enhancing learning outcomes. It suggests that principals who effectively manage and allocate resources can significantly boost student achievement, likely by providing teachers and students with the tools necessary for effective teaching and learning.

5.2.4 Principal's Communication Channels

The study found that principals' communication channels have a significant influence on student performance in Kitui Central Sub-County schools. Respondents strongly agreed

that principals use effective channels to relay important academic information and that clear communication helps address issues promptly. The regression analysis showed a strong positive correlation ($r = 0.834$, $p < 0.001$) between communication channels and academic performance. A unit improvement in communication channels led to a 0.239 increase in student performance. This finding underscores the importance of open, clear, and efficient communication in the school environment. Effective communication channels appear to foster collaboration, ensure timely addressing of academic issues, and contribute to a more organized and productive academic environment. The results suggest that principals who prioritize and optimize communication strategies can positively impact student outcomes.

5.3 Conclusion of the Study

The study conducted in Kitui Central Sub-County highlights key factors that significantly influence student performance in public secondary schools. First, the verification of teachers' professional documents by principals plays a crucial role in enhancing academic outcomes, as it ensures that teachers are qualified and up to date with educational standards. This practice was found to have a strong positive correlation with improved student performance.

Second, principals' policy guidance, although having a more indirect effect on student outcomes, is still essential in shaping the academic environment. It sets clear goals and aligns school practices with national standards, creating a structured setting for long-term academic success.

Third, the mobilization and equitable distribution of teaching and learning resources by principals emerged as the strongest determinant of student performance. The provision of adequate resources significantly enhances the learning environment, directly contributing to better academic achievements.

Lastly, effective communication channels established by principals were found to positively influence student performance. Open and timely communication ensures that academic issues are addressed promptly, fostering collaboration among stakeholders and supporting a productive academic environment.

5.4 Recommendations of the Study

The study recommended that principals should implement a stringent verification process for teachers' professional documents. This process should include regular audits and updates to ensure that all teaching staff maintain current and valid credentials. By establishing a routine for checking qualifications, the school can uphold high educational standards and avoid potential issues related to unqualified personnel. Enhanced verification practices will contribute to maintaining a high level of professional integrity and improving overall student performance. The study also recommended that principals should enhance their role in providing clear and consistent policy guidance. This involves developing comprehensive policy manuals and ensuring that all staff members are well-informed about educational standards and expectations. Regular training sessions and workshops should be conducted to keep the teaching staff updated on policy changes and best practices. Strengthening policy guidance will help in aligning teaching practices with the school's academic goals, thereby improving student outcomes and creating a more cohesive educational environment. The study further recommended that principals should focus on

the efficient mobilization and management of teaching and learning resources. This includes conducting needs assessments to identify resource gaps and investing in appropriate educational tools and technologies. Principals should establish partnerships with stakeholders and secure funding to enhance resource availability. Effective resource mobilization ensures that both teachers and students have access to necessary materials, thereby supporting improved teaching and learning experiences. This recommendation highlights the need for proactive resource management to foster an enriched educational environment and enhance student performance.

The study lastly recommended that principals should establish and maintain robust communication channels within the school. This includes setting up regular meetings with teachers, students, and parents to discuss academic progress, address concerns, and provide feedback. Implementing effective communication strategies, such as newsletters and digital platforms, can facilitate transparent and timely information exchange. Enhanced communication channels will promote collaboration, resolve issues promptly, and support a positive school culture. This recommendation underscores the importance of clear and consistent communication in building strong relationships and ensuring that all stakeholders are aligned with the school's educational objectives.

5.5 Suggestions for Further Research

Further research should explore the impact of specific professional development programs on teachers' performance and student outcomes in secondary school in Entire Kitui County, Kenya. Investigating how varying levels of resources affect educational quality and examining alternative strategies for policy implementation could provide valuable insights for enhancing school management practices.

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APPENDICES

Appendix 1: Introduction Letter

Dear Respondent,

As a graduate student at Mount Kenya University, I'm working on a management, administration, and leadership master's degree in education. I'm undertaking research for my degree requirements under the heading

"The Influence of principals' supervision practices on the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya." Your participation in this research is crucial to fulfilling my degree qualification.

I would appreciate your willingness to dedicate a few minutes of your time towards completing a questionnaire that I will furnish. I want to assure you that any information you provide will be strictly utilized for academic reasons and handled with the highest level of confidentiality. Your cooperation holds immense value and is deeply appreciated.

Thank you in advance for promptly returning your completed questionnaire. Your contribution to this study will significantly enrich the research findings.

Yours faithfully,

.....

Pauline Mwendwa

Appendix II: CONSENT FORM

The Influence of Principals' Supervision Practices on the Performance of Students in Public Secondary Schools in Kitui Central Sub-County, Kitui County, Kenya.

My name is Pauline Mwendwa, and I am a master's student at Mount Kenya University. I am undertaking research as a requirement for a Master of Education degree in Management, Administration, and Leadership. This study aims to investigate the impact of principals' supervision strategies on students' academic achievement in public secondary schools located in Kitui Central Sub-County, Kitui County, Kenya.

You are cordially invited to take part in this investigation. Participation in the study is entirely optional, and you are free to stop at any moment without repercussions. The purpose of this research is to learn more about the connection between students' academic achievement in public secondary schools and the supervision methods used by principals. The results will help us comprehend the educational environment better and perhaps influence future practices and regulations.

We'll maintain the privacy of your answers. Whatever papers or publications come out of this research will not contain any personally identifiable information. Just the study team will have access to all data, which will be safely preserved. This study is voluntary for you to participate in. Without suffering any repercussions, you are free to decide not to participate in the study or to leave at any moment.

Consent

I have read the material above and understand it. I willingly consent to take part in the research study titled "The Influence of Principals' Supervision Practices on the

Performance of Students in Public Secondary Schools in Kitui Central Sub-County, Kitui County, Kenya."

Name: _____ Date: _____ Signature: _____

Participant

Name: _____ Date: _____ Signature: _____

Researcher



Appendix III: Research Questionnaire of Teachers

Kindly respond to all inquiries with the utmost honesty. The data you share will be handled with utmost confidentiality, exclusively intended for academic purposes.

Section A: Background Information

1. Your School Name (optional)[Optional]
2. Participant Gender
 - i. Male
 - ii. Female

3. Age:

- Under 20 years 20 - 30 years
- 31 - 40 years 41 - 50 years
- Over 50 years

4. Educational Qualifications:

- Diploma Bachelor's Degree
- Master's Degree Doctorate Degree

Teaching Experience:

- Less than 1 year 1 - 5 years
- 6 - 10 years 11 - 15 years
- Over 15 years

SECTION B: THE INFLUENCE OF PRINCIPALS' SUPERVISION PRACTICES

Part A: Principal's Verification of Teachers' Professional Documents (PVTDP)

Kindly utilize the point scale provided below to express your level of agreement by marking the appropriate box next to each statement: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

	Opinion	1	2	3	4	5
1	The principal ensures that all teachers have valid and up-to-date professional qualifications.					
2	The principal regularly reviews and verifies teachers' certification and licensing documents.					

3	The process of verifying teachers' professional documents is thorough and systematic.					
4	Teachers are motivated to perform well academically due to the principal's strict verification process.					
5	The principal's verification of professional documents contributes positively to the overall academic environment.					
6	There is a clear policy communicated by the principal regarding the verification of professional documents.					
7	Verification of teachers' professional documents by the principal enhances students' trust in the quality of education.					

Part B: Principal's Policy Guidance (PPG)

	Opinion	1	2	3	4	5
1	The principal provides clear guidance on educational policies that affect teaching and learning.					
2	Policy guidance from the principal helps in setting academic goals and standards for the school.					
3	The principal's policy guidance is aligned with the national education standards.					
4	Teachers are well-informed about educational policies due to the principal's effective guidance.					
5	The principal's policy guidance has a direct impact on improving the students' academic performance.					
6	There is regular training for teachers based on the policies guided by the principal.					
7	The principal's policy guidance fosters a conducive learning environment that enhances student performance					

Part C: Principal's Mobilization of Teaching/Learning Resources (PMTLR)

	Opinion	1	2	3	4	5
1	The principal actively seeks and allocates teaching and learning resources to support academic activities.					
2	Availability of teaching and learning resources mobilized by the principal enhances students' academic performance.					
3	The principal ensures that resources are distributed equitably among different departments and classes.					
4	Teachers have access to the necessary resources for effective teaching due to the principal's efforts.					
5	The principal regularly assesses the adequacy of teaching and learning resources in the school.					
6	Resource mobilization by the principal includes both physical materials and technological tools.					
7	Effective mobilization of resources by the principal contributes to a positive academic outcome for students					

Part D: Principal's Communication Channels (PCC)

	Opinion	1	2	3	4	5
1	The principal uses effective communication channels to relay important academic information to teachers.					
2	Clear communication from the principal helps in addressing academic issues promptly.					
3	The principal ensures that there is an open line of communication between school administration and students.					
4	Communication channels established by the principal foster collaboration among teachers to enhance student performance.					
5	The principal regularly updates teachers and students about academic expectations and performance standards.					
6	Feedback from teachers and students is actively sought and addressed by the principal through effective communication channels.					
7	Effective communication from the principal contributes to a more organized and productive academic environment.					

Part E: Academic Performance (AC)

	Opinion	1	2	3	4	5
1	The academic performance of students in this school has significantly improved over the past academic years.					
2	Students in this school consistently meet or exceed the expected academic standards set by the national curriculum.					
3	High levels of student engagement in classroom activities contribute positively to their overall academic performance.					
4	The availability of adequate teaching and learning resources has a noticeable impact on students' academic achievements.					
5	Effective communication between teachers and students plays a crucial role in enhancing students' performance in examinations.					
6	Regular feedback and assessments provided by teachers help in improving students' academic performance and understanding of subjects.					
7	Support and guidance from the principal positively influence the academic performance and motivation of students in this school					

Thank you for your assistance

Appendix III: Interview Guide for Principals

Dear respondent,

The researcher is a Mount Kenya University student pursuing a Master of Education in Administration, Leadership, and Management degree program. She is conducting research on: *The Influence of principals' supervision practices on the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.*

A. To establish the influence of principal's verification of teachers' professional documents on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya.

Can you describe the process you follow to verify teachers' professional documents before hiring them in the school?

How often do you conduct checks on teachers' academic qualifications and certifications?

What measures do you take to ensure that only qualified and certified teachers are assigned to specific subjects or examinable classes?

B. To establish the influence of principal's Policy guidance on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya.

How do you communicate school policies and guidelines to teachers, students, and parents?

How do you ensure that school policies are consistently implemented and adhered to by all stakeholders in the school?

In what ways do you involve teachers in the development and review of school policies?

C. To establish the influence of principal's mobilization of teaching/learning resources on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya.

How do you ensure that the school has adequate teaching materials and resources for all subjects?

How do you allocate funds and resources for the acquisition of teaching/learning materials based on the school's needs and priorities?

In what ways do you encourage and support teachers to use various teaching methods and aids to enhance student learning?

D. To determine the influence of principal's Communication channels on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya.

How do you maintain open and effective communication with teachers, students, and parents in the school?

How do you encourage feedback from teachers, students, and parents through various communication channels?

How do you utilize meetings and forums to discuss academic performance and improvement strategies with stakeholders?



Mount Kenya University

Appendix IV: Informed Consent for Participants

I am Pauline Mwendwa, a student at Mount Kenya University. I am conducting a study on *“Influence of principals’ supervision practices on the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.”* To achieve this, you have been selected to participate in the study. I am kindly requesting you to agree to fully participate in the study.

The information you provide will be treated with confidentiality and used for purpose of this study only. So please kindly endorse this consent form.

Statement	Acceptance Tick
I have read and understood the purpose of this project.	<input type="checkbox"/>
I have been given the opportunity to ask question about my participation and project.	<input type="checkbox"/>
I voluntarily agree to participate in project.	<input type="checkbox"/>
I have the freedom to withdraw from participation.	<input type="checkbox"/>
The procedure regarding confidentiality and anonymity are clearly explained.	<input type="checkbox"/>
The use of obtained data in research, publication, sharing and archiving has been clearly explained to me.	<input type="checkbox"/>
I understand that other researchers can access obtained data if they agree to preserve confidentiality.	<input type="checkbox"/>
For purpose of project recognition, I understand the data obtained will be used in reports, publications and other research outputs.	<input type="checkbox"/>
I agree together with the researcher to sign and date this informed consent form.	<input type="checkbox"/>

Participant Signature.....

Date.....

Appendix V: Consent Form for Parents or Guardians

Dear Parent/Guardian,

I am Pauline Mwendwa a student at Mount Kenya University. I am conducting a study on *“Influence of principals’ supervision practices on the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.”* To achieve this, your son/daughter has been selected to participate in the study.

For this reason, I wish to inform you that I shall recruit your child as a participant in this study. This is only for research purposes. I will not use the information nor use your child for any other purposes. I will also seek permission from the School for that purpose. I will maintain privacy and confidentiality about the information I will access through the school. Participation is totally voluntary, and you may change your mind and withdraw your child at any time before and during the study. There will be no payment or incentives for this participation. If you want your child to take part in this research, please sign the form below. In case of any complaint, please contact;

Pauline Mwendwa
Mount Kenya University
P. O. Box 342-01000, Thika



Parent/Guardian:

Code of Parent/Guardian

Signature

Date

Appendix VI: Assent Form for Minors

I have been informed that my parent(s) have given permission for me to participate, if I want to, in a study focusing on:” *Influence of principals’ supervision practices on the performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya*”.

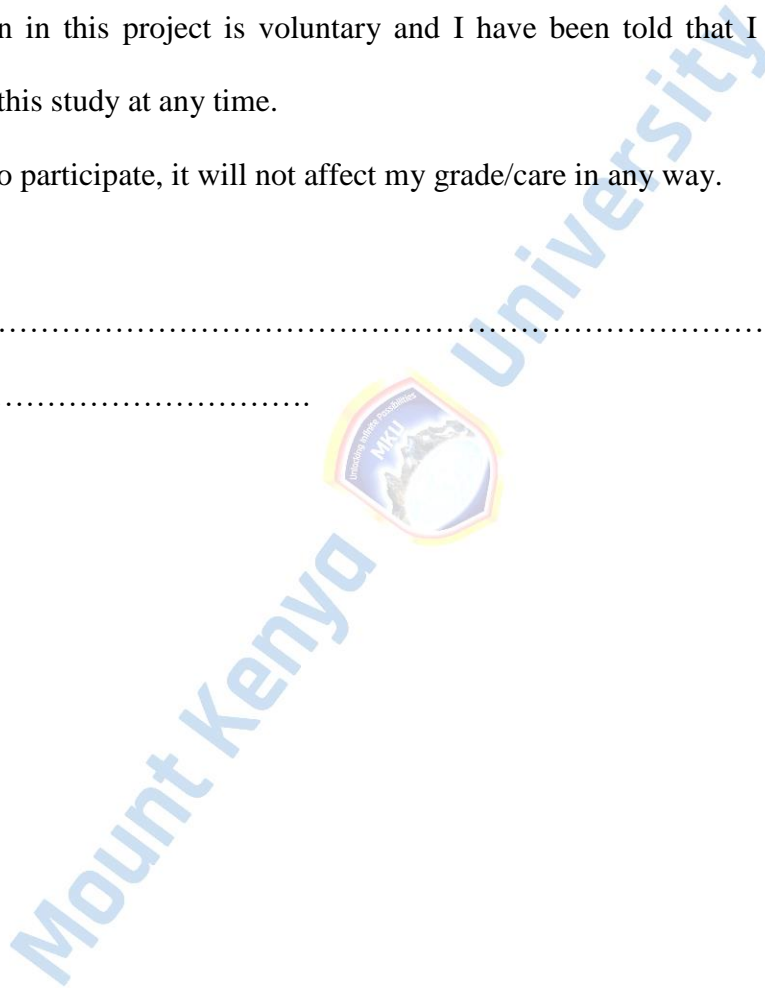
My participation in this project is voluntary and I have been told that I may stop my participation in this study at any time.

If I choose not to participate, it will not affect my grade/care in any way.

Code/Signature

.....

Date.....



Appendix V: Research Permit



REPUBLIC OF KENYA



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

Ref No: **618555**

Date of Issue: **22/May/2024**

RESEARCH LICENSE



This is to Certify that Miss. Pauline Mukai Mwendwa 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 Kitui on the topic: INFLUENCE OF PRINCIPALS' SUPERVISION PRACTICES ON PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA for the period ending : 22/May/2025.

License No: **NACOSTI/P/24/35617**

618555

Applicant Identification Number

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


Verification QR Code



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

See overleaf for conditions

Appendix VI: Authorization Letter

**Mount Kenya University**

DIRECTORATE OF GRADUATE STUDIES

MED/2021/83003

25th April, 2024

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

Dear Sir/Madam,

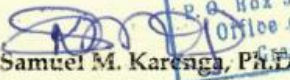
RE: PAULINE MWENDWA – REGISTRATION NO. MED/2021/83003


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

The title of the research is **"Influence of Principals Supervision Practices and Performance of Students in Public Secondary Schools in Kitui Central Sub-County, Kitui 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 **May, 2024 and July, 2024**.


Any assistance accorded to the student will be highly appreciated.

Thank you.


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

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

Appendix VII: ERC



Mount Kenya University

REF: MKU/ISERC/3621
TO: PAULINE MWENDWA
REG: MED/2021/83003

Date: 25 April 2024

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS SUPERVISION PRACTICES AND PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA.

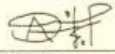
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2665**. The approval period is **25/04/2024 - 24/04/2025**.

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
- 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,



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

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

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