INFLUENCE OF PRINCIPALS' MANAGEMENT DYNAMICS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TIGANIA EAST SUB COUNTY KENYA.

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DECLARATION AND APPROVAL

Declaration

This research project is my original work and has not been presented to any other university.

Signature: ……  Date ……1/11/2024…….

Mugambi Kanana Josphine

MED/2019/45675

Approval

In my capacity as supervisor at the university, I am happy to sign off on this study endeavor.

Signature: ……  ……. Date: …1/11/2024…….

Dr Josephine Kirimi

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DEDICATION

For his unwavering love, support, and encouragement during the whole length of my effort, my loving husband John Muriungi deserves the most thanks.

ACKNOWLEDGEMENT

I am eternally grateful to each person who has helped me or showed support during my endeavor. I really appreciate my husband's help seeing this job through to completion. I owe a great deal to Dr. Josephine Kirimi, whose perceptive remarks helped me to succeed with this study. I also want to sincerely thank Mrs. Muthengi, my principal, for her real support over the research.

ABSTRACT

The motivation for this study, which was conducted in public secondary schools in Tigania East Sub County, Kenya, was learning how the management dynamic of principal's influences students' academic progress. This study aimed to address numerous issues concerning how principals could affect student performance in public secondary education in Tigania East Sub County. Particularly, it sought to ascertain how principals' use of student councils and open forum approaches affected student performance, how much of an impact principals' use of technology in the classroom had on student achievement, and how much of an impact principals' use of collaborative strategies had on student achievement. Two theories informed the variables of the study: Kurt Lewin's Theory of Change and Havelock's Theory. Target population for the study consisted in five hundred and four students from twenty-25 separate public high schools in Tigania East Sub County. The group consisted in 250 teachers from 25 different schools and 25 managers (one from every institution), together with 200 student leaders from every one of the 25 participating universities. The choice of the study site was guided by the research challenge. The study applied a mixed-methods approach combining non-numerical data collecting with numerical ones. Concurrent triangulation is the idea behind the descriptive survey design the study applied. The data was analyzed using multiple regressions, and the study took a quantitative approach grounded on survey techniques. Multiple linear regression analysis also helped to explain around 66.6% of the variation in the student's academic performance by the independent variables. When several changes were done concurrently, students' academic performance showed much improvement. For principals, a more sympathetic and flexible attitude toward instructor and student feedback was advised.

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ABBREVIATIONS/ACRONYMS

ELA	English language arts
ICT	Information communication technology
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SDGs	Sustainable Development Goals
TPAD	Teacher Performance Assessment and Development
TSC	Teacher Services Commission
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Sustainable Development Goals (SDGs) should be the focal point of education management in the twenty-first century on a global scale. In 2015, as part of the 2030 Agenda for Sustainable Development, these objectives were set by a joint effort of 193 nations, Kenya included. All participating nations have pledged to work together over the next 15 years to reduce extreme poverty and create lasting change. Education, gender, inequality, and the incorporation of technological advances are only a few of the important areas addressed by the SDGs. The SDG performance goals have several modular components, as highlighted by Hoosain, Paul, and Ramakrishna (2020). Furthermore, Reimers (2021) highlights the importance of major changes to guarantee that students' learning progresses in the present day. According to Hofmann and Jaeger-Erben (2020), who back this idea, changes in the economy, technology, the market, the law, and other areas all contribute to the transformation of educational institutions. Interactions between society and politicians. Schools, as places of learning, must also record a similar shift, which is called management dynamics here.

According to Provinzano, Sondergeld, and Knaggs (2020), the goals of principals' management dynamics are to help schools implement systemic changes that benefit the whole student body. These plans are an attempt to make the school better in general, with specific goals for the classroom, the curriculum, the students' progress, and the school climate. Management dynamics, according to Sahlberg (2021), is a shift in the school's physical setting that brings about changes in the following areas: the curriculum as a whole, individual departments and teachers, instructional strategies, the role of the

government and students, and unforeseen developments. Most importantly, a shift that improves students' ability to learn. In order to better serve their students, several schools in Australia have adopted new pedagogical practices that cater to the needs of their multicultural student bodies (Conway & Andrews, 2016). These schools are starting to lead the way in academic accomplishment, according to research.

Educational reforms and school practices that attempt to improve educational effectiveness and student academic performance have been implemented in many nations around the world, according to Cheng (2022). According to Sahlberg (2021), in order to increase the supply of goods and services, people working for an organization go through a process of change. As part of their organizational reforms, schools are expected to use management dynamics, given that they are organizations. It is believed that students' academic performance will increase when school principals use these change processes in their efforts.

According to De Smul et al., (2020), the idea of management dynamics is crucial for enhancing schools through educational innovations. This is of particular interest to educational administrators, instructors, and lawmakers who are working to improve current educational systems. Allowing schools more independence as learning and teaching hubs is one strategy, which Barauch (2004) calls school-based management (SBM). The organizational character of the school is emphasized by Barauch, who highlights the principal's crucial function as an instructional manager within the SBM system.

Quick technological advancements and societal complexity are two of the greatest threats to education in the modern day. Sustaining gains in students' academic performance, according to Sukmayadi and Yahya (2020), necessitates welcoming complicated and ever-changing developments. Significant changes, similar to school-wide

transformations, are constantly being identified, developed, tested, implemented, and evaluated by Hrabowski (2019) as learning technologies. This includes new applications of information communication technology (ICT) in teaching and learning. Academic performance and student accomplishment are both predicted to improve as a result of these modifications. Schools must embrace the management dynamics of the 21st century, according to Hrabowski, who stresses the necessity of making the learning environment the primary concern of all school personnel.

Regulatory requirements, crises that reveal problems, and the desire for better are the three primary catalysts for school-wide transformation (Heuchemer, Martins and Szczyrba, 2020). His argument is that schools may use this kind of thinking to improve their teaching and learning strategies, which in turn will benefit their students' academic achievement. The field of dynamics management would support this endeavor. The school strategy may be the driving force behind the huge desire for school change, according to Heuchemer, Martins and Szczyrba (2020). The principal of a school is the most important factor when discussing the dynamics of principal management. According to research by Leithwood, Jantzi, and Steinbach (2021), the widespread belief that a school's quality is directly correlated to the principal's managerial skill. According to the study, teachers' capacity to respond positively to significant change may be related to how well they meet the expectations of their principals. In addition to effectively managing dynamics, principals are expected to oversee programs, manage change, and evaluate its effectiveness (Leithwood, Jantzi & Steinbach, 2021). Student achievement in the classroom would rise as a result of this strategy.

Canada, USA, Australia, New Zealand, China, and Singapore are among the many countries whose education systems have recently undergone extensive reforms and restructurings, as reported by Sebastian, Moon, and Cunningham (2017). These changes

involve efforts like finding good schools, moving to school-based management, making strategic management plans a priority in schools, making sure students get a good education, bringing new ideas to the curriculum, and using technology in the classroom. All of these efforts add up to new educational reforms, or methods for controlling holistic management dynamics, with the goal of raising students' grades (Caldwell & Spinks, 2005).

Schools that consistently involve the principal and implement thorough interventions on management dynamics have a better chance of improving students' academic achievement, according to Thomas et al. (2020). An enormous and difficult task connected with educational reform is the process of implementing management dynamics via the development of collaborative learning and teaching practices. The success of these management dynamics can greatly enhance the chances of pupils increasing their academic performance, as pointed out by Ryoo et al. (2018). On the flip side, stakeholders like students and teachers can get disillusioned and frustrated when management dynamics don't work. Schools need strong principals with the skills to lead change in a way that maximizes the positive effects of these dynamics (Park, 2022).

New York school principals require direction on policy shifts and management alternatives, according to research by Orphanos and Orr (2013). Administration within educational institutions. Institutions, according to Shava and Tlou (2018), need to embrace school-wide change for students to get improved learning results.

According to Seroney's (2021) research in Canada, TPAD is a powerful instrument for bettering both classroom instruction and supervisory practices. This proves that principals require a tracking tool to measure each teacher's expected performance in order to improve management dynamics. (Elliot, 2015) found that TPAD is crucial for evaluating teachers. A similar study was conducted in Melbourne, Australia, and the authors of that

study suggested that TPAD should give educators more chances for student participation in group projects and classroom collaboration.

There is a clear structural shift in schooling in the African region. The majority of nations have a hard time introducing the necessary changes and innovations into their educational systems. According to Madsen (2015), principals should have a growth mindset that incorporates many changes that can save lives. In this model, the principles act as a catalyst for change, enhancing schools through innovative teaching methods. Considering that 37% of South Africa's population is under the age of 25, the country's lack of facilities, learning materials, and resources is having a negative impact on students' academic performance (Wills & Hofmeyr, 2019). Education in South Africa will undergo a transformation for the better as a result of the study's further confirmation that a variety of management dynamics targeted at increasing managerial capacity will bring about such a shift. According to Wills and Hofmeyr (2019), a linguistic deficit is the main cause of South African pupils' poor academic performance on national and international assessments. Some have stated that the impact on language is more significant than any other indirect or direct factor affecting South African schooling (Woo, Maguire & Gau, 2018). According to the research, English is one of the languages that South Africans who speak a second language can typically get private lessons in.

The report from South Sudan's Ministry of General Education and Instruction Juba (2017) emphasized the nation's efforts to educate its population and transition its economy from one dependent on oil to one driven by knowledge, with the goal of achieving prosperity. In their complete strategy for implementing change within schools, Ansari and Khan (2020) underlined the need of teamwork, according to an Egyptian study. This method encompasses a variety of changes aimed at raising pupils' academic performance, and it includes all relevant parties. Mpiza (2022) examined Tanzania's training and educational

programs and concluded that improving student performance in the classroom is still an uphill battle. Accordingly, it may be required to implement principal's management dynamics.

In line with its Vision 2030, which aims to industrialize the nation by 2030, Kenya is striving to achieve the Sustainable Development Goals (SDGs) (Society for International Development, 2010). According to the Vision 2030 delivery secretariat (2015), in order to accomplish these goals, a clearly defined educational management framework that involves all parties involved is required. Changes in training and education have progressed in tandem with Kenya's efforts to alter society, a central tenet of the Kenya Vision 2030 (Nyaboke, Kereri & Nyabwari, 2021).

The Head of UNESCO highlighted the significance of teachers on World Teachers' Day 2016, stressing the role they play in delivering equitable and high-quality education. The message stresses the importance of systems that are well-equipped, efficient, and controlled, and it emphasizes the need of hiring qualified teachers, providing them with competitive pay and benefits, and encouraging and supporting them in their work (UNESCO, 2018). Consequently, it is critical that school administrators and teachers participate in ongoing professional development in order to improve student achievement through the implementation of school-wide change initiatives that promote equity and excellence in education. Improving the learning results of Kenyan students can be achieved through effective educational management. Management actions have a significant impact on whether or not organizations can reach their educational objectives (UNDP, 2017). According to Inyega et al. (2021), a dynamic and gradual change in governance is necessary to meet the rising demand for secondary education in Kenya through responsible institutional management. This research delves into the ways in

which school-wide reform strategies put into action by principals can lead to positive gains in student performance.

Working with the Teacher Services Commission (TSC), the Kenyan Ministry of Education (MOE) developed the TPAD instrument to evaluate and improve teachers' work. By allowing principals and teachers to evaluate program execution, this tool hopes to make a difference. Teachers in Kenya still don't understand and use the TPAD work models and lesson plans, according to research by Chirchir and Letangule (2021). This limits the impact of TPAD on student learning. Meru County KCSE pupils, particularly those with C+s or higher, have had dismal academic performances over the last five years. For a quick rundown of how Meru County did throughout the research period, see Table 1.

Table 1: KSCE Results for Meru County.

Year	**2019**	**2020**	**2021**	**2022**
Total candidates	22837	24453	26046	27780
Grade C+ and above	3505(15.5%)	4055(16.1%)	3961(15.2%)	4519(16.2%)
D (plain) and below	11249(49.3%)	9732(39.8%)	12455(47.8%)	11841(42.6%)

Source: Meru County Directorate of Education Office (2023)

Table 1 shows that, during the past four years, fewer than 20% of Meru County students have achieved a grade of C+ or higher. To gain direct admission to a university, a student's performance must be characterized by quality grades (C+ and higher). The KCSE results of public secondary schools in Tigania East sub county have been declining recently. This is so even if the majority of schools have sufficient resources. The sub county schools are well-equipped, have qualified instructors, and provide a pleasant setting for students to learn. Consequently, it should do better on national exams, but that has not happened. In Table 2, you can see the declining pattern.

Table 2: KCSE Results at Tigania East Sub County

Year	2019	2020	2021	2022
Total Candidates	1383	1475	1516	1596
Grade C+ and above	128(9.3%)	111(7.5%)	81(5.3%)	112(7.0%)
D (plain) and below	754(54.5%)	621(42.1%)	811(53.5%)	721(45.2%)

Source: Tigania East Sub County Education Office (2023)

According to Table 2, across all of the study years, the KCSE performance in Tigania East Sub County did not align with the county performance. Additionally, the sub county's performance declined in nearly every year, with a low number of quality grades recorded. In light of this drop, it became clear that studying student performance was important for stopping the decrease in its tracks. The purpose of this research is to find solutions to the problems with students' academic performance by analyzing how principals' management of various changes, which are collectively called "management dynamics," affects students' grades.

1.2 Statement of the Problem

Students in Kenya are required to take the Kenya Certificate of Secondary Education (KCSE) test during their final year of secondary school. This test serves as a national assessment tool for students' academic performance. Obtaining the necessary grade—a C+, or 7 out of 12 points for university admission is a major challenge for many pupils. Many students do not go on to higher education since more than half of those who take the test do not get the required minimum score of 7 points. There is a clear decrease in pass rates during the duration of this study, as seen in Table 1. From 2018 to 2022, the KCSE results for Meru County were dismal, according to data from the Ministry of Education (MOE). Only 16.75% of students in the county managed to pass with C+ or higher grades, and 44.8% of those students did very poorly with Ds or lower.

In Tigania East Sub County, despite its better resources and higher number of trained educators, experienced a decline. On average, only 7.3% of candidates achieved grades of C+ and above in the sub-County. This drop in performance raise concerns among education stakeholders and parents. Notably, on average 48.8% of the candidates in the four years score grade D (plain) and below, despite efforts by the MOE, principals, and teachers to enhance academic performance through school improvement programs, KCSE results consistently indicated below-average performance, as evident in Table 2. Consequently, this research aims at investigating whether school principals' management dynamics will have the anticipated positive impact on students' academic achievements.

1.3 Purpose of the Study

In public secondary schools located in Tigania East sub county, Kenya, the aim of this research is to determine how the management dynamics of school principals impact the academic achievement of their students.

1.4 Specific Objectives of the Study

The study was guided by the following specific research objectives:

i. To determine the effect of management of strategic planning on students' academic performance in public secondary schools in Tigania East sub county, Kenya.
ii. To assess the effect of collaborative support on students' academic performance in public secondary schools in Tigania East sub county, Kenya
iii. To establish the effect of enhancement of ICT in teaching and learning on students' academic performance in public secondary schools in Tigania East sub county, Kenya

iv. To determine the effect of use of students' councils and open forums in school management on students' academic performance in public secondary schools in Tigania East sub county, Kenya

1.5 Research Question

The study offered answer to the following questions:

i. What is the effect of management of strategic planning on students' academic performance in public secondary schools in Tigania East sub county, Kenya?

ii. How does collaborative support affect students' academic performance in public secondary schools in Tigania East sub county, Kenya?

iii. To what extent does enhancement of ICT in teaching and learning strategy affect students' academic performance in public secondary schools in Tigania East sub county, Kenya?

iv. What is the effect of use of students' councils and open forums strategy in school management on students' academic performance in public secondary schools in Tigania East sub county, Kenya?

1.6 Significance of the Study

Many people have a vested interest in this study's results;

1.6.1 Teachers

Since they are responsible for implementing some of these dynamics, teachers in different schools should use them to improve students' academic achievement.

1.6.2 Ministry ff Education

The results of this study should be useful for the Ministry of Education, which can use them to highlight the importance of teachers' dedication to the management dynamics of their principals in order to achieve Vision 2030 and Sustainable Development Goals (SDGs).

1.6.3 Teachers Service Commission

The results might have important implications for the TSC, who will likely implement the principal's management dynamics to enhance the TPAD so that instructors can work together more effectively and efficiently, which in turn could boost students' academic achievement.

1.6.4 School Board of Management

The study's results might also have important implications for school administrators, who are seen as stakeholders who should back principals up in their supervisory duties so that pupils do better in school.

1.6.5 Scholars and Researchers

Researchers interested in dynamics management in Kenyan secondary schools would likely use the results as a jumping off point for their own studies.

1.7 Scope of the Study

Public secondary school students in Tigania East Sub County, Kenya, were the subjects of this research into the effects of principal management dynamics on student achievement. The reason behind this was because for the past five years, the academic performance of the kids in Tigania East Sub County has been below the quality grades that are considered valued. The management dynamics of the schools were important because the principals were responsible for the students' academic achievement. The study's overarching goal was to determine whether or not student councils and open forums improved academic achievement, as well as whether or not school management better facilitated strategic planning, collaborative support, and the integration of technology into the classroom. Research in this study focused on twenty-five public high schools in the Tigania East Sub County area.

1.8 Limitations of the Study

Problems with the study's design, limitations of statistical models, lack of resources, and other factors meant that the researcher couldn't always control the study's limitations (Theofanidis & Fountouki, 2018). Among the many caveats mentioned in this study was the researcher's lack of command over the opinions of the people who filled out the survey. To get around this, before handing out the surveys, the researcher intended to meet with a subset of instructors at each school to go over the specifics.

Also, the researcher couldn't go out on her own to find out what other external variables may have affected the change management dynamics of the principals. Student conduct at the outset, school location, parental participation, and other stakeholder-related issues may have been included in these considerations. In order to tackle this, the study strictly adhered to its stated aims and only collected data from the questionnaire.

1.9 Delimitations of the Study

The KCSE test takers and administrators from twenty-five public secondary schools in Tigania East Sub County were the subjects of this research. This selection was selected due to the fact that these principals were the main school administrators and had direct supervision over the teachers. Furthermore, we expected that Tigania East Sub County would have better facilities than other sub-counties in Meru County and that students would perform better academically, but we haven't seen that in practice (see Table 2).

Teachers, who were tasked with carrying out the management dynamics proposed by school principals, were the only respondents to this study. We left kids out of this because we thought they could have a hard time judging how well principals handled these tactics. Additionally, principals' personal information and school performance data were the only things that could be gathered from the data collection form. To avoid any bias that may have developed from asking principals to evaluate their own performance in managing

dynamics, this restriction was essential. Finally, the actual KCSE scores were not used in the research because they were not made public by the Kenya National Examinations Council (KNEC).

1.10 Assumptions of the Study

In order to conduct the study, we will assume the following:

i. That educators will have access to sufficient materials for the classroom, which they will employ to raise student achievement.

ii) That administrators and educators will answer the surveys honestly and objectively.

iii) The KCSE is an accurate reflection of students' actual progress in the classroom.

iii. That school performance will be impacted by the elements that are being studied.

1.11: Operational Definition of Key Terms

Collaborative Support: When people from different backgrounds—administrators, teachers, support staff, students, parents, and community members join forces, they can accomplish more: they can improve the school as a whole, the lives of individual students, and the success of individual students.

Management dynamics: this refers to the systematic process of overseeing and coordinating various administrative tasks, personnel, resources, and activities within a secondary school setting to achieve educational goals effectively and efficiently.

Strategic planning: this involves a systematic and collaborative process aimed at setting clear goals, identifying priorities, allocating resources effectively, and implementing initiatives to enhance the overall educational experience and outcomes for students.

Students' council: is comprised of student leaders chosen by their peers, working collaboratively with a faculty advisor while adhering to established guidelines. Its purpose is to facilitate students' self-expression and participation in school administration.

Students' open forums: refers to structured and facilitated gatherings or meetings where students are provided with a platform to express their opinions, concerns, ideas, and feedback on various aspects of school life. These forums are typically organized by school administrators or student councils with the aim

of fostering transparency, inclusivity, and student involvement in decision-making processes.

The TPAD: is a system employed by school principals to oversee and assess the performance of teachers within their institution.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

As a first step, the section delves into the component under investigation—the dynamics of principals' management. The academic performance of kids will also be evaluated as a result. Subheadings will be used to structure the review of existing research in accordance with the four study objectives. Also covered in this section are the theoretical works and framework, along with the conceptual framework. Additionally, it will summarize the relevant literature and point out where the present research is lacking.

2.1 Empirical Literature Review

Here, the study variables serve as a roadmap for a literature review of relevant studies; the review will take a global, regional, and local viewpoint, and it will aim to fill in any gaps in knowledge.

2.1.1 Students' Academic Performance

Since the 8-4-4 education system was introduced in 1986, stakeholders in the field of education have been concerned about the performance of KCSE. The reason behind this is the cumulative effect of bad performance. The majority of pupils fail to get the required minimum score of C+ (7 out of a possible 12) for university admission. The KCSE system in Kenya is shown in Table 3.

Table 3: KSCE Grading System

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
12	11	10	9	8	7	6	5	4	3	2	1

In order to get the Kenya Certificate of Secondary Education (KCSE), students in Kenya must pass exams in a minimum of seven disciplines. The top seven scores in each subject,

which include essentials like science and math, are used to assess their overall performance. University admissions committees use these scores as a baseline to ensure that individuals are enrolled in degree programs that play to their strengths. If we look at the average scores in Tigania East Sub County from 2018 to 2022, we can see that a lot of people didn't get the C+ that is needed to go into university.

Students are eligible to enroll in publicly funded universities with reduced tuition rates if they get a C+ or higher. Diploma and certificate programs at medium-level universities are an option for those who do not fulfill these requirements. Regrettably, a considerable number of students wind up confused about how to go academically. There is an immediate need to boost pupils' academic performance because of this pervasive underachievement, which causes anxiety in the community and among educators.

2.2.2 Management of Strategic Planning and Students' Academic Performance

Strategic planning is a wonderful approach to improve organizational performance, according to companies and government agencies all over (Bryson, 2018). The solution is found in the fact that it determines the course of every given company. Nickols (2016) define a strategy as a general road map for achieving long-term goals of an organization by means of coordinated utilization of its resources. Strategic planning is used by public and non-profit organizations, claims Edwards, Slyke, and Bryson (2018), to improve organizational performance. This planning brings about basic decisions and activities as well as outlines what the company does and why it does it, therefore reflecting its daily operations.

A comprehensive school strategic plan should specify how to implement the strategy, actions to be taken to bring it to pass, and benchmarks to evaluate performance. Furthermore, included should be a strategy for distributing money and making required changes to those funds during the implementation stage (Mukhametzyanova et al., 2020).

The study emphasizes the significance of examining the strategic developmental issues of an institution inside its strategic plan. School principals guide this process—which consists in carefully assessing objectives, developing plans to handle found issues, and then putting these ideas into action—to raise student academic performance.

The federal government passed the No Child Left Behind (NCLB) Act in 2001 (Linn et al., 2002) in an attempt to reform American education according on criteria. No Child Left Behind's main objective was to ensure that every kid, from different socioeconomic backgrounds or with special needs, had access to high-quality education (Linn et al., 2002). Research by Kucerik (2002) indicates that those involved in the NCLB structure wanted a well-crafted strategy plan to hold administrators, instructors, and students responsible for academic performance.

Although responsibility policies have generated most of the student academic success data, data on the organizational elements administrators must modify to support ongoing development in student accomplishment is few (Elliott, 2015). This study aims to delve more into this phenomenon and pinpoint the organizational aspects that school administrators must address to carry out accountability-based reform projects like NCLB and guarantee that children consistently achieve academic progress.

Research by Chimuka (2016) at several Zambian schools in the Lundazi District examined how secondary school strategic planning affected student accomplishment. The findings revealed that although the plans were present, they were not implemented very effectively, hence their impact on classroom performance among students was minimal. Schools that routinely assessed their students' development saw notable increases in academic performance, claims Chimuka. Based on the report, one of the most significant steps schools have taken to raise students' academic achievement is educating teachers to

be more strategic planners. The study found that students' academic performance was much influenced by the management and oversight of instructional techniques.

Based on Chimuka's studies, school strategic plans greatly and favorably influence children's academic performance; teacher preparedness is the most crucial component. When schools gave strategic planning top priority and combined regular student assessments with effective instruction management, students' academic achievement improved dramatically.

Researchers Kwaslema and Onyango (2021) asked teachers about three significant areas of school strategic planning: how well the process of creating plans works, how well plans are implemented in terms of academic success, and how to make planning even better. The study comprised mixed techniques and applied a convergent parallel design. The study included 2,844 total students from five different schools; 185 of them were chosen at random.

According to the results, teachers felt their schools' approaches for guiding development process was good. Teachers also thought that using these strategies improved the academic achievement of their pupils. The study then delved into great detail on the numerous strategies school officials employ to bring the strategic goals to pass. The most successful way the researchers found to improve strategic planning was extensive professional development programs for teachers. Furthermore underlined was the need of raising stakeholder involvement and support all during the planning process. To match evolving school needs, effective strategic planning also calls for ongoing observation, review, and plan realignment (Kwaslema and Onyango, 2021).

Effective schools today routinely examine their mission and vision, assess their current condition, create plans of action to get to those objectives, and monitor their development toward those objectives (Bryson, 2018). If leaders of a company cannot develop and carry

out a reasonable plan, its performance may suffer (Amason & Ward, 2020). This research supports the theory that, in terms of improving student performance, schools might gain from a well-considered strategic plan. Al Kadri and Widiawati (2020) advise strategic planning to consider many internal and external factors in order to attain the best potential outcomes and to look at numerous approaches to minimize the influence of present activities on the future. With Tigania East Sub County as a case study, this paper aims to investigate this incidence.

Kache (2018) focused on the need of creating and implementing a school-wide strategic plan. This helps the school to create a shared future vision for which the administrator, teachers, and students can all unite in their quest of better academic achievement. According to Kache (2018), appropriate communication of the specified goals to stakeholders via the principle is essential to evaluate success. Strong, cohesive teaching teams cooperating toward a same purpose are among the most revealing indicators of an excellent institution.

This joint effort motivates the leadership of the institution to exchange ideas, therefore fostering better performance from all around. This also allows one to carefully allocate school resources toward a coherent and targeted performance strategy. All things considered, this process best fits as the application of strategic planning ideas to the more general field of educational management. The present study aims to explore this incidence in Tigania East Sub County even more.

Mukabi (2022) investigated the elements influencing the implementation of strategic plans in public secondary schools spread around Kakamega County, Kenya. The results show that three elements—school administration, principal and teacher professional development, and resource allocation—have a significant impact on the capacity of educational institutions to formulate and implement strategic plans: Furthermore advised

by the study is the provision of school-specific strategic plan formulation and implementation training to teachers as well as administrators. This is the background against which the present research aims to probe the phenomenon under issue more thoroughly.

Results of a 2018 Thuranira and Mwangi study on the elements influencing effective institutional strategic planning in public secondary schools in Meru District, Kenya, show that although 93% of principals had received training in strategic planning, many of them had not applied it at their respective institutions. Research on strategy performance in Kenyan public secondary schools by Kyai (2019) shows that students' academic achievement was better arranged at the few institutions with well-executed strategic plans. Most of the schools had mission statements displayed on the walls and entrance gates, according to a different study by Seje, Ombati and Maithya (2021), which examined how public secondary school principals in Nyamira County, Kenya, used strategic planning to improve performance management techniques. The study found that teachers did not completely understand the material—statements or otherwise—shown on classroom walls. Conflicts arose also since many institutions lacked a designated date for these presentations. The aim of this study is to augment these findings by offering a more complete assessment and further recommendations.

Ogada's (2023) study sought to find the correlation between the academic performance of secondary school pupils in Nairobi City County, Kenya, with regard to strategic planning. Their studies revealed that the academic achievement of these elite universities was favorably connected with their performance of their strategic objectives. This work motivates the present study aimed at investigating similar patterns in secondary schools located in Tigania East Sub County. In this specific geographic setting, we aim to enhance

educational results by means of more informed recommendations that might enhance the procedures of strategic planning.

2.2.3 Management of Collaborative support and Students' Academic Performance

Working together, groups engaged in the learning and teaching process are propelled by common ideas and concepts. This kind of teacher collaboration affects the learning process and, consequently, the student outcomes (Shakenova, 2017). Shakenova contends that in a school, student intellectual development is mostly dependent on group decision-making toward consensus on shared concerns. Together are principals, teachers, and other interested parties. About McIntyre (2018), encouraging a cooperative teaching atmosphere and shared responsibility for every student's successes is linked with generating exceptional student outcomes.

Collaborative learning and teaching, defined by Tseng et al. (2024) as students working in small groups under low teacher supervision, therefore enabling each student to actively participate in the current activity. Moreover, Tseng et al. (2024) advise educators to create learning communities supporting teachers and students by means of close links among themselves so facilitating their achievement.

As Hargreaves and Hopkins (2023) correctly observe, administrators and teachers establishing dynamic ties based on openness, trust, and mutual support foster a collaborative community culture. The unit thereby develops shared goals. Furthermore, they stress that teachers are assembled by the administration under forced collegiality to implement their curricula and educational plans. How much of this strategy secondary education in Tigania East Sub County follow? This project seeks to answer that question. Effective school management calls for all school community members—from administrators to classroom teachers—to cooperate toward a shared goal (Paju, Kajamaa, Pirttimaa & Kontu, 2022). According to Lakkala et al. (2021), effective management and

worldwide application of education are usually hampered by principal ignorance. By supervising school-wide programs and implementing required improvements, the administrator can aid the children's academic performance to improve. Saying Paju et al. (2022), "significant and successful transformations occur when a leader with vision convinces and motivates their team to work together toward a common goal instead of just providing orders." Al Gharib (2021) argues that the positive attitude of school principals as leaders, listeners, and role models greatly influences teachers' point of view. Oppi, Eisenschmidt, and Stingu (2023) who illustrate how actively principals engage in overseeing activities greatly influence student performance and instruction help to further support this. Moreover underlined in the research are the difficulties resulting from globalization and fast technology development, which highlights the need of companies adapting to survive in this competitive environment. This framework enables the current research to examine the degree of public secondary schools in Tigania East Sub County apply in terms of support and collaboration tactics.

Teacher collaboration, collegiality, and student achievement found a positive association according to Park, Lee, and Cooc (2019); that is, the degree of support and cooperation between principals and teachers strongly impacted students's academic performance in Georgia. Examining the relevance and advantages of principals' and teachers' collegiality in the classroom enabled Meyer et al. (2023) to find that this attribute determines teachers' professional development and advancement. Increasing job satisfaction, organizational involvement, and professional dedication among principals and teachers improves not only student academic performance but also school quality. Teachers' collegiality practices are connected with the academic achievement of their students, according to Mather and Visone's 2024 research on the subject of attitudes on collegiality and its relationship to student accomplishments. This study aims to find whether such a link

exists and how it influences public secondary school academic performance among students in Tigania East sub-county.

Mbokazi (2015) examined how South African teachers and students perceived the management techniques Soweto secondary school administrators applied within a social justice lens. Studies show that both teachers and students see school administration as a non-transformative and undemocratic institution creating an environment of unfairness, inequity, intolerance of variation, and contempt of human rights. The study also showed that youngsters did not consider the collegiality and teamwork of teachers' and principals' as positive, which inhibited social justice and democratic change and threatened management effectiveness and student academic achievement.

Eshiwani (2004) found that insufficient management skill training for principals is mostly responsible for Kenya's poor national test performance. Eshiwani argued that changing techniques depends on the evaluation process, especially inspiring teachers to collaborate and help one other, so generating the intended results from children academically. This evaluation procedure depends on the comparison of actual results with planned and projected ones (Liang & Creasy, 2019). Principals and teachers must collaborate in secondary schools since developing curricula depends on evaluation to ascertain whether the goals were met.

In 2019 Owuor investigated how performance management at Kenya's Teachers Service Commission (TSC) was impacted by collegiality and cooperation. TSC employees who worked in a setting that encouraged teamwork and collegiality showed much improved managerial performance. To improve organizational results and performance management, the report advised the TSC to design policies and mechanisms supporting collegiality and collaboration. Keeping this line of research, the current project will look

at how principal-teacher cooperation and collegiality affect performance management in public secondary schools in Tigania East Sub-County.

2.2.4 Integration of ICT in Teaching/Learning and Students' Academic Performance.

Generally speaking, information and communication technology (ICT) is the term used to characterize technologies supporting data exchange, manufacturing, distribution, storage, and management (Victoria & Chikwature, 2016). Victoria and Chikwature contend that using information and communication technologies to reach pedagogical and developmental goals is extremely vital in the twenty-first century.

Information and communication technology (ICT) is defined by Kennah (2016) as a set of tools for data collecting, storage, processing, conveyance, and distribution. Kennah said since ICT is a source of innovation and efficiency booster, it has aided numerous sectors all around. Information and communication technology (ICT) is a terrific tool for education since it sharpens pupils' critical thinking and creative capacity. Since technology is continually growing alongside humans, information and communication technology (ICT) is seen as a tool for both societal and economic growth as well as a driver of progress and a catalyst for change (Breitenbach & Malan, 2020). This study primarily aims to find how public secondary school managers in Tigania East use information and communication technologies to raise student academic achievement.

Although a lot of money was spent in setting secondary schools in South Africa to employ ICT, teachers still only used it for training needs and it did not increase the grades of their students (Lawrence & Tar, 2018). Especially in less developed regions, the "One Laptop Per Child" campaign has had little effect.

On the other hand, Clark (2023) looked at how a one-to–one laptop program affected the ELA test scores of upper elementary kids in the US. Students reportedly sought computers

for multimedia, online research, and paper writing. The poll also revealed that individuals whose schools included computers finished longer written projects than those whose classrooms lacked them. Those that worked on laptops also improved in their editing skills. Examining changes in English language arts (ELA) exam scores, the study matched fourth graders in a one-on- one laptop program to students in a more traditional program housed within the same school system. The study indicated that students who used computers outscored those who did not based on general English language arts results.

Using a range of subjects and settings, Mulet, Van De Leemput, and Amadieu (2019) methodically evaluated the data on laptop and tablet use in primary and secondary schools. When combined with appropriate pedagogical practices and teacher preparation, the review showed that these gadgets significantly improved students' academic achievement. The purpose of this study is to determine whether principals of public secondary schools in the Tigania East sub-county implement this strategy and, if so, how it affects classroom performance of their students.

Saha, Shaharin, and Prodhan (2022) investigated how secondary Bangladeshi schools used information and communication technologies. According to their research, problems stemming from a weak network kept teachers from using technology in the classroom rather frequently from not using. Rana and Rana (2020) conducted a separate study on the integration of information and communication technologies in higher education in Nepal's teacher education program and discovered many major abilities for teaching and learning in the twenty-first century. Thorough school-wide transformative solutions depend absolutely on critical thinking, problem-solving, robotic programming, networking, teamwork, and influence-based leadership.

More precisely, commercials like "mind your language" on Kenyan media services (KTN, 2019) and programs like M-elimu and Edmodo that strive to stimulate educational

learning through media have focused on skills like strong written and spoken communication. These initiatives backed school-wide reform initiatives and could improve academic performance by means of efficient planning and management. This study intends to analyze this phenomenon in public secondary schools in more detail, therefore enhancing the conclusions of past studies.

2016 saw Karamti look at how ICT might influence Tunisian pupils' academic achievement. Following knowledge of a unique and detrimental impact of ICT on performance, the research questions the efficiency of Tunisia's educational system. Hussain and Suleman (2017) also examined how secondary school students' memory and performance in the Karak District, Khyber Pakhtunkhwa, Pakistan chemistry classroom, responded to understanding of information and communication technology (ICT). Two groups' academic performance displayed a statistically significant difference. Academic performance of students was found to improve with the help of information and communication technologies. For chemistry students, then, employing ICT in the classroom proved to be more entertaining, efficient, and useful than more traditional techniques of instruction. Based on the research, ICT ought to be taught in high school chemistry classes. It also suggested applying this ICT-based teaching approach in different domains.

According to Basri and Alandejani (2018), ICT use and academic performance of students have a correlation. Students argue that since students group to complete assignments, employing ICT in the classroom level the playing field socially. Students also took extra responsibility in arranging their work utilizing ICT using digital portfolios or projects. This book will look at the events of Tigania East Sub County. Management with the competencies of "Vision" and "Innovative Approach" along with other qualities can prove more effective in successfully completing the complex phenomenon of organizational

change, claims Abbas and Asghar (2010), who examined the examined literature and results of actual corporate cases. School management should welcome ICT as a new tool for innovation in the major pedagogical transformation under progress in search of better student performance, claims Abbas and Asghar.

Oyeila (2016) found from her research on secondary school mathematics instruction in Nairobi City County, Kenya, that instructors were not properly ready to use the ICT infrastructure and that schools lacked suitable one. Similarly, the schools Mbugua (2016) visited lacked ICT resources; she examined how public secondary schools in Nakuru County, Kenya, may make use of ICT. The teachers also lacked any at all or rather had very basic knowledge of information and communication technology. According to Mbugua's research, teachers find enormous challenges including ICT into their classes resulting from insufficient funding and lack of resources. Mbugua says that including ICT into the curriculum improves the academic performance of linked students. Mbugua reasoned that given this, the classroom of today absolutely needed ICT's incorporation.

2.2.5 Management of Student Councils and Open Forums and Students' Academic Performance

A students' council serves to provide secondary school students a voice in administrative concerns. By gathering faculty, support staff, and parents to address methods to enhance school administration, student councils mostly serve to resolve conflicts between students and school administrators (Oliech, 2018). Oliech claims that by supporting the welfare of the faculty members and students, these councils contribute to a good school environment. Research indicates that well-run student councils may lower attrition rates and increase academic performance. Oliech (2018) claims that by motivating students to get active and feel like they belong, student councils can significantly affect the way a school runs. He found that student councils provide children an opportunity to engage in

strategic planning and public speaking—qualities essential for a competent administrator of a school.

Often holding open forums, student councils help to gather opinions on school-wide issues (Cheng & Mok, 2008). Open forums, according to the University of North Florida Students' Government Forum, are venues where students may freely express themselves without regard for reprisal.

The Texas Association of Student Councils (TASC) defines a student council as an entity of student leaders working with an adult advisor. Through this relationship, they engage and interact with others, so influencing and shaping their school community. The impact touches life in their town, ripples throughout their state, and finally makes a difference on a national and worldwide level outside of the classroom. TASC emphasizes, according to Bali, Cronin, and Jhangiani (2020), the need of student councils using open forums to let students freely express their ideas on various issues.

Kimuya, Kimani, and Mwaura (2021) looked at aspects related to student councils including students' abilities to engage in mediation processes, understand school procedures and act responsibly as a result of emotional maturity, and express their accommodation needs. Still, this study will focus on pupils' academic performance, a problem not covered in their study.

Strongly positive results were found when Irsheid (2018) investigated the link between student involvement in school administration activities and enhanced academic achievement in Jordanian institutions. Using the case of Ramtha City, Jordan, he demonstrated how students' opinions on school management decisions affected managers' decisions and policy development in two directions. Consequently, educational institutions acquired the power to implement policies aiming at improving classroom performance of their pupils. Furthermore, the study showed that students' capacity to

cooperate improved their academic achievement. Still, it was agreed that competent managers for students required training. Irsheid (2018) claimed that student leaders should receive continuous training in order to foster good interactions between them and school administration, which should result in improved student accomplishment in the end. Given these findings, the present study seeks to investigate this prevalence in public secondary schools of Tigania East sub-county.

According to a 2015 Manduma study from the University of Zululand in South Africa, pupils' academic achievement was found to be greatly influenced by administrators' participation in school management. Mnubi (2016) investigated the pragmatic aspects of gender sensitivity in Tanzanian schools, particularly with regard to whether student councils were elected democratically, in order to better govern the institution and ensure that male and female students were equally included in the election process. Results revealed that student councils held teachers to higher degrees of responsibility and accountability and helped to increase quality of teaching. The present study aims to investigate how these elements affect students' academic performance so filling the hole left by the previous one.

Malaba and Chui (2023) investigated how student council participation in discipline control affected academic achievement in public secondary schools in Bumula Sub-County, Bungoma County, Kenya. Based on their observations, most of the power and influence in the bureaucratic school administration process still rests with principals and teachers. Teachers assign school prefects to serve as representatives of the student council; their main duties are to make sure students obey school policies and procedures without inquiry or faculty or administrative input.

Maina and Okoth (2020) looked at how student leadership affected Kenyan students' academic performance. Students' engagement in school management decision-making

had just a modest correlation with academic performance. Kamau (2017) looked at how student council involvement in school operations affected disciplinary policies. School-wide discipline was found by researchers to be favorably connected with disciplinary actions of student leaders.

2015 saw Kinyua investigate what makes student councils successful. Their studies revealed that student council efficacy was influenced by school principals' managerial skills, thereby influencing school discipline and maybe student grades. Every one of these research revealed a lack of an association between principals' use of student councils and students' academic achievement. Therefore, the main objective of this study is to investigate the extent of student council involvement in school administration. The survey also aims to ascertain whether this participation significantly influences the academic achievement of the students in Tigania East Sub-County.

The Republic of Kenya (2016) conducted a study on the re-alignment of the education system and concluded that students who participate in decision-making are more motivated, feel more connected, have more ownership over their work, and perform better generally in their classrooms. Students' academic performance increases when they participate in decisions that impact their education, according a Task Force study conducted in Kenya's Embu West Sub-County. Still, other school-wide projects connected to student governance might have been outside the scope of this study and could have helped to raise student performance. This study looks at possible new routes for student involvement in governance that can help to close this knowledge gap and improve classroom performance for the students.

2.3 Theoretical literature

Two ideas, one put out by Kurt Lewin and the other by Havelock, formed the basis of the investigation.

2.3.1 Kurt Lewin's Theory of Change

Kurt Lewin's theory of change has been a major source of empirical research for scholars studying organizational transformation on a global scale (Mohd & Esa, 2017). Otto (2016) claims that by drawing comparisons between the unfreezing, altering, and refreezing processes, Kurt Lewins' basic model of change offers a theoretical foundation for the idea of change. Fundamentally, transformation is a profoundly dynamic psychological process that impacts both individuals and groups. As one attempts to rearrange their own mental models, it involves discarding old, irrelevant talents without surrendering pride, finding new, relevant ones, and then relearning how to keep the new ones (Jeremy, 2004). Jeremy claims that the Lewin model offers a helpful foundation for understanding transformation. Studies have demonstrated that some organizational behaviors can assist people in navigating their own personal transitions, even though no two transformations or life experiences are ever the identical (Abbas & Asghar, 2010). The authors claim that change management offers an organized method for assisting individuals inside an organization in moving from their current situation to their desired future state. In the context of their management dynamics, principals can draw inspiration from Kurt Lewin's change model. By employing this tactic, administrators can help teachers more effectively in their daily interactions with kids. One must first identify the processes that have impeded their advancement, then unlearn old habits without allowing their ego to get in the way, then actively participate in change while accepting new inventions, and finally commit to the challenging effort of relearning in order to make

progress. Bringing about the needed changes in managerial dynamics is the aim of this conceptual reformation.

By encouraging teachers to adopt more creative methods and renounce the status quo, principals can assist educators in raising student accomplishment.

According to Kurt Lewin, for change to take place, people must first recognize the need for change and then undergo personal transformation. One of the most important aspects of this transition is realizing that change is not only possible but also required. Lewin asserts that people typically do nothing with their knowledge until they feel compelled to change, at which point they take action. This drive for change may be sparked by learning new things, gaining new skills, or experiencing a transformative educational event. Until this pivotal moment occurs, everything is as it is today (Jamal, Talib, & Akram, 2018).

Kurt Lewis's change theory model states that before implementing any form of change, any organization, including educational institutions, must go through organizational change. According to Sweeney and Whitaker (2004), poor change preparedness accounts for half of all management initiatives that fail in large organizations. In low-performing schools, children's academic performance may stagnate for a while if the principal's management dynamics are poorly controlled.

Kurt Lewin's three-stage model of change has led change management experts and analysts to offer a variety of strategic methods for "unfreezing" long-held attitudes and behaviors and then creating plans to implement change (Weiner, 2009). These strategies include determining how to go from your current situation to your desired one, feeling dissatisfied with your current situation, planning to perform better in the future, and having faith in your ability to succeed. This approach might help school administrators incorporate management dynamics into their procedures. Finding out how instructors feel about the ways principals have employed these strategies is one part of them.

Lewin's model of change has been the subject of numerous studies on managing change in education. According to Rohana and Aziz's (2017) study on applying Kurt Lewin's theory of change, the educational system must teach the future generation 21st-century skills in order for them to catch up to other growing nations. Lewin's thesis states that well-thought-out school reform has the power to change students' perspectives, which could improve their academic performance. In the unfreezing phase of Lewin's theory, the principal of the school has the responsibility of promoting change. According to research by Norshidah (2015), the principle has a duty to inform teachers about the reforms that are required to improve students' academic performance in accordance with the intended goals. When this occurs, he stresses, the principal's role in influencing teachers' confidence and conduct to carry out the transformation plan—especially in the classroom—becomes vital. The administrator needs to convince teachers that the modification that will improve students' academic performance is suitable and pertinent to the school's structure, culture, and current educational system in order for them to accept it (Jeremy, 2004; Jamila, 2012).

According to Norshidah (2015), the author asserts that educators must work harder to incorporate new innovations in teaching and learning into the management dynamics in the second stage of Kurt Lewin's theory. Based on his research, he concluded that the whole change must first identify, then plan, and then implement appropriate techniques in order for the change force to overcome the barrier force. He also underlined that in order to guarantee the transition is carried out successfully, the school requires the appropriate teaching and learning materials as well as the information and communication technology (ICT) infrastructure. The third and last stage of change implementation, refreezing, could take longer than the first two. At this stage, Leithwood (2002) claims that Kurt Lewis' theory of change should be applied in order to preserve the new culture

for the change process that is probably already in place. Mohd and Esa (2017) state that in order for an organization to successfully stabilize change, the management team must fully accept it. This will allow the new components to be incorporated into the system by offering individuals support, encouragement, and reinforcement as they adjust to the new normal. This can be achieved in this study through open forum strategies, student council participation, and collaborative support. School principals might apply strategies from Kurt Lewin's theory of change in their administration's management dynamics to accomplish the intended improvement in students' academic attainment.

2.2.2 Havelock's Theory

Various models have evolved, according to Sillins and Mulford (2007), since linear models are too rigid and fail to account for the complexities of real-world situations. Swanburg(2009) claims that, like Lewin's change theories, Havelock's follow a linear structure; but, unlike Lewin's theories, Havelock's place more emphasis on planning and recognize the possibility of resistance to change from both people and systems. According to Otto (2016), it is crucial to follow a systematic process in Havelock's Theory of Change, which begins with acknowledging the need for change and ends with the subject's ability to manage a change system efficiently. When applied to the process of managing dynamics, this theoretical framework is useful.

While the desire for change is admirable, it is often forgotten that a successful and long-lasting transition requires careful preparation and a lot of work from managers. Recognizing the need for careful change planning and tolerating opposition to change are two of the six steps that comprise Havelock's Theory of Change (Ralph, 2012). An educational setting could benefit from such an organized method.

The procedure is described in a school setting using the six steps. Relationship: According to Havelock, one must form a bond with the system that requires reform. In

the context of schools, this might be viewed as "pre-contemplation" about the causes of pupils' poor academic performance. Teachers are able to determine whether a change is required at the diagnosis phase through thinking. Gather resources to implement change: Everyone involved, but notably the faculty, is aware that something has to give. Acquiring as much pertinent information as can be mustered ought to kick off the process of discovering a solution. Going along a certain road. In the fourth stage of Havelock's theory of change, the school's teaching staff develops a strategy for change based on the available possibilities and puts it into action. Make a change and embrace it: All parties involved must accept the change once it has been put into action. To formalize the adjustment as part of the new pattern for behavior, the principal may need to provide guidelines for instructors to follow. Students and teachers alike will have met or exceeded their academic goals for the class if they are able to adapt to the shift. Distinct from the altered individual or group. Managers and organizations typically gain self-awareness at this point; in a school setting, this means that administrators and teachers adjust to change and stick to their new tactics for keeping kids' grades up.

Teachers and students may initially resist change when it's a reaction to outside forces, but with the principal's watchful eye over school-wide change strategies, they may come around and even embrace it. This is according to Havelock's theory of change in the context of a school. To achieve the necessary level of academic performance among students, the entire school system must undergo transformation, and this transformation will address critical areas that must undergo transformation as a whole.

2.3 Conceptual Framework

According to Orodho (2004), a conceptual framework is a visual or diagrammatic representation used to show the relationships among the aspects of a research endeavor.

See Figure 1 for a visual representation of the theoretical framework that served as the basis for this investigation.

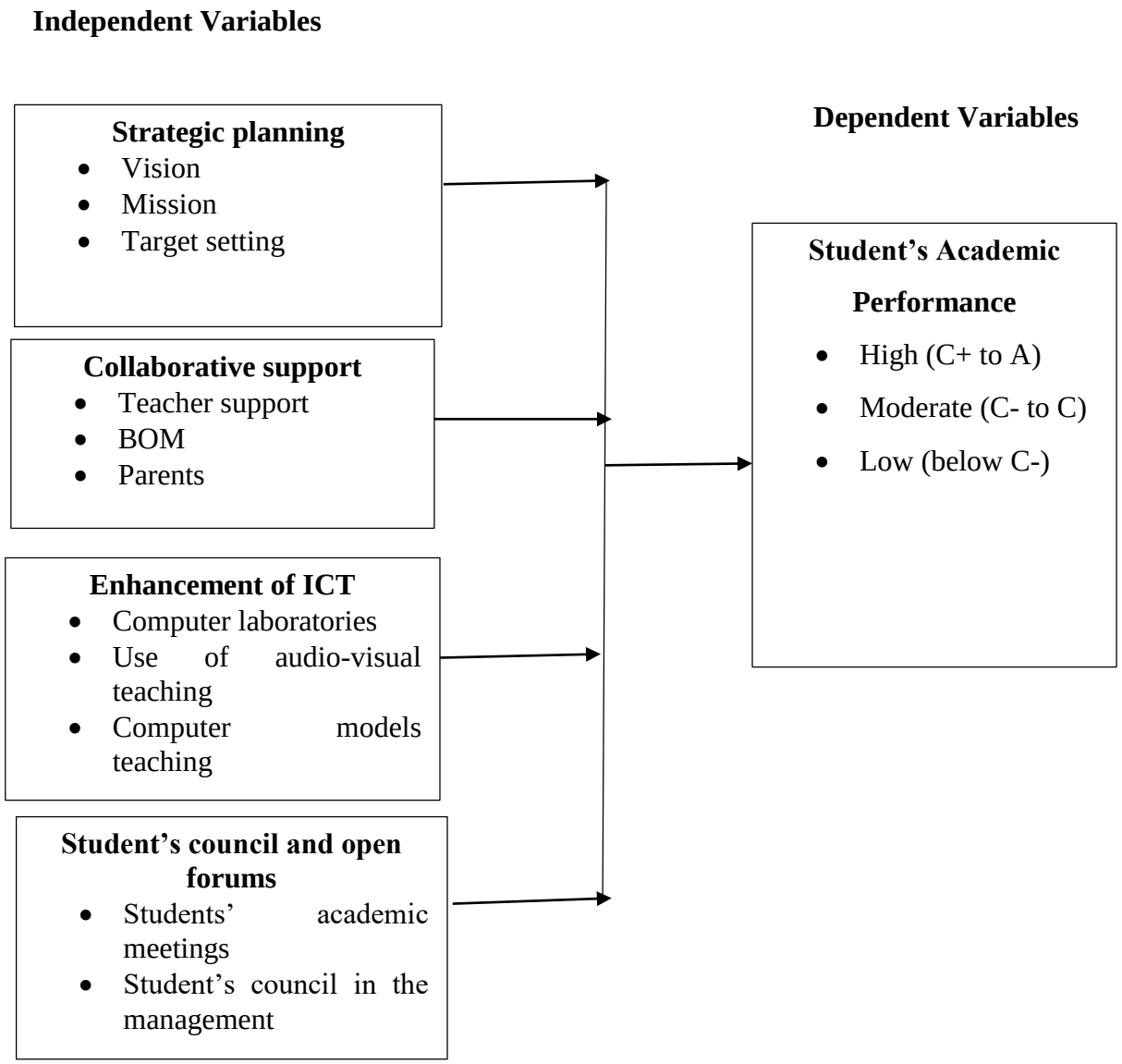

Figure 1: Conceptual Frame Work

Source: Researcher (2024)

2.4 Summary of Literature Review

This section will review the relevant studies on how school principals manage campus-wide reform initiatives and how they affect academic performance of the students. Given the dearth of indigenous studies on this subject in Kenya, most of the material examined focuses on foreign studies. We found that Havelock's and Kurt Lewin's ideas might help to clarify how grades were affected and how administrators supervised school-wide transformation efforts.

According to the current studies, strategic planning ideas should be followed in schools to solve problems of modern education and raise its caliber. Strategic planning and students' academic progress show a favorable link according to empirical data. Though if they are badly carried out, the strategies will not significantly influence pupils' performance in the classroom.

Most professionals have found that motivating pupils to work in a cooperative collegial setting improves academic performance right away. Studies also show that pupils' academic performance rises when they practice collegiality. Studies on the information and communication technology (ICT) integration strategy find that including ICT into the classroom enhances academic achievement of the pupils. Though there are few oddities, the results are basically the same across nations. Studies abound demonstrating how students' academic performance improves when teachers include ICT into the classroom. Still, there are few published Kenyan studies on how ICT affects academic performance. Studies on open forums and student councils show that students' academic performance increases when they are actively involved in the running of their university. Though studies from all around the world show that participation in student councils has advantages, it is not always clear how significant these advantages are in respect to one another. Fascinatingly, no study—especially in Kenya—has looked at how principals'

open forum and student council policies affect academic performance. This effort offers a chance to close a knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The study's setting, methodology, and population of interest will be covered in detail in this section. We emphasized the sampling procedures and techniques, as well as the sample size, research tool creation and piloting, validity, and dependability. Ethical issues, reliability, credibility, data collection techniques, and proposed inspection procedures will all be up for discussion.

3.1 Research Methodology

The research methodology adopted was a mixed methodology approach, with both numerical and non-numerical data being collected. Mixed approaches enabled the researcher to combine the basics of numerical and non-numerical investigation tactics, such as using non-numeric and numeric ideas, information gathering, scrutiny, and inference methods for the broader purposes of breadth and depth of understanding and justification. The mixed approaches study required a determined mixture of approaches in information gathering, analysis, and interpretation of the evidence. The crucial term was "mixed," as a vital step in the mixed approaches was information connection, or incorporation, at a suitable stage in the study process. Purposeful information incorporation allowed investigators to pursue a more panoramic view of their research landscape, seeing phenomena from diverse perspectives and through different research lenses (Johnson et al., 2007).

This methodology was chosen due to its strength, as there could be insufficient arguments, meaning that neither quantitative nor qualitative methods alone could provide enough evidence since the methods supplemented each other. Additionally, the more the

evidence, the better the results; thus, combining quantitative and qualitative methods yielded better and more reliable results from the study (Kothari, 2014).

3.2 Research Design

This study will use a single-phase design called concurrent triangulation with descriptive survey designs, in which the researcher will use both numerical and non-numerical methodologies equally and within the same time frame. To help the researcher better understand the study problem, this approach typically combines the simultaneous but distinct collection and analysis of both quantitative and qualitative data (Creswell, 2014). The investigator will integrate all of the data by combining the disparate results in the interpretation. Because it enables the researcher to collect both numerical and non-numerical data, the design was suitable for this study.

When conducting non-numerical research for studies that are inherently descriptive, the qualitative description research approach is employed. Researchers typically use a naturalistic perspective in this approach, looking at a spectacle in its typical condition. A thorough, everyday-language narrative of particular events that individuals or groups of individuals have encountered is the aim of qualitative descriptive research. Descriptive research also aims to describe a phenomenon and its behaviors. The main focus of this research is what has happened, not how or why. However, qualitative research adopts a more comprehensive method and frequently relies heavily on data gathered from multiple sources to obtain an incomprehensible understanding of the attitudes, feelings, and opinions of individual contributors. In non-numerical research, qualitative approaches are more common for both data gathering and processing. Typically, this entails grouping objects depending on how frequently they appear, then describing and interpreting those items using the findings of an inductive study of the data. (Gall; Borg, 2007).

A numerical method called survey investigation demonstrates the use of self-report measures on carefully chosen samples. It is a versatile strategy that may be applied to a broad range of fundamental and applied research questions. A survey design can be used to collect data from a pre-selected set of participants in order to obtain information and insights into various topics of interest. There are a number of advantages for researchers who use survey methods to collect data. First of all, surveys are a fantastic method of collecting vast amounts of data from a large number of respondents. Second, survey research is arguably the best method to use when someone wants to obtain a representative image of the characteristics and attitudes of a large group. The likelihood that a survey will be generalizable is related to the benefit of cost efficiency. Survey methods lend themselves to probability sampling approaches because they enable researchers to get data from very large samples at a very low cost (Converse, 1987).

Information that describes events can be gathered using the concurrent triangulation technique, which also organizes, tabulates, illustrates, and characterizes the information gathering process. It regularly makes use of visual aids, such as charts and graphs, to help the reader understand the information that is being disseminated. Additionally, a detailed and narrative account of a few cases will follow.

Figure 2 explains the design.

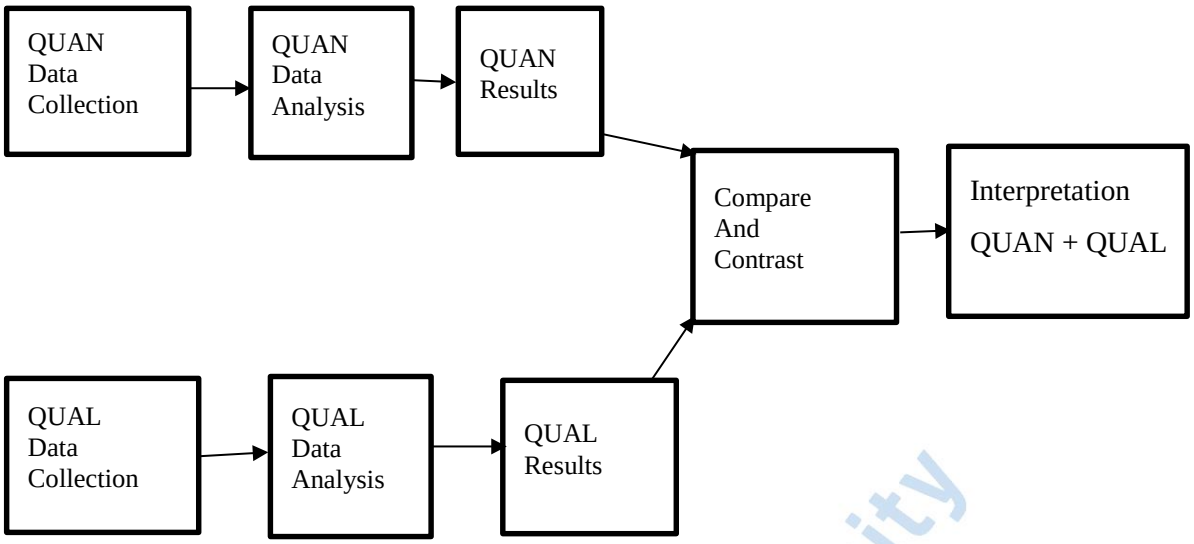

Figure 2: Triangulation design. Source: Creswell, 2006

3.3 Location of the study

This inquiry originated in the county of Tigania in the eastern region. The presence of the research challenge led to the selection of this study field. In this sub-county, 25 public secondary schools have been consistently showing abysmal results on the KCSE tests.

3.4 Target Population

According to Asia mah, Mensah, and Oteng-Abayie (2017), researchers try to obtain samples from specified groups of persons, which is known as the target population. A total of 504 participants will be selected from 25 public secondary schools in Tigania East Sub-County to make up the target group for this study. A total of 250 educators, including 10 from each school, 25 principals (one from each school), 4 representatives from the County Director of Education's office, the Teachers Service Commission, and the Ministry of Education, and 25 school board chairpersons will make up this group. There will also be 200 student leaders at each of the 25 participating institutions. As they have first-hand knowledge of how school management works on a daily basis, teachers were asked to participate. As the head of their respective schools, principals play a key role. Important school-wide management matters are considered by the Boards of

Management. Information on school-wide change strategies and their impact on students' academic performance within the sub-county should be triangulated from the representatives of the Teachers Service Commission, the Ministry of Education, and the Sub-County Director's office, all of which oversee education in their respective areas. Table 4 offers a more comprehensive look at the intended audience.

Table 4: Target population

Categories	Target Population	% Proportion
Student Leaders	200	39.7
Teachers	250	49.6
Principals	25	5.0
County Directors/TSC/MoE	04	0.8
BoM Chairpersons	25	5.0
Total	**504**	**100**

Source: Meru County Director of Education (2023)

3.5 Sampling Techniques and Sample Size

Below, we provide Yamane's formula that the investigator should use to get a sample size that is commensurate with the goals of the study.

$$N_0 = \frac{N}{1+Ne^2}$$

where N0 is the 95% CI for the chosen sample size. N is the target population, and e is the 5% confidence level (0.05 in decimal).

Thus, desired sample will be:

$$N_0 = \frac{504}{1 + 504(0.05)^2}$$

$$= 224$$

A total of 224 respondents were sampled. The census sampling method was used to obtain all 4 CDE/TSC/MoE officers in the study area. It also consisted of 88 (39.7% x 220) student leaders, sampled using the purposive random sampling method. The sample further included 110 (49.6% x 220) teachers, randomly sampled from the schools, and finally, 11 (5% x 220) principals and 11 (5% x 220) BoM chairpersons, who were purposively and randomly sampled. The summarized sampling techniques are presented in Table 5.

Table 5: Sampling grid

Category of population	Target Population	Sampling Procedures	Sample Size
Student leaders	200	Purposive Random	88
Teachers	250	Random Sampling	110
Principals	25	Purposive Sampling	11
County directors/TSC/MoE	04	Census sampling	4
BoM chairpersons	25	Purposive Sampling	11
Total	**504**		**224**

Source: Researcher (2024)

3.6 Research Instruments

The researcher in this study developed three separate sets of instruments: a survey for educators and board of management chairpersons, a schedule for interviews with school administrators and sub county directors, TSC members, and officers of the ministry of education, and discussion questions for student council presidents.

3.6.1 Questionnaires for Teachers and BoM Chairpersons

The researchers wanted to get a range of answers from the people they surveyed, therefore they used questionnaires (Mugenda & Mugenda, 2003). Teachers and chairpersons of the Board of Management (BoM) were both polled by the researcher. There were five parts to these tests, and each part had statements using a 5-point Likert scale. The demographic information was gathered in Part A of each questionnaire, while the study's objectives were addressed in Sections B to E. The impact of collaborative support on students' academic achievement was the subject of Section C, whereas Section B discussed the impact of strategic planning. Section E investigated how student councils and open forums affected students' academic achievement, whereas Section D sought data on the effects of ICT enrichment. The researchers used both ordinal and nominal scales to quantify the variables. Quantitative information was measured using an ordinal scale that allocated numerical values to the 5-point Likert-type scale, whilst qualitative variables like gender and age were measured using nominal scales.

3.6.2 Interview Schedule for Principals and Sub County Directors/TSC/MoE

Data collected from surveys were supplemented by face-to-face conversation, which offered crucial confirmatory evidence. According to Mugenda and Mugenda (2003), this method enabled the researcher to decipher participants' verbal and non-verbal signs of communication while conducting interviews. Several important people, including school principals, Sub County Directors, and TSC/MoE officers, were interviewed for this study. These stakeholders were contacted through prearranged interview times. The participants' personal information was collected in Section A of the schedules, while the study objectives were used to shape Sections B to E, which consisted of open-ended questions.

3.6.3 Focus Group Discussions for Student Leaders

Focus group talks were carried out to augment the data gathered from other instruments, offering a more holistic view than would have been possible with data acquired from a single source alone. Eight student leaders from each of the eleven schools in the study region participated in focus groups that the researcher conducted. The research questions served as the basis for the focus group discussion guide, which allowed the student leaders to delve further into the topics covered.

3.7 Piloting of Research Instruments

In order to construct and confirm the instruments for the wider investigation and to determine the likelihood of reaching the intended findings, pilot testing of the research instruments was essential. People who were actually going to be a part of the study were the ones that participated in the piloting (Mugenda & Mugenda, 2003). The study region has many of the same features as the pilot site in Igembe Central Sub County, where the research instruments were tested. For the sake of objectivity, we did not include these pilot participants in the final sample. Fifteen people, or 10% of the total, were chosen at random from the population of Igembe Central Sub County to take part in the pilot study. Fifteen educators and six chairs of the Board of Management were part of this group. Before collecting data in the field, the instruments were fine-tuned after piloting.

3.8. Testing for Validity, Reliability and Establishing Dependability and Credibility

The researcher ensured that the quantitative research instruments were valid and reliable by testing them. The qualitative study instruments were also proven to be trustworthy and reliable. Valid and trustworthy tools were used in this process to ensure correct data collection and analysis at the end of the research.

3.8.1 Testing Validity

One could argue that validity was all about how well an instrument assessed its intended variables and how consistently it produced the same results across several trials. Test validity was defined as the degree to which the test reliably measured its target construct or the degree to which the test accurately measured the target construct. It alluded to the precision and relevance of conclusions drawn from the study's findings and the extent to which the items chosen for the test were reflective of the intended curriculum (Kothari, 2008).

To make sure the instruments were valid, the researcher enlisted the help of professors and other specialists to evaluate them. In order to ensure that the data collected was free of bias, content validity was tested. The experts reviewed the questionnaire and provided feedback on how to make it better. Data collecting in the field couldn't begin until the instruments were validated.

3.8.2 Testing Reliability

The emphasis on reliability was meant to highlight how steady and consistent the empirical indicators were. The same subjects were employed in a test-retest procedure with a two-week interval between each test. This approach was chosen because it allowed the researcher ample time to analyze the replies before giving the exam again. With two weeks between each test, participants had plenty of opportunity to think about their answers and provide accurate ones.

To find out how consistent the tools were, we used Cronbach's Coefficient Alpha. The instruments were considered credible and acceptable to a considerable extent if they produced results of.7 or higher. In addition, the research instruments' content reliability

was established during piloting to make sure they measured the right things, which increased the level of consistency (Mugenda & Mugenda, 2003).

3.8.3 Establishing Dependability

The degree of dependability of the interview schedules was achieved by the researcher through conducting in-depth interviews with participants. This recorded a high degree of dependability in the qualitative data instruments. A variety of interview questions elicited new information from the participants, and the tools were accepted as dependable through this method (Kothari, 2014).

3.8.4 Establishing Credibility

Credibility was established for the qualitative tools. By employing the concurrent triangulation method in the data analysis, numerous data sources, investigations, methods, and literature navigated the meaning of data across the settings and people. Both quantitative and qualitative information were scrutinized concurrently, and outcomes were mixed for further analysis. This type of data triangulation meaningfully increased the instruments' credibility (Creswell, 2003). Thus, the researcher acquired credibility through this type of data triangulation.

3.9 Data Collection Procedures

Both the university's Ethical Review Committee and the School of Postgraduate Studies provided the investigator with letters of introduction and authorization, respectively, that allowed them access to the public secondary schools. In addition to writing a self-introductory letter and obtaining the necessary license from the National Commission for Science, Technology and Innovation, the investigator followed all legal requirements. In order for the researcher to visit schools, they had to have a letter of authorization from the County Director of Education in Meru and a letter from the County Commissioner of Meru County. After the participants were informed about the study and signed a consent

form, they were given questionnaires to complete. The researcher requested that the principal submit the survey by contacting the chairwoman of the Board of Management (BoM). The researcher collected the equipment during a subsequent visit to the schools. Concurrent with data collection were interviews with school administrators and government officials.

Appointments were made for the students to meet with the researcher for the focus group talks. The researcher had to recruit a teacher to rally the pupils for the debates. Using a lottery-style purposive random process, eight pupils from each school were chosen. The study's aims were adhered to, and points were taken down during the conversations.

3.10 Data Analysis Procedures

Independently, the researcher gathered quantitative and qualitative data. The researcher's goal was to collect diverse data that would later be put together in a way that was harmonious. The combined use of the quantitative and qualitative methods helped to compensate for their respective shortcomings (Creswell, 2006). We used both quantitative and qualitative methods to examine the collected data. Percentages, frequencies, means, and standard deviations were used in the descriptive quantitative data analysis. The inferential statistics made use of multiple regression analysis and Pearson's correlation. The intensity and direction of the relationship between the independent and dependent variables were shown via Pearson correlation. Finally, the study's variables were associated through the application of regression.

Verbatim citations and narratives were used to portray the qualitatively studied data, while graphs, tables, and descriptions were used to present the statistically assessed data. Creswell (2006) made the case that descriptive statistics were crucial because, by offering concise summaries of the sample and the measures, they assisted in describing the features of the data utilized in an inquiry. Regression analysis is the study of how a

response variable depends on one or more predictors, according to the International Encyclopedia of the Social & Behavioral Sciences (2001). The regression prototype that follows was projected.

The following regression model will be estimated.

$Y = \beta o + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 4X4 + \varepsilon$

Where:

Y = student's academic performance

X_1 = strategic planning

X2 = collaborative support

X_3 = enrichment of ICT

X_4 = students' leaders

β_i; i=1,2,3,4} = The coefficients for the various independent variables

ε =Error term

3.11 Ethical Considerations

The Constitution of Kenya provided security and acknowledgment to people's rights, with the rationale of protecting the self-esteem of individuals and the populace while encouraging social justice and the realization of the potential of all. Freedom of expression was acknowledged in the Bill. The Constitution granted every Kenyan the right to access information. It also provided privacy to individuals, which included the way they communicated (Republic of Kenya, 2010).

3.11.1 Access to Sites

The researcher was tasked with delivering a formal introduction letter to the county government in order to gain access to schools in Tigania East Sub County. Following this, authorization letters were obtained from the County Commissioner. Along with the official research authorization from NACOSTI, the investigator also produced it.

3.11.2 Participants' Right to Informed Consent

This was quite sensitive research. The investigator did not force the participants into circumstances that were uncomfortable for them, allowing for fair and free interactions. The researcher allowed them to provide information freely and respected their emotional state if they declined to offer particular private data. Consequently, the researcher provided details to the participants about the procedure to be followed throughout the data gathering, allowing them to contribute at will. Thus, the contributors read, understood, and signed the consent form before participating in the research process.

3.11.3 Participants' Right to Confidentiality and Privacy

The participant was assured by the scholar that their evidence would be handled in the strictest confidence. The data would never be shared or used for anything other than the research that was explicitly specified in the study. The participants were able to give honest and comprehensive responses since they were certain their identities and whereabouts would remain hidden on the data gathering forms. In order to ensure the privacy of the data, an encryption system was created, which was known alone by the researcher.

3.11.4 Anonymity

The researcher specifically requested that participants not have their identities printed on any of the data gathering forms. For the purpose of participant categorization, the investigator employed secret coding. No written or other records of the researcher's interactions with the subjects reveal any personally identifiable information. Because of this, the researcher was able to greatly reduce the likelihood of individuals providing biased responses.

3.11.5 Storage of Data Collected

Statistics collected from participants were treated with high confidentiality to avoid leakage to unauthorized persons. The data was stored in both hard and soft copies. The researcher did not reveal any collected data to anyone for any reason. Questionnaires, interview schedules, and CDs were stored under lock and key during and after the data analysis.

3.11.6 Right to Voluntary Participation

The participants were made aware that they might withdraw from the study whenever they wanted. Without making them feel rushed, we asked that they fill out the form whenever it was most convenient for them.

3.11.7 Freedom from Coercion

The participants were encouraged to read and understand the consent form and freely sign it, confirming that they would be participating willingly. The purpose of all these measures was to ensure that no one was upset as a consequence of agreeing to take part in the research.

3.11.8 Intellectual Ownership and Plagiarism

To ensure clean work free from plagiarism, the researcher uploaded the thesis into the TURNITIN program. This was always done before each defense. The percentage index remained not more than 15%, including the references. Whenever the percentage went higher, the thesis was cleaned and then taken back to the program for plagiarism testing. The final plagiarism index for this thesis was attached to the end of the document.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The results, their interpretation, and the statistical analysis are all presented in this chapter. Inferential analysis led by the study variables will be considered in the chapter after descriptive analysis, which will take into account the general respondent's information.

4.2 Questionnaire Return Rate

The number of respondents who finished the survey is divided by the total number of respondents in the sample to determine the return rate in survey research (Kalton, 2020). Usually, a percentage is used to represent this response rate. Since non-responses are usually not random, response rates are routinely used to evaluate the quality of survey data. According to the American Association for Public Opinion Research (2015), the response rate in the context of interviews is calculated by dividing the total number of completed interviews by the total number of participants contacted. 104 (.086%) of the 121 questionnaires that were given to teachers and BoM chairpersons in the sampled schools were used in this study. Thirteen (86.7%) of the fifteen principals and TSC/MoE returned properly completed school data forms. Kalton (2020) asserted that these return rates were sufficient for data processing and conclusion-making.

4.3 Demographic Information of the Respondents

The individual characteristics of the group being studied that the researcher aims to examine are referred to as respondents' demographics. The participants' personal information is essential for expressing and analyzing answers to the issue being studied. Principals' and teachers' demographic data, including gender, age, educational background, and headship or teaching experience, was gathered in order to describe study participants and aid in data interpretation. For example, in a specific social setting that is

influenced by various socioeconomic factors, gender plays a significant role. Because age indicates an individual's level of maturity, it is also a crucial component in interpreting the opinions of participants. The table displays demographic information on teachers and principals.

Table 6: Respondent's Demographic Information

Variable		Principals/TSC		Teachers/BoM	
		Freq	**Percent**	**Freq**	**Percent**
Gender	Male	6	46.2	38	36.6
	Female	7	53.8	66	63.4
	Total	**13**	**100.0**	**104**	**100.0**
Age in years	21- 30	0	0.0	18	17.3
	31 - 40	0	0.0	21	20.2
	41- 50	3	23.1	33	31.7
	Over 50	10	76.9	32	30.8
	Total	**13**	**100.0**	**104**	**100.0**
Highest Academic Qualifications	S1 / Diploma	0	0.0	6	5.8
	B. Ed	3	23.1	60	57.7
	PGDE	0	0.0	5	4.8
	M. Ed	4	30.8	7	6.7
	Masters (other areas)	4	30.8	23	22.1
	Ph. D	2	15.4	3	2.9
	Total	**13**	**100**	**104**	**100.0**
Duration served as principal / teacher in years	< 1	1	7.7	3	3.2
	1- 5	2	15.4	19	18.2
	6 – 10	4	30.8	15	14.4
	> 10	6	46.1	67	64.4
	Total	**13**	**100.0**	**104**	**100.0**
Duration served in current station in Years	< 1	2	15.4	5	4.8
	1 – 5	8	61.5	39	37.5
	6 – 10	2	15.4	24	23.1
	> 10	1	7.7	36	34.6
	Total	**13**	**100**	**104**	**100.0**

Source: Researcher (2024)

Based on the principals' background data, there were somewhat more females (7, or 53.8%) than males (6, or 46.2%). Every principal was older than forty-one. Furthermore, it was evident that eight (61.6%) of them had the academic credentials required to oversee a Master of Education program or other fields (Teachers Service Commission Strategic Plan - 2019-2023). Furthermore, more than 10 years of expertise was possessed by six (46.1%) of the principals. It is generally acknowledged that five years is sufficient to acquire the requisite skills in school management. Furthermore, eight (61.5%) of the principals had been in their current positions for one to five years, demonstrating their familiarity with their schools and their ability to successfully implement school-wide reform initiatives. A principal should remain in one position for a maximum of five years (Teachers Service Commission Strategic Plan: 2019-2023). This allows them ample time to put a change strategy into action and observe measurable results.

According to demographic data, there were more female teachers than male teachers in secondary schools in the Tigania East sub-county of Kenya, with 66 (63.4%). The instructors were younger than the principals, with just over a third (17.3% = 20–30 years; 21.0% = 31–40 years) being 40 years of age or younger. The Diploma in Education, the minimal degree required to teach at the secondary level, was held by each teacher (TSC Strategic Plan, 2019–2023). Only a small portion of teachers said they had five years or less of experience; specifically, one teacher had less than one year (3.2%) and 54 (18.2%) had between one and five years. However, 67 professors (64.4%) had more than ten years of experience.

4.4 Descriptive Analysis

4.4.1 Management of Strategic Planning and Students' Academic Performance

The primary goal was to ascertain how strategic planning management affected the academic achievement of pupils in public secondary schools in Kenya's Tigania East subcounty. On a 5-point Likert scale, where 5 represents strongly agree and 1 represents strongly disagree, respondents were asked to score five items that gauged their attitudes in this regard. The standard deviation and mean replies are displayed in the table 7.

Table 7: Principals' Management of Strategic Planning

	N	Min	Max	Mean	Std. Deviation
In order to encourage teachers to take ownership of the school's vision and mission and enhance students' academic performance, the principal used shared management methods.	104	1.00	5.00	3.88	0.972
The administrator puts pressure on instructors to create goals and reward them when they are met, which enhances students' academic performance.	104	1.00	5.00	3.90	0.987
Teachers utilize the timetables in the school's strategic plan, which was started by the principal, to help kids do better academically.	104	1.00	5.00	4.02	0.874
Through lesson observation using TPAD (TSC observation tool), the principal oversees professional lesson plan documents, which has improved students' academic achievement.	104	1.00	5.00	4.07	0.879
By overseeing ongoing assessment and correction, which has improved pupils' academic performance, the principal	104	1.00	5.00	4.10	1.001

addresses the reasons behind poor performance.	
Valid N (listwise)	104

Source: Researcher (2024)

The chart clearly shows that instructors agreed (Mean=4.07, Std. Dev=0.879) that the principals' use of TPAD to oversee teachers' professional documentation has improved student academic progress. Teachers also agreed that principals should use shared management strategies with them to encourage ownership of the school's vision and mission. Students' academic performance therefore improves (Mean=3.88, Std. Dev=0.972).

Teachers also agreed (Mean=4.10, Std. Dev=1.001) that when principals address the underlying causes of poor performance through supervision, continuous evaluation, and correction, students' academic performance improves. Principals' implementation of school strategic plans, which include deadlines for teachers to meet, has increased students' academic achievement (Mean=4.02, Std. Dev=0.874). Higher student accomplishment is also a result of administrators setting goals and providing instructors with rewards for achieving them (Mean=3.90, Std. Dev=0.987).

These findings are in line with previous studies by Edwards et al. (2018), Gakenia et al. (2017), Phiri and Chileshe (2016), and Chimuka (2016), which demonstrated that staff members are better positioned to perform when strategic planning guidelines for student academic performance are implemented, ultimately improving student outcomes.

4.4.2 Collaborative Support and Students' Academic Performance

The second goal was to evaluate how collaborative support affected the academic achievement of students in Kenya's Tigania East subcounty's public secondary schools. On a 5-point Likert scale, where 5 represents strongly agree and 1 represents strongly

disagree, respondents were asked to score five items that gauged their attitudes in this regard. The standard deviation and mean replies are displayed in the table 8.

Table 8: Collaborative Support

	N	Min	Max	Mean	Std. Deviation
Instructors are included in the school's management strategy by the principal, which enhances kids' academic success.	104	1.00	5.00	4.07	0.903
The principal helps teachers by giving them resources that encourage creativity and innovation in the classroom, which raises student achievement.	104	1.00	5.00	4.10	0.864
Teachers' and students' managerial feedback is not accepted by the principal, which prevents pupils' academic performance from improving on time.	104	1.00	5.00	2.36	0.934
By meeting with instructors, the administrator explains the school's principles, beliefs, and vision, which aids pupils in achieving better academic results.	104	1.00	5.00	4.02	1.005
Students' academic achievement is hampered because the principal keeps teachers in the dark about upcoming developments that they believe will raise teaching standards.	104	1.00	5.00	1.86	0.955
Valid N (listwise)	104				

Source: Researcher (2024)

According to the data table 8, respondents agreed that kids' academic performance is greatly impacted by the way principals manage collegial and collaborative assistance tactics. Principals assist teachers by offering resources for creativity and innovation in the classroom (Mean=4.10, Std. Dev=0.864); they also engage teachers in the creation of the school's administration plan, which enhances students' academic performance

(Mean=4.07, Std. Dev=0.903).and principals consult with teachers to express the school's values, beliefs, and vision (Mean=4.02, Std. Dev=1.005). Respondents disagreed with the claims that the principal does not share with teachers' future trends that he or she believes will improve teaching standards, thereby impeding students' academic performance (Mean=1.86, Std. Dev=0.955) and that the principal does not accept managerial criticism from teachers and students, which prevents timely improvement of students' academic performance (Mean=2.36, Std dev=0.934).

The findings of this study are consistent with the TSC strategic plan (2015-2019), which emphasizes the development, innovation, performance management, ethics, and teacher skills in order to improve student achievement in educational services. The primary goal of educational reforms, according to Session Paper No. 1 (2019), is to improve teaching quality by giving teachers proper training and raising their professional and ethical standards. The collaborative and collegial support plan that school principals have put in place encourages teachers to adjust to new programs that are meant to improve student learning. This strategy is consistent with Weiner's (2009) research, which shows that when schools are prepared for change, there is a larger chance that instructors will embrace new practices, work more, be more resilient, and exhibit more positive attitudes. These exchanges foster productive teamwork, which can raise students' academic achievement.

4.4.3 Enhancement of ICT in Teaching/Learning and Students' Academic Performance

The third goal was to determine how improving ICT in instruction and learning affected the academic achievement of students in public secondary schools in Kenya's Tigania East subcounty. On a 5-point Likert scale, where 5 represents strongly agree and 1 represents strongly disagree, respondents were asked to score five items that gauged their

attitudes in this regard. The standard deviation and mean replies are displayed in the table 9.

Table 9: Enhancement of ICT in Teaching/Learning

	N	Min	Max	Mean	Std. Deviation
The principal supports the use of information and which has helped to improve students' academic performance	104	1.00	5.00	4.05	0.976
Students' academic performance has improved thanks to the principal's facilitation of the strategically placed ICT equipment for the e-learning environment.	104	1.00	5.00	3.91	1.020
Through the implementation of an e-learning schedule, the principal highlights the use of ICT in the classroom, which has improved students' academic achievement.	104	1.00	5.00	3.82	0.901
The lack of an ICT program for processing student exams and providing quicker exam feedback by the principal prevents students' academic performance from improving.	104	1.00	5.00	3.70	0.956
Students' academic performance has improved as a result of the principal's collaboration with parents and organizations to address ICT resources and teacher training.	104	1.00	5.00	2.25	0.913
Valid N (listwise)	104				

Source: Researcher (2024)

The table 9 shows that the majority of respondents thought that principals promoted the use of ICT in the classroom, which improved students' academic performance (Mean=4.05, Std. Dev=0.976). Additionally, they found that when schools got internet connectivity for e-learning, students' academic performance improved (Mean=3.91, Std. dev=1.020). Additionally, principals urged instructors to use ICT to create remedial e-materials for quick study and comprehension, which greatly improved students' academic performance (Mean=3.91, Std. Dev=1.020). These responses showed that teachers had positive views of the way principals used ICT strategies to raise students' academic performance. However, respondents expressed skepticism over whether administrators partnered with organizations and parents to address the demand for ICT resources and teacher training, which might further improve children's academic performance (Mean=2.25, Std. Dev=0.913).

These findings are in line with those of Ghavifekr and Rosdy (2015), who discovered that instructors' positive perceptions of the value of incorporating technology into the classroom facilitated the learning process. Teachers' mean perceptions and performance data from 2015 to 2018 were integrated in a linear regression analysis to test the null hypothesis.

4.4.4 Use of Students' Councils and Open Forums in School Management and Students' Academic Performance

The third goal was to ascertain how students' academic performance in public secondary schools in Kenya's Tigania East subcounty was impacted by the usage of student councils and open forums in school administration. On a 5-point Likert scale, where 5 represents strongly agree and 1 represents strongly disagree, respondents were asked to score five items that gauged their attitudes in this regard. The standard deviation and mean replies are displayed in the table 10.

Table 10: Use of Students' Councils and Open Forums in School Management

	N	Min	Max	Mean	Std. Deviation
Students are encouraged to do better academically by the principal's open forums, which allow them to voice their opinions without fear of retaliation.	104	1.00	5.00	4.01	0.981
To help the school prefects become better managers and raise student achievement, the principal routinely arranges meetings, seminars, and workshops.	104	1.00	5.00	3.86	0.903
Students' drive to raise their academic performance is hampered by the principal's refusal to hear their suggestions or take them into consideration for implementation.	104	1.00	5.00	3.31	1.003
The principal supports students' skill development since it inspires them and helps them achieve better academically.	104	1.00	5.00	4.24	0.897
The principal places a strong emphasis on pupils adhering to the school's rules and mission, which improves academic achievement.	104	1.00	5.00	4.43	0.889
Valid N (listwise)	104				

Source: Researcher (2024)

The majority of respondents (Mean=4.01, Std Dev=0.981) concurred that the principle provides open forums for students to freely express their viewpoints, as seen in the table's data. The standard deviation of 0.981 indicates a moderate level of agreement among respondents regarding the effectiveness of these forums in motivating students to enhance their academic performance. Furthermore, respondents (Mean=3.86, Std Dev=0.903)

agreed with the notion that prefect meetings, seminars, and workshops help kids succeed academically. Additionally, the survey revealed that participants were unsure if the principal considers student suggestions. Those surveyed had no opinion on whether the principal takes student recommendations into consideration (Mean=3.31, Std Dev=1.003). The higher standard deviation of 1.003 suggests a wider range of viewpoints; some people think that the disdain for student engagement hinders motivation. This disparity may suggest that the administrator needs to engage with students' feedback more in order to inspire them.

Additionally, respondents overwhelmingly agreed that the principal places a major emphasis on adhering to the school's vision and norms, which significantly affects students' academic achievement (Mean=4.43, Std. Dev=0.889). Additionally, they concurred that the principle encourages pupils to explore their talents, which benefits their academic achievement (Mean=4.24, std. dev=0.897). According to the 0.889 standard deviation, most respondents thought that this emphasis helped to create a positive learning environment.

The findings support a previous study by Meisert and Böttcher (2019), who argue that the first step toward shared decision-making is teaching teachers and students about school-related concerns. The study also discovered that when students, teachers, and principals work together to make decisions about the school, cooperation is likely to happen, which could lead to improved academic performance for the kids. Student performance data from 2019 to 2022 was used in a linear regression analysis with open-form variables and student councils to evaluate the hypothesis.

4.5 Qualitative Analysis

In order to allow respondents to freely express their thoughts, the questionnaire included open-ended questions. Thematic analysis was performed on the responses using a logical technique. According to Simwaka et al. (2020), the steps involved in the qualitative approach were de-mystifying the data, organizing it into themes, reviewing the themes, defining and labeling them, and finally, interpreting them. After going over the responses, we were able to identify four principals' management dynamics that we wanted to focus on for this study. Teachers' responses are summarized in the table 11.

Table 11: Themes Underlying Observed in Schools

Theme	Sample Responses
Strategic planning	Comparing performance with top schools, setting academic goals for subjects, initiated a school feeding program, implemented boarding facilities, hired a school nurse, developed a lunch program, Supplied learning materials
Collaboration and collegial support	Capacity building of teachers, team work, parental involvement in student academic work, collective environmental evaluation, professional coaching, peer modeling.
Enhancement of ICT and e-learning	Computer labs, cyber schools, ICT integration in teaching and learning.
Student councils and open forums	Formed family units, student give speech during assembly, involvement in deciding co-curricular activities, attitude change forums, guidance and counselling sessions, involvement in student discipline, involvement in administration

N = 104

Teachers were cognizant of the school-wide change methods put in place by their principals, according to the results shown in the table. Based on the replies, four themes

were identified. School strategic plans clearly laid out a wide variety of objectives, from the very short term to the far future.

4.6 Inferential Analysis

4.6.1 correlation

Table 12: Correlation

		Strategic Planning	Collaborative Support	enhancement of ICT	Students Councils & Open Forums	Academic Performance
Strategic Planning	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	104				
Collaborative Support	Pearson Correlation	0.108	1		.	
	Sig. (2-tailed)	0.001				
	N	104	104			
Enhancement of ICT	Pearson Correlation	0.309	0.310	1		
	Sig. (2-tailed)	0.002	0.005			
	N	104	104	104		
Students' Councils & Open Forums	Pearson Correlation	0.159	.439**	0.173	1	
	Sig. (2-tailed)	0.008	0.000	0.000		
	N	104	104	104	104	
Academic Performance	Pearson Correlation	0.431	0.529	.239*	0.159	1
	Sig. (2-tailed)	0.003	0.001	0.015	0.007	
	N	104	104	104	104	104

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

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Researcher (2024)

The results showed that there was a positive relationship between students' academic performance and the strategies that principals used to implement strategic planning guidelines (r=0.431, p=0.003), strategies that encouraged collaboration and collegial support (r=0.529, p=0.001), strategies that integrated information and communication technologies into the classroom (r=.239, p=0.015), and strategies that involved student councils and open forums (r=0.159, p=0.007).

4.6.2 Regression Analysis

The summary table 13 of the model fit displays the extent to which each independent variable (the management dynamics of principals) accounts for the dependent variable (students' academic success) in percentage terms.

Table 13: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756[a]	0.666	0.628	0.49450

a. Constant, strategic planning, teamwork, ICT improvement, student councils, and open forums are predictors.

The table 13 findings showed that the predictor variables (R2=0.666) accounted for 66.6% of the variation in the students' academic performance. This suggested that a large portion of the variation in the value of student academic performance may be explained by the greater usage of principals' management dynamics. Other factors not covered in this study account for the remaining 33.4% of the variation in students' academic performance.

Table 14: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.705	4	0.426	21.743	.000[b]

	Residual	24.209	99	0.245
	Total	25.913	103	

a. Dependent Variable: students' academic performance

b. Predictors: (Constant), strategic planning, collaborative support, enhancement of ICT, students' councils & open forums.

The equivalent F statistic, with a significance level of 0.000, was 21.743. Consequently, the model was regarded as a significant predictor of students' academic achievement, with F (1, 288) = 21.743 and p =.000. Given that the significance level was below p = 0.05, the substitute

Table 15: Regression Analysis

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	Std. Error	Beta		
1	(Constant)	1.320	0.160		8.261	0.000
	Strategic planning,	0.265	0.045	0.149	1.426	0.007
	Collaborative support,	0.215	0.055	0.169	1.533	0.012
	enhancement of ICT	0.327	0.044	0.194	1.641	0.001
	Students' councils & open forums	0.361	0.058	0.057	0.471	0.013

a. Dependent Variable: students' academic performance

Source: Researcher (2024)

The table 15 regression results showed that, while all other study factors stayed the same, students' academic performance was predicted to rise by 0.215 of a point for each unit increase in the utilization of collaborative and collegial assistance. Additionally, it was anticipated that students' academic performance would rise by 0.265 units for every unit increase in the use of strategic planning standards. For every unit increase in active involvement in student council and open forums, students' academic performance would

increase by 0.361 points, assuming all other factors remain constant. ICT integration in schooling was highly statistically significant (p=.0001) and showed a positive coefficient of 0.327. For every unit increase in ICT use in teaching and learning, the predicted academic performance of students rose by 0.327 units.

The final predictive model calculated the following formula to predict students' academic performance: 1.320 + 0.265 strategic plan + 0.215 collaborative support + 0.327 ICT + 0.361 student council forum.

Bradshaw et al. (2020) found similar outcomes and argued that school-wide preventive initiatives are in line with the overall educational purpose while also supporting students' academic progress, civic involvement, and healthy lifestyles. Similarly, Horner et al. (2019) found that after a school-wide positive behavior support strategy was put into place, antisocial behavior in a big urban school significantly decreased. Teachers reported that this had a major positive impact on the students. However, Smith and Jones (2022) claim that despite the implementation of several educational reform measures, including curricular changes, funding models, teacher standards, and assessment methods, student outcomes in Australia have remained unchanged. Of the four school-wide transformation strategies examined, favorable opinions of the ICT strategy's integration had the biggest impact on raising student academic attainment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The results, inferences, and suggestions are compiled in this chapter. There are suggestions for both research and practice. The chapter also identifies topics that are recommended for additional research.

5.2 Summary of the Study Findings

5.2 Management of Strategic Planning and Students' Academic Performance

The first objective of the study sought to determine the effect of management of strategic planning on students' academic performance in public secondary schools in Tigania East sub county, Kenya. The data indicates that teachers believe principals' supervision using the Teacher Performance Appraisal and Development (TPAD) system contributes to better student academic performance. Teachers agree that principals' efforts in promoting shared management, addressing causes of poor performance, implementing strategic plans, setting performance targets, and rewarding achievements positively impact academic outcomes for students.

5.2.2 Collaborative Support and Students' Academic Performance

The second objective of the study sought to assess the effect of collaborative support on students' academic performance in public secondary schools in Tigania East sub county, Kenya. The findings show that teachers largely agree that principals' use of collaborative support strategies, such as providing materials for creative teaching, involving teachers in school administration planning, and sharing the school's core values and vision, positively influences student academic performance. However, teachers disagreed with statements suggesting that principals avoid managerial feedback or fail to share insights

on future teaching improvements, indicating that such actions would hinder academic progress if they occurred.

5.2.3 Enhancement of ICT in Teaching/Learning and Students' Academic Performance

The third objective of the study sought to establish the effect of enhancement of ICT in teaching and learning on students' academic performance in public secondary schools in Tigania East sub county, Kenya. The findings indicate that teachers generally felt supported by principals in integrating ICT into teaching and learning, which they believed positively impacted students' academic performance. Teachers also highlighted that internet accessibility for e-learning contributed to improved performance, and principals encouraged the use of ICT for creating remedial materials that facilitated quick revision and comprehension. Overall, teachers viewed principals' ICT management strategies positively. However, there was some doubt about whether principals actively sought partnerships with parents and organizations to secure additional ICT resources and training, which could further benefit academic outcomes.

5.2.4 Use of Students' Councils and Open Forums Strategy in School Management and Students' Academic Performance

The fourth objective of the study sought to determine the effect of use of students' councils and open forums in school management on students' academic performance in public secondary schools in Tigania East sub county, Kenya. The findings reveal that respondents generally agree that the principal organizes open forums for students to express their views, which are seen as moderately effective in motivating academic performance. Additionally, there is agreement that meetings, seminars, and workshops for prefects contribute positively to students' academic outcomes. However, respondents expressed neutrality regarding the principal's responsiveness to student suggestions,

indicating mixed opinions and a potential need for more engagement with student feedback to enhance motivation. Furthermore, respondents affirmed that the principal actively encourages talent development among students and emphasizes respect for school regulations and vision, both of which significantly influence academic performance. Overall, there is a consensus on the effectiveness of these initiatives in fostering a supportive learning environment.

5.3 Conclusion

The results of the investigation validated a number of hypotheses. One of them was that children's academic performance much improves when managers employ monitoring and continuous evaluation to solve the fundamental reasons of inadequate performance. To improve student learning outcomes, principals have to constantly watch and remark on teaching practices. Respondents believe that shared management techniques and strategic planning are crucial since a feeling of responsibility for the vision and goal of the school improves the academic performance of the children. When teachers actively participate in decision-making and when certain strategic goals are developed, classroom cooperation improves student performance.

Studies show that pupils' academic performance much increases when administrators effectively control cooperative support. Teachers said higher student outcomes follow from principals' provision of resources, inclusion of them into decision-making, and communication of the school's goal. Academic progress is hampered when students are closed off to criticism and fail to share their learning opportunities. This underlines the need of having leaders who motivate among teachers creative thinking and cooperation.

According to the survey, instructors believe principals actively promote and assist the usage of technology in the classroom, thereby improving the academic achievement of the pupils. While expanding knowledge and resources for information and

communication technologies as well as teacher training is a major priority in order to raise student performance, cooperation with parents and organizations still has room for development.

According to the poll, the most favorable qualities of a principal are their commitment to following school policies and clear vision for the institution. This shows that respondents really feel that a conducive learning environment determines the academic performance of children. This underlines the need of setting goals and enforcing policies in order to inspire youngsters. Furthermore, if teachers actively sought out and applied student critique, academic performance might be much improved.

5.4 Recommendation

Review the ideas offered in the study guide. The findings of the study imply that principals should act more to involve teachers in the process of developing and applying common management strategies. More cooperation in this area will help teachers to support the goals and objectives of the school, thereby improving their performance as well.

The report also recommended that principals should be more friendly and receptive to suggestions from teachers and students combined. By means of timely exchange of ideas regarding future trends in education and promotion of constructive criticism, collaboration may be enhanced and teaching standards upgraded in a timely way, therefore benefiting student academic achievement.

Thus, administrators should aggressively pursue partnerships with parents and outside groups in order to improve the accessibility of information and communication technology resources and to offer complete training for educators. Schools should support these collaborations so that teachers have the tools they need to effectively include technology into the classroom, therefore helping children achieve academically.

The studies show that by listening to their thoughts and giving more opportunity for comments, a principal can establish connection with their students. By means of better communication and involving student participation into decision-making procedures, one can raise student interest and involvement in their academic path. This will help to solve the apathetic attitude about the hearing of student opinions.

5.5 Suggestions for Further Research

There may be vital information that is missing from this study, despite efforts to document information regarding the effects of principals' management styles on students' academic achievement at public secondary schools in Tigania East sub county, Kenya. Maybe we need to dig a little more into these areas: More study with a broader sample size, including private secondary schools in Meru County and other counties in Kenya, is needed to enhance the generalizability of the results regarding the relationship between principals' management dynamics and students' academic performance.

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APPENDICES

Appendix I: Informed Consent

INFLUENCE OF PRINCIPALS' MANAGEMENT DYNAMICS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TIGANIA EAST SUB COUNTY KENYA.

To Whom It May Concern,

Would you be willing to participate in a study looking at how public secondary school principals' management dynamics affect the academic success of their students in Tigania East Sub County, Kenya? While working toward a master's degree in education leadership and administration at Mount Kenya University, I am developing my master's thesis. The main objective of the study is to find how the management approaches of public secondary school managers in Kenya's Tigania East subcount influence the academic performance of their students.

Data on the following subjects have been gathered from the accompanying questionnaire: student academic performance and managerial dynamics of principals. You are not obliged to participate in this study. You can simply leave any questions blank or totally decline if you would choose not to answer any. Beyond what one usually encounters in daily life, there are no known risks involved in participation. Your responses will be kept private and under anonymous identification. The material acquired from this research will be handled with great confidentially and shared just overall. Only the researchers will be able to view the data you supply on this survey. There is no direct reward to you from your helping with this research. Having said that, talking about the results of the research could be interesting and helpful for the field as a whole as well as for clients or future generations who might have gone through the same events you have.

Fill out the survey to the best of your ability if you're willing to take part in this study. About thirty minutes should be enough time to finish it. I need the questionnaire back as soon as possible so I can finish the report for the project.

Contact the INVESTIGATOR, Mugambi Kanana Josphine at 0720037217 if you require any further information regarding this project. Address any concerns you may have regarding your rights as a study participant to the Chairman, Ethical Review Committee, Mount Kenya University, P.O. Box 342-01000, Thika.

Your support in this crucial effort is much appreciated.

CONSENT

Thanks to the opportunity to ask questions and read the materials, I have a good grasp of the material. I acknowledge that my involvement is entirely optional and that I am not obligated to continue and can discontinue at any moment, with or without cause or penalty. I acknowledge that a copy of this permission form will be provided to me. Participation in this study is entirely voluntary on my side.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix II: Questionnaire for the Teachers and BOM Chairpersons

Section A: Background Information

Kindly mark (√) in the designated areas.

1. Please select your gender:

[] Male [] Female []

2. What is your greatest level of education?

Ph. D. []

Masters []

Bachelors []

Any further.....

Section B: Principals' application of strategic planning on academic performance

Please indicate your level of agreement with the following statements relating to the effect of strategic planning on student's academic performance. On a scale of 1-5, please indicate your level of agreement with regard to these statements. Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).

	Statements	SA 5	A 4	U 3	D 2	SA 1
a	The school's strategic plan, which includes timelines, was started by the principal. Teachers utilize these plans to assist their students do better in school.					
b	The principal encourages teachers to set goals and then awards them when they reach those goals. This also helps kids do better in school.					

c	The principal initiates shared management practices with teachers to foster ownership of the school's vision and mission, which in turn helps students' academic performance.					
d	The principal oversees teachers' professional lesson plan documents through lesson observation using TPAD (TSC evaluation tool), which has improved students' academic performance.					
e	The principal has improved the academic performance of the pupils by addressing the causes of their poor performance through the supervision of continual evaluation and revision.					

Section C: Principals' Collaborative Support on Academic Performance

Please indicate your level of agreement with the following statements relating to the effect of Collaborative Support on student's academic performance. On a scale of 1-5, please indicate your level of agreement with regard to these statements. Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).

	Statements	SA 5	A 4	U 3	D 2	SA 1
a	In order to raise students' academic achievement, the principal incorporates their feedback into the school's administrative approach.					
b	The principal backs educators by supplying resources that encourage originality and creativity					

	in the classroom, which in turn raises students' achievement.					
c	Students' academic performance does not improve quickly enough because the principal refuses to take management criticism from instructors and students.					
d	Students' academic performance improves when the principle, in consultation with instructors, articulates the school's values, beliefs, and vision.					
e	Students' academic performance suffers because the administrator withholds information from teachers regarding upcoming trends that would raise teaching standards.					

Section D: Principals' Enhancement of ICT on student's Academic Performance

Please indicate your level of agreement with the following statements relating to the effect of Principals' Enhancement of ICT on student's academic performance. On a scale of 1-5, please indicate your level of agreement with regard to these statements. Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).

	Statements	SA 5	A 4	U 3	D 2	SA 1
a	Students' academic performance has improved because to the principal's support of information and its usage.					
b	Students' academic performance has been enhanced because to the principal's facilitation of					

	the information and communication technology (ICT) equipment, including computers and projectors, which are strategically situated for the e-learning environment.					
c	Students' academic performance has improved because to the principal's emphasis on the use of information and communication technology (ICT) in the classroom through the implementation of an e-learning schedule.					
d	Students are unable to improve their academic performance since the principal has not made available the necessary information and communication technology (ICT) program to process their exams and send them feedback more quickly.					
e	Student achievement has improved because to the principal's collaboration with community groups and parents to upgrade the school's information and communication technology (ICT) infrastructure and professional development opportunities for educators.					

Section E: Student's Council and Open Forum on Student's Academic Performance

Please indicate your level of agreement with the following statements relating to the effect of Principals' use of Student's Council and Open Forum strategy on student's academic performance. On a scale of 1-5, please indicate your level of agreement with regard to these statements. Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).

	Statements	SA	A	U	D	SA

		5	4	3	2	1
a	Students feel more comfortable expressing themselves academically when the principal hosts open forums where they may do so without fear of retaliation.					
b	In order to help the school prefects become better managers, who in turn help the pupils do better in school, the administration frequently arranges meetings, seminars, and workshops for them.					
c	Students lose interest in trying to achieve better in school since the principal doesn't take their suggestions seriously or even consider implementing them.					
d	Students are motivated to enhance their academic performance when the principal promotes talent development.					
e	The principal's repeated reminders to pupils to adhere to school policy and the vision statement have a positive effect on students' ability to learn.					

Appendix III: Interview Schedules for Principals, TSC and MoE

Section A: DEMOGRAPHIC INFORMATION

Gender					
Age	25-35 years	36- 45 years	46- 55 years	55 years and above	
Level of education	Certificate	Diploma	degree	Postgraduate	
Years of service					
	less 5years	5-10 years	10-20 years	20 years and above	

Section B: effect of management of strategic planning on students' academic performance

2. How would you define strategic planning in the context of academic institutions? (*The interviewer will tick*)

a) A process for setting short-term goals

b) A method for allocating financial resources

c) A systematic approach to achieving long-term objectives

d) A way to manage student organizations

3. How does the strategic planning process take into account the academic needs and challenges faced by students?

a) By focusing solely on administrative priorities

b) By conducting regular surveys and feedback sessions with students

c) By enforcing standardized testing requirements

d) By outsourcing academic support services

4How does one go about tracking and analyzing the results of strategic planning efforts as they pertain to the academic achievement of students?

a) By tracking student attendance at events

b) By analyzing standardized test scores

c) By comparing budget expenditures with revenue projections

d) By conducting surveys and focus groups with students, department, and staff

section C: effect of collaborative support on students' academic performance

5. How would you define collaborative support within the context of public secondary schools? (*The interviewer will tick*)

a) Joint efforts among teachers to plan lessons

b) Partnership between schools and local communities

c) Peer tutoring programs among students

d) Collaboration between students, teachers, parents, and other stakeholders to enhance academic success

6. Which of the following types of collaborative support initiatives are implemented in your school? (*Select all that apply*)

a) Peer tutoring programs

b) Parent-teacher associations (PTAs)

c) Mentoring programs for at-risk students

d) Collaborative learning projects among students

7. Which of the following benefits do you believe collaborative support brings to students' academic performance? (Select all that apply)

a) Improved grades and test scores

b) Enhanced critical thinking and problem-solving skills

c) Increased motivation and confidence

d) Decreased student absenteeism and dropout rates

section D: impact of incorporating ICT into the classroom on students' performance in the classroom

8. In your opinion, how has the integration of technology into the classroom improved kids' ability to learn? (When the interviewer is ready, they will tick)

a) Improved engagement and participation in lessons

b) Enhanced access to educational resources and information

c) Increased collaboration and communication among students

d) better understanding and retention of course material

9. Which of the following benefits do you believe the enhancement of ICT brings to students' academic performance? (*Select all that apply*)

a) Facilitation of personalized learning experiences

b) Development of critical thinking and digital literacy skills

c) Preparation for future careers in technology-driven fields

d) Reduction of inequalities in access to educational resources

10. What are the main goals or areas of concentration, in your opinion, for using ICT in teaching and learning in order to raise students' academic achievement in public secondary schools?

a) Investing in infrastructure upgrades and technology resources

b) Providing ongoing professional development for teachers on ICT integration

c) Developing custom educational software or applications tailored to curriculum needs

d) Strengthening partnerships with technology companies or organizations

Appendix IV: Focus Group Discussion Guide for Students Leaders

Section A: Demographic Information

School					
Gender	Male	Female	Total		
Number of Students					
Grade/Form	One	Two	Three	Four	
Number of Students					
Years of service as a student leader	less 1 years	1 years	1-2 years	3 years and above	
Number of Students					

The Impact of Student Governments and Public Forums on Students' Academic Achievement

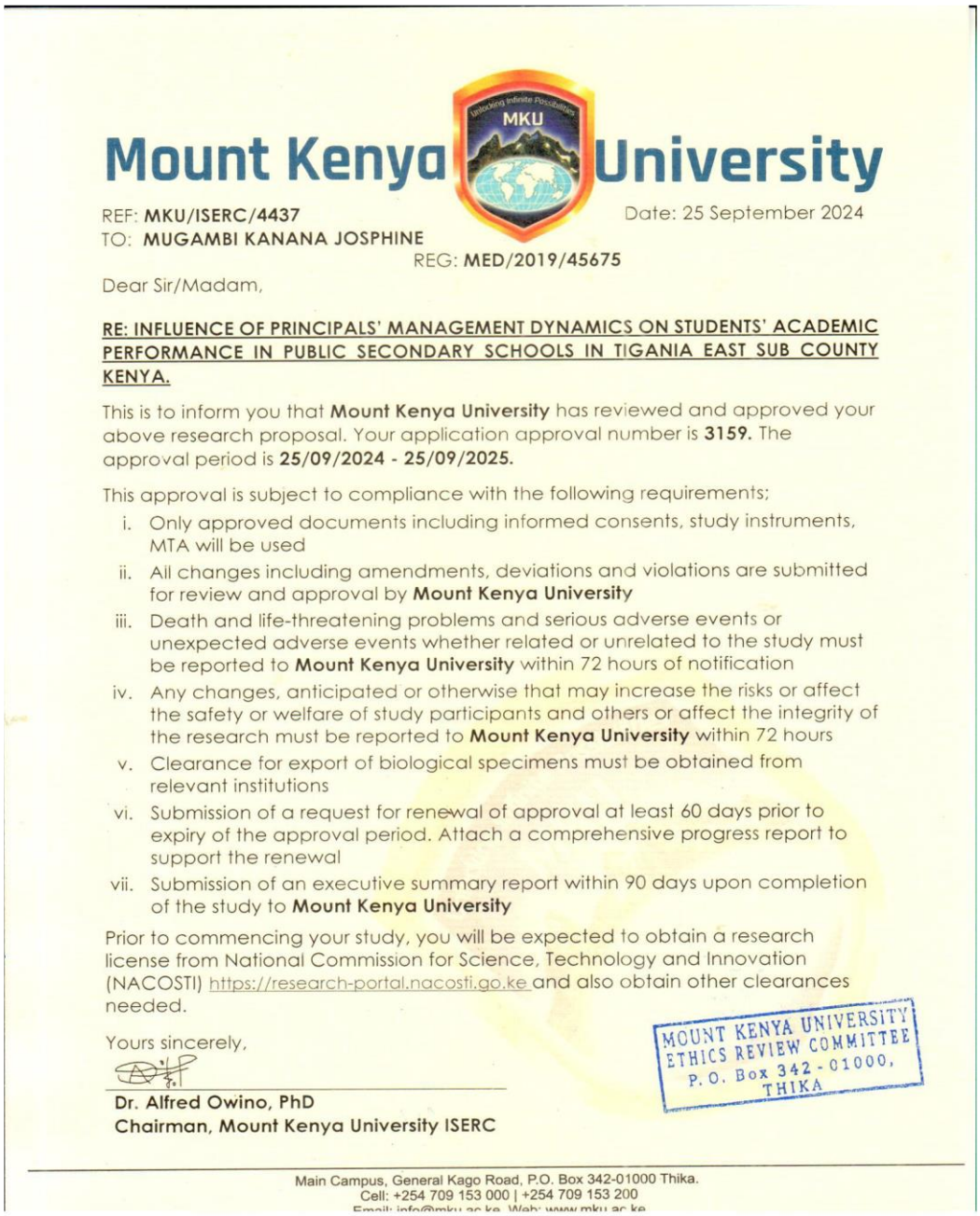
1. How do student leaders contribute to creating a conducive academic environment within the institution?
2. Do you believe student leaders play a role in promoting academic integrity and discipline among their peers? Why or why not?
3. Have you noticed any instances where student leaders have facilitated academic support or resources for fellow students?
4. Do you think student leaders have an influence on motivating their peers to excel academically? If so, how?
5. Can you share any experiences where student leaders have encouraged academic participation or engagement among students?

6. How do student leaders interact with faculty and administration to advocate for student academic needs or concerns?
7. What challenges do student leaders face in trying to positively impact academic performance among their peers?
8. Are there any limitations to the effectiveness of student leaders in improving academic outcomes? If yes, what are they?
9. 9. What do you think are some ways that student leaders could be better equipped to have a positive impact on academic performance?
10. How can institutions better collaborate with student leaders to support academic success initiatives?
11. Based on our discussion today, what are your key takeaways regarding the impact of student leaders on academic performance?
12. Is there anything else you would like to add or discuss before we conclude?

Conclusion:

Thank participants for their valuable insights and contributions.

Appendix V: Ethical Clearance Certificate



Mount Kenya University

REF: **MKU/ISERC/4437** Date: 25 September 2024

TO: **MUGAMBI KANANA JOSPHINE**

REG: **MED/2019/45675**

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' MANAGEMENT DYNAMICS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TIGANIA EAST SUB COUNTY KENYA.

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3159.** The approval period is **25/09/2024 - 25/09/2025.**

This approval is subject to compliance with the following requirements;

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

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

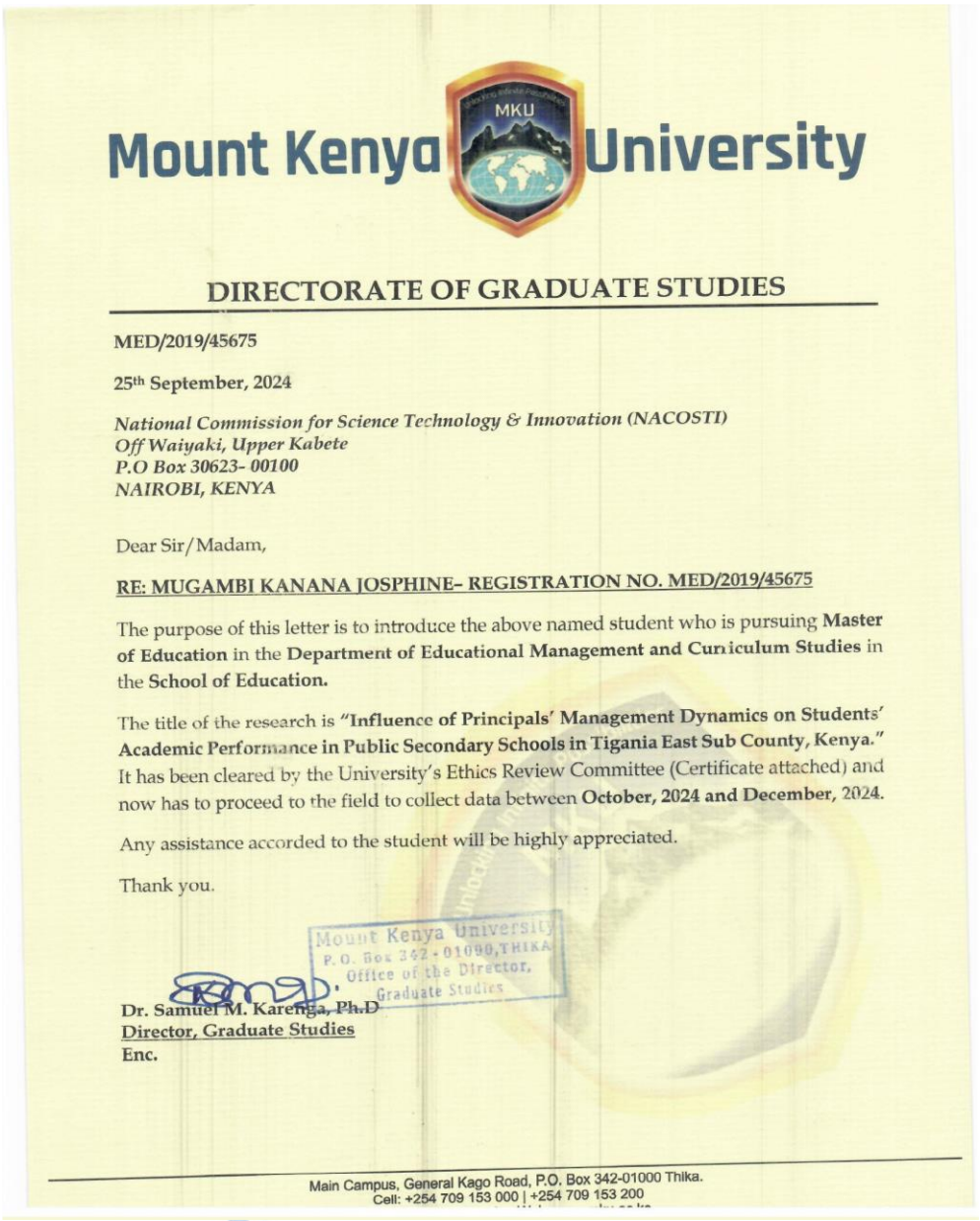
Yours sincerely,

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

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200
Email: info@mku.ac.ke Web: www.mku.ac.ke

Appendix VI: Letters of Introduction



Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2019/45675

25th September, 2024

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

Dear Sir/Madam,

RE: MUGAMBI KANANA JOSPHINE– REGISTRATION NO. MED/2019/45675

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

The title of the research is **"Influence of Principals' Management Dynamics on Students' Academic Performance in Public Secondary Schools in Tigania East Sub County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **October, 2024 and December, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

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

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

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200

Appendix VI: Research permit from NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 315054

Date of Issue: 11/October/2024

RESEARCH LICENSE

This is to Certify that Miss. Josephine Mugambi Kanana 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 Meru on the topic: INFLUENCE OF PRINCIPALS' MANAGEMENT DYNAMICS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TIGANIA EAST SUB COUNTY KENYA. for the period ending : 11/October/2025.

License No: NACOSTI/P/24/40746

315054

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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See overleaf for conditions

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