

**INFLUENCE OF PRINCIPALS' PROFESSIONAL COMPETENCY ON
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN KWALE COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF
PHILOSOPHY DEGREE IN ADMINISTRATION,
LEADERSHIP AND MANAGEMENT OF
MOUNT KENYA UNIVERSITY**

MAY 2025

DECLARATION AND APPROVAL

Declaration by the student

This research thesis is my original work and has not been presented in any other university or for any other award.

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We confirm that the work in this research thesis has been carried out by the candidate under our supervision.

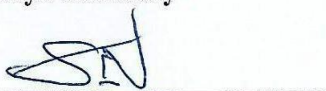
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DEDICATION

I dedicate this work to my wife, Rehema Mwambire, daughters, Warda Mumia, Nasra Mumia and son, Jamal Mumia, for their support during my studies.



ACKNOWLEDGEMENT

I would like to thank various individuals who have been actively involved in the research process and various other stages that have culminated in the development of this thesis. I am greatly indebted to Dr. Ruth Thinguri and Prof. Mary Chui Mugwe for their invaluable input in compiling this document due to their several, but necessary corrections. I thank God for His immeasurable divine guidance and for giving me the spirit of commitment, patience and resilience in developing and eventual production of this piece of work. For my colleagues at Mount Kenya University whom I may not be able to thank in person, I owe all of you a lot of gratitude. Thanks, and may God bless you.



ABSTRACT

Principals' professional competency contributes immensely towards performance of secondary schools. However, in Kwale County, despite principals' professional development, academic performance remains below expectations. The goal of this study was to determine the impact of principals' professional competencies on academic achievement in public high schools in Kwale County, Kenya. The objectives were; to assess the influence of principals' human resource management, financial management, ICT, instructional supervision and time management competencies on academic performance in public secondary schools. The study was guided by the professional development theory and the theory of educational productivity. This study adopted a mixed methodology and applied a descriptive survey and phenomenological research designs. The target population was 4332 respondents, including 92 principals, 1564 members of the School Board of Management (BoM), 832 teachers, 10 Sub-county Directors of Education (SCDEs), and 1834 student leaders, from whom a sample of 365 respondents was drawn using Yamane's Formula. Stratified sampling was utilized to construct five (5) distinct strata depending on the number of sub-counties in Kwale County. Purposive sampling was used to pick three principals and four (4) members of the school board of management from each sub-county. All ten SCDEs were purposefully sampled. However, simple random selection was used to pick 40 instructors and 16 student leaders from each sub-county. This technique resulted in a sample of 15 principals, 200 teachers, 60 school board members, 10 SCDEs, and 80 student leaders. A questionnaire was utilized to collect data from teachers, as were interview guidelines for principals, members of school boards of management, and SCDEs, as well as a focus group discussion guide for student leaders. A pilot study was done with 36 respondents from Kwale County Public secondary schools to assess validity, reliability, trustworthiness, and dependability. Experts in educational administration and university supervisors used their judgment to determine validity. The split-half approach was used to determine reliability, and the Cronbach Alpha Method yielded a reliability index of $r = 0.725$, indicating strong internal dependability. Credibility was ascertained by data triangulation through multiple analysts whereas dependability by detailed reporting of data collection process. The data analysis begins with finding similar themes. Qualitative data were evaluated thematically according to objectives and presented in narrative style. The quantitative data were examined inferentially using Pearson's Product Moment Correlation Analysis in the Statistical Package for Social Sciences (SPSS Version 25) and presented in tables. The study found that academic performance in Public secondary schools in Kwale County has been poor, which is attributable to principals' professional abilities. The report suggests that the Ministry of Education (MoE) continue to train principals in human resource management. The Ministry of Education should continue to provide principals with financial management skills. Principals should continue the process of incorporating ICT into school management to improve efficiency and classroom instruction. The MoE and other stakeholders should continue providing ICT resources to schools. Principals should ensure that they provide instructional leadership by ensuring timely syllabus coverage and effective instruction. Principals should continue ensuring that time allocated for instruction and non-academic activities is well utilized.

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LIST OF ABBREVIATIONS AND ACRONYMS

CCAs	Co-curricular Activities
ICT	Information Communication and Technology
IEBC	Independent Electoral and Boundaries Commission
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examination Council
MDGs	Millennium Development Goals
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SCDE	Sub-county Director of Education
SMS	Short Message Service
SPSS	Statistical Package for Social Sciences
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers' Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background to the study, statement of the research problem, purpose, objectives, research questions, rationale, significance, assumptions, scope, delimitations, limitations and assumptions of the study. It also provides a list of operational definitions of key terms.

1.1 Background to the Study

Principals of secondary schools can benefit greatly from professional expertise. Proactively managing activities are principals who possess a stronger understanding of management competency. According to Keegam (2010), principals should be knowledgeable about school administration in order to guarantee both caution and efficiency. Armstrong (2012) suggests that principals' expertise contributes to their acquisition of the necessary skills to enhance middle-school performance, based on such claims. According to Thomas (2012), managerial procedures in the US are run more efficiently when school principals from secondary schools possess the necessary professional competencies. Principals' competency as professionals is primarily defined as the degree to which they have obtained the necessary knowledge and skills to manage the day-to-day operations of the schools they oversee.

The development of pedagogical competencies that align with educational regulations and empower educators to implement them is the additional competency goal for aides to school principals. Determining the instructional strategies that affect students' learning outcomes in public secondary schools is a challenging issue (Gustafsson, 2013). Expertise may be acquired at any point throughout a teacher's career, whether through both full- and part- learning, as stated by Gustafsson (2013).

It includes all scheduled classes and events that a working instructor, the head of the school, school investigator, or pedagogical administrator can take part in to advance their knowledge, passions, and abilities in the field of training. It encompasses all of the knowledge, skills, and mindsets taught to skilled employees across every level of education with the goal of boosting their capabilities and fostering their professional development. The information, abilities, as well as mindsets required for carrying out one's position and obligations effectively are provided by competence. In Finland, professional competence is mandated by educators three days a year.

The Board of Trustees is in charge of the continued improvement of instruction for educators in New Zealand. The instructors' growing professionally is covered by the Board's operational grant. Furthermore, certain possibilities for job skill and growth are directly funded by the Ministry of Education (Brandt & Raymongs, 2014). Career advancement is seen as a crucial component of high-school success in the majority of Sub-Saharan African nations (Mosha, 2014). For instance, Ayeni (2015) mentions that after three years of instruction, principals in Nigeria have their academic achievement assessed yearly to see if they have the potential for three distinct career pathways. Instructors that have the aptitude to head their schools will move into middle-management positions. The appraisal of performance then states that middle-management employees will have the opportunity to advance to deputy principals and principals in the future.

The style and length of principals' competence in the profession impact the degree of monetary expertise accumulation in the KwaZulu Natal Province of South Africa, according to Bisschoff and Mestry (2015). In supporting these claims, Van den Akker and Thijs (2015) state that technical competency content, materials, and instructor attributes are determinants of workers prepared to embark in the majority of secondary

schools in Tanzania and Uganda. These factors support staff members' obtaining of the abilities they need to provide better service to students. Principals in Kenya can carry out initiatives aimed at raising high school productivity thanks to the skilled abilities provided by elementary principals (Okumbe, 2015). Put differently, secondary school principals must understand accounting methods and practices, including creating monetary reports and balance sheets and journals of accounting that contain information on revenue, expenditures, wages, inventories, debtors and invoices, and inventories. Olembo (2016) states that principals in Nairobi West Sub-county should be aware of several concepts that enhance secondary educational outcomes in line with these assumptions.

Any administrator should base their performance on their ability to effectively handle the financial affairs of the educational institution along with other management-related issues (Olembo, 2016). To ensure the flourishing of the institution, principals need thus be proficient in managing funds, debts, inventory, and time. Olembo (2016) goes on to say that having financial professional expertise gives principals the means to conserve money and the self-assurance to pursue initiatives that have a positive impact on student achievement. When it comes to monetary knowledge from professionals, the most important thing to remember is that each exchange involves two parties: one sends finances, and the other gets it.

The importance of understanding fundamental bookkeeping, which comprises the creation of account books and financial reports, as well as and journal entries that include receivables and payable, inventories, revenue, expenditures, as well as paychecks, is emphasized by Otuya (2016). This demonstrates that the goal of raising student achievement should be the cornerstone of principals' effective management discernment.

For the sake of the advancement of the school, principals must consequently be knowledgeable about time management, stock, creditors, and monetary assets. Despite the many courses for professional growth that school principals have taken in previous years, the majority of secondary schools in Kwale County have reported low results. For instance, according to a Ministry of Education report from 2023, secondary public institutions in Kwale County have received worse scores in the KCSE national tests than the national average, as seen in Table 1:

Table 1: KCSE Performance in Public Secondary Schools in Kenya and Kwale County from 2018 to 2022

Year	Meanpoints for KCSE Results	
	National Results	Kwale County
2018	7.412	2.882
2019	7.209	3.267
2020	7.034	3.384
2021	7.913	3.118
2022	8.128	3.175

Source: Ministry of Education (2024)

Students' performance in the Kenya Certificate of Secondary Education (KCSE) is trending downward, as Table 1 illustrates. The report also notes that cases of 59.5% of the principals show inability to meet deadlines with approximately 34.9% of public secondary schools experiencing instances of students' indiscipline. Thus, this research sought to examine the extent to which principals' competencies affect school performance, thus, the study.

1.2 Statement of the Problem

The effectiveness of many secondary schools is greatly influenced by the expertise of their leaders. However, Kwale County's secondary schools continue to perform academically below par. Low academic achievement in national tests (KCSE) has become more common, as previously mentioned.

As noted in the background, Table 1 illustrates Kwale County's worsening academic performance in public secondary schools, with meanpoint grades of 2.882 in 2018 (KCSE), 3.267 in 2019, 3.384 in 2020, 3.118 in 2021, and 3.175 in 2022 (MoE, 2023). Not much notable progress has been made in addressing these issues. In accordance with these findings, not much research has been done to determine how the expertise of principals affects students' academic achievement in public secondary schools.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of principals' professional competency on the academic performance in public secondary schools in Kwale County, Kenya.

1.4 Objectives of the Study

This study was guided by the following research objectives:

- i. To assess the status of academic performance in public secondary schools in Kwale County.
- ii. To examine the influence of human resource management competency on the academic performance in public secondary schools in Kwale County.
- iii. To determine the influence of principals' financial management competency on the academic performance in public secondary schools in Kwale County.
- iv. To establish the influence of the principals' ICT competency on the academic performance in public secondary schools in Kwale County.
- v. To determine the influence of the principals' instructional supervision competency on the academic performance in public secondary schools in Kwale County.
- vi. To examine the influence of the principals' time management competency on the academic performance in Public secondary schools in Kwale County.

1.5 Research Questions

This study was guided by the following research questions:

- i. What is the status of academic performance in public secondary schools in Kwale County?
- ii. What is the influence of human resource management competency on the academic performance in public secondary schools in Kwale County?
- iii. To what extent does principals' financial management competency influence the academic performance in Public secondary schools in Kwale County?
- iv. How does principals' ICT competency influence the academic performance in public secondary schools in Kwale County?
- v. What is the influence of the principals' instructional supervision competency on the academic performance in public secondary schools in Kwale County?
- vi. To what extent does principals' time management competency influence the academic performance in public secondary schools in Kwale County?

1.6 Rationale of the Study

The majority of the principals of secondary schools in Kwale County have completed professional competence training, however the academic performance in these institutions continues to fall below standards. As previously mentioned, a report released in 2017 by the Ministry of Education reveals a rise in the number of incidents involving poor educational achievement in the Kenya Certificate of Secondary Education (KCSE), as well as instances of missing deadlines, dilapidated physical facilities, widespread indiscretion in the classroom, and, most importantly, inefficient use of instructional supplies. Therefore, this study might make a significant contribution to the body of knowledge already available on principals' expertise, and its conclusions

and suggestions could close a number of gaps among existing research and raise elementary school performance.

1.7 Significance of the Study

This investigation has the potential to improve principals' abilities and competences, ensuring responsible school administration and the achievement of educational goals. Principals might discover the investigation's conclusions helpful given that they will realize that having professional competence in managerial topics may increase productivity, which in turn reduces expenses and waste. Secondary educational principals might get more knowledge from this investigation since it makes them mindful of the significance of raising high school achievement.

The Ministry of Education and legislators might gain from the findings of this investigation by using it to improve secondary-level principals' expertise as a means of increasing their leadership effectiveness and achieving educational goals. The findings from the investigation may be used by Kenya Education Management Institute (KEMI) to emphasize suitable management training for principals, as well as to guarantee that secondary school curriculum goals are successfully realized. This investigation might be helpful to investigators, scholars, and professionals as it could provide a solid basis for additional investigations in an identical area.

1.8 Scope of the Study

Only public secondary schools in Kwale County were involved in this investigation. The study concentrated on how principals' professional competencies—which include financial administration, instructional supervision, ICT, human resource management, and time management—affect students' academic achievement in public secondary schools. The investigation employed a mixed methodology, which involved both quantitative and qualitative methods.

In the present investigation, quantitative information from educators were gathered using questionnaires; qualitative data from principals and Sub-county Directors of Education (MoE & TSC) were gathered using interview guidelines; and data from administrative employees were gathered using focus-group discussions guides. The theories of school-related effectiveness and career advancement were incorporated into the study. The research was carried out in 2023 from July to September.

1.9 Limitations of the Study

The research project ran into the following challenges:

- i. Due to the inadequate road system in the research region, many of the secondary schools that were sampled in rural parts are impassable. This nearly made it impossible to go inside the schools being sampled and get accurate and trustworthy data. In order to get around this, the investigator rode motorcycles to the selected secondary institutions in the far-flung locations.
- ii. For fear of becoming victims, some respondents were unwilling to provide precise details about how secondary schools are run. The investigator assured them that their opinions would never be victimized in this situation and that the investigation was intended to support their attempts to raise academic achievement in public secondary schools.
- iii. For fear of being victimized, it might be impossible to get your hands on important information, including reports of educational status in state-run secondary schools. In this instance, the investigator informed them that the investigation was meant to support their efforts to enhance learning in government-run secondary institutions and that the data were solely for educational purposes.

1.10 Delimitations of the Study

The study was based on the following delimitations:

- i. Instructors provided the quantitative information for this research, while principals, Sub-county Directors of Education (MoE & TSC), and leaders of learners in state-run secondary schools provided qualitative feedback.
- ii. The investigation examined the abilities of principals in teaching oversight, financial management, ICT, human resource management, and time management, as well as the degree to which these competences impact academic achievement in public secondary schools.

1.11 Assumptions of the Study

The study tested the following hypotheses:

- i. That principals of secondary schools have completed professional competence training in the area of educational administration.
- ii. Enhancing academic achievement in public secondary schools is contingent upon the expert ability of principals.
- iii. That learning achievement in publicly accessible high schools is influenced by principals' skills in time management, classroom supervision, financial management, ICT, and human resource management.
- iv. That the participants in the research were capable, cooperative, and provide precise data.

1.12 Operational Definitions of Key Terms

Academic Performance: These are the outcomes of efficient school administration made possible by principals' career advancement courses. This was evaluated by looking at the KCSE academic results.

Financial Management Competency: corresponds to a principal's capacity to manage a spending plan, conduct purchases, assign resources to projects, and provide reports on finances.

Human Resource Management Competency: is the capacity of principals at secondary schools to implement staff discipline, encourage and develop staff, and enhance work circumstances for staff.

ICT Competency: Principals of secondary schools are able to oversee the use of ICT in the classroom, keep an eye on online TPAD activities, and handle online staff entry or exit reporting.

Instructional Supervision Competency: is a reference to the capacity of school principals to observe classes, as well as the technical documentation prepared by teachers, their instructional strategies, and their involvement in CCAs.

Professional Competency: essentially refers to a principal's capacity to carry out a range of managerial tasks intended to enhance secondary-school academic management results.

Time Management Competency: is the capacity of school principals to schedule curriculum, schedule CCAs, and make sure that commitments are reached on time.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlights the literature of the previous studies covered related to the researcher's area of study. This chapter was based on the concept of principals' professional competency, the concept of academic performance and the influence of principals' human resource management, financial management, ICT, instructional supervision and time management competencies on academic performance. The researcher provides divergent views that are critical to different authors who raised various versions related to the issues being investigated. It also provides the theoretical framework and conceptual frameworks and a summary of literature reviewed citing the gaps identified.

2.1 Empirical Literature Review

concept of principals' professional competency, the concept of academic performance and the influence of principals' human resource management, financial management, ICT, instructional supervision and time management competencies on academic performance.

2.1.1 The Concept of Principals' Professional Competency

The competence of principals to carry out their everyday duties and responsibilities in secondary schools is referred to as competence in a profession The realm of educational leadership is a dynamic and ever-evolving domain, as explored by O'Donoghue and Clarke (2015) in their comprehensive study titled "Leadership in Education: Current and Future Perspectives." This seminal work delves into the multifaceted nature of leadership within the educational context, shedding light on both present challenges and future prospects.

O'Donoghue and Clarke (2015) delve into the multifaceted dimensions of leadership, highlighting the pivotal role it plays in shaping the educational landscape. Their study delves into the intricate interplay between leadership and education, exploring how effective leadership practices can drive positive change and improvement in schools. The authors emphasize that leadership is not merely a position of authority but a complex amalgamation of vision, strategy, and collaboration. Within the context of their study, O'Donoghue and Clarke (2015) navigate through the various perspectives that influence leadership in education. They examine how leadership is conceptualized and practiced by educational stakeholders, ranging from principals and teachers to policymakers and principals.

The study underscores the importance of aligning leadership approaches with the evolving needs and challenges of the education sector. Furthermore, the research conducted by O'Donoghue and Clarke (2015) delves into the dynamic nature of leadership, acknowledging that the educational landscape is marked by continuous change and innovation. They explore how leaders in education need to be adaptable and forward-thinking, capable of responding to emerging trends and harnessing opportunities for growth. Importantly, O'Donoghue and Clarke (2015) illuminate the future perspectives of leadership in education. They delve into the potential shifts and transformations that might shape the role of leaders in the coming years, including the impact of technology, changing student demographics, and evolving pedagogical practices.

The study offers insightful reflections on how leadership paradigms may need to evolve to remain effective and relevant in an ever-changing educational environment. In conclusion, the authors contribute to our understanding of how leadership practices shape schools and how they may evolve to meet the challenges of the future.

Four stages are intended as a progression of methods to assess professional competence programs, as stated by Kirkpatrick (2014). The four stages or degrees of assessment of outcomes in Kirkpatrick's (2014) evaluation framework for learning are response, comprehension, conduct, and outcomes. A common belief among practitioners is that the assessment gets harder and takes longer as you move through the stages. When it is feasible, evaluators should set performance requirements for the results in order to apply the four phases of the evaluation logic and make evaluative decisions. Finding out what the participants in the expert competence program learnt at the work-related competence event is the major objective.

One wants to uncover distinct educational results since a high level of expertise teacher should have precise goals for learning. Understanding modifications might be one of the learning consequences. It is fair to see the levels as a classification scheme for successful professional competency; that is, their initial intent was to direct the principals in selecting which levels to apply to the process of evaluating their professional competency. Stated differently, financial trainers frequently become mired in Levels 1 and 2, never making it to Levels 3 and 4, which contain the majority of the most valuable material. Before ever establishing the professional competency program, Kirkpatrick-certified moderators emphasize starting with the end in mind. This means that they start at Level 4 and work backward to better identify the intended objective.

Achieving these standards doesn't have to cost more money or take more time if done carefully, but it will still assist to guarantee that acquired behaviors and abilities are performed on the place of employment. The specialized competencies of principals involve a cognitive view that emphasizes the ever-changing procedures associated with knowledge appropriation, organization, and application rather than just the static states of trainee information.

One of the fundamental tenets is that accomplishment tests, which are given at the conclusion of the professional competency for assessment, have been used to measure knowledge gain in the technical ability domain. The concept of distributed leadership has sparked considerable interest and debate, as examined by Harris (2014) who delved into the intricate dynamics of distributed leadership within educational contexts, shedding light on its potential benefits and challenges. The study scrutinizes whether distributed leadership truly serves as a supportive ally or introduces complexities that might hinder effective organizational functioning.

Within the context of his research, Harris (2014) dissects the multifaceted nature of distributed leadership. He explores how this model of leadership involves the distribution of decision-making and influence across various stakeholders within schools. The study delves into the roles played by different actors, such as principals, teachers, and other staff members, in collectively shaping the direction and culture of the school. Importantly, Harris (2014) critically examines the potential advantages of distributed leadership. He highlights how the involvement of multiple stakeholders can foster a sense of ownership and shared responsibility, potentially enhancing the overall quality of decision-making and promoting a collaborative work environment.

The study also reflects on how distributed leadership can empower individuals and contribute to the development of leadership capacity among a broader range of participants. However, Harris (2014) also navigates the potential challenges and pitfalls associated with distributed leadership. He scrutinizes whether the dispersion of authority might lead to ambiguity, role confusion, or conflicts among stakeholders. The study critically evaluates whether the diffusion of decision-making could dilute accountability or hinder timely and effective actions. Furthermore, Harris (2014) engages in a nuanced exploration of the implications of distributed leadership for

educational management and administration. Harris (2014) delves into how this approach aligns with or challenges traditional hierarchical leadership structures. The study contemplates how the success of distributed leadership hinges on fostering a culture of trust, open communication, and shared vision among all participants. Harris (2014) presents a thought-provoking analysis of the distributed leadership model within educational contexts. Through a comprehensive examination of its potential benefits and challenges, the study offers valuable insights into the complexities of implementing distributed leadership and its implications for effective educational management and leadership practices.

Gurr, Drysdale and Mulford (2015) delve into an intriguing aspect of educational leadership by exploring the concept of principals' professional competency. In their comprehensive study, conducted under the title "School Leadership Development Strategies: Building Leadership Capacity in Victorian Government Schools," the authors shed light on the crucial role that professional competence plays in shaping effective school leadership. Within the context of this study, professional competency refers to the intricate set of skills, knowledge, and attributes that principals need to excel in their daily tasks and responsibilities within secondary school settings. Gurr et al. (2015) underscore how principals' ability to navigate the multifaceted challenges of educational administration and management hinges on their proficiency in various domains, including instructional leadership, organizational management, and interpersonal communication.

As Gurr et al (2015) elaborate, building leadership capacity is not a one-dimensional endeavor but a strategic and holistic process. The study delves into the strategies employed in Victorian government schools to cultivate leadership competence. These strategies encompass creating a shared vision that aligns with the school's goals,

fostering an environment of continuous learning and development, and promoting collaborative practices among educational stakeholders. Moreover, the research conducted by Gurr et al. (2015) underscores the dynamic nature of principals' professional competency. They emphasize that the educational landscape is constantly evolving, requiring principals to adapt and expand their skill sets to address emerging challenges and opportunities. The authors argue that an investment in enhancing professional competency is a pivotal step towards ensuring the overall success and effectiveness of school leadership. Gurr et al (2015) offer a comprehensive exploration of the concept of principals' professional competency within the context of school leadership development. Their study emphasizes the critical role of building leadership capacity through strategic approaches that empower principals with the necessary skills and attributes to navigate the complexities of educational leadership in Victorian government schools.

Verbal knowledge, organization, and mental techniques are the three broad types of intellectually oriented evaluation metrics that Gagne (1984) identified as cognitive competence objectives. The three outcomes are arranged sequentially based on expected changes in trainees, even though all three may be helpful for assessing trainees at any stage of growth. One presumption is triadic reciprocity, which holds that ecological, psychological, and individual variables all have a reciprocal, bidirectional impact on each other.

The result of a constant interplay involving mental and behavioral, and environmental elements is the educational principals' continued functioning. For example, elements in the occupational competencies ecosystem influence economic professional competency and development. According to Gagne (1984), cognitivist professional competency techniques and methodologies are designed to help principals integrate new information

into their current knowledge and enable them to adapt to their current intellectual structure to make necessary accommodations for the newly acquired knowledge. Therefore, cognitivism emphasizes tactics that assist learners—like principals—in actively assimilating and adapting to new content, even as it permits the application of "skill and drill" exercises in the memorizing of facts, formulas, and lists. Within the paradigm of cognitivism, learning is mostly self-motivated, hence cognitivism has also proposed instructional strategies that necessitate student monitoring of their education.

In the global perspective specifically England in this context, within the discourse of educational leadership and management, the scholarly investigation undertaken by Bush, Kiggundu, and Moorosi (2011) under the title "School Leadership and Management in England, South Africa and Botswana: Towards a Comparative Analysis" presents a thought-provoking perspective on the evolving landscape of school leadership practices, specifically within the context of England. Embarking on a cross-country exploration, Bush et al. (2011) delve into the distinctive educational settings of England, South Africa, and Botswana. Particularly illuminating is their focus on the nuanced intricacies of school leadership and management practices within England, unraveling unique dynamics and trends that intricately weave into the educational fabric of the country.

In the context of England, a deep and nuanced dive is taken into the intricate interplay that characterizes the realms of school leadership and management. This study examines the symbiotic relationship between these two domains, dissecting how their synergy shapes the holistic educational experience and outcomes for students. Notably, the research delves into the multifaceted challenges faced by school leaders, spanning curriculum design and implementation, the creation of conducive learning environments, and multifarious stakeholder engagement.

Bush et al. (2011) cast light on the shifting landscape of roles and responsibilities undertaken by school leaders in England. Through the lens of policy evolution, accountability mechanisms, and societal flux, the researchers peel back layers to reveal the transformative journey undertaken by school leaders. A central inquiry pertains to the delicate balance between instructional leadership, administrative functions, and the strategic visionary undertakings that guide schools. Furthermore, the comparative analysis meticulously presented by Bush et al. (2011) provides a fertile ground for contemplation on the distinctiveness that colors the English educational canvas. The study beckons readers to mull over the transferability and contextual nuances of leadership practices across divergent cultural and institutional realms, accentuating the imperatives of culturally responsive leadership.

As the research narrative meanders, it navigates the intricacies of equity, inclusion, and social justice. Bush et al. (2011) probe how school leaders in England grapple with addressing disparities in student achievement, championing diversity, and creating equitable access to high-quality education. The study's tapestry unwraps the rich layers of leadership strategies aimed at advancing the noble cause of educational equity. In summation, Bush et al (2011) unfurls a compelling vista into the realm of school leadership and management practices within England. By embedding the English context within a broader canvas of comparison, the study offers a nuanced lens to scrutinize the intricate contours that carve the trajectory of educational leadership in a dynamically evolving global panorama.

In the Sub-Saharan Africa, Ngowi (2019) conducted a study focused on the relationship between principals' leadership styles and the performance of secondary schools in Tanzania. The study sought to explore how different leadership styles adopted by principals influenced the overall outcomes of secondary schools.

In the context of Tanzanian secondary schools, where educational quality and effectiveness are of paramount importance, the role of school principals becomes pivotal. Ngowi's study delves into the various leadership styles exhibited by these principals and their potential influence on students' academic achievements, school climate, and overall performance indicators. By examining the diverse leadership approaches embraced by principals, the study sheds light on the potential strengths and weaknesses of each style in shaping the school environment.

This comprehensive analysis encompasses leadership styles such as transformational, transactional, laissez-faire, and situational, among others. The findings offer valuable insights into how each style may impact student engagement, teacher motivation, and overall school performance. Furthermore, Ngowi's research underscores the need for an adaptive leadership approach in Tanzanian secondary schools. It highlights the importance of principals' ability to tailor their leadership styles to suit specific situations, challenges, and goals. This adaptability may involve a combination of leadership styles that effectively address different aspects of school management, from curriculum development and teacher-student relationships to administrative efficiency and community engagement. Overall, Ngowi's study contributes to a deeper understanding of the intricate relationship between principals' leadership styles and the performance of secondary schools in Tanzania. As education systems worldwide strive for continuous improvement, insights from this research offer valuable considerations for enhancing leadership practices, ultimately leading to better educational outcomes for students in Tanzanian secondary schools.

The educational landscape in Rwanda has undergone significant transformations in recent years, and the role of school principals has been at the forefront of these changes. Ndayambaje and Harber (2019) delve into the intricate dynamics of this evolution in

their research article published in the Educational Review. Their study, titled "Developing the Role of School Principals in Rwanda: Contexts, Challenges, and Possibilities," provides a comprehensive analysis of the contextual factors, challenges, and potential avenues for enhancing the role of school principals in Rwanda's education system. Against the backdrop of Rwanda's commitment to educational reform and development, Ndayambaje and Harber (2019) shed light on the multifaceted contexts within which school principals operate. The study delves into the intricate interplay between policy frameworks, cultural norms, and socio-economic conditions that shape the expectations and responsibilities of principals.

By examining these contexts, the researchers offer insights into the unique challenges and opportunities that principals encounter in their daily efforts to drive educational progress. Central to the study is the exploration of the challenges that school principals face as they navigate a changing educational landscape. Ndayambaje and Harber (2019) identify key obstacles such as limited resources, varying community expectations, and the need to balance administrative tasks with instructional leadership. Through a nuanced analysis, the researchers illuminate the complex web of factors that impact principals' ability to effectively lead and manage their schools. However, the research goes beyond the identification of challenges and embraces a forward-looking perspective.

Ndayambaje and Harber (2019) engage with the possibilities for enhancing the role of school principals in Rwanda. Drawing from interviews, surveys, and qualitative data, the study explores innovative practices and strategies that have the potential to empower principals as catalysts of positive change. The researchers discuss the potential of targeted training, mentorship, and professional development initiatives to equip principals with the skills and knowledge needed to navigate the evolving educational

landscape effectively. In conclusion, "Developing the Role of School Principals in Rwanda: Contexts, Challenges, and Possibilities" offers a comprehensive and insightful exploration of the complex role of school principals in Rwanda's education system. By examining the contexts, challenges, and possibilities, Ndayambaje and Harber (2019) contribute to a deeper understanding of the dynamics that shape the leadership landscape in Rwandan schools. Their study serves as a valuable resource for policymakers, educators, and stakeholders invested in advancing educational quality and equity in Rwanda.

In the dynamic landscape of Kenyan public secondary education, the role of school principals as leaders holds immense significance. Gichuru and Raburu (2013) delve into this critical domain in their research, which took a comprehensive look at how principals perceive different leadership styles and the implications of these perceptions on their job satisfaction. The study is anchored in the premise that leadership styles adopted by school principals play a pivotal role in shaping the overall work environment and job satisfaction. Gichuru and Raburu (2013) embark on a journey to uncover the intricacies of this relationship by examining the perceptions of school principals across various Public secondary schools in Kenya. The researchers shine a spotlight on the diverse array of leadership styles that school principals may adopt.

Through in-depth interviews, surveys, and careful analysis, Gichuru and Raburu (2013) uncover how principals perceive different styles, ranging from authoritarian to participative, and the impact of these styles on their job satisfaction. This exploration provides valuable insights into the factors that contribute to principals' sense of fulfillment and contentment in their roles. One of the key findings of the study is the correlation between principals' perceptions of leadership styles and their job satisfaction levels.

Gichuru and Raburu (2013) delve into the intricate interplay between leadership behaviors, decision-making processes, and overall job contentment. By delving into this connection, the researchers shed light on the nuances of how different leadership approaches influence principals' sense of empowerment and engagement. Moreover, the study extends beyond the surface to examine the implications of job satisfaction on overall school effectiveness. Gichuru and Raburu (2013) argue that principals who experience higher levels of job satisfaction are more likely to exhibit proactive and innovative leadership practices, which, in turn, contribute to a positive school climate and improved student outcomes. This insight underscores the importance of fostering job satisfaction as a critical lever for enhancing educational quality and effectiveness.

In conclusion, Gichuru and Raburu (2013) offer valuable insights into the perceptions and experiences of school principals, shedding light on the factors that contribute to their sense of fulfillment and the potential implications for educational outcomes. Their study serves as a valuable resource for educators, policymakers, and stakeholders seeking to enhance leadership practices and promote positive school environments in Kenyan Public secondary schools. Building upon the exploration of principals' leadership styles and their influence on students' academic performance, the study conducted by Osodo, Onyango and Ndaloh (2019) delves into the specific impact of transformational leadership on students' academic achievements in Kisumu County.

The study examined how principals' adoption of transformational leadership practices can shape students' learning experiences and overall performance. Transformational leadership, characterized by its emphasis on inspiration, motivation, and individualized support, has gained prominence as a leadership approach that fosters positive change and growth within organizations. By analyzing factors such as teacher-student relationships, classroom dynamics, and school culture, the research sheds light on the

potential connections between transformational leadership and enhanced student engagement, motivation, and ultimately, academic success. Furthermore, the study highlights the role of principals as key drivers of change and improvement within secondary schools. Through their transformational leadership practices, principals have the opportunity to not only shape the academic environment but also create a sense of shared purpose, enthusiasm, and commitment among both students and educators. Ultimately, this may contribute to a more dynamic and student-centered educational landscape, characterized by improved academic performance and a deeper sense of purpose among students.

2.1.2 The Concept of Performance

The results of efficient school administration, as attained via principals' professional growth instruction, are what constitutes school performance. They include better communication skills, discipline, and academic achievement as well as better utilization of curricular support resources. The existing research on secondary school instructional management names human resources, educational facilities, budgeting and oversight, and decisions as the elements of education management procedures critical to secondary educational outcomes (Atrill, 2014). The spectrum of benefits reaped from principals' professional development training is extensive and diverse. Improved human relations form a cornerstone of this transformation.

Principals, armed with enhanced interpersonal skills and a profound understanding of effective communication strategies, foster a positive and collaborative environment within the school ecosystem. Such an environment not only cultivates harmonious relationships among teachers, students, and other stakeholders but also bolsters overall morale and engagement. Furthermore, the ripple effects of this professional development extend to the realm of discipline.

Principals, adept in the art of conflict resolution and proactive behavior management, play a pivotal role in cultivating a culture of respect, responsibility, and accountability. This, in turn, creates a conducive environment for optimal teaching and learning experiences. A paramount dimension of school performance is academic excellence. Principals equipped with advanced pedagogical insights and a profound grasp of instructional leadership strategies catalyze improvements in teaching methodologies, curriculum alignment, and student assessment practices. This concerted effort translates into elevated student achievement, as evidenced by enhanced test scores, critical thinking abilities, and subject mastery (Atrill, 2014).

Additionally, principals' professional development initiatives contribute to the effective utilization of curriculum support materials. Armed with a rich toolkit of instructional resources and techniques, principals ensure that teachers have access to well-designed materials that align with curriculum objectives. This synergy between curriculum support and pedagogical practices is a cornerstone of optimizing the teaching and learning process. The intricate interplay of education management practices further underscores the significance of principals' professional development. Atrill (2014) underscores the pivotal role of human resources, school facilities, financial planning, control, and decision-making in shaping the trajectory of secondary school outcomes.

Indeed, the investment in principals' professional growth acts as a linchpin that harmonizes these critical components, propelling schools toward the zenith of performance. In essence, the narrative of school performance is intricately woven with the tale of principals' professional development. As principals evolve into visionary leaders armed with a robust arsenal of management competencies, they chart a course toward improved human relations, enhanced discipline, elevated academic performance, and optimal curriculum support.

The discourse on education management, as elucidated by Atrill (2014), confirms the symbiotic relationship between effective management practices and the realization of favorable school outcomes. It is through the holistic growth of principals that schools forge a path toward excellence, reaping the rewards of their commitment to continuous improvement. As elucidated by Allan (2014), the significance of accounting systems reverberates across the educational landscape, serving as a crucial wellspring of information that empowers secondary school managers to assess and quantify the multifaceted tapestry of school outcomes. In the intricate choreography of educational management, these systems assume the role of a compass, guiding principals through the labyrinthine maze of school performance evaluation.

The bedrock of effective educational stewardship lies in the ability to glean insightful insights from the intricate threads of data interwoven within the accounting systems. A symphony of financial transactions, resource allocation, and budgetary intricacies coalesce into a harmonious cacophony that, when orchestrated adeptly, paints an accurate portrait of school outcomes. Allan (2014) underscores that the architecture of these systems is meticulously designed to unveil the tableau of success or stagnation that shapes the destiny of secondary schools. Within the purview of accounting systems, the canvas of school outcomes is imbued with layers of depth and nuance. These systems transmute raw figures into meaningful narratives, enabling principals to discern patterns, trends, and disparities that illuminate the path toward academic excellence.

The insights garnered extend beyond mere financial metrics; they encapsulate the holistic panorama of student achievements, teaching efficacy, resource utilization, and institutional vitality. In essence, accounting systems serve as the alchemical crucible wherein disparate fragments of data undergo a metamorphic transformation, emerging as the philosopher's stone of school outcomes evaluation.

This transformative process is predicated upon the judicious application of accounting principles, meticulous record-keeping, and astute financial analysis – facets that Allan (2014) astutely underscores. The resonance of Allan's (2014) insights reverberates throughout the corridors of educational management, urging secondary school managers to embrace accounting systems not merely as instruments of fiscal scrutiny but as potent tools of strategic insight. By harnessing the capabilities of these systems, principals navigate the labyrinthine landscape of school outcomes with a sagacious compass, ensuring that their decisions are grounded in data-driven wisdom.

Indeed, the edifice of educational success stands tall upon the foundations laid by accounting systems, which, in the hands of adept managers, transmute numbers into narratives of achievement and progress. Therefore, it is essential that educational institution principals' instructional leadership procedures provide all the pertinent and comprehensive information required to increase decision-making efficiency, fulfill deadlines, and enhance control of time in the classroom. According to Fitzgerald (2015), internal and external variables are the primary determinants of whether a school succeeds or fails. The competitive landscape, government rules, technology, concerns regarding the environment, and the accessibility of appealing funding are examples of external influences.

Kennedy (2015) conducted a review of successful schools in the USA and discovered evidence that shows how effective schools are at fostering a variety of social and academic achievements that demonstrate students' engagement and commitment. These outcomes are facilitated by a strong communal organization, collegial relationships among staff, and positive learner relationships. When characterizing high-quality schools and attributes of institutions that have become more successful, educators and schools often highlight certain elements.

Drawing upon the sagacious insights of Nicholson (2010) and Fullan (2011), a tapestry of essential features emerges, woven intricately into the fabric of educational excellence. Within this mosaic, a shared commitment to the success of all stakeholders forms the foundational cornerstone. It is a commitment that transcends mere rhetoric, permeating the very ethos of the educational ecosystem and infusing every endeavor with an unwavering determination to foster growth and achievement. At the heart of this educational tapestry lies an intricate pattern of flexibility and responsiveness. Nicholson (2010) and Fullan (2011) beckon educators to embrace adaptability as a guiding principle, enabling pedagogical strategies to ebb and flow in harmony with the dynamic currents of student needs and societal shifts. This responsiveness is akin to a finely tuned instrument, attuned to the symphony of learners' aspirations and sensitivities.

A shared vision, akin to the North Star, guides the collective efforts of educators, learners, and stakeholders. Nicholson's (2010) and Fullan's (2011) wisdom underscores the potency of a harmonized purpose, uniting diverse voices into a harmonious chorus of educational aspirations. It is a beacon that dispels the mists of uncertainty and propels the educational community toward uncharted horizons. The educational canvas is further enriched by a climate steeped in the twin virtues of challenge and stimulation. Nicholson (2010) and Fullan (2011) cast light upon the transformative potential of a learning environment that nurtures intellectual curiosity, ignites the flames of inquiry, and kindles the spark of creativity. It is a realm where mundane boundaries yield to boundless exploration, and learners are emboldened to traverse uncharted territories of knowledge.

Yet, within this realm of intellectual pursuit, a robust and equitable disciplinary climate stands as a sentinel of order and fairness. Nicholson's (2010) and Fullan's (2011) wisdom serves as a testament to the delicate balance between structure and compassion,

where discipline is not wielded as a tool of suppression but as a scaffold for character development and moral fortitude. In summary, the symphony of educational excellence, as orchestrated by Nicholson (2010) and Fullan (2011), finds its harmonious resonance in the commitment to success for all, the dance of flexibility and responsiveness, the guiding light of shared vision, the tapestry of challenge and stimulation, and the firm yet compassionate embrace of a just disciplinary climate. It is a symphony that reverberates across the corridors of learning, shaping destinies, and crafting a legacy of empowerment and enlightenment.

In the realm of educational orchestration, the insights of Lamb (2013) paint a vivid portrait of effective educational programs, akin to a symphony composed of harmonious elements. Among the crescendo of strategies, the resonance of connectedness emerges as a fundamental note. Lamb's (2013) wisdom illuminates the significance of cultivating bonds that bridge the chasm between educators and learners, forging a web of interdependence that nurtures a sense of belonging and purpose. A cornerstone of this educational symphony lies in the delicate artistry of trust. Within the notes of Lamb's (2013) composition, the learner council emerges as a virtuoso, bestowing upon learners a mantle of responsibility and authority. This elevation not only empowers learners but also echoes a resounding affirmation of their capabilities, underscoring the transformative potential when trust is vested in their hands.

As the symphony unfolds, the rhythm of immediate tangible benefits resounds, underscoring the importance of tasks that bear palpable fruits. Lamb's (2013) insight reflects the power of hands-on experiences that resonate with learners' realities, infusing learning with a sense of purpose and relevance that propels them towards mastery. Within this symphonic tapestry, spaces within schools and curricula emerge as vibrant hues that celebrate diversity and individual needs.

Lamb (2013) highlights the harmonious coexistence of diverse learner aspirations, creating a harmonious fusion where unique melodies intertwine to create a rich, collective symphony of learning. A harmonious crescendo arises as Lamb's (2013) wisdom echoes the melody of perceived success in achieving school objectives. Strategic planning unfurls as a conductor's baton, orchestrating harmonious coordination between discipline, managerial prowess, and learners' outcomes. It is a symphonic endeavor that guides the educational ensemble toward a harmonious crescendo of achievement and excellence.

In the grand finale, Lamb's (2013) insights resonate as a symphonic ode to educational brilliance, a composition woven with threads of connectedness, trust, tangible benefits, diversity, and strategic planning. It is a composition that reverberates through the corridors of learning, inspiring educators and learners alike to embark on a harmonious journey towards the pinnacle of educational achievement. In the intricate tapestry of educational management, the thread of planning weaves a resilient foundation, poised to weather the winds of change that buffet the dynamic school environment. As Bartlett (2014) astutely observes, the appraisal of capital investment projects, both nascent and established, stands as a cornerstone of the educational edifice. Like a skilled architect assessing each blueprint, this appraisal forms the linchpin that can propel schools toward triumphant success.

In the realm of economic theory, Bartlett (2014) conjures the concept of a perfect market, where the value of a school reaches its zenith through the meticulous curation of capital projects. Like a virtuoso conductor wielding a baton, the discerning selection of projects with the loftiest net present value orchestrates a harmonious symphony of educational advancement. Yet, beyond the realm of theoretical perfection, the pragmatism of planning and control is etched into the very fabric of educational

outcomes. Akin to skilled navigators charting their course through uncharted waters, the art of planning and control steers schools toward the shores of achievement. It is a compass that not only guides the ship of education but also holds the potential to unfurl sails of excellence Bartlett's (2014). The importance of this tandem, planning and control, resounds like a melodic refrain echoing through the corridors of academia. They are the architects of efficiency, sculpting an environment where each action is a step toward educational transcendence. As the curtain rises on each academic endeavor, the orchestration of planning and control takes center stage, ensuring that the symphony of school management resonates with harmony and precision.

In the grand composition of educational management, Bartlett's (2014) insights ring out as a clarion call to embrace the artistry of planning and control. It is a call to mold the malleable clay of school environments with foresight and finesse, creating a sanctuary where every stroke of planning and every note of control culminate in a masterpiece of educational excellence. Within the realm of educational leadership, the study conducted by Ololube and Agbor (2018) shines a spotlight on the intricate interplay between transformational leadership, school culture, and academic achievement across selected secondary schools in Africa. This research not only underscores the significance of visionary leadership but also probes the dynamic relationships between leadership practices, the prevailing school culture, and their collective impact on academic outcomes.

A notable contribution of the research by Ololube and Agbor (2018) is its in-depth exploration of the concept of transformational leadership. By focusing on leaders who inspire and empower educators and students alike, the study unveils the profound influence of these transformative figures, fostering a sense of shared purpose and collective growth within schools.

Examining the nexus of transformational leadership and school culture, the research by Ololube and Agbor (2018) highlights the pivotal role of an inclusive and nurturing environment. This environment, shaped by visionary leaders, serves as a catalyst for the implementation of innovative teaching practices and encourages active student engagement in the learning process. Crucially, Ololube and Agbor (2018) delve into the intricate relationships between transformational leadership, school culture, and academic achievement. The presence of transformational leaders who prioritize collaboration, continuous improvement, and student-centered approaches is shown to yield elevated academic performance. The study illuminates the ripple effect of transformational leadership, reverberating through the school culture and translating into improved learning outcomes for students.

A distinctive aspect of the study is its recognition of the contextual nuances inherent in leadership practices and school culture across diverse African settings. Ololube and Agbor (2018) emphasize the need to consider these variations, shedding light on the dynamic interplay of leadership styles and cultural dynamics that collectively shape academic achievement. In summation, the research by Ololube and Agbor (2018) offers an insightful exploration into the intricate connections between transformational leadership, school culture, and academic achievement within African secondary schools.

By examining the synergy between these factors, the study underscores the pivotal role of visionary leadership in fostering a nurturing school environment that propels students towards heightened academic success. The findings provide valuable insights for educational leaders seeking to optimize their practices and create an environment conducive to enhanced learning outcomes. In the sub-Saharan Africa, the concept of transformational leadership and its influence on school climate and academic performance has gained significant attention in educational research.

Mestry and Grobler (2019) delve into the intricate relationship between leadership practices and educational outcomes within the context of South African high schools. Their study adds depth to the understanding of how leadership behaviors can shape the overall educational experience for both students and educators. Transformational leaders, as highlighted by Mestry and Grobler (2019), exhibit characteristics that go beyond conventional administrative roles. These leaders inspire and empower their teams by fostering a sense of purpose and shared vision. By promoting individual growth, encouraging innovation, and nurturing a culture of trust and collaboration, transformational leaders create a positive school climate that is conducive to learning and success.

In the South African high school context, the findings of Mestry and Grobler (2019) provide valuable insights into the tangible outcomes of transformational leadership. Their study indicates that schools led by transformational leaders tend to exhibit improved academic performance. This improvement is attributed to the positive school climate established by these leaders, where students are more engaged, motivated, and confident in their abilities. Furthermore, the impact of transformational leadership extends beyond academic achievements. Mestry and Grobler (2019) suggest that such leadership practices contribute to a well-rounded educational experience by enhancing students' social and emotional development. This holistic approach to education nurtures not only cognitive skills but also character traits that are essential for personal growth and future success.

It is worth noting that while the study by Mestry and Grobler (2019) sheds light on the positive effects of transformational leadership, the broader educational landscape may involve various contextual factors that interact with leadership practices. The role of school culture, community engagement, and external challenges cannot be overlooked

in influencing school climate and academic performance. In conclusion, the research conducted by Mestry and Grobler (2019) underscores the significance of transformational leadership in shaping the school climate and academic performance in South African high schools. Their findings emphasize the need for school leaders to adopt leadership practices that prioritize empowerment, collaboration, and the holistic development of students, ultimately contributing to a thriving educational environment. In the realm of educational leadership, the challenges faced by secondary school principals in implementing learner discipline have been a topic of concern and exploration.

Mukorera (2016) delves into this important aspect of school management within the context of Kwekwe District, Zimbabwe. The study sheds light on the intricate dynamics surrounding learner discipline and the obstacles that principals encounter in maintaining a conducive learning environment. The findings of Mukorera (2016) highlight the multifaceted nature of the challenges faced by secondary school principals. Learner discipline encompasses a range of issues, including behavioral misconduct, truancy, and disruptions, which can significantly impact the overall school climate. Principals are tasked with not only enforcing rules but also fostering a sense of responsibility and accountability among students.

One of the key takeaways from Mukorera's study is the influence of external factors on learner discipline. Socioeconomic conditions, family backgrounds, and community dynamics all play a role in shaping student behavior and attitudes. Principals must navigate these complexities while maintaining a balanced and effective approach to discipline. The study by Mukorera (2016) underscores the importance of a collaborative approach to addressing challenges related to learner discipline. Effective communication and partnerships between schools, families, and community

stakeholders can contribute to a more holistic and sustainable solution. Furthermore, the study emphasizes the need for continuous professional development for principals to equip them with the skills and strategies necessary to manage learner discipline effectively. In the context of Zimbabwean secondary schools, the findings of Mukorera (2016) shed light on the broader discourse surrounding school discipline and management. It is evident that the role of principals extends beyond administrative tasks; they serve as key figures in shaping the school culture and maintaining a safe and conducive learning environment.

Mukorera's (2016) research serves as a valuable contribution to the understanding of the challenges facing secondary school principals in implementing learner discipline. The study highlights the intricate interplay of internal and external factors and emphasizes the importance of collaborative efforts and professional development in addressing these challenges effectively. In the context of school management, Marobela (2017) presents a valuable study that explores the perspectives of school managers in Botswana regarding their leadership roles, challenges, and the support they receive. This study sheds light on the intricate landscape of school management and offers insights into the dynamics that influence the effectiveness of school leaders in promoting positive outcomes.

Marobela (2017) delves into the multifaceted roles that school managers undertake in Botswana. The study underscores the diverse responsibilities that school managers assume, ranging from administrative tasks to instructional leadership and community engagement. This comprehensive role requires a well-rounded skill set that extends beyond administrative efficiency to encompass instructional guidance and fostering a conducive learning environment. A significant aspect illuminated by Marobela's study is the challenges faced by school managers in their leadership roles.

These challenges encompass a wide spectrum, including resource constraints, stakeholder expectations, and evolving educational policies. Marobela (2017) offers an in-depth exploration of these challenges, highlighting the need for school managers to navigate complex terrain while maintaining a focus on student achievement. The study by Marobela (2017) also sheds light on the importance of support mechanisms for school managers. Effective school management requires a supportive ecosystem that enables school leaders to thrive in their roles. Marobela's research underscores the need for comprehensive professional development, mentorship programs, and collaboration among school managers to enhance their leadership capabilities.

Furthermore, the study highlights the integral role of school managers in fostering a positive school climate. School managers are positioned to create an environment that promotes collaboration, communication, and a shared sense of purpose among staff, students, and parents. Marobela's findings emphasize that effective school management goes beyond administrative functions and extends to shaping the cultural fabric of the school community. Marobela's study (2017) provides valuable insights into school management in Botswana, highlighting the challenges, roles, and support systems that influence the effectiveness of school leaders. The research underscores the multifaceted nature of school management and its pivotal role in shaping the educational experience for students. The findings contribute to a deeper understanding of the dynamics that underpin successful school management practices and their impact on overall school performance.

Within the educational landscape of Kenya, and more specifically in the enclave of Kwale County, a transformative paradigm has taken root. Here, the corridors of secondary schools resound with the echoes of enhanced flexibility and newfound autonomy, elements that form the bedrock of a dynamic operational ethos.

This evolving narrative, as chronicled by Okumbe (2016), casts a spotlight on the progressive tapestry of school management, where the brushstrokes of autonomy are deftly applied to cultivate an environment fertile for perpetual growth. In this paradigm shift, secondary schools emerge as the vanguards of change, wielding the tools of autonomy like master artisans sculpting their magnum opus. The once-conventional boundaries have been redrawn, granting these schools the latitude to unfurl their wings and chart their own courses. Underpinning this transformation is a shared commitment to the principles of continuous improvement, where each decision, each resource allocation, and each strategic move is imbued with a singular purpose: to enhance the educational voyage for all stakeholders.

As Okumbe (2016) meticulously documents, this metamorphosis is not a solitary endeavor, but rather a collaborative symphony where school principals, educators, and community members harmonize their efforts. The canvas of educational progress is painted with hues of adaptability and innovation, as these schools harness their newfound autonomy to breathe life into novel initiatives that resonate with local contexts and aspirations. In the multifaceted landscape of Kwale County, the narrative of enhanced flexibility and autonomy weaves a compelling tale of empowerment and transformation. The schools, once confined by traditional paradigms, now stand as crucibles of change, forging a path toward continuous improvement.

The echoes of Okumbe's (2016) research resound like a clarion call, beckoning educators, policymakers, and communities to embrace this epoch of autonomy, where the seeds of growth are nurtured, and the promise of a brighter educational future takes root. The relationship between school leadership and student performance has been a focal point of research in various educational contexts, including Kenya. Mutisya and Kanyi (2019) provide a comprehensive review of Kenyan research in the realm of

school leadership and its impact on student outcomes. Their work sheds light on the intricate dynamics that connect effective leadership practices with enhanced student performance. Within the Kenyan context still, school leadership has emerged as a critical factor influencing student achievement. Mutisya and Kanyi (2019) delve into the multifaceted aspects of school leadership, exploring how principals' strategies and decisions can shape the learning environment and ultimately affect student outcomes.

One of the key insights from the review by Mutisya and Kanyi (2019) is the role of instructional leadership in driving student performance. Effective school leaders not only focus on administrative tasks but also actively engage in curriculum development, teaching methodologies, and instructional support. Their ability to set high expectations and create a culture of academic excellence can have a profound impact on student motivation and achievement. Furthermore, the review highlights the significance of distributed leadership in Kenyan schools. Principals who foster a collaborative approach, involving teachers, parents, and other stakeholders, create a sense of shared responsibility for student success. This collaborative effort is particularly crucial in addressing the diverse needs of students and promoting a holistic learning experience. The findings by Mutisya and Kanyi (2019) also underscore the importance of professional development for school leaders. Continuous learning and skill enhancement enable principals to stay abreast of evolving educational practices and adapt their leadership strategies accordingly.

Effective leadership training equips school leaders with the tools to create a positive and conducive learning environment that supports student achievement. The review of Kenyan research conducted by Mutisya and Kanyi (2019) illuminates the critical link between school leadership and student performance. Their work emphasizes the role of instructional leadership, distributed leadership, and ongoing professional development

in enhancing educational outcomes. The insights from this review contribute to a deeper understanding of the factors that contribute to successful educational leadership and improved student performance. In parallel to these developments, schools are facing a parallel imperative: the augmentation of accountability within the realm of secondary school education management. This imperative translates into an active involvement of pivotal stakeholders in the decision-making processes that shape the trajectory of educational endeavors. This participatory approach, mandated by the overarching secondary school education management framework, serves as a cornerstone for fostering transparency, inclusivity, and robust governance within these schools.

Amidst this backdrop, the overarching goal remains unwavering: the optimization of school performance on multiple fronts. This encompassing ambition transcends mere academic achievement and encapsulates a holistic transformation of the educational landscape. Foremost among these transformative pillars is the cultivation of enriched human relationships. Within this paradigm, schools endeavor to create an environment where communication is open, collaboration is embraced, and a sense of unity permeates every facet of the educational community. Furthermore, the pursuit of enhanced school performance is intricately interwoven with the aspiration to nurture students' discipline. This encompasses not only the maintenance of order and decorum within the school premises but also the instillation of values, ethics, and responsible citizenship among the student body.

Disciplined students, empowered with a sense of responsibility and self-regulation, form the bedrock of a thriving educational institution. The quest for improved academic performance stands as another pivotal axis within this narrative. Schools are driven to foster an environment where academic excellence becomes the norm rather than the exception.

This entails a comprehensive approach to pedagogy, curriculum design, and assessment methods that collectively elevate the quality of education imparted. Moreover, it involves the deployment of innovative teaching methodologies and personalized support systems to cater to the diverse learning needs of every student. In this multifaceted pursuit, the effective utilization of curriculum support materials emerges as a linchpin for transformative change. Schools aspire to harness these resources to their fullest potential, employing them as catalysts for immersive learning experiences and comprehensive knowledge acquisition.

By leveraging curriculum support materials, educators can create dynamic lesson plans, engage students in hands-on activities, and seamlessly integrate technology to augment the educational process. In essence, the confluence of increased accountability and the aspiration for elevated school performance paints a compelling tableau of educational advancement. As key stakeholders engage in decision-making processes, the contours of education are redefined to accommodate diverse perspectives and foster an environment of collective responsibility. Simultaneously, the overarching aim remains steadfast: to cultivate schools where human relations flourish, student discipline is a cornerstone, academic excellence is paramount, and curriculum support materials fuel transformative learning journeys. Through this symbiotic interplay, secondary school education management evolves into a dynamic force that propels schools towards new horizons of achievement and growth.

2.1.3 Human Resource Management Competencies and Academic Performance

A structural equilibrium must be reached in order to maximize staff implementation, since human resources are essential to achieving educational goals. A deep understanding of both the qualitative and quantitative aspects of the workforce pool, both immediate and long-term staffing needs, and the availability and demand for the

abilities that are required on the freely available marketplace for employment are crucial to making it a reality. Globally speaking, there are a number of contradictory demands placed on public secondary schools, including the requirement that teachers provide teacher trainees with high-quality services in order to demonstrate improved performance and simultaneously save costs and increase efficiency. According to Ivancevich (2007), there has been a problem with teacher performance worldwide, but especially in third-world nations. In the ever-evolving landscape of education, the performance of teachers emerges as a pivotal challenge, not just in developed nations but notably in third-world countries as well (Ivancevich, 2007). This concern resonates across educational systems, where the effectiveness of teachers directly influences the quality of learning experiences and student outcomes.

In his seminal work, Ivancevich (2007) sheds light on the complexities surrounding teacher performance, delving into the factors that shape the success of educators in their professional endeavors. The implications of his research are far-reaching, touching upon critical aspects of teaching methodologies, classroom management, and instructional effectiveness. In third-world countries, the performance of teachers takes on a unique significance, given the prevailing socio-economic challenges and limited resources that often characterize these regions. Teachers in such contexts are required to navigate a myriad of obstacles, from overcrowded classrooms to inadequate facilities, to deliver quality education to their students.

The findings of Ivancevich (2007) offer valuable insights into the multifaceted nature of teacher performance, encompassing both intrinsic and extrinsic factors. Motivation, professional development opportunities, and conducive work environments are identified as key drivers that can elevate teacher performance and, consequently, elevate the overall educational landscape.

While addressing teacher performance challenges may seem daunting, acknowledging the significance of this issue is the first step towards transformative change. Educators play a central role in shaping the future of societies, and nurturing their professional growth is instrumental in cultivating a culture of lifelong learning. In the quest for improved teacher performance, investments in continuous professional development, mentorship programs, and supportive leadership structures emerge as promising strategies. By fostering a culture of collaboration and innovation, schools can empower teachers to rise to their fullest potential and, in turn, inspire their students to embrace a love for learning.

In the context of third-world countries, addressing teacher performance is not only an educational imperative but also a catalyst for social and economic progress. Empowering teachers with the tools, resources, and recognition they deserve can have a ripple effect, elevating communities and fostering sustainable development. Research of Ivancevich (2007) serves as a guiding beacon, directing our attention towards the critical realm of teacher performance. By embracing evidence-based approaches and tailoring solutions to the unique needs of diverse educational settings, we can cultivate a generation of educators who are passionate, effective, and committed to unlocking the full potential of every learner they touch. The challenge of teacher performance transcends geographical boundaries, resonating across the global education landscape. Ivancevich's work lays the foundation for understanding the complexities of this issue, igniting conversations that drive transformative change.

In order to address these issues, prosperous secondary schools are recognizing more and more that a variety of strategies affect teachers' effectiveness, with human resources playing the most important role (Mello, 2006). Stated differently, a secondary school's most valuable resource is its human capital, which may be used to gain a competitive

edge and improve teacher effectiveness. Mello's (2006) research delves into the intricacies of human resource management within the context of secondary schools, unraveling the significant impact it has on the overall performance of teachers. In this enlightening study, the interplay between effective human resource practices and teacher motivation, engagement, and professional development is explored, shedding light on the multifaceted nature of teacher performance enhancement. Secondary schools are dynamic ecosystems, where nurturing a thriving human resource culture is fundamental to fostering a conducive and empowering work environment for educators. Human resource practices encompass a wide array of elements, from recruitment and selection processes that identify talented and passionate educators to professional development initiatives that continually nurture their growth and expertise.

The recognition of the human resource as the linchpin for competitive advantage is not limited to the realm of the corporate world; it permeates the educational sphere as well. Enlightened secondary schools comprehend that investing in their teachers is an investment in the future of their students and the broader community. The implications of Mello's (2006) research are profound, emphasizing that creating an ecosystem where teachers feel valued, supported, and inspired catalyzes a positive ripple effect on student learning outcomes. When teachers are equipped with the necessary resources, empowered with autonomy, and encouraged to embrace innovation, the entire educational landscape blossoms with newfound vitality.

In the pursuit of academic excellence, it is crucial for secondary schools to prioritize human resource management and adopt strategies that harness the full potential of their teachers. By fostering a culture of collaboration, recognizing and celebrating teacher achievements, and providing ample opportunities for professional growth, schools can create an environment where teachers thrive and students flourish.

The impact of successful human resource practices is not confined to academic achievement; it extends to the holistic development of students, molding them into confident, responsible, and compassionate individuals prepared to navigate the complexities of the world. As educators, principals, and stakeholders in the education realm, we are entrusted with a noble mission to shape the minds and hearts of future generations. Embracing the insights from Mello's (2006) research, we are challenged to embark on a transformative journey where the human resource emerges as the epicenter of educational empowerment. The value of human resource management in secondary schools cannot be overstated. Mello's (2006) research underscores the pivotal role of human resource practices in elevating teacher performance and, by extension, student learning outcomes.

Chan and Kuok (2011) claim from research done in the Netherlands that the use of human resources corresponds to the widely acknowledged guidelines or practices designed to help schools accomplish the objectives as stated in the educational establishments' purpose and vision. Chan and Kuok (2011) pointed out that the best methods of HR management are the only ones that can guarantee labor relations in today's knowledge-based hiring, choosing, introductions, advantages, reimbursement, secondary schools where value has been embedded in the principals regarding performance appraisal, education and training, and the workforce. Chan and Kuok (2011) go on to say that techniques are the way information moves through connected phases of analysis in order to accomplish the objectives that have been specified.

In human management practices, the flow of information involves historical, current and forecast data on operations. Their research reveals that these practices encompass a set of well-established rules and procedures designed to align the actions and operations of schools with their overarching mission and vision.

In today's knowledge-driven era, human resource management takes on even greater importance, encompassing crucial aspects such as recruitment, selection, orientation, rewards, compensation, performance appraisal, training, development, and labor relations. As Chan and Kuok (2011) aptly point out, effective human resource management practices facilitate a seamless flow of information across various interrelated stages, all geared towards the achievement of schools' set goals. Leveraging historical, current, and forecasted data on operations, schools can make informed decisions, drive positive outcomes, and chart a successful course for their educational journey. Within the context of secondary schools, human resource management practices gain heightened significance as they directly influence the development of an enabling and thriving learning environment.

The strategic recruitment and selection of educators play a pivotal role in assembling a dynamic team of professionals dedicated to fostering the academic and holistic growth of students. Furthermore, orientation and professional development programs become instrumental in nurturing a culture of continuous learning and growth among teachers. By investing in the professional development of educators, secondary schools create a supportive ecosystem that encourages innovative and effective teaching methodologies. The recognition and rewarding of teachers' contributions assume paramount importance in instilling a sense of pride, ownership, and motivation among the faculty.

A robust performance appraisal system provides valuable feedback to educators, enabling them to reflect on their teaching approaches and make targeted improvements. It is worth noting that human resource management practices extend beyond teachers; they encompass administrative staff and support personnel as well. The collective efforts of all stakeholders, guided by well-defined human resource management practices, contribute to the seamless functioning of the school community and the

realization of shared objectives. As Chan and Kuok (2011) emphasize, human resource management practices facilitate the flow of information, allowing schools to analyze historical data, address present challenges, and strategize for future developments. Embracing a data-driven approach empowers educational leaders to make well-informed decisions, fostering a culture of accountability and continuous improvement. In conclusion, the pivotal role of human resource management practices in secondary schools cannot be understated. Ivancevich (2007) acknowledges that teacher performance is a challenge, and it is through effective human resource management that schools can overcome these challenges. Mello (2006) points out that human resources are the cornerstone of secondary schools, and prioritizing effective human resource management practices is essential for nurturing a culture of excellence and empowering both teachers and students.

In line with the views of Allen, Ericksen, and Collins (2013), a good human resource management practice in secondary schools becomes a powerful tool that generates a competitive advantage. This advantage sets apart the school from its competitors by endowing it with a sustainable edge that is both valuable and rare, making it difficult for others to imitate (Allen et al, 2013). A well-executed human resource management strategy empowers secondary schools to attract, develop, and retain top-quality educators. By recruiting teachers with a passion for education and a dedication to their craft, schools can cultivate a dynamic and committed faculty that fosters a positive learning environment.

Furthermore, investing in the professional growth and development of teachers through various training programs and workshops equips them with the latest teaching methodologies and pedagogical insights (Allen et al, 2013). This continuous improvement enhances the educators' ability to meet the diverse needs of students

effectively. A robust human resource management practice also involves recognizing and rewarding exceptional performance among teachers (Allen et al, 2013). Acknowledging the dedication and hard work of educators creates a sense of motivation and incentivizes further excellence (Allen et al, 2013). Moreover, secondary schools that prioritize employee well-being and work-life balance through comprehensive benefits and supportive policies demonstrate their commitment to the overall welfare of their faculty (Allen et al, 2013). Such a positive work environment fosters loyalty and dedication among teachers, resulting in reduced turnover rates and a stable teaching force. Emphasizing the importance of human resource management practices extends beyond teachers to the entire school community (Allen et al, 2013). Principals, support staff, and other employees contribute significantly to the smooth functioning of the institution.

By nurturing a culture of inclusivity, respect, and collaboration, schools create a harmonious and productive work environment that benefits all stakeholders. The sustainable edge attained through effective human resource management practices is not easily replicable by other schools (Allen et al, 2013). It arises from the unique combination of well-trained teachers, a positive work environment, and a strong sense of shared vision and purpose among all members of the school community. The success of secondary schools hinges on their ability to harness the potential of their human capital through strategic human resource management (Allen et al, 2013).

By recognizing that teachers are not only educators but also the driving force behind academic achievement, schools can position themselves for long-term success (Allen et al, 2013). In conclusion, the insights provided by Allen et al (2013) underscore the significance of human resource management practices in securing a competitive advantage for secondary schools.

An effective human resource management strategy creates a sustainable edge that distinguishes schools from their competitors (Allen et al, 2013). The recruitment, development, and retention of top-quality teachers, along with a supportive work environment and a shared sense of purpose, contribute to the holistic growth and success of the institution. As educational leaders, let us harness the potential of strategic human resource management to empower our schools and pave the way for academic excellence, innovation, and a transformative learning experience for every student (Allen et al, 2013). By prioritizing our human capital, we can chart a path towards a future where secondary schools thrive as beacons of knowledge, inspiration, and positive change (Allen et al, 2013).

To corroborate the assertions of Allen *et al* (2013), the study conducted by Boxall, Ang, and Bartram (2014) in India provides valuable insights into the impact of effective human resource management practices on teacher performance in schools. Their research reveals that implementing strategic human resource management practices not only enhances teacher performance but also contributes to higher overall profits for the institution. Boxall et al. (2014) argue that the key to improving performance does not lie in individual human resource management practices alone but in their interconnected and cohesive configuration known as bundles. In other words, it is the combination of various human resource management practices that work synergistically to create a school's competitive advantage and foster superior teacher performance.

To achieve a successful bundle of human resource management practices, schools must carefully align their strategies with their organizational goals and vision (Boxall et al., 2014). This alignment ensures that the human resource practices are tailored to meet the specific needs and demands of the school community, creating a harmonious and productive work environment.

A critical component of effective human resource management practices is the recruitment and selection process (Boxall et al., 2014). By employing robust selection criteria and seeking educators who possess not only academic qualifications but also a passion for teaching and a commitment to the school's mission, institutions can build a dedicated and motivated teaching workforce. Furthermore, professional development and training opportunities play a pivotal role in enhancing teacher performance (Boxall et al., 2014). Continuous learning and upskilling not only improve educators' pedagogical knowledge but also instill a sense of confidence and enthusiasm in their teaching approach. This translates into more engaging and effective classroom experiences for students. Equally important is the provision of adequate resources and support to teachers (Boxall et al., 2014).

By investing in state-of-the-art teaching materials, technology, and classroom infrastructure, schools empower their teachers to deliver high-quality instruction and engage learners effectively. Boxall et al. (2014) emphasize that the success of human resource management practices lies not only in the adoption of individual practices but in their integration as a cohesive and strategic bundle. When various human resource practices complement and reinforce one another, the school can achieve a competitive advantage and elevate teacher performance to new heights. The findings of Boxall et al (2014) underscore the significance of strategic human resource management practices in elevating teacher performance and boosting overall school performance.

Implementing a well-configured bundle of human resource management practices enables schools to attract, develop, and retain talented educators, thus contributing to higher profits and enhanced academic achievements. As educational leaders, it is essential to recognize the interconnected nature of human resource practices and develop comprehensive strategies that align with the school's vision and goals.

By fostering a supportive and enriching work environment, providing ample opportunities for professional development, and investing in resources, schools can elevate their competitive advantage and create an environment where teacher excellence and student success flourish. The study conducted by Boselie, Dietz, and Boon (2015) among 12 tertiary institutions in Kuala Lumpur sheds light on the importance of human resource management practices in schools. Their research emphasizes that training and development, pay and reward, and performance management are among the most prevalent human resource practices implemented in these institutions. Boselie et al. (2015) sought to investigate the influence of human resource management policies and practices on institutional performance, particularly their impact on teacher outcomes, such as turnover and productivity, as well as overall institutional performance.

One of the key human resource management practices identified by Boselie et al. (2015) is training and development. This practice involves providing opportunities for continuous learning and skill enhancement among teachers and staff. By investing in professional development programs, schools empower their workforce with the knowledge and skills necessary to adapt to changing educational trends and deliver high-quality instruction. Pay and reward systems are also critical components of effective human resource management (Boselie et al., 2015). Recognizing and rewarding the contributions of teachers through competitive compensation packages and performance-based incentives foster a sense of motivation and job satisfaction. This, in turn, enhances teacher morale and commitment, leading to improved productivity and reduced turnover rates.

Furthermore, performance management practices play a significant role in ensuring accountability and performance improvement (Boselie et al., 2015). Establishing clear performance expectations, providing constructive feedback, and conducting regular

performance evaluations enable teachers to understand their strengths and areas for development. Performance management also facilitates the identification of training needs and supports individualized professional growth plans. Boselie et al. (2015) highlight that these human resource management practices are not isolated but interconnected. The integration and alignment of these practices contribute to overall institutional performance. Schools that strategically design their human resource management policies and practices to align with their organizational goals and values create a positive work environment and foster a culture of excellence. The impact of these human resource practices on teacher outcomes and overall institutional performance is noteworthy (Boselie et al., 2015).

By investing in their teachers' professional growth, recognizing their contributions, and providing performance feedback, institutions can retain skilled educators and enhance their productivity. This leads to improved overall institutional performance, with the potential to attract more students, achieve better academic outcomes, and enhance the institution's reputation. The findings of Boselie, Dietz, and Boon (2015) underscore the significance of human resource management practices in tertiary schools. By prioritizing training and development, pay and reward, and performance management, institutions can create a positive and supportive work environment that fosters teacher satisfaction and productivity. The interplay of these practices has a direct impact on teacher outcomes and overall institutional performance.

Educational leaders must recognize the importance of a well-integrated human resource management strategy to attract and retain talented educators and ultimately achieve enhanced institutional success. In their study, Schuler and Jackson (2012) conducted an in-depth analysis of the relationship between human resource management practices and financial performance in the context of 190 petrochemical refineries in the United

States. The researchers investigated the impact of several human resource practices, including selection, training, compensation, performance appraisal, and employee participation, on the financial performance of these refineries. One of the key human resource management practices examined by Schuler and Jackson (2012) is selection. Effective selection practices involve identifying and hiring candidates with the right skills, qualifications, and experience to fit the specific job requirements. By employing a rigorous and well-structured selection process, organizations can ensure that they recruit employees who are best suited for their roles, leading to improved overall performance.

The study also explored the significance of training as a human resource management practice. Providing employees with opportunities for continuous learning and skill development can enhance their knowledge base and job competencies. A well-trained workforce is more adept at adapting to industry changes, embracing innovative practices, and contributing to the organization's success. Compensation practices were also examined in the context of financial performance. Schuler and Jackson (2012) recognized the importance of offering competitive and fair compensation packages to attract and retain talented employees. A well-designed compensation system can motivate employees, boost their job satisfaction, and contribute to higher levels of productivity and performance. Performance appraisal practices were another focus of the study. Performance appraisal involves evaluating employee performance against set objectives and providing feedback for improvement.

A robust performance appraisal system helps identify areas of strength and areas for development, fostering employee growth and enhancing overall organizational performance. The researchers also examined the impact of employee participation on financial performance.

Employee participation involves involving employees in decision-making processes and seeking their input on matters that affect their work. Encouraging employee participation can lead to greater engagement, commitment, and a sense of ownership in the organization's success, all of which contribute to improved financial performance. Schuler and Jackson's (2012) study highlights the interplay between these human resource management practices and financial performance in the petrochemical industry. The findings underscore the significance of a strategic and integrated approach to human resource management in enhancing organizational success. The study by Schuler and Jackson (2012) sheds light on the crucial role of human resource management practices in influencing the financial performance of petrochemical refineries in the United States of America.

Selection, training, compensation, performance appraisal, and employee participation are all essential elements in creating a motivated, skilled, and engaged workforce, which, in turn, contributes to improved financial performance. The study emphasizes the importance of adopting a comprehensive human resource management strategy that aligns with the organization's objectives and fosters a positive work culture conducive to success. Educational leaders can draw valuable insights from this research to enhance their institutions' financial performance and overall success through effective human resource management practices. The findings demonstrated a clear correlation between motivation for teachers and training and remuneration.

Additionally, they discovered a favorable correlation between business performance and human resource strategies including remuneration, appraisals, and selection in highly participatory systems. Aware of these perspectives, Rivkin, Eric, and Hanushek (2008) noted in a study conducted in Mexico that improving the quality of instruction and providing instruction in human resources is the first step in an education sector renewal

strategy for achieving strong academic results in internal as well as national exams. It assumes that ongoing improvement is required since no pre-service instructor curriculum or staff education course, no matter how excellent, will sufficiently prepare educators for the demands of the classroom throughout their careers. According to Rivkin et al. (2005), in-service training has a minor role in Education Ministry programs, while being a potent instrument for raising competencies and keeping instructors up to date on current trends in educational aims. According to 2008 research by Rivkin, Eric, and Hanushek, funding teacher preparation programs and human resource development is a crucial tactic for raising academic performance levels in classrooms and raising the standard of instruction.

By continuously upgrading the skills and knowledge of teachers, schools can better equip educators to deliver high-quality instruction and meet the evolving needs of students and the education system. It highlights the crucial role of Education Ministries and educational leaders in prioritizing and providing adequate resources for in-service training and professional development initiatives. The study conducted by Rivkin, Eric, and Hanushek (2008) in Mexico underscores the importance of human resource training and the quality of teaching in achieving academic success. The findings highlight the need for continuous upgrading of teacher skills and ongoing professional development to ensure that educators remain effective, competent, and well-equipped to address the challenges of a dynamic educational landscape.

Education leaders should take heed of these insights and prioritize investments in teacher training and in-service development programs to elevate the quality of education and foster improved academic achievements. By nurturing and supporting educators through robust human resource development strategies, the education sector can pave the way for a more prosperous and promising future for students and society as a whole.

In support of the claims made by Rivkin et al. (2005), pre-service training usually focuses on studying the various topic areas and usually ignores the pedagogical and practical components of teaching in secondary schools, according to Mohanty (2010). It could be wholly disconnected from field experiences to the degree that it ignores the particularities of challenging urban and rural environments (Mohanty, 2010). Put another way, it has nothing to do with opportunities for in-service training and is not a component of a larger picture of school preparedness for teachers and assistance. The study suggests that pre-service training needs to be more closely aligned with the actual realities of the teaching profession. It should not be disconnected from the field experiences that teachers will encounter once they enter the classroom.

By incorporating the specificity of difficult urban and rural settings into pre-service training, educators can be better equipped to handle the unique challenges and demands of these environments. The shortcomings of pre-service training become more apparent when juxtaposed with the potential benefits of in-service training. In-service training, unlike pre-service training, occurs after teachers have already entered the profession and have gained some practical experience in the classroom Mohanty (2010). It offers opportunities for teachers to enhance their pedagogical skills, acquire new teaching strategies, and stay updated on the latest trends and developments in education. The distinction between pre-service and in-service training is crucial, as both play complementary roles in the professional development of teachers.

While pre-service training provides a foundational knowledge base, in-service training addresses the ongoing needs and challenges faced by teachers throughout their careers. Mohanty (2010) argues that pre-service training, when disconnected from in-service training possibilities, lacks a comprehensive and cohesive approach to teacher preparation and support.

For effective teacher development, it is essential to consider both the initial preparation of teachers and their continuous professional growth throughout their careers. A holistic and integrated approach that encompasses both pre-service and in-service training can foster a more skilled, confident, and successful teaching workforce. Mohanty's (2010) study sheds light on the importance of aligning pre-service training with the actual realities of the teaching profession. By incorporating the pedagogical and practical aspects of teaching into pre-service training and recognizing the significance of in-service training opportunities, schools can better equip teachers to succeed in diverse and challenging educational settings.

An integrated approach to teacher preparation and support, which combines both pre-service and in-service training, holds the potential to empower teachers with the knowledge, skills, and adaptability needed to positively impact student learning and achievement. As educational systems seek to enhance the quality of teaching and learning, prioritizing comprehensive and relevant teacher training becomes paramount in the pursuit of educational excellence. To corroborate these assertions, Mahmood (2010), in a study conducted in Pakistan, it was noted that those responsible for managing human resources play a critical role in establishing and maintaining a conducive workplace environment that fosters academic performance in Public secondary schools (Marzano, Marzano & Pickering, 2011). The study emphasizes the importance of creating an environment that supports and nurtures the professional growth and development of school teachers, which in turn positively impacts student learning outcomes.

Marzano, Marzano and Pickering (2011) further expound on the unique status of school teachers within the civil service. While they are civil servants, school teachers are governed by distinct rules and regulations that set them apart from their non-teaching

colleagues. This differentiation is based on the specialized nature of their work and the significant impact they have on shaping the future of the younger generation. The study in Pakistan underscores the role of human resource management in recognizing the unique needs of school teachers and addressing them effectively. Unlike other civil servants, school teachers are entrusted with the crucial task of imparting knowledge, skills, and values to the students they teach. Consequently, their working conditions, professional development opportunities, and support mechanisms must be tailored to enhance their teaching effectiveness and job satisfaction.

To achieve academic excellence in Public secondary schools, it is vital to prioritize human resource management practices that prioritize the well-being and professional growth of school teachers. This includes providing ongoing training and professional development opportunities to enhance their pedagogical skills and subject knowledge. Additionally, a supportive and collaborative work environment can foster a sense of belonging and motivation among teachers, ultimately translating into improved student outcomes. Marzano, Marzano, and Pickering (2011) highlight the need to recognize the unique role and responsibilities of school teachers within the civil service and create policies and practices that reflect their distinct professional needs. By doing so, schools can build a cadre of dedicated, competent, and motivated educators who are committed to driving positive change in the lives of their students.

The study conducted in Pakistan emphasizes the vital role of human resource management in supporting the academic performance of Public secondary schools (Marzano, Marzano, & Pickering, 2011). It calls for a tailored approach to address the specific needs and challenges faced by school teachers, recognizing their distinctive position within the civil service. As educational leaders and policymakers seek to enhance the quality of education, investing in effective human resource management

practices becomes imperative. By fostering a conducive work environment and providing opportunities for professional growth, schools can empower teachers to excel in their roles and, in turn, inspire students to achieve academic success and personal development. Marzano, Marzano, and Pickering's (2011) insights shed light on the significance of valuing and nurturing the teaching profession, acknowledging its pivotal role in shaping the future of nations and societies. Mudavanhu and Magwa (2017) delved into the intricate relationship between principals' human resource management competencies and school academic performance within the context of Chinhoyi Urban Secondary Schools in Zimbabwe.

Through an in-depth exploration, the researchers sought to uncover how the specific skills and abilities of school principals in managing human resources intricately intertwine with the overall academic success of these secondary institutions. Their study illuminated the nuanced interplay between effective human resource management and the cultivation of an environment conducive to enhanced learning outcomes. By anchoring their investigation in the unique setting of Chinhoyi Urban Secondary Schools, Mudavanhu and Magwa (2017) not only provided localized insights but also contributed to the broader discourse on educational management. Their research shed light on the pivotal role that principals' human resource management competencies play in fostering a positive academic climate.

As educational stakeholders continue to explore avenues for improving school performance, this study serves as a valuable resource, offering a nuanced perspective on the link between competent human resource management and academic achievements. Furthermore, Mudavanhu and Magwa's (2017) research extends beyond the confines of their specific study area, resonating with broader discussions on the importance of effective leadership and management in schools.

Their findings emphasize the potential impact of skillful human resource management on the holistic development of schools and the subsequent enhancement of academic outcomes. As the education sector continues to evolve, the insights gleaned from this study provide a foundation for future explorations and interventions aimed at optimizing school performance through strategic human resource management. In a comprehensive investigation into the intricate dynamics of academic performance and human resource management competencies, Yusuf and Oni (2020) embarked on a seminal research journey that delved deep into the heart of educational administration within the context of Lagos State, Nigeria. Their meticulous study, conducted within the framework of the *Journal of Education and Practice*, aimed to unravel the intricate tapestry that binds the competencies of school principals with the overarching goal of fostering academic excellence.

Against the backdrop of the bustling metropolis of Lagos, Yusuf and Oni (2020) embarked on a meticulous exploration of the multifaceted relationship between human resource management and school academic performance. Their research journey sought to transcend the boundaries of a single state, resonating with the broader discussions that echo across the global educational landscape. By focusing their lens on Lagos State, the researchers contextualized their findings within a specific milieu while acknowledging the broader applicability of their conclusions. At the heart of their study lies a fundamental premise: the proficiency and capabilities of school principals significantly impact the academic trajectory of schools.

Yusuf and Oni (2020) dissected this intricate interplay, unveiling a nuanced narrative that underscores the pivotal role of effective human resource management. By scrutinizing the competencies that school principals wield in their pursuit of educational excellence, the researchers pieced together a compelling mosaic that highlights the link

between administrative prowess and positive learning outcomes. Moreover, Yusuf and Oni's (2020) research emerges as a critical addition to the scholarly discourse on educational management, particularly within the African context. The study extends an invitation to engage in a profound dialogue regarding the multifarious dimensions of academic performance enhancement. As schools and schools grapple with the imperative of achieving excellence, the research provides an invaluable roadmap that underscores the significance of strategic human resource practices.

In sum, the study by Yusuf and Oni (2020) resonates as a clarion call to recognize the transformative potential embedded within human resource management competencies. Through their meticulous research, the scholars have illuminated a path toward heightened academic performance and educational success, while simultaneously contributing to the broader scholarly narrative that seeks to unravel the intricate relationship between administrative prowess and educational outcomes. The weekly commitment varies based on the unique circumstances associated with every teaching environment. To achieve the MDGs, it is imperative that roughly 3.8 million extra teaching positions be filled and educated by 2015 across the majority of Sub-Saharan Africa (Ekwoaba, Ikeije & Ufoma, 2015).

Educators' perceptions of their educational experiences, which are generated from successful personnel administration methods, lead to desired behavioral outcomes such as affective commitment and work fulfillment (Ekwoaba et al, 2015). According to Ekwoaba, Ikeije, and Ufoma (2015), there is a substantial and constant correlation between the results of teacher behavior with envisioned job results, such as effectiveness, revenue generation, worker efficiency, and low deadline meeting. In the ever-evolving landscape of education, the role of human resource management in secondary schools cannot be overstated.

As Ahmad and Schroeder (2013) assert, the adoption of performance and commitment-oriented practices has emerged as a pivotal strategy to drive the desired effectiveness and success of secondary schools. The incorporation of performance-oriented human resource practices in secondary schools involves creating a culture of excellence, where teachers are encouraged and empowered to set specific performance goals aligned with the school's objectives. Regular evaluations and feedback mechanisms become the bedrock of this approach, offering teachers valuable insights into their strengths and areas for improvement. As a result, teachers become more proactive in refining their instructional methods and strategies to maximize student learning outcomes. At the same time, commitment-oriented human resource practices focus on cultivating a nurturing and supportive environment within the school community.

Recognizing and appreciating the dedication and hard work of teachers not only boosts their morale but also enhances their sense of belonging and commitment to the institution. By fostering a strong bond between teachers and the school, commitment-oriented practices contribute to reduced turnover rates and higher job satisfaction among educators. Striving for secondary school effectiveness necessitates the harmonious integration of both performance and commitment-oriented practices. The synergy between these approaches paves the way for an engaged and dedicated teaching staff, which is the cornerstone of a thriving educational institution.

Performance-oriented practices instill a culture of continuous improvement and accountability, while commitment-oriented practices lay the foundation for a positive and supportive school climate. As education evolves to meet the diverse needs of students, the demands on teachers and school principals continue to grow. Acknowledging this reality, Ahmad and Schroeder (2013) highlight the significance of human resource management as a strategic tool for fostering secondary school

effectiveness. Implementing evidence-based practices that emphasize performance and commitment serves as a roadmap for success in the dynamic educational landscape. In practical terms, performance-oriented practices are characterized by clear goal-setting, regular evaluations, and personalized professional development opportunities. By analyzing student outcomes and teacher performance data, schools can identify effective instructional approaches and tailor development plans to meet individual needs. In tandem, commitment-oriented practices entail recognizing and celebrating the contributions of teachers, creating collaborative platforms, and fostering a sense of community among staff members.

Encouraging open communication and feedback channels allows for a strong bond between teachers and their leaders, nurturing a shared vision of excellence. In conclusion, the insights provided by Ahmad and Schroeder (2013) underline the transformative potential of performance and commitment-oriented human resource practices in secondary schools. Embracing these practices enables schools to create an environment where teachers are empowered to excel, leading to improved student learning outcomes and overall school effectiveness. As schools continue to adapt and innovate, the integration of effective human resource management becomes an indispensable factor in shaping the future of education.

Wright, Gardener, and Moynihan (2011) contend in a Nigerian study that HRM practices directly affect the teaching profession skills, expertise, drive, and behavior, which in turn affects the proximal performance indicators of secondary schools, including operational effectiveness, efficiency, financial viability, acquiring knowledge, and expansion. The research carried out by Wright, Gardener, and Moynihan (2011) demonstrated that any management of human resources strategies chosen by an instructor at an educational institution function almost instantly and, when viewed in the

intended way, have the desired effects on the way educators behave (Wright et al., 2011). When teachers perceive selected human resource management practices in the desired manner, the outcomes are almost immediate and aligned with the school's goals and objectives (Wright et al., 2011). It indicates that when educators understand and appreciate the value of these practices, they are more likely to embrace and implement them in their daily teaching practices. One crucial aspect that emerges from this research is the importance of communication and transparency in human resource management (Wright et al., 2011).

When school leaders effectively communicate the rationale behind these practices and how they contribute to the growth and development of teachers and the school community, teachers are more likely to view them positively. Moreover, the study highlights the significance of aligning human resource practices with the specific needs and preferences of teachers (Wright et al., 2011). A one-size-fits-all approach may not yield the desired outcomes, but when teachers perceive that these practices cater to their individual growth and professional aspirations, they become more receptive to their implementation. The findings also underscore the importance of providing adequate support and resources to ensure the successful implementation of human resource management practices (Wright et al., 2011).

Professional development opportunities, coaching, and mentorship can play a pivotal role in helping teachers integrate these practices effectively into their teaching approaches. Another key takeaway from the study is the role of feedback and recognition in reinforcing positive attitudes and behaviors among teachers (Wright et al., 2011). When teachers receive timely and constructive feedback on their performance and contributions, they are more likely to feel valued and motivated to excel further.

The study by Wright et al (2011) serves as a valuable guide for school leaders in designing and implementing effective human resource management practices. By understanding the importance of teachers' perceptions and attitudes, school principals can tailor these practices to create a supportive and conducive work environment that fosters continuous growth and improvement. Hence, the study highlights the instrumental role of human resource management practices in shaping teachers' behaviors and attitudes within a school (Wright et al., 2011). The findings underscore the need for school leaders to communicate and align these practices with teachers' needs, provide necessary support and resources, and offer timely feedback and recognition. By adopting a teacher-centered approach to human resource management, schools can cultivate a culture of professional growth, job satisfaction, and overall school improvement.

The study conducted by Fishman, Marx, Besta and Talb (2012) in Ghana sheds light on the prevailing challenges related to the teacher-trainee ratio and its impact on the quality of education. The school teacher-trainee ratio remains high, indicating an imbalance in the demand and supply of qualified teachers in the education system. One critical factor that influences the quality of education is the class size and the Trainee/Teacher Ratios (TTR) (Fishman et al., 2012). Smaller class sizes and lower TTRs are generally associated with more personalized attention and better learning outcomes for students. However, the high TTR in Ghana poses a significant challenge to providing quality education.

The findings of the study also reveal disparities in TTRs between different regions and at the national level (Fishman et al., 2012). These disparities can result in unequal access to quality education, with some regions facing a more acute shortage of trained teachers than others.

Such disparities can exacerbate existing educational inequalities and hinder efforts to improve overall education standards. Moreover, the study highlights the crucial role of teacher training and professional development in addressing the teacher shortage and improving TTRs (Fishman et al., 2012). Investing in the training and development of teachers can enhance their effectiveness in the classroom and contribute to reducing the teacher-trainee ratio in the long run. The implications of the study's findings extend beyond the education sector alone. A shortage of qualified teachers and high TTRs can have broader socio-economic consequences for the country (Fishman et al., 2012).

Without an adequate supply of well-trained teachers, the overall quality of education may suffer, hindering the development of a skilled and knowledgeable workforce essential for economic growth and development. To address these challenges, policymakers and education authorities in Ghana must prioritize strategies to increase the supply of qualified teachers and improve TTRs (Fishman et al., 2012). This may involve measures such as expanding teacher training programs, providing incentives to attract and retain teachers in underserved areas, and improving the overall working conditions and job satisfaction of educators. The study conducted in Ghana by Fishman et al (2012) highlights the critical issue of teacher-trainee ratios and its impact on the quality of education. The high TTR and regional disparities in TTRs present significant challenges to providing quality education in the country.

Addressing these challenges requires a comprehensive approach that involves investing in teacher training and professional development, as well as implementing policies to attract and retain qualified teachers in all regions. By doing so, Ghana can work towards ensuring equitable access to quality education and building a strong foundation for its future development. The approximate ceiling TTR usually used is 40:1, but there are large regional and national disparities.

Research shows that many factors affect school teacher demand and supply. One of the key factors is school teacher motivation which is affected by other inherent factors like salary. The Global Monitoring Report (GMR) of 2006 highlights a pervasive crisis of school teacher morale in many countries, primarily attributed to several interconnected factors (GMR, 2006). One critical factor contributing to this crisis is the issue of inadequate salaries for teachers, which can lead to low job satisfaction and reduced motivation among educators (GMR, 2006). Inadequate compensation can also discourage talented individuals from pursuing a career in teaching, exacerbating the shortage of qualified teachers in the education system (GMR, 2006).

Another significant concern identified in the report is the unfavorable working conditions faced by school teachers (GMR, 2006). Overcrowded classrooms, lack of necessary resources, and high workload can create a challenging environment for educators, impacting their ability to deliver quality education effectively (GMR, 2006). Such working conditions can lead to burnout and fatigue among teachers, adversely affecting their performance and overall well-being (GMR, 2006). Furthermore, limited opportunities for professional development present another obstacle to enhancing school teacher morale (GMR, 2006). Teachers need access to continuous training and growth opportunities to stay abreast of the latest teaching methods and educational advancements (GMR, 2006). Without adequate professional development, teachers may struggle to adapt to changing educational needs, hindering their ability to provide high-quality instruction to students (GMR, 2006).

The report also points out the issue of contract school teachers, whose uncertain employment status can negatively impact their motivation and commitment to the profession (GMR, 2006). Contract teachers may face job insecurity and lack the benefits and job stability provided to regular teachers (GMR, 2006).

This disparity in working conditions can create disparities in teacher morale and job satisfaction, leading to an uneven distribution of effort and dedication among educators (GMR, 2006). Moreover, the introduction of performance-related pay structures is an area of contention (GMR, 2006). While performance-based incentives can be perceived as a means to improve teacher motivation and accountability, the lack of clear evidence to support their effectiveness raises questions about their appropriateness and potential unintended consequences (GMR, 2006). In some cases, such structures may create competition and undermine teacher collaboration, leading to a divisive rather than a cooperative school environment (GMR, 2006).

The GMR (2006) underscores the pressing crisis of school teacher morale in various countries, which stems from a combination of factors such as poor salaries, unfavorable working conditions, limited professional development opportunities, and the questionable use of contract teachers and performance-related pay structures (GMR, 2006). To address this crisis, a multifaceted approach is necessary, including efforts to improve working conditions and compensation, prioritize professional development, and foster a supportive and collaborative school culture (GMR, 2006). By investing in teachers and acknowledging their invaluable contributions to society, countries can foster a positive and motivated teaching workforce that is better equipped to provide quality education to future generations (GMR, 2006).

Kenya is a victim of such as indicated by Ajuoga, Indoshi and Agak (2010). Thus, there is all likelihood that the state of affairs can only persist, hence achieving EFA by 2015 a mere wishful thinking. Concerning school teacher deployment, Ajuoga *et al* (2010) assert that there is a need thus to address the equal distribution of school teachers in sub-counties, carry out registration of all school teachers, have all untrained school teachers trained through in-service courses, put in place adequate staffing norms at all levels to

make maximum use of school teachers, define the concept of a school teacher as a professional within acceptable professional principles. Muchiri and Cooksey (2012) posit that teacher empowerment plays a crucial role as a motivator in the education system. When teachers are actively involved in decision-making processes and have a say in matters that affect their work, they feel valued and appreciated for their expertise and contributions. This sense of empowerment fosters a strong sense of commitment and dedication among teachers to the secondary school where they work.

Empowering teachers allows them to take ownership of their professional roles and responsibilities. They are more likely to feel a sense of ownership and accountability for the outcomes of their teaching practices when they are involved in shaping school policies and strategies (Muchiri & Cooksey, 2012). Consequently, they are motivated to go the extra mile to improve their teaching methods and engage with students effectively. Incorporating teacher perspectives in decision-making processes also ensures that school policies and initiatives are aligned with the real needs and challenges faced by teachers in their daily work (Muchiri & Cooksey, 2012). By valuing teacher input, the school leadership demonstrates respect for their expertise and experiences, which further boosts teacher morale and job satisfaction. Furthermore, teacher empowerment leads to a collaborative and supportive school culture.

When teachers feel empowered and respected, they are more likely to collaborate with colleagues and engage in professional discussions and exchange of ideas. This positive interaction creates a collegial and cooperative atmosphere where teachers can learn from one another and improve their instructional practices collectively. The benefits of teacher empowerment extend beyond individual teachers' satisfaction; it also positively impacts student outcomes. Empowered teachers are more likely to be innovative and resourceful in their teaching approaches, leading to enhanced student engagement and

learning experiences. They are better equipped to identify and address the diverse learning needs of their students, promoting inclusivity and a supportive learning environment. Muchiri and Cooksey (2012) underscore the significance of teacher empowerment as a motivator in the education system. Involving teachers in decision-making processes and valuing their contributions fosters a sense of commitment and dedication to the secondary school. Empowered teachers are more likely to be proactive, innovative, and invested in improving student outcomes. Thus, promoting teacher empowerment should be a priority for schools seeking to enhance teacher motivation and overall school performance. In the context of secondary schools, performance management plays a vital role in achieving sustained success and improving the overall performance of teachers and support staff.

As highlighted in the study conducted in Eldoret East Sub-county by Lagat (2013), performance management is a strategic and integrated process that aims to enhance individual and collective performance in schools (Lagat, 2013). At its core, performance management involves a systematic approach to defining goals and expectations for teachers and support staff. It ensures that each individual's role is clearly aligned with the school's overall objectives. By setting specific and measurable goals, performance management provides a clear direction for teachers, allowing them to focus their efforts on tasks that contribute to achieving the school's mission. Furthermore, performance management emphasizes the development of teachers' capabilities and skills.

Through ongoing coaching, training, and professional development opportunities, teachers can continuously improve their teaching methods and classroom practices. This focus on professional growth not only benefits individual teachers but also enhances the overall quality of instruction in the school. Evaluation and feedback are essential components of performance management.

By regularly assessing teachers' performance against established goals and expectations, school principals can identify areas of strength and areas that need improvement. Constructive feedback enables teachers to recognize their successes and areas for growth, fostering a culture of continuous improvement. An integral part of performance management is recognizing and rewarding teachers' efforts and achievements. Acknowledging and appreciating teachers' hard work and dedication through appropriate incentives and recognition programs boost their motivation and job satisfaction. When teachers feel valued and appreciated, they are more likely to be motivated to go the extra mile for their students and the school.

Moreover, performance management serves as a means of accountability. By linking individual teacher performance to school-wide goals, it ensures that every teacher's efforts contribute to the overall success of the school. This alignment of individual and organizational objectives promotes a sense of shared responsibility among teachers and instills a collective commitment to the school's success. Lagat (2013) emphasizes the significance of performance management in secondary schools. This strategic and integrated approach ensures sustained success by improving teacher and support staff performance, as well as fostering individual and collective capabilities. By setting clear goals, providing opportunities for professional development, offering feedback, and recognizing achievements, performance management enhances teacher motivation and commitment to the school's mission.

Ultimately, effective performance management contributes to the overall success and quality of education in secondary schools (Lagat, 2013). In the same sentence, the Ministry of Education (2011) asserts that instructors have advanced degrees. They frequently lack knowledge and expertise in the field of primary schooling, nevertheless, especially in the actual practice of instructing elementary school.

The majority of educators hold a Bachelor of Education and began their careers as elementary school instructors with a focus on a certain subject. In either scenario, learners frequently lack basic education-related information and abilities. In the end, this results in inadequate preparation of elementary school teacher candidates. The importance of continuous professional development for teachers cannot be overstated. While teachers may have received basic training and some accidental on-the-job experience, the need for ongoing development and updating of knowledge and skills is crucial in the ever-changing educational landscape (MoE, 2009). As highlighted by UNESCO (2007), teacher education should not end with pre-service training; instead, it should be an ongoing process that emphasizes in-service updating and the renewal of teachers' capabilities.

Effective teacher professional development is a high priority in the education sector (MoE, 2009). It ensures that teachers stay up-to-date with the latest teaching methodologies, research findings, and educational innovations. Continuous learning equips teachers with the tools they need to adapt to the evolving needs of their students and the changing demands of the education system. By investing in the professional development of teachers, education authorities can create a workforce of dynamic and well-prepared educators. This, in turn, positively impacts the quality of education delivered to students. Teachers who are equipped with the latest knowledge and skills are better equipped to address the diverse learning needs of their students and provide them with a relevant and engaging learning experience.

Furthermore, continuous professional development serves as a powerful incentive mechanism for teachers (UNESCO, 2007). Adequate compensation and recognition for teachers' efforts are vital in motivating and retaining quality educators. When teachers feel valued and rewarded for their hard work, they are more likely to be motivated and

committed to their profession. This, in turn, translates into improved job satisfaction and overall teacher performance. However, it is essential to acknowledge that the financial aspect of teacher remuneration plays a significant role in motivating teachers. UNESCO (2007) highlights that if teachers' average earnings had kept pace with other professional groups over time, it would likely have a positive impact on their productivity and motivation. Continuous professional development is a critical aspect of ensuring the quality and effectiveness of teachers in the education system. It goes beyond pre-service training and emphasizes ongoing learning and updating of knowledge and skills.

By investing in the professional growth of teachers and providing them with adequate compensation and incentives, education authorities can create a dynamic and motivated teaching workforce. This, in turn, enhances the quality of education and benefits students, teachers, and the education system as a whole (MoE, 2009; UNESCO, 2007). In a captivating exploration into the realm of academic excellence and human resource management competencies, Makobe and Ogola (2020) embarked on a pioneering research endeavour set against the backdrop of Kisii County, Kenya. Amid the verdant landscapes of Kisii County, Makobe and Ogola (2020) embarked on an intellectual expedition that sought to illuminate the multifaceted connection between human resource management and the academic prowess of secondary schools.

In this localized yet globally resonant study, the researchers contextualized their investigation within the unique educational ecosystem of Kisii County, recognizing its broader implications for educational practice beyond its geographical boundaries. At the heart of their scholarly inquiry lies a foundational premise: the competencies wielded by educational principals play a pivotal role in shaping the academic trajectory of secondary schools.

Through a meticulous dissection of this intricate interplay, Makobe and Ogola (2020) meticulously crafted a narrative that underscores the critical role of effective human resource management. By delving into the core competencies that principals bring to their roles, the researchers crafted an insightful narrative that accentuates the synergy between administrative acumen and positive educational outcomes. Furthermore, Makobe and Ogola's (2020) research extends a valuable invitation to engage in a profound discourse surrounding educational management, especially within the Kenyan context. The study opens the door to a rich dialogue on the manifold dimensions of academic performance enhancement. As schools grapple with the imperative of fostering academic excellence, the research provides an invaluable roadmap that underscores the significance of strategic human resource practices.

In summation, the study conducted by Makobe and Ogola (2020) resounds as an earnest call to recognize and harness the transformative potential of human resource management competencies. Through their insightful research, these scholars illuminate a path toward heightened academic performance and educational triumph, contributing to the broader scholarly narrative that unravels the intricate relationship between administrative prowess and educational achievements. In the realm of educational exploration, where the intricate dance between administrative acumen and academic achievement takes centre stage, the research conducted by Osodo, Odera and Makori (2016) in Kenya's Public secondary schools stands as a testament to the multifaceted tapestry of human resource management competencies and their profound influence on academic performance.

Nestled within the pages of the *International Journal of Educational Administration and Policy Studies*, their scholarly endeavour embarks on a captivating journey, weaving together the threads of leadership, competence, and educational outcomes.

Against the backdrop of Kenya's dynamic educational landscape, Osodo et al. (2016) embarked on a quest to decode the intricate relationship between the competencies of school principals and the academic trajectory of Public secondary schools. As the guardians of schools, principals are entrusted with a sacred responsibility – to steer the ship of learning towards the shores of success. With a keen eye and a scholarly compass, the researchers set out to illuminate the compass that guides these stewards of education. At the heart of their exploration lies a foundational premise: the competencies of school principals are the linchpin that bridges the chasm between administrative practices and academic achievement.

With meticulous dedication, Osodo and his colleagues (2016) delved into the multifaceted realm of human resource management, peeling back the layers to reveal the array of skills, strategies, and aptitudes that principals bring to their roles. The symphony of leadership, decision-making, and interpersonal relations resonates deeply within the hallowed halls of education, shaping the very contours of academic success.

However, this research is not confined to the ivory tower of academia; rather, it extends its tendrils into the fertile soil of educational practice and policy. Through their empirical exploration, Osodo et al. (2016) beckon educators, principals, and policymakers to reflect upon the critical role that principled and proficient leadership plays in shaping the academic destiny of secondary schools. The echoes of their findings reverberate as a clarion call for the recognition, cultivation, and elevation of human resource management competencies.

In the grand tapestry of educational progress, this study serves as a vibrant thread that weaves together the aspirations of educational stakeholders with the tangible impact of administrative prowess. As Osodo, Odera, and Makori (2016) masterfully illuminate the intricate interplay between human resource management competencies and academic

performance, their research serves as an enduring beacon, guiding the way towards a future where skilled and strategic leadership propels Kenya's Public secondary schools towards new horizons of excellence. In Kenya, and specifically in Kwale County, one of the major challenges faced by teachers is relatively low wages compared to professionals in other fields. This disparity in earnings can significantly impact teacher morale and job satisfaction, leading to potential repercussions on the quality of education they provide. To address this issue, it is crucial for education authorities to recognize the importance of teacher remuneration and take steps to improve the compensation packages for teachers.

An important aspect of improving teacher motivation and performance is the adoption of productive practices within the education system. Teamwork, for instance, can be a powerful tool to foster collaboration among teachers, allowing them to share ideas, experiences, and best practices (UNESCO, 2009). Creating an enabling working environment that promotes teamwork and collaboration can contribute to a sense of camaraderie among teachers and enhance their sense of belonging within the education community. Additionally, teamwork not only facilitates knowledge sharing but also enables teachers to support each other, address challenges collectively, and develop innovative teaching approaches that cater to diverse student needs. Therefore, promoting teamwork among teachers can lead to improved teacher performance and ultimately benefit students' learning outcomes.

However, the implementation and encouragement of teamwork among teachers may require concerted efforts from various stakeholders, particularly the Ministry of Education (UNESCO, 2009). It is essential for education authorities to provide the necessary support, resources, and professional development opportunities to empower teachers and encourage collaboration.

Moreover, beyond addressing wage disparities and promoting teamwork, teacher professional development is also crucial in improving the quality of training. Continuous learning opportunities, workshops, and training sessions can equip teachers with the latest teaching methodologies, content knowledge, and classroom management techniques. When teachers feel supported and empowered through ongoing professional development, they are more likely to be motivated and committed to their profession, leading to better educational outcomes for students, enhancing teacher morale and improving the quality of training in Kenya and Kwale County require a multifaceted approach (UNESCO, 2009). Addressing wage disparities, promoting teamwork, and investing in continuous teacher professional development are all essential components to create a conducive working environment for educators.

By valuing and supporting teachers, education authorities can foster a more motivated and effective teaching workforce, ultimately benefiting the overall education system (UNESCO, 2009). To lend credence to these assertions, Nafukho (2002) emphasizes that the quality of instruction plays a pivotal role in determining the level of learning achievements within schools. It is evident that the quality of teaching is directly influenced by the effectiveness of teacher training programs. Effective teacher training involves not only imparting knowledge but also fostering the development of essential skills, behaviors, and attitudes that enable teachers to become competent and effective educators.

Therefore, continuous and comprehensive teacher training is crucial to ensuring that educators are well-prepared to deliver high-quality instruction. However, despite the recognition of the importance of teacher training, there remains a need to further investigate how human resource management practices impact the academic performance of Public secondary schools.

Existing studies, such as those conducted by Ajuoga et al (2010) and Nafukho (2002), have not provided a comprehensive understanding of the specific dynamics between school teachers and other human resources that influence academic performance. As such, there is a gap in the literature that necessitates further examination. The proposed study aims to address this gap by exploring the various human resource management practices and their impact on the academic performance of Public secondary schools.

It seeks to delve into the specific interactions between school teachers, principals, and other staff members, examining how their collaboration, motivation, and overall job satisfaction contribute to the overall educational outcomes. However, much still needed to be done to interrogate how human resource management practices influence the academic performance in Public secondary schools. Studies conducted by Ajuoga *et al* (2010), Nafukho (2002) as did other empirical studies have not articulated how specific school teachers and other human resource dynamics influence the academic performance in Public secondary schools; hence the need for the study.

2.1.4 Financial Management Competency and Academic Performance

The idea of developing financial knowledge and abilities involve the capacity to implement an accounting framework that ensures responsible handling and correct responsibility of all acquired cash. According to Bird and Brush (2018), obtaining financial literacy abilities requires having the capacity to offer data about their secondary institutions' financial intelligence rating in a way that is precise, up-to-date, and comprehensive. In essence, financial literacy goes beyond a mere comprehension of basic financial principles; it calls for a profound understanding of the complex financial framework within schools. Such a comprehensive grasp enables educational leaders to efficiently handle financial matters and allocate resources judiciously, ultimately bolstering the institution's financial stability and sustainability.

Bird and Brush (2018) stress the significance of transparency and accountability as fundamental tenets of financial literacy in secondary schools. Accurate and up-to-date financial reporting plays a pivotal role in providing stakeholders, including principals, teachers, students, parents, and funding bodies, with a clear and detailed snapshot of the school's financial health. This transparent disclosure fosters trust and confidence, crucial elements for the effective functioning and success of any educational institution. Furthermore, acquiring financial literacy skills empowers school principals to make informed financial decisions, ensuring that available resources are optimally allocated to meet the diverse needs of the school community.

By having a comprehensive grasp of the financial landscape, principals can identify potential areas for cost-saving, efficiently manage budgets, and strategically plan for long-term financial growth and development. Additionally, acquiring financial literacy skills equips secondary school leaders to proactively respond to financial challenges and uncertainties that may arise over time. The ability to navigate through financial complexities and fluctuations enables them to devise sound strategies for mitigating risks and sustaining financial stability amidst changing economic climates. Bird and Brush's (2018) valuable insights underscore the depth and breadth of financial literacy skills required by educational leaders in secondary schools.

Going beyond mere bookkeeping, financial literacy encompasses a sophisticated understanding of accounting systems, transparent financial reporting, informed decision-making, and adaptive financial management. These competencies enable principals to steer their institutions towards financial sustainability and accountability, ultimately contributing to the overall success and prosperity of secondary schools. In accordance with such claims, Shaffer (2017) discovered in research conducted in Paris that some of the most essential information in these documents is the distribution of

funds to the various requirements for various secondary schools. There are additionally records of accounts, which record the organization's every day activities. They involve cash flow planning, bookkeeping duties, ledgers, and budgeting. Principals can gain these abilities throughout classroom instruction, allowing them to be mindful of all knowledge about money records. The presence of well-maintained books of accounts further fortifies the financial foundation of secondary schools (Shaffer, 2017). These records meticulously document each day's financial transactions, creating an auditable trail that not only facilitates accountability but also lays the groundwork for comprehensive financial analyses.

Within these records lie the key to understanding the ebb and flow of financial resources, providing school leaders with an intricate understanding of their schools' financial health (Shaffer, 2017). However, the true efficacy of these financial literacy records lies in the ability of school principals to interpret and utilize them effectively (Shaffer, 2017). This calls for a proactive investment in the development of financial literacy skills for educational leaders. Through specialized training and experiential learning, principals can be equipped with the necessary acumen to navigate through these intricate financial documents, deciphering critical insights, and drawing informed conclusions (Shaffer, 2017). When principals possess a thorough grasp of financial literacy records, they become empowered financial stewards for their schools (Shaffer, 2017).

Armed with the ability to translate these records into actionable strategies, they can astutely allocate funds to various academic programs, infrastructural improvements, and co-curricular activities. This, in turn, enables them to create a conducive learning environment that fosters holistic growth and development among students, faculty, and staff (Shaffer, 2017).

The far-reaching impact of financial literacy extends beyond mere allocation of resources; it plays a central role in financial sustainability (Shaffer, 2017). Principals who are well-versed in these records can proactively address financial challenges, effectively manage risks, and create long-term financial plans that safeguard the school's financial future. By identifying potential areas for cost-efficiency and revenue generation, they can steer their schools towards financial stability, ensuring a steadfast financial trajectory in the face of dynamic economic landscapes (Shaffer, 2017). Moreover, financial literacy records promote transparency and accountability in school management (Shaffer, 2017).

When principals can readily access and comprehend financial data, they can provide accurate and comprehensive financial reports to various stakeholders, including teachers, staff, parents, and governing bodies. This open and transparent approach builds trust and confidence among stakeholders, instilling a sense of ownership and responsibility towards the financial health of the school (Shaffer, 2017). The groundbreaking research conducted by Shaffer (2017) casts a luminous spotlight on the indomitable significance of financial literacy records in the realm of secondary school administration. These records serve as an indispensable compass, guiding school leaders through the intricacies of financial management and resource optimization.

Through meticulous training and development, principals can elevate their financial literacy skills, unlocking the potential to make well-informed financial decisions that align seamlessly with the school's mission and vision (Shaffer, 2017). By embracing financial literacy records, educational leaders pave the way for a financially resilient and prosperous future, steering their institutions towards a path of sustained growth, resilience, and unwavering financial prudence (Shaffer, 2017). Khan (2016) conducted an investigation in Punjab and discovered that if every one of the records are not

correctly set up and kept track of during the course of their duties, the principals may sign a document that indicates an adverse utilization of beneficial assets due to the application of ineffective financial reporting skills that fail to follow accounting techniques and maintain inaccurate information. Stated differently, principals are involved in financial awareness administration through tasks including monitoring as well as assessing, managing credit scores, and conducting audits involving economic literacy data. This suggests that financial understanding, planning, budgeting, investing, liquidity management, e-financing, along with price and costing predictions are among the essential elements of financial literacy skills for the achievement of proprietors' businesses.

The research also highlights the crucial elements of financial literacy abilities that are necessary for principals' money-management initiatives to succeed (Khan, 2016). These components encompass various dimensions, ranging from financial literacy planning, budgeting, investment, and cash flow management to e-financing, pricing, and costing projections. Each of these aspects contributes to the overall financial health and sustainability of the secondary school. Financial literacy planning plays a fundamental role in guiding the strategic financial direction of the school, outlining clear objectives and milestones to achieve financial goals (Khan, 2016). Budgeting, on the other hand, involves the meticulous allocation of funds to different aspects of the school's operations, ensuring that resources are optimally utilized to fulfill academic and administrative requirements (Khan, 2016).

Investment decisions require a comprehensive understanding of potential opportunities and risks, enabling principals to make well-informed choices that align with the long-term financial growth of the school (Khan, 2016). Effective cash flow management ensures that the school maintains a healthy financial position, allowing for smooth

operations and timely payments to meet financial obligations (Khan, 2016). In the digital age, e-financing has emerged as a crucial component of financial literacy, encompassing the utilization of electronic tools and platforms for financial transactions and record-keeping (Khan, 2016). It empowers principals to adopt efficient and secure financial practices, streamlining financial processes for enhanced productivity. Additionally, pricing and costing projections play a significant role in determining the financial feasibility of various projects and initiatives (Khan, 2016). Accurate pricing and costing projections enable principals to assess the financial implications of decisions and make informed choices that contribute to the overall financial sustainability of the school.

Khan's (2016) study underscores the essential role of financial literacy management in secondary school administration. Principals must navigate through the challenges of financial record-keeping and utilize their financial acumen to make prudent decisions that optimize resource utilization and support the school's long-term financial well-being. By incorporating financial literacy planning, budgeting, investment, cash flow management, e-financing, pricing, and costing projections into their decision-making processes, principals can steer their schools towards financial success and resilience, ensuring a prosperous future for both educators and students alike (Khan, 2016).

In accordance to research conducted in the United States, Allan (2016) believes that accounting software systems provide a source of data that leaders in any business may use to gauge their success in terms of financial understanding. The complete and pertinent economic literacy data required to improve financial intelligence making choices utilizing principals must be provided by the financial management procedures of principals. Accounting data is essential for helping firms plan for their business operations (ibid).

Within the realm of secondary school administration, accounting practices assume a central position, providing vital financial literacy statistics that are instrumental in enhancing principled decision-making. The success of principals in steering their schools toward financial prosperity hinges upon the accuracy, completeness, and relevance of the accounting information at their disposal (Allan, 2016). Principals' accounting practices must be meticulous in supplying a comprehensive and relevant range of financial literacy data. The availability of such information is pivotal in equipping principals with the necessary insights to make sound financial decisions that align with the school's overarching objectives and goals (Allan, 2016). With access to robust accounting information, principals can effectively navigate the financial landscape, proactively addressing challenges and capitalizing on opportunities to bolster their schools' financial health.

At the heart of any organization, accounting information serves as a guiding compass, aiding in the meticulous planning of enterprise activities (Allan, 2016). For secondary school principals, this means carefully charting the financial course of their institutions, anticipating financial needs, and strategizing the optimal allocation of resources. Accounting data allows principals to forecast financial scenarios, enabling them to take pre-emptive measures to ensure financial stability and sustainability. As the custodians of financial literacy in their schools, principals must harness the power of accounting information to its fullest potential. This encompasses an array of financial aspects, such as budgeting, resource allocation, expenditure tracking, and financial performance evaluation (Allan, 2016).

A comprehensive understanding of the financial metrics empowers principals to identify areas for improvement and adopt cost-effective measures to maximize resource utilization.

Moreover, accounting data plays an indispensable role in enhancing transparency and accountability in school management (Allan, 2016). The availability of accurate and up-to-date financial information allows principals to provide clear and concise financial reports to various stakeholders, including school boards, teachers, staff and parents. This transparency fosters trust and confidence among stakeholders, as they gain a clear view of the school's financial standing and the principled decisions being made. The significance of accounting information in financial literacy management extends beyond the immediate confines of a single school year.

Principals must maintain a long-term perspective, utilizing historical financial data to inform future financial planning and decision-making (Allan, 2016). By analyzing past financial performance, they can identify patterns, trends, and potential areas for improvement, charting a path toward sustained financial growth and success. The insightful research conducted by Allan (2016) underscores the indispensable role of accounting systems in facilitating financial literacy management within secondary school administration. Principals, as financial stewards of their institutions, must diligently harness accounting information to make informed financial decisions that foster transparency, efficiency, and long-term financial sustainability.

By leveraging accounting data, principals can chart a financially prudent course for their schools, optimizing resource utilization and bolstering financial health. A proactive approach to financial literacy management ensures that schools can weather challenges, capitalize on opportunities, and create an environment that fosters holistic growth and development for educators and students alike. Cook and Nixon (2016) also note that insufficient or nonexistent information regarding accounting, as well as the ineffective use of bookkeeping data, contribute to the limited ability to obtain capital and loans that proprietors' firms face.

Microfinance organizations find it challenging to determine both risks and rewards due to inadequate maintaining documentation and accounting data, which deters them from lending to schools. These barriers hinder principals from securing much-needed financial support from microfinance institutions, impeding their efforts to enhance their schools' infrastructure and educational programs. At the heart of the issue lies the absence of comprehensive accounting information within principals' enterprises. In the absence of accurate and up-to-date financial records, microfinance institutions find it challenging to evaluate the financial health and creditworthiness of schools.

Without this crucial information, these institutions are unable to conduct risk assessments effectively, leaving them uncertain about the potential returns and associated risks of lending to schools (Cook & Nixon, 2016). As a result, they may be hesitant to extend financial assistance, constraining principals' ability to undertake essential projects and initiatives. Poor record-keeping practices further exacerbate the challenges faced by principals. The inability to maintain meticulous accounting records presents a roadblock to microfinance institutions seeking transparency and detailed financial data. Inadequate financial literacy management in the form of incomplete accounting information makes it difficult for these institutions to gain a comprehensive understanding of the school's financial standing.

This lack of transparency breeds uncertainty, dissuading microfinance institutions from extending loans or capital to schools, even in cases where financial needs are legitimate and well-intentioned (Cook & Nixon, 2016). Moreover, the inefficient utilization of available accounting information compounds the issue. Even when accounting records exist, principals may struggle to make the best use of the data at their disposal. The failure to leverage accounting information effectively means that crucial insights into the school's financial performance and stability may be overlooked (Cook & Nixon,

2016). By not actively analyzing financial trends, identifying areas for improvement, and optimizing resource allocation, principals inadvertently diminish their schools' appeal to microfinance institutions. To surmount these obstacles, principals must place a strong emphasis on financial literacy management and adopt best practices in accounting and record-keeping. Comprehensive and well-maintained accounting records serve as a powerful tool for principals to demonstrate their schools' financial transparency and creditworthiness to microfinance institutions.

By proactively showcasing accurate and up-to-date financial data, principals can instill confidence in potential lenders, assuring them of the school's financial stability and ability to meet financial obligations (Cook & Nixon, 2016). Additionally, principals must view accounting information as a valuable resource to inform strategic financial decisions. The strategic allocation of resources, meticulous budgeting, and prudent financial planning are essential elements of financial literacy management (Cook & Nixon, 2016). By embracing a proactive approach to financial management and leveraging accounting data to its fullest potential, principals can demonstrate their commitment to fiscal responsibility and ensure their schools' long-term financial sustainability. Cook and Nixon (2016) draw attention to the critical role of accounting information in principals' pursuit of capital and loans for their enterprises.

The absence of comprehensive accounting data, coupled with poor record-keeping practices and inefficient use of available financial information, presents formidable challenges for principals seeking external financial support. By recognizing the importance of financial literacy management and prioritizing the maintenance and utilization of accurate accounting records, principals can enhance their schools' financial transparency and creditworthiness, potentially unlocking opportunities for financial assistance and ensuring the long-term financial prosperity of their institutions.

The profitability of small businesses is positively impacted by budgeting and scheduling operations, according to an investigation conducted in the United Kingdom by Chasten and Mangles (2015). The online present value methodology is a common component of formal budgeting procedures used by principals involved in specialized strategic planning. This suggests that in order for principals to achieve proficiency in investing, planning, and accounting purposes, training is essential. Strategic planning is an essential aspect of financial literacy management for principals, as it allows them to chart a clear path for their schools' growth and development.

By engaging in specific strategic planning, principals demonstrate their foresight and proactive approach to addressing challenges and capitalizing on opportunities (Chasten & Mangles, 2015). Such strategic planning enables principals to align their schools' objectives with available resources, ensuring that financial allocations are well-directed towards achieving organizational goals. Furthermore, the study by Chasten and Mangles (2015) reveals a strong correlation between strategic planning and the use of formal budgeting methods that incorporate the internet present value (IPV) technique. IPV is a financial evaluation tool that assesses the profitability of potential investments by calculating the net present value of future cash flows (Chasten & Mangles, 2015). The incorporation of such advanced financial methods in budgeting indicates a high level of financial literacy and sophistication among principals.

The adoption of formal budgeting methods, particularly those incorporating IPV, can be attributed to the importance of training in building investment, planning, and record-keeping abilities among principals (Chasten & Mangles, 2015). Proper financial literacy management requires principals to possess the skills and knowledge necessary to make informed financial decisions. Investment decisions, budgeting, and record-keeping are complex tasks that demand a deep understanding of financial concepts and techniques.

In light of these findings, it becomes evident that financial literacy training is an integral component of principals' professional development. Training equips principals with the necessary competencies to navigate the complexities of financial planning and decision-making (Chasten & Mangles, 2015). By acquiring investment, planning, and record-keeping abilities, principals can effectively manage their schools' finances, optimize resource allocation, and steer their institutions towards sustainable growth and success.

The study by Chasten and Mangles (2015) emphasizes the critical role of planning and budgeting activities in influencing the performance of small organizations, including schools led by principals. Strategic planning enables principals to set clear objectives and align financial resources to achieve those goals. Moreover, the adoption of formal budgeting methods, especially those incorporating IPV, reflects the level of financial literacy and sophistication among principals. These insights underscore the importance of financial literacy training in empowering principals with the skills and knowledge needed to make informed financial decisions, ensuring effective financial literacy management and fostering long-term success for their schools.

Richardson, Howarth, and Finnegan (2015) assert that principals in Africa have insufficient proficiency in monetary literacy abilities. Their research reveals a concerning trend, indicating that many principals in the region exhibit inadequate competencies in financial literacy. Financial literacy is a critical skill set for educational principals, as it enables them to effectively manage their schools' finances, make informed financial decisions, and allocate resources prudently. However, the study by Richardson, Howarth, and Finnegan (2015) suggests that a significant number of principals in Africa may lack the necessary financial knowledge and skills to navigate the complexities of financial management. The consequences of inadequate financial literacy skills among principals can be far-reaching.

It may lead to inefficient resource allocation, financial mismanagement, and missed opportunities for school development and improvement. Without a strong grasp of financial concepts and techniques, principals may struggle to assess financial risks, plan budgets effectively, and make strategic investment decisions. To address this challenge, it becomes imperative for educational authorities and institutions to prioritize financial literacy training for principals. Professional development programs should be designed to equip principals with the essential financial skills required to excel in their roles. By providing comprehensive training in financial literacy, principals can enhance their ability to manage school finances, monitor financial performance, and align financial goals with the school's strategic objectives.

Moreover, fostering a culture of financial accountability and transparency within schools is vital. Principals should be encouraged to maintain accurate financial records, engage in prudent financial planning, and involve relevant stakeholders in financial decision-making processes. Creating an environment that values financial literacy and responsible financial management can significantly improve the overall financial health and sustainability of schools. Additionally, collaboration and knowledge-sharing among principals can play a crucial role in enhancing financial literacy skills. Peer learning platforms, workshops, and networking events can provide opportunities for principals to share best practices, exchange insights, and learn from each other's experiences in financial literacy management.

The study conducted by Richardson, Howarth, and Finnegan (2015) sheds light on the pressing issue of inadequate financial literacy skills among principals in Africa. Recognizing the significance of financial literacy in educational leadership, concerted efforts must be made to provide principals with the necessary training and support to enhance their financial competencies.

By equipping principals with strong financial literacy skills, schools can foster a culture of financial responsibility and accountability, ultimately leading to improved financial management and better outcomes for schools in the region. In order to support efficient choice making, assessment of performance, and business communication of any principals-owned enterprises, Okpara and Wynn (2016) conducted a study among Nigerian principals in the small and medium-sized businesses sector. The investigation found that the vast majority of principals lacked effective money management competencies, including record-keeping, stock-taking, managing financial literacy accounts, and following up on debts.

Okpara and Wynn (2016) found that 60.3% of principals find it difficult to persuade and motivate lenders to provide them loans so they may make investments in their schools and successfully manage these monies. This suggests that the absence of personal finance knowledge and expertise is the reason for the inability of economic intelligence organizations to lend money to several principal-owned organizations. In addition to the challenges highlighted in the study by Okpara and Wynn (2016), it is essential to recognize the broader impact of inadequate financial literacy skills on the overall sustainability and growth of principals-owned schools. Without proficient financial management, principals may struggle to allocate resources effectively, resulting in misused funds and missed opportunities for school improvement initiatives.

One critical aspect of financial literacy management that principals must focus on is proper debt management. Debt can be a useful tool when used wisely to finance school projects or address short-term financial needs. However, without a thorough understanding of debt management, principals may find themselves burdened with excessive debt, leading to financial strain and limited capacity to invest in essential educational resources.

Furthermore, financial literacy skills are crucial for evaluating investment opportunities and identifying areas for school growth and expansion. Principals with strong financial acumen can assess the potential returns on investment and make informed decisions on how to utilize available funds effectively. This ability is particularly vital in the context of school expansion or the introduction of new educational programs. Effective financial literacy management also involves monitoring cash flow, tracking expenses, and budgeting wisely. Principals must be capable of creating realistic budgets that align with their schools' strategic goals and ensure that funds are allocated appropriately to support various academic and non-academic activities.

Beyond the immediate financial implications, inadequate financial literacy skills can hinder principals' ability to engage in meaningful financial reporting and accountability. Transparent financial reporting is essential for building trust among stakeholders, including teachers, parents, and community members. It allows stakeholders to understand how financial resources are utilized and fosters a sense of confidence in the school's leadership Okpara and Wynn (2016). To address these challenges, schools and relevant authorities should prioritize financial literacy training for principals as part of their professional development programs. These training initiatives should be comprehensive, covering various aspects of financial management, including budgeting, debt management, financial reporting, and investment evaluation.

Additionally, fostering a culture of financial responsibility and accountability within schools can promote better financial literacy management. Principals should encourage a collaborative approach to financial decision-making, involving key stakeholders in budgetary discussions and seeking their input on financial priorities. Moreover, educational associations and professional bodies can play a significant role in promoting financial literacy among principals by providing access to relevant resources, organizing

workshops, and facilitating peer learning opportunities. These initiatives can empower principals with the knowledge and skills needed to navigate the financial complexities of school management successfully. The study conducted by Okpara and Wynn (2016) emphasizes the critical need for effective financial literacy skills among principals in the small and medium enterprises sector, including schools. Inadequate financial literacy can have a detrimental impact on principals-owned schools, affecting their ability to access financial support, make informed financial decisions, and demonstrate transparency in financial reporting. By prioritizing financial literacy training and fostering a culture of financial responsibility, principals can strengthen their schools' financial position, improve resource allocation, and ensure sustainable growth and success for their schools.

A study carried out in Ethiopia by Fanta and Nigusie (2019) delves into a compelling exploration of the intricate interplay between financial management strategies and academic performance. Against the backdrop of evolving global educational landscapes, this study delves into the pivotal role that effective financial management practices play in shaping the academic outcomes and overall success of schools. Situated within the vibrant academic realm of Ethiopia, the research focuses its lens on the dynamic relationship between financial decisions and academic achievements.

By examining the intricate web of financial management practices, the authors navigate the nuanced terrain of resource allocation, fiscal policies, and their consequential impact on the quality of education provided by Ethiopian higher schools. Through meticulous research and thoughtful analysis, Fanta and Nigusie (2019) dissect a diverse array of financial management practices and their potential implications on academic excellence. This comprehensive exploration allows for a comprehensive understanding of the multifaceted ways in which financial decisions resonate within the academic sphere,

ultimately shaping the student experience and institutional efficacy. As the authors delve into the empirical terrain, they artfully unearth critical insights that resonate far beyond the Ethiopian context. The findings of their study hold implications for educators, principals, policymakers, and scholars on a global scale, providing a thought-provoking perspective on the symbiotic relationship between financial stewardship and educational success. Moreover, Fanta and Nigusie (2019) meticulously extrapolate the practical implications of their findings, advocating for a paradigm shift in the perception of financial management within schools. Their research underscores the necessity of aligning fiscal strategies with academic goals, highlighting the potential to elevate educational quality through judicious resource allocation.

In essence, the literature by Fanta and Nigusie (2019) serves as a beacon illuminating the intricate tapestry woven between financial management practices and academic performance within the context of Ethiopian higher education. Their work not only underscores the significance of this symbiotic relationship but also beckons for a renewed perspective on the transformative potential of effective financial management in cultivating a robust academic environment. As educational landscapes continue to evolve, their research stands as a cornerstone, inviting further exploration and discourse into the dynamic convergence of financial prudence and academic excellence.

The scholarly investigation conducted by Adeyemi and Popoola (2019) shines a penetrating spotlight on the realm of financial management practices and their profound implications on the academic performance of students within Nigerian universities. Rooted in the rich educational tapestry of Nigeria, this study embarks on a captivating journey to uncover the intricate dynamics that underlie the connection between fiscal decisions and the scholastic achievements of students. Set against the backdrop of a rapidly evolving higher education landscape, the research undertaken by Adeyemi and

Popoola (2019) navigates the intricate nexus between financial stewardship and the learning outcomes within Nigerian universities. This exploration transcends the realm of mere financial transactions, delving deep into the core of schools to reveal the profound ways in which fiscal choices reverberate across the academic ecosystem. Through rigorous inquiry and methodical analysis, the authors traverse a diverse array of financial management practices, each bearing the potential to shape the academic trajectory of students. This multidimensional exploration uncovers insights that transcend geographical boundaries, resonating with educational stakeholders across the African continent and beyond. As the study delves into the empirical terrain, it brings to light a trove of insights that call for contemplation and action.

Adeyemi and Popoola (2019) illuminate the pathways through which financial management practices intertwine with student academic performance, urging institutions to embrace a holistic perspective on fiscal decisions. Their findings illuminate the transformative potential of strategic financial management in nurturing an environment conducive to academic success. Furthermore, the implications of Adeyemi and Popoola's research cascade beyond individual universities, holding relevance for educational policymakers, principals, and researchers at large. Their work fosters a narrative that transcends financial management as a mere administrative function, elevating it to a strategic tool for enhancing the educational experience and outcomes.

In essence, the literature by Adeyemi and Popoola (2019) serves as a beacon of insight, revealing the intricate threads that weave financial management practices into the fabric of student academic performance within Nigerian universities. Their study invites a recalibration of perspectives, encouraging a nuanced approach to financial decision-making that acknowledges its far-reaching consequences. As Nigeria's higher education landscape continues to evolve, their research stands as a guiding compass, pointing

towards a future where financial acumen and academic success march hand in hand. In the scholarly tapestry of Ghanaian higher education, the study by Oduro and Asante (2018) unfurls as a vivid and insightful exploration into the intricate nexus between financial management practices and academic performance within selected public universities. Nestled within the dynamic context of Ghana's academic landscape, their research embarks on a captivating journey of inquiry that traverses the corridors of financial decisions and their profound implications on the scholarly pursuits of students. Oduro and Asante (2018) navigate this intellectual terrain with precision and methodological rigor, delving into the heart of financial management practices.

With a case study approach, their work emanates as a beacon of illumination, shedding light on the intricate interplay between fiscal strategies and the academic outcomes of universities. As the study unfolds, it beckons readers to journey alongside the authors, delving deeper into the fabric of Ghanaian higher education. This research, grounded in empirical exploration, showcases a constellation of findings that evoke contemplation and dialogue. Oduro and Asante (2018) meticulously draw connections between financial management practices and academic performance, revealing a narrative that underscores the pivotal role of financial decisions in shaping the academic environment. Their work speaks to the essence of effective university administration, highlighting the far-reaching impact of sound financial practices on the educational journeys of students.

Beyond its immediate academic focus, the study by Oduro and Asante (2018) reverberates as a vital source of insights for educators, principals, policymakers, and researchers alike. It casts a lens on the nuanced dance between financial management and academic excellence, offering a roadmap for Ghanaian universities to navigate the terrain of fiscal decisions in a way that uplifts student outcomes. In summation, the literature crafted by Oduro and Asante (2018) stands as a testament to the inextricable

link between financial management practices and academic performance in Ghanaian universities. Their work invites stakeholders to engage in a discourse that transcends fiscal transactions and reaches into the realm of student success. As Ghana's higher schools continue to shape the nation's intellectual landscape, this study remains a touchstone for fostering an environment where financial acumen and academic achievement harmonize harmoniously. In the realm of Zimbabwean secondary education, the scholarly investigation conducted by Mukorera and Dumbu (2017) stands as a compelling exploration into the intricate interplay between financial management competency and student academic outcomes.

Against the backdrop of an evolving educational landscape, their study traverses the corridors of financial decision-making within secondary schools, shedding light on the profound implications for student achievement. Mukorera and Dumbu (2017) embark on this academic journey with meticulous attention to detail, employing a rigorous methodology that encapsulates the essence of empirical inquiry. Their work assumes the character of a thought-provoking narrative, inviting readers to delve deeper into the dynamics of financial management and its resonance in shaping the educational trajectories of students.

Rooted in a Zimbabwean context, this research serves as a potent testament to the significance of financial management competency. Mukorera and Dumbu (2017) intricately weave together the strands of financial acumen and student academic outcomes, offering a comprehensive vista of how prudent fiscal decisions can reverberate through the fabric of secondary education. Their study paints a vivid portrait of the critical role financial management plays in cultivating an environment conducive to student success. Amidst its academic underpinnings, the work by Mukorera and Dumbu (2017) transcends the confines of the research realm.

It beckons educators, principals, and policymakers to partake in a discourse that extends beyond balance sheets and budgets, delving into the heart of student academic achievement. The study illuminates pathways for Zimbabwean secondary schools to harness financial management competencies as catalysts for elevating student outcomes. The findings encapsulated within this research resonate as a clarion call to the educational community, both within Zimbabwe and beyond. Mukorera and Dumbu (2017) underscore the symbiotic relationship between financial stewardship and student academic outcomes, igniting conversations that center on effective financial practices as levers for educational enhancement.

In summation, the literature crafted by Mukorera and Dumbu (2017) emanates as a beacon of insight, illuminating the intricate dance between financial management competency and student academic outcomes within Zimbabwean secondary schools. As the nation's educational landscape continues to evolve, this study serves as a guiding compass, urging stakeholders to navigate the terrain of financial decisions with a keen eye toward fostering an environment where student success flourishes. The situation is similar in Kenya, where a large number of principals in the unorganized sector of economic activity exhibit a lack of proficiency in understanding finances (Murage, 2014). This deficiency in financial acumen has significant implications for the growth and sustainability of small and micro enterprises (SMEs) owned by principals. Financial literacy is a critical competency that enables individuals to make informed financial decisions, manage resources effectively, and plan for the future.

In the context of schools, financial literacy is particularly crucial for principals, as they are responsible for overseeing the financial health and performance of their schools. Without a strong understanding of financial management principles, principals may struggle to navigate the complexities of running a business effectively.

They may face challenges in areas such as budgeting, cash flow management, debt management, and financial reporting (Murage, 2014). Inadequate financial literacy skills can lead to missed opportunities for growth and limited ability to respond to financial challenges. It may also hinder principals' access to capital and financial support from external sources, such as banks and microfinance institutions (Murage, 2014). Moreover, the lack of financial literacy skills may result in poor financial decision-making, leading to inefficient use of resources and potential financial losses. Principals with weak financial acumen may struggle to identify and capitalize on profitable opportunities, hindering their ability to achieve sustainable growth and prosperity (Murage, 2014). To address this issue, there is a need for targeted financial literacy training and professional development initiatives for principals in the informal sector.

By equipping principals with the necessary financial management skills, schools and relevant authorities can foster growth and success in their enterprises (Murage, 2014). Furthermore, financial literacy training can enhance principals' credibility in the eyes of financiers and potential investors. Principals with strong financial literacy skills are better positioned to present their business plans convincingly and demonstrate their ability to manage finances effectively (Murage, 2014). In other words, through concerted efforts and targeted interventions, the country can create an enabling environment for principals to acquire and apply financial literacy skills effectively for the success of schools.

For instance, research conducted in Murang'a East Sub-county by Njoroge and Gathungu (2017) discovered that a deficiency in business leadership and planning abilities causes institutions to have an extremely high level of non-growth with regard to development, increased sales volume, and revenue production.

The findings of Njoroge and Gathungu's (2017) study shed light on the challenges faced by principals when it comes to effectively managing and growing their schools. This implies that, without proper financial management skills, principals may struggle to make strategic decisions and implement effective financial strategies in their schools. In other words, effective financial competencies are essential for principals to identify opportunities, set realistic goals, and allocate resources wisely. Without these skills, principals may find it challenging to make informed decisions about investment, marketing, and resource utilization, which are crucial aspects of schools' growth and success.

Principals may struggle to maintain proper records, monitor cash flow, and manage expenses effectively, leading to financial challenges and potential losses. Furthermore, inadequate financial management and planning skills can hinder principals' ability to adapt to changing market conditions and seize new opportunities. To address these challenges, there is a need for targeted training and capacity-building programs that focus on enhancing principals' financial management skills. Schools and relevant authorities can play a significant role in providing principals with the necessary knowledge and tools to effectively manage and grow their enterprises. Through workshops, seminars, and mentorship programs, principals can acquire valuable insights and best practices in business management and planning.

Additionally, networking opportunities can allow principals to learn from successful entrepreneurs and industry experts, further enhancing their understanding of effective business strategies. The situation is similar in Kwale County, where a large number of principals have deficiencies in their understanding of finance. Wanjira's (2014) investigation highlights the significance of understanding finances for Kwale County principals. To what degree certain financial competences exhibited by administrator's

impact academic success in public secondary schools, nevertheless, requires further investigation.

2.1.5 Principals' ICT Competency and Academic Performance

ICT use has a significant impact on elementary school administration. Aware of this, Cole (2004) asserts that efficient use of electronic devices and complex knowledge within educational systems is significantly influencing the way schools handle their possessions, including libraries, student records, and general school administration. They are driving broad adjustments to the skill levels that employees must possess, the day-to-day operations of school principals, and the capacity of businesses to adapt to the shifting requirements of their clientele. One of the areas significantly impacted by ICT is resource management. Digital systems have revolutionized the management of school resources, such as libraries and learning materials.

Digital libraries and online databases enable easy access to a vast array of learning resources, enhancing students' academic experiences and promoting independent research (Cole, 2004). Moreover, ICT has transformed student record management. The integration of digital record-keeping systems has streamlined administrative processes and improved data accuracy. Real-time access to student data empowers teachers and school principals to make informed decisions regarding student progress, attendance, and behavioral patterns (Cole, 2004). Furthermore, the application of ICT has revolutionized the daily activities of school managers and principals.

Advanced information systems have automated various administrative tasks, reduced manual paperwork and enhanced overall efficiency in scheduling, budgeting, and financial management (Cole, 2004). The adoption of ICT in school management has also necessitated a shift in the skillset of school employees.

Digital literacy has become essential for educators and staff to leverage technology effectively in teaching and administrative practices. Continuous professional development programs are crucial to equip school employees with the necessary skills for optimal ICT utilization (Cole, 2004). Additionally, ICT has enhanced communication between schools and stakeholders, including students, parents, and the wider community. Digital communication platforms facilitate seamless interaction, enabling timely dissemination of information, feedback collection, and collaborative engagement (Cole, 2004). As a result of these ICT-driven changes, secondary schools are better positioned to respond to the changing needs of their constituents (Cole, 2004). The integration of ICT has fostered a sense of community and partnership, improving school-stakeholder relationships and promoting a culture of openness and collaboration.

The work of Cole (2004) highlights the transformative influence of ICT on the management of secondary schools. From resource management to student records, and from administrative efficiency to improved communication, ICT has revolutionized school operations. Embracing and effectively using ICT in school management is not only a response to the digital age but also a pathway to fostering innovation and continuous improvement in educational practices.

According to research done in the Netherlands by Zhao and Frank (2003), ICT works by combining three fundamental elements: individuals, processes, and technology. This allows for the timely, economical, and viable provision of high-quality data for instruction across all school-related tasks. This is due to the fact that information and communication technology (ICT) can assist all educational activities and offer a vast amount of information. Using technology in education is one of the Dakar Framework for Action's ideas for American and European nations (UNESCO, 2002). Information and communication technologies fulfill a crucial role in; administration, planning and

management follow-up of education policies and processes. The integration of Information and Communication Technology (ICT) in education has given rise to a paradigm shift in instructional practices, ushering in an era of innovative and student-centered learning experiences. As Zhao and Frank (2003) revealed in their study conducted in the Netherlands, ICT brings together three fundamental components: people, processes, and technology, to create a dynamic and efficient educational environment. One of the key advantages of ICT in the classroom lies in its capacity to facilitate personalized learning experiences (Zhao & Frank, 2003).

Through digital learning platforms and adaptive educational software, students can engage with content at their own pace, accessing materials tailored to their learning preferences and levels of understanding. This personalized approach empowers students to take ownership of their learning journey, fostering deeper comprehension and increased motivation to excel academically. Moreover, ICT offers a plethora of multimedia tools and interactive resources that enhance the learning process (Zhao & Frank, 2003). Visual aids, simulations, and virtual reality applications bring abstract concepts to life, making learning more immersive and memorable. Additionally, online collaboration platforms enable students to work together on projects, fostering teamwork and communication skills essential for success in the modern world.

The seamless integration of ICT in education also extends beyond the boundaries of the traditional classroom, empowering parents and guardians to be active participants in their children's education (Zhao & Frank, 2003). Furthermore, ICT opens doors to global learning experiences and cross-cultural understanding (Zhao & Frank, 2003). Online platforms facilitate communication and collaboration between students and educators from different parts of the world, encouraging the exchange of ideas and perspectives.

Such experiences cultivate global citizenship and equip students with intercultural competencies essential for navigating an interconnected world. In addition to enhancing the teaching and learning process, ICT plays a vital role in streamlining administrative tasks and optimizing school management (Zhao & Frank, 2003). Advanced information systems and digital tools automate routine administrative processes, allowing school staff to dedicate more time to strategic planning and providing individualized support to students. Moreover, the integration of ICT in education fosters lifelong learning habits (Zhao & Frank, 2003).

By familiarizing students with digital resources and online research skills, they are better equipped to continue learning beyond the classroom, accessing a vast array of knowledge available on the internet. This capacity for independent learning empowers students to adapt to new challenges and pursue their interests throughout their lives. The integration of ICT in education, as highlighted by Zhao and Frank (2003), offers transformative opportunities to enhance instructional practices, personalize learning experiences, and foster global citizenship. From personalized learning paths to multimedia resources and global collaborations, technology has the potential to revolutionize education, preparing students for success in the digital age.

As schools continue to embrace ICT, they must remain committed to ensuring equitable access to technology, providing professional development opportunities for educators, and promoting responsible digital citizenship to unlock the full potential of ICT in education. The progressive and thoughtful integration of ICT in education paves the way for a more inclusive, dynamic, and future-ready learning environment, where every student can thrive and reach their full potential. Based on studies performed in the UK by Tearle (2004), the use of ICT in secondary schools has significance in the worldwide perspective.

The application of ICT in UK secondary schools is the main topic of the study. The adoption of ICT in UK schools was affected by a number of variables, including support training, access to and accessibility to assets, and attitudes toward ICT. One of the critical factors identified in Tearle's research is the attitude towards ICT among educators and school principals. A positive attitude towards technology is crucial for fostering a supportive and conducive environment for ICT integration. Educators who embrace the potential of ICT are more likely to explore innovative teaching methodologies and utilize digital tools effectively in their classrooms. Similarly, school leaders who recognize the transformative power of technology are more inclined to allocate resources and provide support for ICT initiatives.

The accessibility and availability of resources play a vital role in the successful implementation of ICT in schools (Tearle, 2004). Schools with adequate infrastructure, including reliable internet connectivity and up-to-date hardware, are better equipped to leverage technology for enhanced teaching and learning experiences. Additionally, access to a diverse range of digital learning resources, such as educational software, multimedia materials, and online databases, enriches the educational journey for both teachers and students. Another key factor in the successful integration of ICT is the provision of adequate support and training for educators (Tearle, 2004). Technology can be intimidating for some educators, especially those who may not be as familiar with digital tools. Comprehensive and ongoing professional development programs are essential for building educators' digital literacy and confidence in using ICT effectively.

Through training and support, teachers can maximize the potential of technology to create engaging and interactive learning environments. Tearle's (2004) research findings resonate beyond the UK context and have global implications for schools worldwide. As technology continues to evolve, the importance of embracing ICT in education

becomes even more pronounced. The global landscape demands learners to be equipped with digital skills and competencies essential for success in the 21st century. By embracing ICT, secondary schools can prepare students for a digitally driven world, where technological fluency and critical thinking are invaluable assets. The integration of ICT fosters a learner-centric approach, empowering students to take ownership of their learning journey and cultivate essential skills such as information literacy, collaboration, and problem-solving. Furthermore, ICT enables schools to transcend geographical boundaries and connect with schools and experts worldwide.

Virtual collaborations, online competitions, and global learning exchanges enrich students' perspectives and nurture a sense of global citizenship. However, to fully harness the potential of ICT in secondary schools, careful attention must be given to the factors that influence successful implementation. Attitude, resource availability, and ongoing professional development remain critical components of an effective ICT integration strategy. Tearle's (2004) research underscores the significance of ICT in secondary schools within the global context. The successful implementation of technology in education requires a positive attitude towards ICT, access to adequate resources, and comprehensive support and training for educators. Embracing ICT empowers students, equips them with essential skills for the future, and fosters a global outlook on education.

As schools worldwide navigate the digital age, embracing ICT as a transformative tool holds the promise of preparing students to thrive in an increasingly interconnected and technologically advanced world. According to Singh and Muniachi (2012), anticipating benefits like simpler interactions via emails or (SMS) for schools with internet access, school internet pages, and online education portals was a driving force behind supervisors in Malaysian schools implementing ICT tools.

In most countries in Sub-Saharan Africa, the scenario is similar. One of the primary benefits of ICT adoption in schools is the enhancement of communication channels. Short messaging services (SMS) and emails offer efficient and convenient means of communication between principals, teachers, students, and parents. Through these digital platforms, schools can disseminate important information, send reminders, and promptly address inquiries, creating a streamlined and responsive communication process. Furthermore, the implementation of e-learning portals and school websites facilitates seamless access to educational resources and information.

E-learning portals serve as centralized platforms where students can access digital learning materials, assignments, and assessments. Likewise, school websites provide a comprehensive repository of school-related information, including academic calendars, event schedules, and administrative announcements. These platforms not only facilitate easy access to information but also promote a sense of transparency and accessibility within the school community. The scenario described in Malaysia, where ICT adoption in schools offers numerous advantages, is mirrored in many countries in Sub-Saharan Africa. In recent years, various African nations have recognized the transformative potential of technology in education and have made strides to integrate ICT tools in their schools.

Just like in Malaysia, the adoption of ICT in Sub-Saharan Africa presents an opportunity to address challenges related to communication, resource access, and educational equity. Where traditional means of communication and resource dissemination may face limitations, ICT can bridge geographical barriers and foster more inclusive educational practices. Through mobile technology and internet connectivity, even remote and underserved areas can access digital learning materials and engage in e-learning initiatives.

Moreover, ICT offers avenues for capacity building and professional development for educators. Online training and webinars provide opportunities for teachers to enhance their skills and stay updated with the latest educational practices, despite geographical constraints. The adoption of ICT in Sub-Saharan Africa also supports efforts to promote digital literacy and 21st-century skills among students. By integrating technology in the classroom, schools can equip students with the digital competencies necessary to succeed in an increasingly technology-driven world. However, it is essential to recognize that the successful implementation of ICT in Africa faces challenges related to infrastructure, connectivity, and digital divide. Addressing these challenges requires collaboration between governments, schools, and private sector stakeholders to invest in ICT infrastructure and promote digital inclusion.

The research conducted by Singh and Munianchi (2012) in Malaysia highlights the foreseen advantages of ICT adoption in schools, such as enhanced communication, e-learning portals, and school websites. The scenario described in Malaysia resonates with many countries in Africa, where ICT presents an opportunity to overcome challenges related to communication, resource access, and educational equity. However, realizing the full potential of ICT in Africa requires concerted efforts to address infrastructure limitations and promote digital inclusion. By embracing ICT as a transformative tool, schools in Africa can empower students and educators to thrive in the digital age, paving the way for a brighter future for education in the region.

According to studies conducted by Ziraba (2012), some Uganda Central District schools had integrated ICT to assist with managerial and administrative tasks. ICT has improved the effectiveness of record keeping, school grading systems, and educational advancement tracking purposes. With the implementation of ICT, schools in Uganda Central District experienced enhanced efficiency in record management.

The adoption of digital record-keeping systems streamlined administrative processes, leading to more accurate and up-to-date records. Digital databases and management software significantly reduced paperwork, minimizing errors and facilitating easier access to essential information for decision-making. Furthermore, ICT's presence brought about notable advancements in grading systems within these schools. By incorporating digital grading platforms, educators found themselves equipped with efficient tools for recording students' academic performance. Automated grading systems not only saved time for teachers but also ensured consistency and precision in the assessment process. This allowed educators to focus more on delivering personalized feedback and instructional support to students, ultimately contributing to improved learning outcomes.

Additionally, the introduction of ICT had a transformative impact on the tracking of students' academic progress. Through digital tracking systems, comprehensive insights into individual students' performance, attendance, and participation in school activities were readily available. The availability of such data-driven monitoring empowered educators and school principals to identify areas for improvement, proactively support struggling students, and tailor interventions to ensure every student's academic success. The successful integration of ICT in Uganda Central District schools exemplifies the potential of technology in shaping modern education practices.

By leveraging ICT tools to support administration and management, schools are not only optimizing their operations but also creating more efficient and effective learning environments. The findings from Ziraba's (2012) research resonate beyond Uganda Central District and carry significant implications for schools worldwide. Embracing ICT in schools offers opportunities for educational innovation and personalized learning experiences.

Digital learning resources, interactive content, and adaptive technologies cater to students' diverse needs and preferences, fostering a more engaging and inclusive learning environment. Moreover, the incorporation of ICT in schools prepares students for the demands of the digital age, equipping them with essential digital literacy skills for their future endeavors. As technology continues to evolve, digital literacy becomes an indispensable aspect of students' ability to navigate and thrive in an increasingly technology-driven world. Nonetheless, the effective adoption of ICT in schools necessitates careful planning, sufficient infrastructure, and ongoing professional development for educators. Addressing issues related to connectivity, digital equity, and digital literacy is crucial to ensure that all students have equal access to the transformative power of ICT.

Ziraba's (2012) research in Uganda Central District underscores the positive impact of ICT integration in schools, particularly in supporting administration and management. The implementation of ICT has led to improvements in record management, grading systems, and academic progress tracking, contributing to a more efficient and student-centered learning environment. By embracing ICT, schools can embrace a progressive and innovative approach to education, unlocking the full potential of technology for the benefit of students and educators alike.

In Kenya, both KESSP 1 and KESSP II provide a framework through which the development of ICT can be strengthened to support all tasks in the school as illustrated in the document, Republic of Kenya (2008). KESSP 1 and KESSP II lay the foundation for incorporating ICT into various aspects of school administration and management. Through these initiatives, Kenya seeks to harness the potential of technology to enhance efficiency, access to information, and overall effectiveness in the education sector. Under these programs, schools in Kenya are encouraged to adopt ICT tools and

solutions to support administrative tasks. Digital systems for record management, student information databases, and financial management software are some of the ICT interventions aimed at streamlining administrative processes. By reducing manual paperwork and automating routine tasks, schools can optimize their resources and focus more on delivering quality education. Additionally, KESSP 1 and KESSP II emphasize the importance of ICT in improving teaching and learning experiences. The integration of digital learning resources, e-learning platforms, and multimedia content enables educators to create engaging and interactive lessons.

By leveraging technology, teachers can cater to students' diverse learning styles and foster a more personalized approach to education. Furthermore, ICT plays a crucial role in enhancing access to educational materials and information in remote and underserved areas of Kenya. Through internet connectivity and mobile technology, students in rural regions can access digital learning resources, online tutorials, and educational content that may otherwise be challenging to obtain through traditional means. Moreover, the integration of ICT in schools aligns with Kenya's broader vision for economic growth and development. In the digital age, proficiency in ICT is essential for a skilled and competitive workforce.

By equipping students with digital literacy skills from an early age, Kenya is nurturing a generation capable of contributing to the country's technological advancement and economic prosperity. The Republic of Kenya (2008) recognizes the transformative potential of ICT in education through the implementation of KESSP 1 and KESSP II. These initiatives provide a comprehensive framework to strengthen the development of ICT in schools, supporting administrative tasks, teaching and learning, and access to educational resources. By embracing ICT, Kenya is laying the groundwork for a more efficient, inclusive, and digitally empowered education system, poised to shape a

brighter future for its students and the nation as a whole. Choge's (2012) research provides valuable insights into the challenges faced by secondary schools in Kenya with the recent requirement by the Kenya National Examination Council (KNEC) for online registration of national examinations. This transition to digital registration has presented significant difficulties for schools without access to adequate Information and Communication Technology (ICT) facilities. The introduction of online registration for national examinations has inadvertently widened the digital divide in the education system (Choge, 2012).

Schools that lack the necessary ICT infrastructure, including computers, internet connectivity, and trained personnel, find themselves at a considerable disadvantage in complying with the new registration process (Choge, 2012). The inability to efficiently manage examination logistics through online registration creates a barrier to the educational progress of students in these schools. In response to this predicament, many schools without ICT facilities have been compelled to seek outside assistance (Choge, 2012). They often resort to hiring private services that offer online registration support. However, this solution comes with its own set of challenges (Choge, 2012). First and foremost, it incurs additional costs, which can be burdensome for schools with limited financial resources. The need to allocate funds for private services diverts resources from other critical areas of school development and improvement.

Furthermore, relying on external services for online registration introduces a level of uncertainty and unpredictability (Choge, 2012). Delays and errors in the registration process are not uncommon, leading to heightened anxiety among school principals and students (Choge, 2012). Inaccuracies in the registration data may result in penalties from the examination council, further compounding the financial strain on the affected schools (Choge, 2012).

Providing access to ICT facilities and resources for all schools is essential to ensure fairness and equal opportunities for all students (Choge, 2012). Investing in ICT infrastructure and technology-enabled learning resources empowers schools to embrace digital advancements and integrate technology into their daily operations seamlessly (Choge, 2012). Moreover, offering targeted training and capacity-building programs for teachers and school principals is vital (Choge, 2012). Building their digital literacy and proficiency equips them with the necessary skills to navigate online registration and effectively utilize technology in various aspects of school management and instruction (Choge, 2012). Collaboration between the government, schools, and private sector stakeholders is crucial in finding sustainable solutions to the challenges faced by schools without ICT facilities (Choge, 2012).

Public-private partnerships can play a pivotal role in providing support and resources to schools in need, facilitating access to ICT infrastructure and technical expertise (Choge, 2012). Additionally, advocacy for policies that prioritize ICT integration in schools and allocate resources for ICT development is essential (Choge, 2012). Recognizing the importance of technology in modern education, policymakers should ensure that schools, regardless of their location or resource level, have the means to participate fully in the digital age (Choge, 2012). Choge's (2012) research illuminates the formidable hurdles that secondary schools in Kenya confront due to the online registration mandate by KNEC.

Schools without adequate ICT facilities struggle to comply, leading to reliance on costly private services and potential errors. Addressing the digital divide requires a concerted effort, including equitable access to ICT infrastructure, training for educators, and collaboration among stakeholders. By embracing technology and ensuring equal opportunities for all schools, Kenya can create a more inclusive and future-ready

education system that empowers students and prepares them to thrive in an increasingly digital world. According to Eyo (2012), manual operating procedures are the mainstay for leadership in secondary schools. The majority of schools have staff typists and secretaries using antiquated typewriters. An improved utilization of information technology innovations is required due to the growing number of students enrolled in schools, their complicated aims and objectives, and their resources. Menjo's (2007) research sheds light on the perceptions of secondary school principals and teachers in Nandi North District regarding ICT integration in school administration. Despite facing various challenges in implementing ICT, the participants' views on ICT use in schools were predominantly positive (Menjo, 2007).

According to Menjo's findings, teachers and principals expressed favorable opinions regarding the impact of ICT on their daily tasks (Menjo, 2007). The use of ICT was credited with significantly reducing the time required to accomplish various administrative and instructional responsibilities. Tasks that once demanded considerable manual effort were streamlined through digital processes, leading to increased efficiency and productivity (Menjo, 2007). Moreover, the participants noted that the quality of work improved with the adoption of ICT (Menjo, 2007). Digital tools and technology-enabled processes allowed for greater accuracy and precision in administrative tasks, such as record-keeping, data management, and communication.

Teachers found that they could produce better lesson plans and instructional materials using digital resources, contributing to more effective teaching practices (Menjo, 2007). The positive perceptions regarding ICT integration in school administration indicate that educators and principals recognize the transformative potential of technology in enhancing educational practices (Menjo, 2007). The willingness to embrace ICT and its benefits signifies a proactive attitude toward leveraging technology for the betterment of

education (Menjo, 2007). However, it is essential to acknowledge the challenges that may hinder the full realization of the potential benefits of ICT in schools (Menjo, 2007). Menjo's research likely identified some of these obstacles faced by schools in Nandi North District. Such challenges could include limited access to ICT infrastructure, inadequate training opportunities for teachers to develop digital literacy skills, and financial constraints that hamper the implementation of ICT initiatives (Menjo, 2007). To address these challenges and fully capitalize on the positive views toward ICT use, strategic interventions and support are necessary (Menjo, 2007).

Schools and education authorities must prioritize investments in ICT infrastructure, ensuring that all schools have equitable access to digital resources and tools (Menjo, 2007). Additionally, comprehensive training programs should be provided to teachers and principals to build their ICT proficiency and empower them to make the most of technology in their daily roles (Menjo, 2007). Training should not only focus on technical skills but also on innovative pedagogical approaches that incorporate technology effectively in the classroom (Menjo, 2007). Furthermore, collaboration between the education sector and relevant stakeholders, including government agencies, non-governmental organizations, and private entities, can strengthen ICT integration efforts in schools (Menjo, 2007).

Menjo's (2007) research highlights the positive views of secondary school principals and teachers in Nandi North District regarding ICT integration in school administration. Despite challenges, educators recognize the benefits of ICT, including time-saving efficiencies and improved work quality. To fully leverage the potential of ICT in education, addressing challenges and providing comprehensive support are crucial. Equitable access to ICT infrastructure, targeted training, and collaborative efforts can foster a more innovative, efficient, and future-ready education system that empowers

both educators and students alike (Menjo, 2007). The person conducting the study chose the suggested study subject because Kwale County has not completely adopted the affluent notion of affordable procedures, despite the urgent need for cost-effective practices in the nation and the significant role that ICT plays in facilitating handling tasks for affordability. It is possible that departmental organization, preparation, or even cooperation will not be carried out successfully if secondary schools in Kwale County are unable to obtain pertinent, timely, and trustworthy information on the work undertaken in those schools. Even while investing in technological innovations might be costly initially, over time it can prove to be a cost-effective measure since it can improve internal efficiency across all school-related functions.

In recent years, there has been a growing recognition of the potential benefits that Information Communication Technology (ICT) can bring to schools, particularly in the context of secondary schools. With the rapid advancement of technology, educational stakeholders are increasingly looking for ways to integrate ICT into school systems to enhance learning, administration, and overall efficiency. One notable study that delves into the complexities and challenges of implementing ICT projects in Public secondary schools is the doctoral dissertation by Richard (2014). The study offers valuable insights into the unique context of Kwale County's educational landscape and the factors that influence the successful adoption of ICT initiatives.

Kwale County, situated in Kenya, presents a distinctive setting for ICT implementation in secondary schools, characterized by its own set of opportunities and obstacles. Richard's research sets out to identify the key factors that play a role in shaping the implementation of ICT projects in this specific region. As educators and policymakers continue to explore ways to harness the potential of ICT in education, Richard's research serves as a valuable resource for understanding the intricacies of ICT

implementation in Kwale County's secondary schools. It highlights the importance of tailoring ICT strategies to the specific needs and constraints of the local context and underscores the significance of proactive planning and support to ensure the successful integration of technology in the county's educational landscape. Richard (2014) doctoral dissertation presents a comprehensive examination of the factors influencing the implementation of ICT projects in Public secondary schools in Kwale County, Kenya.

As schools worldwide seek to leverage technology for enhanced learning outcomes, this study provides a contextually relevant and insightful exploration of the challenges and opportunities in the domain of ICT integration in Kwale County's secondary education system. However, much still needed to be done to assess the extent to which principals' competencies in ICT influence academic performance in Public secondary schools.

2.1.6 Principals' Instructional Supervision Competency and Academic Performance

One of the most important things that may help pupils advance academically is teaching oversight (Joseph & Jo, 2014). A principal's activities or those delegated to others with the goal of fostering the learning of students improvement are referred to as educational oversight (Arikewuyo, 2014). It additionally encompasses tight, periodically distributed oversight amongst principals and subject-matter specialists which emphasizes raising student accomplishment (Leithwood & Riehl, 2015). The educational institution administrator acts as the "leader of leaders" in educational oversight, which is dedicated to the essential activities of instructing, learning, and creating an active group of scholars (Lineburg, 2015). According to Kafka (2009), there is a clear correlation between the behavior of school principals and student success. In actuality, this implies that an administrator consciously elevates educational excellence to the highest priority within the institution and works to realize that goal.

Asuga and Eacott (2015) assert that the head instructor of the institution of study has direct accountability for the caliber educational experience that students get. Tony and Oduro (2016) also pointed out that principals have a huge responsibility to provide excellent education oversight, that would enhance each student's learning and academic achievement. Jenkins (2016) states that in order to guarantee that everyone in the class acquires the best instructions possible on a daily basis, an educator must place a high priority on collaborative decision-making, establish clear objectives, oversee course of study, keep an eye on students' progress, evaluate instructors on a regular basis in order to foster the learning of students, leave plenty of space for investigation and enhancement, and encourage employees in their continuous professional growth.

The administrator is responsible for making sure that instructors are properly prepared, have the necessary tools, and use the most effective teaching techniques while imparting curricular information, according to research done in 2006 by Lyons and Algozzine. These claims are in line with those made by Kruger (2016), who stated that the leader is responsible for managing educational assets to back up and enhance instruction, providing oversight and performance. Supervision, empowering instructors by involving them in making choices, and providing and coordinating all assets and procedures to encourage the education of students.

High standards for pupils as well as educators, articulating an explicit goal for the school, creating a supportive learning environment, communicating openly and clearly with all parties involved, emphasizing the importance of learning management by means of student-advancement tracking and oversight of the instructional procedure, using information to assess progress for learners and notify choices about enhancing the school, and being able to connect oversight and assessments to continuing education for educators are all highlighted by Cotton (2017).

According to Okinyi, Kwaba, and Nyabuto (2017), successful educational principals serve a common goal of academic success for everyone. Additionally, they proactively engage in the teaching procedure by prioritizing the students' interests in the educational institution's budgetary constraints, providing educational materials on time, observing the teaching process in the classroom, and having conversations alongside instructors regarding educational concerns. They also maintain a record of each instructor's accomplishment by means of subject and students averages, as well as by interacting with instructors when reviewing information about students (Lineburg, 2015).

Asuga and Eacott (2015) state that educational principals make use of information about student achievement to identify areas that require staff growth and improvement, as well as to encourage instructors based on pre-established goals and learners' skills. It is encouraged for educators who require development to participate in training sessions and conferences and to exchange ideas with other educators (Okinyi et al, 2017). Above all, when significant milestones are completed, the effective outcomes are acknowledged and both educators and learners receive rewards individually (Arikewuyo, 2014). Therefore, the road to excellent educational experiences is through good instructive monitoring.

In Kwale County's secondary schools, it is acknowledged that regular enhancements in achievement among learners can be attained when a school's administrator takes the lead in making sure instructional materials are delivered on schedule and that learning events are carefully organized, monitored, and synchronized (Kamau, 2018). Kamau (2018) states that the principal must have "skills," or an inner compass, in order to carry out the extremely requiring duties of educational oversight. These skills must constantly guide the administrator regarding the institution's eventual desires while keeping them aware of the educational institution's objectives, visions, and desired outcomes.

This investigation will examine how principals oversee educational oversight, with a particular focus on how they oversee classroom observations, educational materials time administration, professional record supervision, and extracurricular activity administration, all of which have an impact on secondary educational effectiveness.

2.1.7 Principals' Time Management Competency and Academic Performance

Schedule creation, learning environment monitoring, and the capacity of educational institution principals to provide time to teaching are all examples of educational time handling. According to Farbman, Christie, Davis, Griffith, and Zinth (2011), in line with these claims, staff members should have explicit job requirements that can be brokered by means of a helpful and mutually beneficial evaluation procedure and that correspond to the primary objectives and targets of the institution in question. This will help them make better use of the limited resources that all of the professionals in the educational institution have readily accessible to them.

Baker, Fabrega, Galindo, and Mishook (2014) analyzed time and earnings in research carried out in the Netherlands and concluded that every worthwhile effort ought to be assessed by precise time study and an average duration created for every job carried out in schools. This suggests that an organized implementation of tactics and approaches that assist instructors, employees, or executives of any kind becoming better at working in their professional and personal lives is what educational scheduling is all about. This viewpoint is in line with Silva's (2013) claims in a time management journal that time for educational purposes management is the process of identifying and using the most effective ways to finish duties or responsibilities of any complexity in the least amount of period of time with the best possible quality. According to Canady and Retting (2012), frequent uses of heads-time, staff time, and—even more crucially—student time are all examples of beneficial utilization of time.

To put it another way, principals need to have total authority over the working hours of every employee in the educational institution, just as when they manage time for classes via a schedule. A major portion of employee time is managed via the schedule. In line with these claims, Stallings (2010) highlights in Australian research that the administrator has to have a welcoming timetable, prepare, and carry out the year's activities prior to the institutions starting. Issues with institution openings along with the way they operate continuously have a big impact on students, teachers, and visitors. The optimum scenario for managing time is to start the next session as if classes were returning following a weekend break.

The master schedule should be set up to ensure each Head of Department (HoD) has a designated release hour during which they can convene to talk about procedures and policies at the institution. According to Stallings (2010), educators work nine hours every day annually in the classroom. Put another way, effective educational approaches to time management are used by principals, instructors, and learners, and they provide positive outcomes. When it comes to educational managing one's time, the main goal is to complete the necessary academic tasks. When it comes to educational oversight, time administration is the common thread that runs through practically every aspect of instructing, such as planning the day, setting up the learning environment, determining the duration and how frequently to teach various topics, tracking the advancement of students, and minimizing lengthy behavioral issues.

Barbara (2013) suggests that proficient classroom leadership and organizational skills are the first steps towards making the most of school time, considering these claims. In one way or another, utilizing time effectively is ingrained in many of the fundamentals of the teaching profession. These include cutting back on documentation, organizing, and developing procedures that cut down on disarray and wastage of time. Additional

requirements include using seatwork, distinct tasks, and educational centers to free up time for educators for working with small-group settings. Zepeda and Mayers (2012) found in Argentine research that instructors often had fewer hours to educate. A minimum of 27% of an average day at school is spent on non-instructional events such as lunch, recess, breaks, transitioning throughout classes, disturbances, and additional tasks, according to Zepeda and Mayers (2012). That percentage rises to more than 40% in numerous schools.

As astounding as those numbers may seem, they are supported by independent research conducted at the Far West Laboratory for Educational Research and Development and the previous Institute for Research on Teaching at Michigan State University. These studies also showed that while lunch, recess, and bathroom breaks are necessary, inefficiencies can result in the loss of too much instructional time. To help principals and instructors regulate time, Fredrick and Walberg (2010) developed educational management of time methodologies for the majority of Sub-Saharan African nations. These tactics involve determining targets and objectives, assigning tasks, and managing guests.

According to Bloom (2010), who discusses the appropriate and inappropriate utilization of time, educators who are always rushing to finish tasks are rarely considered to be successful, and just pondering is one of the best uses of time. Worthen and Sailor (2011) proposed in Tanzanian research that in order to allocate time effectively, instructors need understand how to utilize their time rather than how they believe they might utilize it. Teachers ought to render time efficient for them by assessing, planning, prioritizing, creating equalizes, assigning duties, focusing on the task at hand, as well as establishing deadlines, according to Worthen and Sailor (2011). In the same sentence, Ngando (2011) underlined that in order to assess instructors' time, they need to keep a record of

their activities and schedule the time they spend so that they've got an action plan. Put another way, educators need to develop their ability to prioritize. This is the situation in Kwale County, where one of among the most important factors influencing learner achievement is the quantity of high-quality educational time (Muli, 2013). Muli (2013) claims that following class timetables hasn't always been simple. Instructors are allotted limited time for education; disruptions from guests, educators, learners, and other parties continually appear to be competing for that period of time. That is to say, even if effective educators emphasize the value of education, they optimize learning through strategies for managing time.

According to Bruce (2012), a schedule is deemed practicable if all of the hard limitations are met, which leads to the restrictions that take up the majority of instructors' teaching time and complicate school timetables. One example of a strict restriction is the requirement that nobody is allowed to take two exams at the same time; in other words, there ought to be no conflicts in the schedule. Educators and principals in schools worldwide relate to the difficulty of finding a solution to the age-old issue involving educational scheduling (Muli, 2013). In other words, it might be challenging to guarantee that there are enough educational materials and instructors accessible in the right classes with the right pupils.

Nelson (2012) found that in order to have an appropriate instructor accessible for a certain topic class at a particular point in time, instructional time allocation challenges necessitate organizing multiple conferences amongst various resources without them conflicting. This was discovered in research done in Kwale County. According to Nelson (2012), these kinds of activities take up teaching time. Muli (2013) and Nelson (2012) have not, however, shown how educational time-management strategies used by

school principals affect students' academic achievement in government-run secondary schools, therefore there is still more work to be done.

2.2 Theoretical Literature Review

Two theories shaped this investigation. Among these were the theories regarding instructional production and career development.

2.2.1 The Professional Development Theory

The Professional Development Theory, which was based on the concepts of social learning and traditional behavioral psychology and proposed by Krumboltz in 1979, served as the investigation's compass. Some of the more modern concepts from cognitive-behavioral psychology (Beck, 1976) and self-efficacy theory (Bandura, 1997) are also incorporated into this theory. This theory takes into account a wide range of variables, every single one of which affects an individual's decision-making in the workplace in a unique way. This idea focuses on the necessity for individuals to adapt to the ever-changing work market.

The notion put forward by Krumboltz provides guidance on how to handle situations in which people have little influence over certain expert encounters. The fundamental tenet of this approach is that employees are influenced significantly by random events, unexpected social circumstances, and environmental conditions. This theory provides a helpful framework for characterizing and understanding principals' educational experiences in the present investigation. In the subsequent meeting, principals examine and consider their experiences. Educational experiences encompass gaining or losing the ability to develop excellent organizational skills and methods for problem-solving. Lastly, the significance of what he refers to as self-observation assumptions is emphasized by Krumboltz (1979). In other words, principals assess a candidate's competency and value by evaluating their accomplishments, competencies, and talents

against a set of benchmarks. According to Krumboltz (1979), instructors must take on the role of enablers for principals' intellectual growth and progress. They should assist adult learners in setting and achieving objectives and provide guidance in selecting the courses and subjects that would enable them to do so. The principle contributes a wide range of expertise to the field of ongoing instruction that will impact students' learning preferences and information absorption. Since Krumboltz (1979) opened the doors to inquiries and the investigation of sophisticated professional development, it is evident that his research and encouragement, creation, and implementation of educational programs suited to the principal's educational requirements must go on.

2.2.2 Theory of Educational Productivity

Walberg's (2012) theory regarding instructional production also served as a guide for this investigation. This theory's assumption is that adjustments to educational and human resources have an effect on the achievement of learners in any kind of learning environment. According to this theory, that an individual's performance is influenced by a variety of inputs, involving schools, buildings, facilities, instructional materials, instructors, and instructional environments. Measurable outputs include success in the labor market afterwards, moving up the educational ladder, attendance in classes, percentages of students who graduate, and, most frequently, scores on standardized tests. The physical facilities, curricular resources for support, both instructional and support staff, and other resources found in governmental secondary schools are all inputs with the expectation of producing substantial returns as outcomes.

According to this idea, human resources is an input into education with the expectation that it would produce changes in knowledge, skills, and behavior as an outcome. The main thesis is that, by yielding long-term advantages like social and economic growth, schooling constitutes an investment that boosts returns.

As technology advances, there might be a corresponding rise in human capital as skilled workers are in high demand since they can comprehend the industrial process. Nonetheless, a number of studies have revealed that the link between the inputs provided and the results of the educational process is not linear. According to statistics, nations with high completion and enrollment rates have expanded more quickly than those without. Given that the Kenyan government makes significant investments in secondary schooling in the country, which are considered inputs in the research being conducted, the investment must have similarly relevant outcomes to justify the expenditure. The idea behind this thesis is that schools, like any other business or organization, employ instruments to accomplish their objectives.

2.3 Theoretical Framework

Since principals are important assets for school administration and their industry-specific expertise performs a significant influence in raising high school effectiveness, the two theories used in this study were appropriate. The administrator's expertise allows her to contribute a wide range of expertise to the field of ongoing education that have an impact on students' learning preferences and information absorption. The ideas emphasize that intellectual property is an input into education and that changes in understanding, abilities, and conduct are anticipated as a result. According to these views, secondary schools employ materials to accomplish curricular objectives and purposes much like any other business or organization.

2.4 The Conceptual Framework

The basic framework of the present investigation was based on the competencies of principals as demonstrated by their ICT, scheduling, teaching oversight, financial management, and human resource management abilities, which served as the independent variables. Academic achievement in public secondary schools was the dependent variable. Figure 1 illustrates how staff mentality, government strategy, and shareholder backing made up the intervening factors.

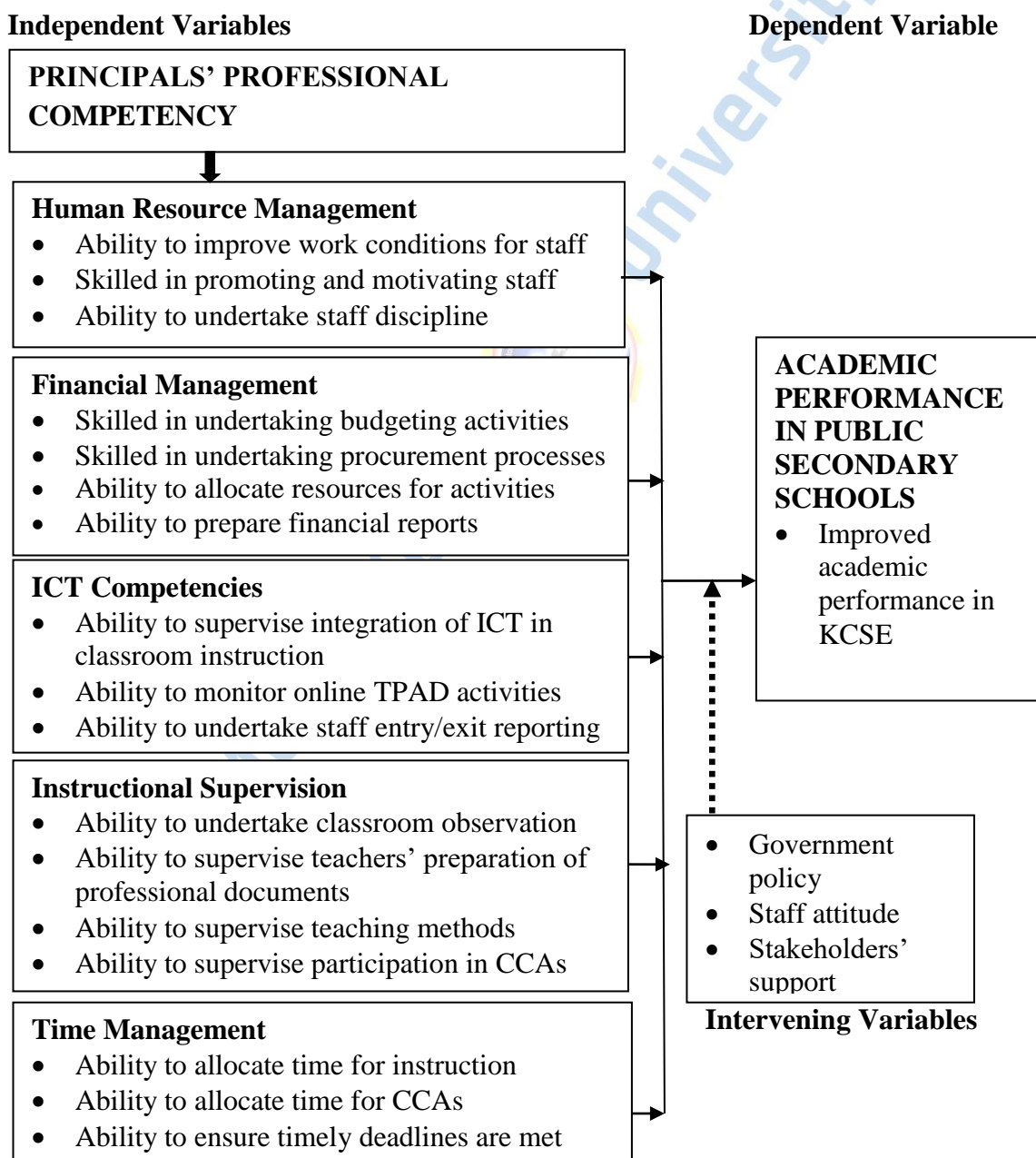


Figure 1: The Conceptual Framework
Source: Researcher (2024)

2.5 Research Gaps

Several investigation deficiencies have been identified by the study. Much research remains to be conducted to determine the manner in which human resource management techniques affect secondary education achievement, for instance, on principals' proficiency in HRM and academic achievement. Investigations by Ajuoga et al. (2010), Nafukho (2002), and other empirical researchers have not explained how particular educators and other aspects of organizational dynamics affect students' academic achievement in state-run secondary schools.

According to Wanjira (2014), principals' ability to manage finances and academic achievement in secondary schools are closely related. Rates of failure are extremely high, whereas those who do make it typically languish at the micro status before closing their doors after a few months or years of functioning. This has been linked to the heads of schools' incapacity to assure the survival of such businesses due to a lack of knowledge of finances and business acumen. The primary reason why principals' businesses fail is their incapacity to maintain knowledge of money records. As a result, it was necessary to evaluate the financial awareness proficiency of elementary school principals and to provide them with financial literacy training so they could comprehend the daily workings of their institutions.

Regarding the high-school principals' ICT proficiency and academic achievement, Kwale County has not completely adopted this admirable concept, notwithstanding the urgent need for affordable practices across the nation and the critical role that ICT plays in facilitating task management for affordability. It is possible that departmental organization, planning, or even synchronization will not be executed successfully if secondary schools in Kwale County are unable to obtain pertinent, timely, and trustworthy information on the work accomplished in those institutions.

According to Kamau's (2018) research on principals' oversight of classroom instruction and secondary-level educational achievement, learning outcomes is continually enhanced when an administrator takes the lead in making sure that educational materials are accessible promptly as well as ensuring educational events are meticulously planned, integrated, and monitored. In the words of Kamau (2018), principals must have a moral compass that always guides them towards school's objectives while refraining from losing sight of the visions, objectives, and objectives of their institution in order to carry out the extremely challenging duties of pedagogical oversight.

Muli (2013) claims that educational leaders and instructors worldwide attest to simply how challenging it is to overcome the enduring issue associated with educational scheduling time, with particular reference to heads' organizational abilities and achievement in school in secondary-level institutions. Nelson (2012) further shown that the scheduling of multiple conferences amongst various resources without their overlapping is a challenge when it comes to time management. Much work remains, though, since Muli (2013) and Nelson (2012) did not show how the classroom time management procedures used by principals affect secondary educational effectiveness. The purpose of this study was to fill up these findings and understanding gaps.

2.5 Summary of Literature Review

The literature makes it clear that one of the most important factors in ensuring that principals carry out their responsibilities in an efficient manner is their professional proficiency. Secondary school principals can assist raise academic achievement in government-run secondary schools by gaining training in human resource management, financial management, supervision of instruction, ICT, and time management. Nonetheless, a great deal of work had to be done in order to determine how each ability affects academic achievement in public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methodology that was used to carry out the study. It focuses on the research design, location of the study, target population, sample size, sampling techniques, research instruments, piloting of research instruments, validity, reliability, credibility as well as dependability. It also outlines data collection procedures, data analysis procedures and ethical considerations.

3.1 Research Methodology

Through the use of both quantitative and qualitative approaches, the investigation's combination of methods allowed for a deeper comprehension of the subject being investigated. This strategy worked well since the investigation collected and analyzed qualitative as well as quantitative information in a single investigation. The advantages of the two types of techniques were utilized by the investigator in the present investigation to support one another. Creswell (2014) states that the quantitative approach involves an investigator posing particular queries to a large sample size and gathering quantitative information from them. In this instance, surveys were used to gather data. Simultaneously, qualitative data were gathered mostly through respondents' face-to-face interviews and by depending on participant perspectives. In this instance, focus groups and interviews were used to gather data.

3.2 Research Design

In order to address quantitative as well as qualitative methods, the study used two methods of research. These comprised phenomenological and descriptive research designs. The quantitative methodologies were implemented using a descriptive survey study methodology.

This is so that the quantitiveness issue may be addressed by the descriptive questionnaire study design, which, according to Creswell (2014), employs a quantitative research approach to gather quantifiable data that will be utilized for statistical analysis of the sample. The methodology employed in this research was appropriate as it produced quantifiable results that were well-supported and validated. In this scenario, data were obtained via questionnaires. But in order to put the qualitative technique into practice, a design based on phenomenology was used; this is a type of qualitative investigation that emphasizes the similarities across life experiences within a certain group.

Creswell (2014) states that describing the underlying causes of the specific phenomena is the technique's primary objective. The methodology used in this investigation was pertinent because it gave participants a chance to share their opinions and personal experiences on how principals' professional competence affects students' academic achievement in secondary schools that are public. In this instance, focus groups and interviews were used to gather data. Subsequently, the outcomes of both techniques were combined and triangulated in parallel to offer sufficient explanations for the variables being studied.

3.3 Location of Study

Kwale County was the site of the research. With an average population concentration of 105 people per km², the area has a projected population of 866, 820 people and an area of 8, 267.1 km² (KNBS, 2019). Kwale County's primary economic pursuits consist of commerce, tourism, and subsistence farming. Still, Kwale County's public high schools continue to perform academically below par. Low academic achievement in national tests (KCSE) has become more common, as previously mentioned. According to Table 1, Kwale County's meanpoint KCSE grades for the years 2018–2022 were 2.882, 3.267,

2020–2020, 3.118, 2021, and 3.175. These results indicate that learning achievement in secondary schools that were publicly funded is on the decline (MoE, 2023). Kwale County was chosen as the research location as a result.

3.4 Target Population

Given the 92 the public secondary education system in Kwale County, the target population was 4332, including 92 principals, 832 teachers, 1564 members of school BoM, 10 Sub-county Directors of Education (MoE & TSC) and 1834 student leaders as shown in Table 2;

Table 2: Target Population of the Study

Respondents	Target Population
Principals	92
Teachers	832
Members of School BoM	1564
Sub-county Directors of Education (MoE & TSC)	10
Student Leaders	1834
Total	4332

Source: Kwale County Office (2024)

3.5 Sampling Procedures and Sample Size

The sample size for this investigation was determined by the investigator using Yamane's Formula. The process is as follows:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where N_0 is the intended sample size at the 95% confidence interval, N is the target population, and e is the 5% level of confidence (or 0.05 in decimal notation).

Therefore, the intended number was:

$$N_0 = \frac{4332}{1 + 4332(0.05)^2}$$

$$N_0 = 365 \text{ respondents}$$

Five (5) distinct strata were created using stratified sampling, taking into account the number of sub-counties (Kinango, Matuga, Msambweni, Lungalunga, and Samburu-Kwale) in Kwale County. By using this sampling technique, it was possible to guarantee that the taken samples were identical, homogenous, and very proportionally represented from each sub-county. Purposive sampling was used to choose three (3) principals and four (4) members of the school board of management (one member per institution) from each sub-county. Purposive sampling, as stated by Morse (2010), has a small margin of error and lets the researcher demonstrate the accuracy of the data. Purposive sampling was used in the present investigation because it enabled the researcher to choose secondary schools where there have been instances of extremely poor KCSE achievement over the previous five years.

Likewise, an intentional representative sample of the ten Sub-county Directors of Education (MoE & TSC) was taken. Nevertheless, in order to remove responder bias, 40 instructors and 16 student leaders were chosen at random from each sub-county. As indicated in Table 3, this selection process resulted in a sample of 15 principals, 200 instructors, 60 members of the school Board of Management, 10 Sub-county Directors of Education (MoE & TSC), and 80 student representatives;

Table 3: Sampling Grid

Respondents	Target Population	Sample Size	Sampling Techniques
Principals	92	15	Purposive sampling
Teachers	832	200	Simple random sampling
Members of School BoM	1564	60	Purposive sampling
Sub-county Directors of Education (MoE & TSC)	10	10	Purposive sampling
Student Leaders	1834	80	Simple random sampling
Total	4332	365	

Source: Researcher (2024)

3.6 Research Instruments

These are the instruments that were employed to collect data on the particular predetermined themes of the study goals. These incorporated instructor surveys, administrator interview guidelines, school board of managers and sub-county director of education guidelines for interviews, and student leadership focus group discussion guidelines.

3.6.1 Questionnaire for Secondary School Teachers

To get quantitative data from high school teachers, the study employed a self-drafted survey with closed-ended assessments. This is because, according to Morse (2010), a questionnaire is a research tool which is made up of a list of queries in tandem with additional suggestions to gather information from respondents. Often, when creating it, the statistical analysis of the answers is taken into consideration. The questionnaire was designed with three sections to collect information on the different research aspects. The gender and educational background of those who participated were gathered in the first section of the questionnaire. The objectives of this inquiry served as the basis for the test items in Sections B, C, D, E, and F of the online survey. The test items, which included 5-point Likert-type questions in line with the study aims, were appropriate as, according to Creswell (2014), the Likert scale represents a scale with purportedly equal ranges across respondents.

3.6.2 Interview Guide for Principals, Members of School BoM and Sub-county Directors of Education (MoE & TSC)

In this study, structured interviews, with open-ended test items, were applied to collect qualitative data from principals, members of school BoM as well as the Sub-county Directors of Education (MoE & TSC).

For the purposes of this research, face-to-face interviews were crucial since they allowed the investigator to ask follow-up and in-depth questions.

3.6.3 Focus Group Discussion Guide for Student Leaders

Students in leadership positions at the public secondary schools that were sampled for this study provided information using a focus group discussion guide. Fifteen groups (the fundamental sampling unit) were created from the sample of eighty leaders from students. There were at least 5 people in each group.

3.6.4 Document Analysis Guide for the Researcher

The investigator in this study conducted document analysis of records of KCSE results in order to gather data on the state of academic achievement in secondary schools between 2018 and 2022. This was required in order to bolster the opinions of other responders.

3.7 Piloting of Research Instruments

A total of 36 participants (2 principals, 20 teachers, 6 members of school BoM and 8 student leaders) from a selection of public secondary schools in Kwale County participated in the pilot study since, according Kothari (2005), a pilot sample should make up 10% of the overall study sample (10.0% of 365). The goal of the pilot program was to verify that the measuring devices were built appropriately, that the inquiries were clear, that the knowledge obtained was relevant, and that the language used was suitable. The outcomes of the piloting were also utilized to prepare the investigation's equipment to confirm and determine their dependability. Additionally, it foresaw issues or difficulties that the respondents would run into, such time management for gathering data and interpreting the surveys. Additionally, practice runs of the interview and discussion in the focus group schedules were conducted to make sure that the questions were framed appropriately and elicited a range of responses that would help the

investigator pinpoint areas that needed improvement. In order to prevent bias, the individuals who participated in the pilot research were excluded from the report that was published.

3.7.1 Validity

Multiple techniques of data collection were triangulated in order to verify the reliability of the study tools. This technique was employed to raise the instruments' internal validity. Consequently, the investigator in the present investigation recorded the assessment information shortly after the interviews and sent them back for member review. Additionally, the peer debriefing technique was used to guarantee the veracity of the findings. This required data to be reviewed by specialists in the field of study being investigated. The specialists examined and questioned the approaches and interpretations. The person conducting the study included specialists in education administration in this investigation. The instruments were revised in light of their feedback, opinions, and ideas. The investigator created declarations based on the investigation's goals to guarantee the quantitative reliability of the investigation's equipment. This was accomplished by making sure the questions had a clear connection to the investigation's goals and contributing factors.

3.7.2 Reliability

The investigator evaluated the uniformity of the answers on the pilot surveys rigorously in order to judge the equipment' dependability, with the assistance of the university examiners. The examination items' dependability was determined using the split-half approach. In this instance, an even number of participants took the test items once, and the answers were split into two equal portions referred to as "halves." Utilizing the Cronbach Alpha Technique, the dependability index between the two "halves" was determined.

The internal consistency of the test items on the scale increases when the Cronbach Alpha Coefficient approaches 1. The study's Cronbach Alpha Coefficient, $r = 0.725$, showed good internal reliability and was deemed appropriate. This is because any Cronbach Alpha score between 0 and 1 denotes strong internal consistency, according to Kothari (2005).

3.7.3 Credibility

Data triangulation via multiple evaluations was used to establish the tools' trustworthiness because only participants or consumers could properly evaluate the results. Credibility is the process of proving that the findings of the investigation are reliable by emphasizing the quality of work above quantity (Kothari, 2005). In accordance with Creswell (2014), establishing the trustworthiness of the research's conclusions entails depending more on the caliber of the data gathered than the amount that it contains.

3.7.4 Dependability

In this study, to guarantee dependability, each qualitative data collection process was reported in detail to enable the researcher to repeat the inquiry and achieve similar results. According to Kothari (2005), dependability ensures that the research findings are consistent and could be repeated. This was measured by the standard by which the research was conducted, analyzed and presented. Each process in the study was reported in detail to enable the researcher to repeat the inquiry and achieve similar results. This also enabled researcher to understand the methods and their effectiveness.

3.8 Data Collection Procedures

The investigator made an inquiry for an introduction note to the Mount Kenya University School of Postgraduate Studies and the Ethical Review Committee (ERC). The National Commission for Science, Technology, and Innovation (NACOSTI) was

contacted by the investigator in order to get a study permission after receiving a notification from Kwale, the county commissioner and director of education. The investigator scheduled meetings with those who participated to deliver surveys and do polls in order to gather preliminary data for the analysis after securing investigation permissions and documents of authorization. Together with conducting interviews with principals, members of educational institution boards of management, and sub-county directors of education to gather information from qualitative sources, the investigator also held focus groups with leadership among students, as indicated in Table 4. The surveys were given to instructors in order to gather quantitative data, and the duly completed forms were then gathered and safely preserved for the purpose of analyzing the data.



Table 4: Data Collection Matrix

Research Questions	Questionnaire Questions	Interview Guides	Focus Group Discussion Guide
What impact does the ability to manage human resources have on the academic achievement of learners in public secondary schools?	Secondary School Teachers Section C: Q1 & 2	Principals Members of BoM Sub-county Directors of Education (MoE & TSC) Section C: Q1 & 2	Student Leaders Section C: Q1 & 2
How much does a school administrator's ability to handle finances affect students' academic performance?	Secondary School Teachers Section D: Q1 & 2	Principals Members of BoM Sub-county Directors of Education (MoE & TSC) Section D: Q1 & 2	Student Leaders Section D: Q1 & 2
How does the ICT proficiency of principals affect the educational achievement of students?	Secondary School Teachers Section E: Q1 & 2	Principals Members of BoM Sub-county Directors of Education (MoE & TSC) Section E: Q1 & 2	Student Leaders Section E: Q1 & 2
What impact does the educational supervisory competence of principals have on the achievement of students in school?	Secondary School Teachers Section F: Q1 & 2	Principals Members of BoM Sub-county Directors of Education (MoE & TSC) Section F: Q1 & 2	Student Leaders Section F: Q1 & 2
How much does an administrator's ability to handle their time affect the achievement of pupils in school?	Secondary School Teachers Section G: Q1 & 2	Principals Members of BoM Sub-county Directors of Education (MoE & TSC) Section G: Q1 & 2	Student Leaders Section G: Q1 & 2

3.9 Data Analysis Procedures

Data analysis began by identifying common themes from the respondents' descriptions of their experiences. The relevant information was broken into phrases or sentences, which reflect a single, specific thought. The responses to the close-ended items were assigned codes and labels. Frequency counts of the responses were obtained to generate information about the respondents. Qualitative data were analyzed thematically along the study objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis in Statistical Packages for Social Science (SPSS Version 25) to establish the relationship between principals' professional competency and academic performance in public secondary schools. The quantitative findings of the study were presented using tables. The data analysis matrix is shown in Table 5;

Table 5: Data Analysis Matrix

Research Questions	Independent Variable	Dependent Variable	Quantitative Data Analysis	Qualitative Analysis
What is the influence of human resource management competency on the performance of secondary schools?	<ul style="list-style-type: none"> Principals' human resource management competency 	<ul style="list-style-type: none"> Academic performance in Public secondary schools 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> Thematic Analysis
To what extent does principals' financial management competency influence the performance of secondary schools?	<ul style="list-style-type: none"> Principals' financial management competency 	<ul style="list-style-type: none"> Academic performance in public secondary schools 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> Thematic Analysis
How does principals' ICT competency influence the academic performance?	<ul style="list-style-type: none"> Principals' ICT competency 	<ul style="list-style-type: none"> Academic performance in public secondary schools 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> Thematic Analysis
How does the teaching and supervisory ability of principals affect students' learning outcomes?	<ul style="list-style-type: none"> Principals' instructional supervision competency 	<ul style="list-style-type: none"> Academic performance in public secondary schools 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> Thematic Analysis
How much does a school administrator's ability to manage their time affect the performance of students?	<ul style="list-style-type: none"> Principals' time management competency 	<ul style="list-style-type: none"> Academic performance in public secondary schools 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> Thematic Analysis

3.10 Ethical Considerations

Ethical guidelines for research entail describing the study's objectives and participant requirements, as well as demonstrating how informed permission was acquired and anonymity was maintained.

3.10.1 Permission to Access to the Study Sites

The investigator properly requested authority, gave an official commencement, and produced a document of approval from the designated authorities—the county commissioner and the county director of education, for example—in order to gain entrance to the places.

3.10.2 Participants' Right to Privacy and Confidentiality

The investigator involved in the present investigation made sure that any identifiable data provided by the participants would remain private. The responders received assurances that the data they submitted could be utilized exclusively for the stated reason.

3.10.3 Anonymity

The responders were given the investigator's word that their personal information would not be disclosed or shared in any way. Furthermore, in writing or other correspondence, no personally identifiable data regarding the person or the organization would be disclosed.

3.10.4 Participants' Right to Informed Consent

The investigator gave the responders an explanation of the context and goal of the study. In order for those who participated to voluntarily take part, the examiner had to clarify to them the process that would be adopted throughout the data collecting. As a result, the investigator asked those surveyed for their agreement, having them sign informed authorization forms (Appendix II).

Written permission to participate in the investigation was obtained from the legal guardian or parents of the student principals, who are minors, and they had to fill out an authorization form (Appendix III).

3.10.5 Intellectual Ownership and Plagiarism

The investigator tested the file's degrees of likeness, which complied with 20% and lower, using anti-plagiarism technology termed Turnitin in order to prevent plagiarism and duplicate content.

3.10.6 Storage of Data Collected

The acquired unprocessed information were organized for easy retrieval. Machine document printing were filed once all the information were evaluated, and electronic copies were kept on CDs and flash drives.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, demographic information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

4.1 Response Rate

In this study, 200 questionnaires were administered to teachers and, in return, 197 questionnaires were filled and returned. The researcher also interviewed 13 principals, 49 members of school BoM and the 10 Sub-county Directors of Education as well as focus group discussions with 67 student leaders. This yielded response rates shown in Table 6;

Table 6: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	15	13	86.7
Teachers	200	197	98.5
Members of school BoM	60	49	81.7
Student Leaders	80	67	83.8
Sub-county Directors of Education (MoE & TSC)	10	10	100.0
Total	365	336	92.1

Source: Field Data (2023)

Table 6 shows that principals registered a response rate of 86.7%, teachers registered 98.5%, members of school BoM registered 81.7% whereas student leaders registered a response rate of 83.8%. However, all the ten (100.0%) Sub-county Directors of Education (MoE & TSC) took part in the study.

4.2 Respondents' Demographic Information

The participants were asked to provide demographic data using the study tools. These comprised educational attainment and sex. This was required since there was possibly a chance that it may affect their capacity to provide accurate data on the study's goals.

4.2.1 Gender of the Respondents

Table 7 displays the outcomes of the collection of data on the participant's gender allocation:

Table 7: Distribution of the Respondents by Gender

Gender	Principals		Teachers		Members of School BoM		SCDEs		Student Leaders	
	f	%	f	%	f	%	f	%	f	%
Male	9	69.2	116	58.9	32	65.3	9	90.0	38	56.7
Female	4	30.8	81	41.1	17	34.7	1	10.0	31	43.3
Total	13	100.0	197	100.0	49	100.0	10	100.0	67	44.4

Source: Field Data (2023)

Table 7 shows that slightly more than two-thirds, 9(69.2%), of the principals were male whereas 4(30.8%) were female. In the same token, most of the secondary school teachers, 116(58.9%) were male whereas their female counterparts constituted 81(41.1%). Most of the members of school BoM, 32(65.3%), were male while female members of school BoM were 17(34.7%). Majority, 9(90.0%), of Sub-county Directors of Education were male whereas a paltry 1(10.0%) were female. Student leaders were fairly distributed with male student leaders constituting 38(56.7%) of the sample and their female counterparts being 31(43.3%). These data reveal that there was adequate gender parity at all levels of the study and that the extent to which principals' professional competency influences the academic performance in secondary schools is of great concern to male and female stakeholders.

4.2.2 Level of Education of Principals and Teachers

The study instruments also yielded data about the educational background of instructors and principals. Table 8 presents the findings.

Table 8: Level of Education of Principals and Teachers

Level of Education	Principals		Teachers		Members of School BoM		SCDEs	
	f	%	f	%	f	%	f	%
Secondary Education	0	0.0	0	0.0	3	6.1	0	0.0
Certificate	0	0.0	0	0.0	5	10.2	0	0.0
Diploma	0	0.0	30	15.2	13	26.5	0	0.0
Bachelors' Degrees	7	53.8	119	60.4	20	40.8	4	40.0
Postgraduate	6	46.2	48	24.4	8	16.4	6	60.0
Total	13	100.0	197	100.0	49	100.0	10	100.0

Source: Field Data (2023)

Table 8 shows that slightly more than half, 7(53.8%), of the principals had Bachelors' Degrees whereas 6(46.2%) had postgraduate qualifications. Similarly, most of the teachers, 119(60.4%), had Bachelors' Degrees, 48(24.4%) had postgraduate qualifications while 30(15.2%) had Diplomas. A fair majority, 20(40.8%), of the members of school BoM had Bachelors' Degrees, 13(26.5%) had Diplomas, 8(16.4%) had postgraduate qualifications, 5(10.2%) had certificate qualifications whereas a paltry 3(6.1%) had secondary education. In the same token, majority of the SCDEs, 6(60.0%), had Bachelors' Degrees while 4(40.0%) had postgraduate qualifications. The fact that those who responded only had a foundational education supports the notion that they were qualified to answer inquiries on how much principals' competence as professionals affects secondary-level students' academic achievement.

4.3 Status of Academic Performance

The goal of the research was to evaluate the patterns of achievement in public secondary schools in Kwale County. This was accomplished by compiling data on learners' KCSE achievement during the last five years (2018–2022). Results of the collection of data that is descriptive are displayed in Table 9;

Table 9: KCSE Performance in Kwale County between 2018 and 2022

KCSE Results in Mean Score (Points)	Years of Examination				
	2017	2018	2019	2020	2021
	%	%	%	%	%
1-2.9 points (Poor)	40.2	43.5	44.2	47.3	48.9
3-4.9 points (Below Average)	36.9	35.1	34.9	33.5	32.5
5-6.9 points (Fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (Good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (Excellent)	2.2	1.9	1.8	1.7	1.6

Source: Field Data (2023)

Table 9 demonstrates that, in 2017, 40.2% of secondary schools had mean KCSE scores throughout 1-2.9, 36.9% throughout 3-4.9, 15.4% throughout 5-6.9, and 5.3% between 7-9 points, while a pitiful 2.2% of secondary institutions had KCSE scores between 9-11.9. There remained a downward tendency in outcomes in the years that followed. Table 9 illustrates this idea. In 2018, 43.5% of secondary schools received scores between 1-2.9 points, 35.1% received a rating between 3-5 scores, 15.1% received a scoring between 5-7 scores, 4.4% received a score that occur between 7-8.9 scores, and 1.9% received a scoring between 9-11.9 marks in the KCSE.

The KCSE results for secondary schools in 2019 showed that 44.2% of them enrolled with 1-3 points, 34.9% with 3-5 scores, 14.8% with 5-7 scores, 4.3% with 7-8.9 scores, and 1.8% with 9-11.9 points. Table 6 also demonstrates that, in the KCSE for 2020, 47.3% of secondary schools received an average score of 1-2.9, 33.5% received a mean

score of 3-4.9, 13.7% received a mean score of 5-6.9, 3.8% received a mean rating of 7-8.9, and 1.7% received a mean score of 9-11.9. According to a similar pattern, in the KCSE in 2021, 48.9% of secondary schools received a score between 1-3 mean scores, 32.5% received a score between 3-4.9 mean points, 13.4% received a score between 5-6.9 mean scores, 3.6% received a score between 7-8.9 mean points, and 1.6% received a score between 9-11.9 mean points. These outcomes are in line with a Ministry of Education (MoE) study from 2023 that showed a comparable declining trend in Kwale County students' performance.

The Ministry of Education (2023) reports that meanpoint grades in KCSE for public secondary schools in Kwale County were 2.882 in 2018; in 2019, 3.267; in 2020, 3.384; in 2021, 3.118; and in 2022, 3.175. This indicates much more of a drop in intellectual achievement throughout public secondary schools. This suggests that academic achievement is a crucial aspect of the high-quality education provided in secondary schools and that the degree to which outcome measurements are linked to learning content defines outcome indicators. Stated differently, academic achievement is the result of receiving a high-quality education and the degree to which a learners attending high school has met their learning objectives.

Students' academic achievement is one of the fundamental components of transparent secondary-school institutions and credentials, claim Rubin et al. (2010). Smith et al. (2011) also pointed out that methods to secondary school quality control include a significant component related to learning outcomes. This demonstrates that academic achievement is an essential instrument for both educators and learners to understand the outcomes of their learning. This suggests that academic achievement in public secondary schools has been steadily declining, raising concerns about the efficacy of growing professionally abilities.

4.4 Principals' Human Resource Management Competency and Academic Performance

The study sought to examine how principals' human resource management competency influences academic performance in public secondary schools.

4.4.1 Descriptive Analysis

Descriptive data were collected from every teacher in the sampled public secondary schools, organized and summarized into specific thoughts. Results are presented in Table 10;

Table 10: Teachers' Views on the Influence of Principals' Human Resource Management Competency on Academic Performance

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In an attempt to raise state-run high school effectiveness, principals have not made improvements to the working circumstances for instructors	51.8	11.5	5.8	5.8	25.1
Principals in state-run secondary schools possess the abilities to promote staff members and inspire them to do their work better	54.0	14.4	5.8	11.5	14.4
Due to the fact that principals are rarely adept at managing disciplinary issues, government-run secondary schools have demonstrated excellent success	57.6	9.4	7.2	9.4	16.4
Principals have learned the skills and competences on how to handle instructors' human resource difficulties in order to enhance the effectiveness of secondary schools that are publicly owned	48.2	8.6	5.8	20.9	16.4
Principals may now supervise secondary institutions' outstanding achievements because of their education and experience in human resource management	66.5	11.3	3.3	5.4	13.5

Source: Field Data (2023)

As Table 10 demonstrates, 102 (51.8%) of educators firmly concurred, followed by 23 (11.5%) who concurred 11 (5.8%) who were uncertain, 11 (5.1%) who disapproved, and

50 (25.1%) who were staunchly opposed with the statement that principals have not improved teachers' conditions of employment as a way to enhance the success of secondary schools that are publicly operated. Based on the results of the investigation, it was discovered that slightly over half of the teachers—106, or 54.0%—strongly concurred that principals in public secondary schools lack the necessary skills to promote staff and motivate them to perform better. Of their instructors, 28 concurred 11 were uncertain, 23 disapproved, and 29 were adamantly against it.

These results support the claims made by GMR (2006) that low pay, unfavorable working circumstances, and a lack of opportunity for professional growth are the main causes of the low morale among school teachers in many nations. These findings further support the findings of a study conducted in Nigeria in which Wright et al (2011) revealed that human resource management practices have a direct impact on teachers' knowledge, skills, motivation and behaviour which in turn influences the proximal indices of secondary school performance such as learning and growth. This indicates that the low academic performance witnessed in national examinations in many Public secondary schools is attributed to the inability of many principals to support teachers in terms motivation, provision of basic incentives and strive towards creating an environment where teachers can get opportunities for further professional development.

According to the investigation, 113 instructors (57.6%) firmly believed that principals rarely have the necessary skills to handle indiscipline-related issues, which has allowed secondary public institutions to achieve outstanding results. Of the educators surveyed, 19 concurred 14 were uncertain, 19 disapproved, and 32 were adamantly against it. These results corroborate those of Wright et al. (2011), who found that any human resource management strategy chosen by an educational institution principal to reprimand instructors and other staff members has an almost instantaneous effect and,

when interpreted by instructors in the intended way, produces the intended impact on their conduct and mindsets. Wright et al. (2011) state that when principals enforce disciplinary measures against educators in an efficient and impartial manner, it enhances instructional methods in the classroom and ultimately results in better academic achievement. This indicates that approaches adopted by principals to discipline teachers cannot be ignored as a key step towards improving academic performance in Public secondary schools.

The study also showed that 95 educators, or 48.2%, were in agreement that principals should have the knowledge and abilities to manage educators every human resource challenge in order to enhance the achievement of secondary schools. In contrast, 17 educators, or 8.6%, concurred 11 educators, or 5.8%, were uncertain, 41 educators, or 20.9%, disapproved, and 33 educators, or 16.4%, were firmly opposed. A large number of instructors, 130 (66.2%), completely concurred with the statement that principals have been able to supervise the recognition of public secondary schools excellent results thanks to ongoing education in human resource management. Only 23 instructors, or 11.5%, concurred 7 educators or 3.6%, were uncertain, 11 instructors, or 5.8%, disapproved and 26 instructors, or 12.9%, were firmly against it.

These results corroborate those of Kuala Lumpur research by Boselie et al. (2015), which discovered that employee performance management, compensation and incentive, and education and growth. are the most often used HRM techniques. Human resource management techniques significantly affect instructor outcomes (turnover and productivity) and effectiveness as a whole, as demonstrated by Boselie et al. (2015). These findings are indicative of the fact that, though not often achievable, human resource management practices adopted by school heads are major determinants of how teachers and other staff members undertake their duties aimed at improving academic

performance. This suggests that prosperous secondary schools are recognizing more and more that a variety of strategies affect teachers' effectiveness, with human resources playing the most important role. Stated differently, an elementary institution's most valuable investment is its human capital, which may be used to gain an edge over others and improve teacher effectiveness.

4.4.2 Inferential Analysis

Data were gathered from principals of the 13 governmental secondary institutions that were chosen in order to confirm the impact of principals' expertise in human resource management on student achievement (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1) they manifest human resource management competencies such as ability to improve work conditions for staff, promoting and motivating staff as well as undertaking staff discipline in relation to performance in Kenya Certificate of Secondary Education (2018-2022). Results are shown in Table 11:

Table 11: How Often Principals Manifest Effective Human Resource Management Competencies and Performance in KCSE (2018-2022)

How Often Principals Manifest Human Resource Management Competencies	KCSE Performance				
	2018	2019	2020	2021	2022
3	4.723	4.724	4.643	4.175	4.524
2	2.505	2.681	2.805	2.241	2.349
3	2.003	2.245	2.179	2.274	2.307
2	3.109	3.15	3.118	2.772	2.293
2	3.140	4.320	3.710	4.010	4.020
4	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424
4	3.877	4.642	4.464	4.104	5.200
5	3.954	4.066	4.0984	3.092	3.097
5	7.789	8.031	8.7588	8.261	8.363

Source: Field Data (2023)

Table 11 shows that, in Public secondary schools where principals frequently manifest competencies on how to handle and manage human resource issues such as improving work conditions for staff, promoting and motivating staff as well as undertaking staff discipline, academic performance in Kenya Certificate of Secondary Education (KCSE) is high. Table 12 displays the outcomes of applying Pearson's Product Moment Correlation Analysis to the data in Table 8:

Table 12: Relationship between Principals' Human Resource Management Competency and Academic Performance

		X1	B	C	D	E	F
X1	Pearson Correlation	1	.642*	.553*	.592*	.560*	.569*
	Sig. (2-tailed)		.018	.045	.033	.046	.042
	N	13	13	13	13	13	13
B	Pearson Correlation	.642*	1	.962**	.945**	.966**	.929**
	Sig. (2-tailed)	.018		.000	.000	.000	.000
	N	13	13	13	13	13	13
C	Pearson Correlation	.553*	.962**	1	.966**	.973**	.961**
	Sig. (2-tailed)	.050	.000		.000	.000	.000
	N	13	13	13	13	13	13
D	Pearson Correlation	.592*	.945**	.966**	1	.950**	.961**
	Sig. (2-tailed)	.033	.000	.000		.000	.000
	N	13	13	13	13	13	13
E	Pearson Correlation	.560*	.966**	.973**	.950**	1	.976**
	Sig. (2-tailed)	.046	.000	.000	.000		.000
	N	13	13	13	13	13	13
F	Pearson Correlation	.569*	.929**	.961**	.961**	.976**	1
	Sig. (2-tailed)	.042	.000	.000	.000	.000	
	N	13	13	13	13	13	13

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

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

Key: **X1**- How Often Principals Manifest Human Resource Management Competencies; **B, C, D, E** and **F**-Students' Academic Performance from 2018 to 2022.

Table 12 displays the outcomes of a Pearson Product Moment Correlation Test Analysis, which showed a statistically significant correlation between principals' human resource management competencies and students' academic performance in Public secondary schools. The analysis generated correlation coefficients, $r_1 = 0.642$, $r_2 = 0.553$, $r_3 = 0.592$, $r_4 = 0.560$ and $r_5 = 0.569$, with corresponding p-values, 0.018, 0.045, 0.033, 0.046 and 0.042, which were less than the predetermined level of significance of

0.05. This further implies that human resource management competencies which principals manifest often tend to lead to improved academic performance in Public secondary schools.

4.4.3 Thematic Analysis

During the interviews, the principals, however, refuted claims that they have not improved teachers' work conditions, recommendations for promotion and motivation as a way of improving the performance of Public secondary schools. Principal, P1, stated;

In my secondary school, I always ensure that teachers are safe, provided with meals, accommodation and their welfare taken care of. I have often recommended to the Teachers' Service Commission to promote hardworking and deserving teachers. I have also ensured that teachers are motivated through incentives and opportunities for professional development. This has enabled them to dedicate their time for classroom activities.

These views were supported by the students, members of school BoM as well as the Sub-county Directors of Education (TSC & MoE) who also stated that schools have ensured that teachers' welfare are catered for in terms safety, meals while at work and sometimes provided with accommodation in school premises. Despite these contradictions, these mixed findings underscore the vitality of the conditions under which teachers work in improving classroom pedagogy and eventual academic performance.

Just like quantitative findings, these views also support the views expressed by GMR (2006) that many countries face a crisis of school teacher morale that is mostly related to poor salaries, working conditions and limited opportunities for professional development. These views further corroborate the viewpoints held by Wright et al (2011) revealed that human resource management practices have a direct impact on teachers' knowledge, skills, motivation and behaviour which in turn influences the proximal indices of secondary school performance such as learning and growth.

On the question of handling staff discipline, the principals did not support the views expressed by majority of the teachers that they lack skills to handle staff indiscipline. They however, stated that understand behavioural challenges which bedevil teachers, especially young ones and offer disciplinary approaches. Principal, P2, stated;

In my secondary school, I always counsel new and young teachers on how to avoid behaviour patterns which may precipitate disciplinary cases and ruin their future career. This has often seen them work hard in their teaching activities and ensure that most of their students register good grades.

This was supported by the other interviewees who also noted that principals are tasked to discipline teachers and ensure that they undertake their duties effectively. On further probing, sub-county director of Education (TSC), SCDETSC1, noted;

Principals are required to be skilled and are mandated by the TSC codes of ethics to discipline teachers in terms of dress code, class attendance and adherence to professional standards.

These views also support the views expressed by Wright et al (2011) that any selected human resource management practices by a school head to discipline teachers and other staff members work almost immediately and have desired consequences on teachers' behaviours and attitudes when teachers perceive them in the desired manner. As noted earlier, these qualitative findings affirm the fact that strategies which school heads adopt or apply to discipline teachers play a crucial role in improving academic performance in Public secondary schools. To achieve this, many principals stated that they have undergone training on human resource management which has enabled them to oversee the realization of the impressive performance of Public secondary schools. Principal, P3, noted;

I have been equipped with skills on how to manage teachers and their challenges. I have acquired skills on how to promote, motivate and discipline teachers with an aim of improving their work productivity.

This was supported by the student leaders, members of school BoM and sub-county directors of education who stated that, upon being posted as a school head, one is required to undertake refresher courses on management. Just like quantitative findings, these views corroborate the views expressed by Boselie et al (2015) that human resource management practices have a significant impact on teacher outcome (turnover and productivity) and overall performance. In summary, these findings point to the fact that, despite the fact that many schools are yet to realize effective human resource management, these practices constitute a major step towards improving academic performance in Public secondary schools.

4.4.4 Triangulation of Research Findings

From these mixed study findings, teachers' work conditions are conducive, few teachers get promoted nor do principals regularly motivate teachers to work hard in improving academic performance in Public secondary schools. Despite opposition by the principals and other interviewees, teachers' work conditions, promotion and motivation are at the center of their success in realizing curriculum objectives. Though many principals manifest inadequate competency in handling discipline issues concerning staff, these mixed findings also established that ability of principals to handle and manage discipline issues among teachers works towards improving academic performance in schools. However, the principals stated that they understand behavioural challenges which bedevil teachers, especially young ones and offer appropriate approaches to discipline them.

From these mixed findings, many principals have undergone training on human resource management to enable them to oversee the realization of the impressive performance of Public secondary schools. The study established that, once a teacher is promoted to the position of a school head, he or she is required to undertake refresher

courses on management. In summary, these mixed indicate that, though not commonly considered, human resource management competencies manifested by principals constitute a major step towards improving academic performance in Public secondary schools.

4.5 Principals' Financial Management Competency and Academic performance

The study sought to assess how principals' financial management competency influences academic performance in public secondary schools.

4.5.1 Descriptive Analysis

Descriptive data were collected from teachers, organized and summarized into specific thoughts. Results are shown in Table 13;

Table 13: Teachers' Views on the Influence of Principals' Financial Management Competency on Academic Performance

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Principals at secondary institutions that are publicly funded demonstrate exceptional budgeting abilities in order to boost student achievement	29.4	13.6	7.2	38.1	11.5
Principals at secondary schools owned by the government have received training on procurement principles in order to guarantee better performance	50.4	14.4	5.8	20.1	9.3
Governmental secondary schools perform better when their principals are able to allocate resources for various activities inside the school	48.2	6.5	4.3	14.4	26.6
Principals at public secondary schools typically struggle to provide financial reports that enhance student achievement	63.3	12.9	7.2	13.7	2.9
Principals still show a lack of financial competence when doing school-related tasks, even after receiving instruction regarding financial administration	50.4	10.8	3.6	33.1	2.1

Source: Field Data (2023)

In public secondary schools, principals who have outstanding budgeting abilities can improve student performance. This is a perspective that 58 (29.4%) of the educators completely concurred with, whereas 27 (13.6%) concurred 14 (7.2%) were unsure, 75 (38.1%) disapproved, and 23 (11.5%) severely disapproved, according to Table 13. These results support those of research conducted in the UK by Chasten and Mangles (2015), who found that planning and making financial decisions activities had a favorable impact on small firms' performance. Principals involved in targeted strategic planning are far more likely to employ formal budgeting techniques that include the online present value strategy, based on Chasten and Mangles (2015). This suggests that supplying essential learning resources and other school-related activities depend heavily on principals' abilities to create sound budgets, even if this isn't always feasible in numerous secondary schools owned by the government

99 instructors, or 50.4%, entirely concurred with the statement that, to ensure improved performance of Public secondary schools, principals have undertaken training on procurement concepts while 28(14.4%) agreed, 11(5.8%) were undecided, 19(9.3%) completely disapproved, whereas 40(20.1%) disapproved. These results support the claims made by Bird and Brush (2018) that obtaining knowledge of finances requires having the capacity to provide information about the economic literacy levels in secondary schools in a way that is precise, up-to-date, and comprehensive. This indicates that training equips school heads with financial management skills is significant in ensuring that they understand how to allocate for provision of teaching and learning materials.

According to the investigation, 95 instructors, or 48.2%, firmly believed that principals typically demonstrate outstanding proficiency in distributing resources for various school activities, improving the academic achievements of public secondary schools.

Thirteen instructors, or 6.5%, concurred eight instructors, or 4.3%, were uncertain, 28 instructors, or 14.4%, disapproved, and 53 instructors, or 26.6%, were firmly against it. These results support those of research carried out in Paris, where Shaffer (2017) found that the distribution of funds across various secondary institutions' various demands makes up part of the crucial information found in such data. This implies that the ability of principals to allocate resources for different activities is key in that they are able to understand the adequacy of teaching and learning materials which crucial for improving academic performance in Public secondary schools.

The majority of teachers—125, or 63.3%—strongly agreed with the statement that principals in public secondary schools typically struggle to provide financial statements that increase achievement. In contrast, 25 teachers—or 12.9%—concurred, 14 teachers—or 7.2%—were unsure, 27 teachers—or 13.7%—disapproved, and 6 teachers—or 2.9%—firmly objected. These results are in line with those of an investigation conducted in 2016 by Okpara and Wynn among principals in Nigeria, which found that most principals lacked the efficient knowledge of finance necessary to support prudent choice-making, ratings of performance, and company accounting of any principals-owned enterprises. These capabilities include documentation, stock-taking, bookkeeping, and following up on debts. This implies that the failure of financial literacy institutions to loan many Public secondary schools is attributed to a lack of financial literacy and reporting skills and acumen among school heads.

The study found that 99 teachers were unanimously in agreement that principals still show signs of financial incompetence when conducting school-related activities even after receiving training on financial management; 21 teachers, or 10.8%, concurred; 7 educators, or 3.6%, were unsure; 65 educators, or 33.1%, disapproved; and 5 educators, or 2.1%, were firmly opposed.

These results are consistent with an investigation conducted in Punjab by Khan (2016), who found that if all the books are not properly prepared and kept track of during the course of their duties, the highest-ranking officials may sign a document that indicates an adverse utilization of useful resources due to their use of insufficient accounting competencies that fail to follow accounting strategies and preserve incorrect facts. Stated differently, principals are involved in financial awareness administration through tasks including monitoring and assessing, managing credit scores, and conducting audits involving financial intelligence data. This suggests that planning, budgeting, investing, cash flow management, e-financing, and pricing and costing forecasts are among the financial literacy abilities essential to the performance of principals' management operations. Stated differently, principals possessing significant financial acumen and expertise are able to allocate resources that are targeted at enhancing academic achievement in schools.

4.5.2 Inferential Analysis

To verify the influence of principals' financial management competency on academic performance in Public secondary schools, data were collected from principals of the 13 sampled Public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they manifest financial management competencies such as undertaking budgeting activities, procurement processes as well as the ability to allocate resources for activities and prepare financial reports in relation to performance in KCSE (2018-2022). Results are shown in Table 14:

Table 14: How Often Principals Manifest Financial Management Competencies and Performance in KCSE (2018-2022)

How Often Principals Manifest Financial Management Competencies	KCSE Performance				
	2018	2019	2020	2021	2022
5	4.723	4.724	4.643	4.175	4.524
1	2.505	2.681	2.805	2.241	2.349
2	2.003	2.245	2.179	2.274	2.307
1	3.109	3.15	3.118	2.772	2.293
3	3.140	4.320	3.710	4.010	4.020
2	4.660	4.750	6.090	5.286	6.030
4	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
2	3.720	3.485	3.420	3.615	3.424
3	3.877	4.642	4.464	4.104	5.200
3	3.954	4.066	4.0984	3.092	3.097
4	7.789	8.031	8.7588	8.261	8.363

Source: Field Data (2023)

Table 14 shows that, in Public secondary schools where principals frequently manifest financial competencies and skills such as undertaking budgeting activities, procurement processes, allocating resources for activities as well as preparing financial reports, The Kenya Certificate of Secondary Education (KCSE) has excellent academic results. Table 15 displays the outcomes of applying Pearson's Product Moment Correlation Analysis to the data in Table 14:

Table 15: Relationship between Principals' Financial Management Competency and Academic Performance

		X2	B	C	D	E	F
X2	Pearson Correlation	1	.666*	.718**	.646*	.620*	.652*
	Sig. (2-tailed)		.013	.006	.017	.024	.016
	N	13	13	13	13	13	13
B	Pearson Correlation	.666*	1	.962**	.945**	.966**	.929**
	Sig. (2-tailed)	.013		.000	.000	.000	.000
	N	13	13	13	13	13	13
C	Pearson Correlation	.718**	.962**	1	.966**	.973**	.961**
	Sig. (2-tailed)	.006	.000		.000	.000	.000
	N	13	13	13	13	13	13
D	Pearson Correlation	.646*	.945**	.966**	1	.950**	.961**
	Sig. (2-tailed)	.017	.000	.000		.000	.000
	N	13	13	13	13	13	13
E	Pearson Correlation	.620*	.966**	.973**	.950**	1	.976**
	Sig. (2-tailed)	.024	.000	.000	.000		.000
	N	13	13	13	13	13	13
F	Pearson Correlation	.652*	.929**	.961**	.961**	.976**	1
	Sig. (2-tailed)	.016	.000	.000	.000	.000	
	N	13	13	13	13	13	13

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

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

Key: **X2**- How Often Principals Manifest Financial Management Competencies; **B, C, D, E** and **F**-Students' Academic Performance from 2018 to 2022.

Table 15 displays the outcomes of a Pearson Product Moment Correlation Test Analysis, which showed a statistically significant correlation between principals' financial management competencies and students' academic performance in Public secondary schools. The analysis generated correlation coefficients, $r_1 = 0.666$, $r_2 = 0.718$, $r_3 = 0.646$, $r_4 = 0.620$ and $r_5 = 0.652$, with corresponding p-values, 0.013, 0.006, 0.017, 0.024 and 0.016, which were less than the predetermined level of significance of 0.05. This further implies that financial management competencies which principals manifest often tend to lead to improved academic performance in Public secondary schools.

4.5.3 Thematic Analysis

During the interviews, the principals and members of school BoM, however, responded in favour of the view that secondary school principals manifest excellent budgeting skills as a way of improving performance. Principal, P4, noted;

I understand how to prepare a school budget and balance both the projected incomes and expenditures in line with the Government's Capitation.

On their part, however, the student leaders and sub-county directors of education (TSC & MoE) stated that many principals do not manifest excellent budgeting competencies.

During the focus group discussions, student leaders observed;

On many occasions, our principal rarely factors in the proposals we make on key areas such as sports and other co-curricular activities.

On their part, the sub-county directors of education stated that, on many occasions, the budgets prepared are sometimes reviewed for errors before being submitted to the Ministry of Education. Despite these contradictions, these views point to the crucial role of effective budgeting competencies of principals in enhancing academic performance. Just like in quantitative findings, these views further affirm the fact that the ability of principals to draw good budgets, though not always the case in many Public secondary schools, is crucial in providing key learning materials and other school operations.

On the question of training on procurement concepts, the principals, the members of school BoM and sub-county directors of education (MoE & TSC) concurred with most of the teachers that, to ensure improved performance of Public secondary schools, principals have undertaken training on procurement concepts. Principal, P5, stated,

I have been trained on procurement processes. This has enabled me to save a lot of resources for my secondary school.

Just like in quantitative findings, these views expressed by Bird and Brush (2018) that the training school heads on financial management involves equipping them with the

ability to provide accurate, current and complete disclosure of the financial literacy status of their secondary schools. This indicates that training equips school heads with financial management skills is significant in ensuring that they understand how to allocate for provision of teaching and learning materials. On allocation of resources, the principals, however, disagreed with teachers and stated that, having undergone financial management training, they manifest excellent competency in allocating resources for different activities at school thus improving performance of Public secondary schools.

Principal, P6, noted;

I have been equipped with financial management skills and thus, understand how to allocate resources to different activities which are aimed at improving academic performance in my secondary school.

These views were supported by the members of school BoM and sub-county directors of education who stated that principals are often re-trained on management courses including financial competency. Just like quantitative findings, these qualitative views also affirm the fact that the ability of principals to allocate resources for different activities is key in that they are able to understand the adequacy of teaching and learning materials which crucial for improving academic performance in Public secondary schools.

On the question of financial reports, the principals refuted claims by majority of the teachers that are always unable to prepare financial reports to improve performance.

Principal, P7, noted;

I have been equipped with financial competencies and I understand how report on financial operations in my secondary school.

On their part, however, the members of school BoM as well as the sub-county directors of education (MoE & TSC) stated that some principals have challenges on preparing financial reports of their secondary schools. As previously said, these opinions provide more evidence that the reason for the inability of financial literacy organizations to

provide loans to several public secondary schools is the absence of financial literacy as well as reporting expertise among school principals. In a nutshell these results show that financial awareness, planning, budgeting, investing, cash flow oversight, e-financing, and pricing and costing forecasts are among the essential financial literacy abilities for the effectiveness of principals' management operations. In other words, with advanced financial acumen and competency, principals are able to provide necessary resources aimed at improving academic performance in schools.

4.5.4 Triangulation of Research Findings

From the mixed findings, despite the financial management training they have undergone, many secondary school principals rarely manifest excellent budgeting skills as a way of improving performance. Both quantitative and qualitative findings are indicative of the fact that principals have been trained on procurement processes, which has enabled them to save a lot of resources meant for academic activities in Public secondary schools. These mixed findings also affirm the fact that equips school heads with financial management skills is significant in ensuring that they understand how to allocate for provision of teaching and learning materials. From the training, principals have been equipped with competencies on how to allocate resources to different activities which are aimed at improving academic performance in Public secondary schools. Though principals responded on the contrary, preparation of financial reports is still a challenge for many public secondary school principals.

4.6 Principals' ICT Competency and Academic Performance

The study sought to determine how the principals' ICT competency influences the academic performance in public secondary schools.

4.6.1 Descriptive Analysis

Descriptive data were collected from teachers, organized and summarized into specific thoughts. results are presented in Table 16;

Table 16: Teachers’ Views on the Influence of Principals’ ICT Competency on Academic Performance in Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Principals oversee the use of ICT in the classroom by instructors in an effort to boost productivity	55.4	14.4	5.8	16.5	7.9
Principals have the ability to track the session online while carrying out TPAD exercises	59.7	7.2	3.6	26.6	2.9
In an effort to raise standards at public secondary school principals have received training on staff joining or leaving online reporting.	53.2	8.6	4.3	21.6	12.3
Principals that possess ICT skills have formed online teams to include participants in responsible management	51.8	13.7	3.6	27.3	3.6
Principals have been able to improve the performance of secondary schools by using teacher information management systems (TIMS) to track and monitor teacher actions thanks to their ICT expertise	45.3	6.4	2.2	42.5	3.6

Source: Field Data (2023)

Table 16 reveals that 109 instructors, or 55.4%, firmly believed that principals should oversee how instructors incorporate ICT into their classroom instruction to increase performance. In contrast, 28 educators, or 14.4%, concurred 11 educators, or 5.8%, were unsure, 33 instructors, or 16.5%, disapproved, and 16 instructors, or 7.9%, highly opposed. These results corroborate those of an investigation conducted in Malaysia by Singh and Munianchi (2012), who discovered that one of the reasons Malaysian school principals adopted ICT tools in their institutions was the anticipated benefits, like simpler communication via emails or short messaging services (SMS) for schools with internet access, school websites, and the institution e-learning portals.

These results support the results of a study conducted in the Uganda Central District by Ziraba (2012), which similarly showed that ICT has improved the effectiveness of record keeping, school grading systems, and tracking students' academic development. This suggests that educators might enhance their classroom pedagogy and ultimately increase student performance through efficient monitoring of the use of ICT in education. According to the survey, 118 teachers, or 59.7%, highly agreed that principals are adept at conducting online tracking of the exercise while participating in TPAD exercises. In contrast, 14 instructors, or 7.2%, concurred 7 instructors, or 3.6%, were unsure, 52 instructors, or 26.6%, disapproved, and 6 educators, or 2.9%, severely opposed.

The results of this study support the claims made by UNESCO (2002) on the critical role that ICTs play in the administration, planning, and management of instructional procedures and guidelines. This suggests that principals may now monitor teachers' internet activities, including TPAD, thanks to the adoption of ICT. According to the investigation, 105 instructors, or 53.2%, completely supported the idea that principals should receive training on staff entry/exit online reporting in order to improve the performance of Public secondary schools. In contrast, 17 educators, or 8.6%, concurred 8 educators, or 4.3%, were uncertain, 43 teachers, or 21.6%, disapproved, and 24 educators, or 12.3%, were adamantly opposed.

These results support those of UK research by Tearle (2004), which found that training was one of the variables influencing ICT adoption in UK schools and that training was necessary for a successful implementation. This indicates that training of principals on ICT is crucial since it enables them to advise staff on how to use it for their school activities and operations. A large percentage of teachers—102, or 51.8%—strongly agreed that principals have been able to build online teams to incorporate stakeholders

for effective leadership because of their ICT abilities, while only 27 (13.7%) concurred, 7 (3.6%) were unsure, 54 (27.3%) disagreed, and 7 (3.6%) were adamantly opposed. The investigation also revealed that 90 teachers, or 45.3%, were in agreement that principals have been able to implement instructor information management systems (TIMS) for tracking and monitoring instructional activities in order to improve the academic achievement of public secondary schools by using ICT skills. Thirteen educators or 6.4%, agreed, five were uncertain, 82 disapproved, and seven instructors, or 3.6%, were firmly against.

These results support Cole's (2004) claims that efficient use of technology and complex data within educational systems has a significant impact on how well schools handle resources like libraries, information about learners, and general school administration. Cole (2004) claims that they are causing broad adjustments to the skill levels that employers expect of their staff, the day-to-day operations of school principals, and the capacity of organizations to adapt to the shifting requirements of their clientele. These findings point to the fact that, with integration of ICT, management of school activities and classroom pedagogy has improved in many Public secondary schools.

4.6.2 Inferential Analysis

Data were gathered from the principals of the 13 sampled government-run secondary schools regarding how frequently (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1) they manifest ICT competencies and performance in the Kenya Certificate of Secondary Education (2018–2022) in order to validate the impact of the principals' knowledge and skills in ICT on their educational achievement in public secondary schools. Findings are displayed in Table 17:

Table 17: How Often Principals Manifest Competencies in ICT and Performance in KCSE (2018-2022)

How Often Principals Manifest Competencies in ICT	KCSE Performance				
	2018	2019	2020	2021	2022
2	4.723	4.724	4.643	4.175	4.524
1	2.505	2.681	2.805	2.241	2.349
2	2.003	2.245	2.179	2.274	2.307
2	3.109	3.15	3.118	2.772	2.293
3	3.140	4.320	3.710	4.010	4.020
3	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424
4	3.877	4.642	4.464	4.104	5.200
1	3.954	4.066	4.0984	3.092	3.097
4	7.789	8.031	8.7588	8.261	8.363

Source: Field Data (2023)

Table 17 demonstrates that learning achievement in the Kenya Certificate of Secondary Education (KCSE) is high within public secondary schools where principals regularly demonstrate ICT skills, such as supervising the integration of ICT in lessons in the classroom, keeping an eye on online TPAD operations, and handling staff joining or leaving reports. Table 18 displays the outcomes of applying Pearson's Product Moment Correlation Analysis to the data in Table 17:

Table 18: Relationship between Principals' ICT Competency and Academic Performance

		X3	B	C	D	E	F
X3	Pearson Correlation	1	.603*	.607*	.572*	.668*	.664*
	Sig. (2-tailed)		.029	.028	.041	.013	.013
	N	13	13	13	13	13	13
B	Pearson Correlation	.603*	1	.962**	.945**	.966**	.929**
	Sig. (2-tailed)	.029		.000	.000	.000	.000
	N	13	13	13	13	13	13
C	Pearson Correlation	.607*	.962**	1	.966**	.973**	.961**
	Sig. (2-tailed)	.028	.000		.000	.000	.000
	N	13	13	13	13	13	13
D	Pearson Correlation	.572*	.945**	.966**	1	.950**	.961**
	Sig. (2-tailed)	.041	.000	.000		.000	.000
	N	13	13	13	13	13	13
E	Pearson Correlation	.668*	.966**	.973**	.950**	1	.976**
	Sig. (2-tailed)	.013	.000	.000	.000		.000
	N	13	13	13	13	13	13
F	Pearson Correlation	.664*	.929**	.961**	.961**	.976**	1
	Sig. (2-tailed)	.013	.000	.000	.000	.000	
	N	13	13	13	13	13	13

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

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

Key: **X3**- How Often Principals Manifest ICT Competencies; **B, C, D, E** and **F**- Students' Academic Performance from 2018 to 2022.

Table 18 displays the outcomes of a Pearson Product Moment Correlation Test Analysis, which showed a statistically significant correlation between principals' ICT competencies and students' academic performance in Public secondary schools. The analysis generated correlation coefficients, $r_1 = 0.603$, $r_2 = 0.607$, $r_3 = 0.572$, $r_4 = 0.668$ and $r_5 = 0.664$, with corresponding p-values, 0.029, 0.028, 0.021, 0.013 and 0.013, which were less than the predetermined level of significance of 0.05. This further implies that the ability of principals to use ICT in all aspects of management competencies tends to improve academic performance in Public secondary schools.

4.6.3 Thematic Analysis

During the interviews, the principals, student leaders, members of school BoM and the Sub-county Directors of Education (TSC & MoE) also responded in favour of the view

that principals supervise how to integrate ICT in teachers' classroom instruction to improve performance. Principal, P8, noted;

In my secondary school, I always ensure that I supervise how different aspects of ICT is being implemented and integrated in school management systems to undertake task such as TPAD and even during classroom instruction by teachers.

The other respondents such as student leaders, members of school BoM as well as sub-county directors of education also stated that principals are expected to supervise integration of ICT by teachers in their classroom instruction. This indicates that, with effective supervision of integration of ICT in classroom instruction, teachers are able to improve their classroom pedagogy whose end result is improved academic performance. On the question of training, the interviewees also responded in favour of the view that principals have undergone training on how to undertake staff entry/exit online reporting.

Principal, P9, stated;

I have been trained on how to ensure that ICT is integrated in school operations from management to classroom activities.

This indicates that training of principals on ICT is crucial since it enables them to advise staff on how to use it for their school activities and operations. The interviewees also noted that by utilizing teacher information management systems (TIMS) for monitoring and tracking instructor tasks, principals have been able to improve the effectiveness of publicly-funded secondary schools by forming online teams with stakeholders and utilizing ICT skills to facilitate prudent management. In conclusion, our results highlight the significance of principals' ICT proficiency given the advancements in instructional design and activity management in many public secondary schools

4.6.4 Triangulation of Research Findings

Both quantitative and qualitative findings affirm the fact that principals have often supervised teachers' integration of ICT in their classroom instruction activities as a way of improving students' academic performance.

From these mixed findings, though not fully, principals supervise how ICT has been implemented and integrated in school management systems to undertake task such as TPAD and even during classroom instruction by teachers. This implies that, with effective supervision of integration of ICT in classroom instruction, teachers are able to improve their classroom pedagogy whose end result is improved academic performance. The investigation also discovered that the majority of principals had received training in staff entering or leaving online reporting.

This is because principals who possess ICT abilities are better equipped to form online teams that involve interested parties in effective leadership and implement teacher information management systems (TIMS) that track and monitor instructional activities in an effort to improve government-run secondary school accomplishments. From these mixed findings, it is evident that principals' ICT competency is important since management of school activities and classroom pedagogy has improved in many Public secondary schools.

4.7 Principals' Instructional Supervision Competency and Academic Performance

The study sought to examine the influence of principals' instructional supervision competency on academic performance in public secondary schools.

4.7.1 Descriptive Analysis

The researcher collected descriptive data from teachers, organized and summarized them into specific thoughts. Results are presented in Table 19;

Table 19: Teachers’ Views on the Influence of Principals’ Instructional Supervision Competency on Academic Performance

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Principals rarely manifests skills in undertaking effective classroom observation as a way of improving the performance of Public secondary schools	49.6	5.0	4.3	33.8	7.2
Principals of public secondary schools are often qualified to oversee instructors' competent document development in an efficient manner	52.5	12.2	2.9	26.6	5.8
Principals always supervise the teaching methods teachers use in their classes	44.6	15.8	4.3	28.8	6.5
To improve the performance of Public secondary schools, principals often supervise participation in CCAs	59.7	7.9	5.8	21.6	5.0
Principals in state-run secondary schools often offer leadership in the classroom to raise student achievement	54.7	8.6	3.6	26.6	6.5

Source: Field Data (2023)

Table 19 reveals that 10(5.0%) concurred, 8(4.3%) were uncertain, 67(33.8%) disapproved, and 14(7.2%) were heavily dissatisfied with the statement that principals rarely demonstrate skills in carrying out effective classroom observation activities as a way to improve the performance of state-run secondary schools. The majority of teachers—103, or 52.5%—strongly agreed that principals of government-run secondary schools typically possess the necessary skills to supervise teachers' preparation of professional documents. In contrast, 24 teachers—or 12.2% of the teachers—agreed, 6 teachers—or 2.9% were uncertain, 52 teachers—or 26.6% of the teachers—disapproved, and 12 teachers—or 5.8%—vehemently disapproved. These results support the claims made by Lineburg (2015) that principals actively engage in the teaching process by prioritizing students' interests in the institution's budget, providing

educational materials on time, observing the teaching process in the classroom, and having conversations with instructors about instructive concerns. They also maintain a record of each teacher's achievement through student and subject averages and interact with teachers when reviewing student data. In order to improve the academic achievement of learners, it is implied that principals' capacity to observe teachers at work in the classroom and evaluate their creation of scholarly papers such lesson plans, schemes of work, and work logs is essential.

The survey found that 88(44.6%) of the teachers completely concurred with the opinion that principals always oversee the teaching techniques instructors employ in their courses whereas 31(15.8%) were in acceptance, 8(4.3%) were unsure, 57(28.8%) disapproved and 13(6.5%) severely objected. More than half, 118(59.7%) of instructors completely concurred with the opinion that, to improve the academic achievement of state-funded secondary schools, administrations typically monitor participation in CCAs whereas 16(7.9%) concurred 11(5.8%) were unsure, 43(21.6%) disapproved and 9(5.0%) severely disapproved. These findings are consistent with the assertions of Kamau (2018) that, to improve academic performance, principals often supervise teaching methods used by teachers and how they transform learners' participation in CCAs as learning platforms for students.

In accordance with Kamau (2018), a school administrator may achieve a continual increase in academic achievement by overseeing teaching techniques and ensuring that teaching materials are accessible on time and that pedagogical tasks are adequately planned, organized, and overseen. This indicates that academic performance of students depends on how well principals supervise teaching methods used by their teachers. The survey indicated that 108(54.7%) of the teachers very much concurred with the idea that, in public secondary schools, principals typically give instructional leadership in

order to increase performance whereas 17(8.6%) concurred 7(3.6%) were unsure, 52(26.6%) disapproved and 13(6.5%) severely disapproved. These results support Tony and Oduro's (2016) claims that principals have a challenging job in providing efficient oversight of instruction, which will enhance each learner's performance and learning. Jenkins (2016) asserted that in order to promote student learning, the principal of instruction should give priority to shared choice-making, set specific objectives, prudently divide assets, manage curriculum, track classroom execution, evaluate instructors on a regular basis, leave plenty of room for investigation and enhancement, and support staff members' ongoing professional development.

These results corroborate those of Kruger (2016), who stated that in order to enhance academic achievement in secondary schools that are publicly owned, principals must provide instructional leadership by making sure that teachers are well-prepared, employ the best methods of instruction in the classroom, and maintain and coordinate all school assets and procedures in order to promote student learning. They also need to manage the institution funds in order to promote and enhance teaching, offer supervisory supervision, as well strengthen principals incorporating them in decision-making.

4.7.2 Inferential Analysis

To verify the influence of principals' instructional supervision competency on academic performance in Public secondary schools, data were collected from the principals of the 13 sampled Public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they undertake instructional supervision activities such as classroom observation, teachers' preparation of professional documents, teaching methods and participation in CCAs in relation to performance in Kenya Certificate of Secondary Education (2018-2022). Results are shown in Table 20:

Table 20: How Often Principals Undertake Instructional Supervision and Performance in KCSE (2018-2022)

How Often Principals Undertake Instructional Supervision	KCSE Performance				
	2018	2019	2020	2021	2022
1	4.723	4.724	4.643	4.175	4.524
1	2.505	2.681	2.805	2.241	2.349
2	2.003	2.245	2.179	2.274	2.307
2	3.109	3.15	3.118	2.772	2.293
3	3.140	4.320	3.710	4.010	4.020
3	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
2	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424
4	3.877	4.642	4.464	4.104	5.200
4	3.954	4.066	4.0984	3.092	3.097
5	7.789	8.031	8.7588	8.261	8.363

Source: Field Data (2023)

Table 20 demonstrates that educational achievement in the Kenya Certificate of Secondary Education (KCSE) is high in publicly funded schools where principals regularly engage in instructional supervision activities such as classroom observation, instructional planning for accreditation paperwork, instructional techniques, and involvement in CCAs. Table 21 displays the outcomes of applying Pearson's Product Moment Correlation Analysis to the data in Table 20:

Table 21: Relationship between Principals' Instructional Supervision Competency and Academic Performance

		X4	B	C	D	E	F
X4	Pearson Correlation	1	.599*	.574*	.570*	.583*	.567*
	Sig. (2-tailed)		.030	.040	.042	.036	.043
	N	13	13	13	13	13	13
B	Pearson Correlation	.599*	1	.962**	.945**	.966**	.929**
	Sig. (2-tailed)	.030		.000	.000	.000	.000
	N	13	13	13	13	13	13
C	Pearson Correlation	.574*	.962**	1	.966**	.973**	.961**
	Sig. (2-tailed)	.040	.000		.000	.000	.000
	N	13	13	13	13	13	13
D	Pearson Correlation	.570*	.945**	.966**	1	.950**	.961**
	Sig. (2-tailed)	.042	.000	.000		.000	.000
	N	13	13	13	13	13	13
E	Pearson Correlation	.583*	.966**	.973**	.950**	1	.976**
	Sig. (2-tailed)	.036	.000	.000	.000		.000
	N	13	13	13	13	13	13
F	Pearson Correlation	.567*	.929**	.961**	.961**	.976**	1
	Sig. (2-tailed)	.043	.000	.000	.000	.000	
	N	13	13	13	13	13	13

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

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

Key: **X4**- How Often Principals Undertake Instructional Supervision; **B, C, D, E** and **F**- Students' Academic Performance from 2018 to 2022.

Table 21 displays the outcomes of a Pearson Product Moment Correlation Test Analysis, which showed a statistically significant correlation between principals' instructional supervision competencies and students' academic performance in Public secondary schools. The analysis generated correlation coefficients, $r_1 = 0.599$, $r_2 = 0.574$, $r_3 = 0.570$, $r_4 = 0.583$ and $r_5 = 0.567$, with corresponding p-values, 0.030, 0.040, 0.042, 0.036 and 0.043, which were less than the predetermined level of significance of 0.05. This further implies that instructional supervision competencies which principals manifest often tend to lead to improved academic performance in secondary schools.

4.7.3 Thematic Analysis

During the interviews, principals, however, did not agree with the views expressed by teachers that they rarely manifest skills in undertaking effective classroom observation

as a way of improving the performance of Public secondary schools. Principal, P10, noted;

I understand how to carry out effective classroom observation of teachers' activities. I always assess whether teachers have prepared professional documents such as schemes of work, lesson plans and records of work covered.

These views were supported by most of the student leaders, members of school BoM as well as the sub-county directors of education. During the focus group discussions, the student leaders stated;

In my class, I have observed the principal pass around and check how teaching is going on. Sometimes, he comes and sits in class to observe how the teacher is teaching.

Despite these contradictions, these views further underscore the importance of classroom observation as a key undertaking which ensures effective teaching and eventual improved academic performance. Just like quantitative findings, these views further affirm the fact that the ability of principals to undertake classroom observation of teachers' activities and assess their preparation of professional documents such as schemes of work, lesson plans and records of work are crucial in improving students' academic performance.

The interviewees also stated that principals always supervise the teaching methods teachers use in their classes, teachers' participation in CCAs. As indicated earlier, these views further indicate that academic performance of students depends on how well principals supervise teaching methods used by their teachers. In other words, to improve academic performance in Public secondary schools, principals need to offer instructional leadership by ensuring that teachers are well equipped, prepared, and apply the best instructional strategies in the classroom when delivering curriculum content.

4.7.4 Triangulation of Research Findings

The mixed findings established that many principals manifest skills in undertaking effective classroom observation as a way of improving the performance of Public secondary schools. Despite their busy schedule, they carry out classroom observation of teachers' activities by assessing whether teachers have prepared professional documents such as schemes of work, lesson plans and records of work covered. These mixed findings also affirm the fact that public secondary school principals always supervise the teaching methods teachers use in their classes, teachers' participation in CCAs. In summary, these findings point to the fact that, to improve academic performance in Public secondary schools, principals need to offer instructional leadership by ensuring that teachers are well equipped, prepared, and apply the best instructional strategies in the classroom when delivering curriculum content.

4.8 Principals' Time Management Competency and Academic Performance

The study sought to examine the influence of principals' time management competency on academic performance in public secondary schools.

4.8.1 Descriptive Analysis

The researcher collected descriptive data from teachers, organized and summarized them into specific thoughts. Results are presented in Table 22;

Table 22: Teachers' Views on the Influence of Principals' Time Management Competency on Academic Performance

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Principals are skilled in allocating time for instruction which has improved the performance of Public secondary schools	50.8	4.6	5.1	29.9	9.6
Principals at public secondary schools are often adept at striking a balance between instructional time and CCAs without sacrificing student achievement	51.3	9.6	4.1	28.4	6.6
Principals frequently make sure that all employees meet deadlines on time in order to raise secondary school student performance	40.6	11.7	5.6	29.9	12.2
Principals oversee the appropriate scheduling of intervals used by all staff members in order to enhance the performance of secondary schools	56.3	8.6	4.1	20.8	10.2
Principals at municipal secondary schools have insisted on stricter scheduling, yet performance remains inadequate	51.8	8.1	4.6	25.9	9.6

Source: Field Data (2023)

Table 22 reveals that, while 9(4.6%), 10(5.1%), and 19(9.6%) completely disapproved, 59(29.9%) concurred and 100(50.8%) of instructors completely concurred that principals' ability to allocate time for lessons has enhanced the academic achievement of public secondary schools. These results corroborate those of a Kwale County study by Nelson (2012), who found that educational timetabling issues entail arranging numerous meetings among various resources without them colliding in order to have a qualified teacher readily accessible for a given subject class at an appropriate moment. This suggests that in order to ensure that academic activities continue without interruption and eventually result in increased academic achievement, principals must be able to create a time plan that includes all instructional and extracurricular activities.

The majority of teachers, 101 (51.3%), completely concurred with the statement that principals in government-run secondary schools frequently know how to balance instructional time and CCAs without compromising academic performance. In contrast, 19 (9.6%) concurred 8 (4.1%) were uncertain, 56 (28.4%) disapproved and 13 (6.6%) were adamantly against it. These results are in line with those of research done in the Netherlands by Baker et al. (2014), which contrasted pay and time and found that all productive labor should be evaluated using precise time analysis and a standard period set aside for every work completed in schools. This suggests that the systematic use of tactics and approaches to help teachers, staff members, or executives in general become more productive in their everyday lives as well as at work is what pedagogical time management is all about.

According to the study, 80 (or 40.6%) of the teachers firmly believed that principals frequently make sure all staff members meet deadlines in time to improve a state-run secondary effectiveness. In contrast, 23 (or 11.7%) concurred 11 (or 5.6%) were unsure, 59 (or 29.9%) disapproved and 24 (or 12.2%) were adamantly opposed. Twenty(10.2%) were opposed, while 17(8.6%) agreed and 8(4.1%) were unresolved Of the educators surveyed, 111(56.3%) very much concurred that principals must guarantee adequate scheduling for a time implemented by all staff in order to strengthen the academic achievements of Public secondary schools.

These results support those of Tanzanian research by Worthen and Sailor (2011), who hypothesized that in order to allocate time effectively, educators and school principals must understand the way to best utilize their time rather than how they believe they can. According to Worthen and Sailor's (2011) research, educators should make the most of their time by evaluating, organizing their schedules, prioritizing tasks, creating boundaries, assigning tasks, focusing on the task at hand, and meeting deadlines.

These results also support the claims made by Ngando (2011), who highlighted the need for instructors to keep an activity log and arrange their schedules so that they have time to prepare in order to examine their time as educators. This suggests that following the timetable in the classroom hasn't always been simple. Teachers are allotted limited time for education; disruptions from guests, managers, learners, and other parties continually appear to compete for this time. The investigation also found that, although principals have insisted on more stringent schedule management, achievement has not gotten any better in secondary schools that are publicly owned. Of educators surveyed, 102 (51.8%) unanimously concurred with this statement, 16 (8.1%) concurred, 9 (4.6%) were uncertain, 51 (25.9%) disapproved and 19 (9.6%) disapproved vehemently.

These results corroborate the claims made by Fredrick and Walberg (2010), who developed educational approaches to time management to provide instructors and principals more control over their schedules. These tactics include setting agendas and objectives, assigning tasks, and managing guests. These findings affirm the fact that time is an important resource if higher academic performance is to be realized. This depends on the ability of school principals to allocate time for instruction and conducting classroom observation as well as co-curricular activities.

4.8.2 Inferential Analysis

To verify the influence of principals' time management competency on academic performance in Public secondary schools, data were collected from the principals of the 13 sampled Public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) manifest time management competencies such as allocation of time for instruction, CCAs and ability to ensure timely deadlines are met in relation to performance in Kenya Certificate of Secondary Education (2018-2022). Results are shown in Table 23:

Table 23: How Often Principals Manifest Time Management Competencies and Performance in KCSE (2018-2022)

How Often Principals Manifest Time Management Competencies	KCSE Performance				
	2018	2019	2020	2021	2022
2	4.723	4.724	4.643	4.175	4.524
1	2.505	2.681	2.805	2.241	2.349
2	2.003	2.245	2.179	2.274	2.307
1	3.109	3.15	3.118	2.772	2.293
3	3.140	4.320	3.710	4.010	4.020
2	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
2	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424
3	3.877	4.642	4.464	4.104	5.200
3	3.954	4.066	4.0984	3.092	3.097
5	7.789	8.031	8.7588	8.261	8.363

Source: Field Data (2023)

Table 23 shows that, in Public secondary schools where principals frequently manifest competencies on how to manage time through proper planning and allocation of time for instruction, CCAs and ensure timely deadlines are met, academic performance in Kenya Certificate of Secondary Education (KCSE) is high. The results in Table 23 were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 24:

Table 24: Relationship between Principals' Time Management Competency and Academic Performance

		X5	B	C	D	E	F
X5	Pearson Correlation	1	.684**	.658*	.620*	.665*	.630*
	Sig. (2-tailed)		.010	.015	.024	.013	.021
	N	13	13	13	13	13	13
B	Pearson Correlation	.684**	1	.962**	.945**	.966**	.929**
	Sig. (2-tailed)	.010		.000	.000	.000	.000
	N	13	13	13	13	13	13
C	Pearson Correlation	.658*	.962**	1	.966**	.973**	.961**
	Sig. (2-tailed)	.015	.000		.000	.000	.000
	N	13	13	13	13	13	13
D	Pearson Correlation	.620*	.945**	.966**	1	.950**	.961**
	Sig. (2-tailed)	.024	.000	.000		.000	.000
	N	13	13	13	13	13	13
E	Pearson Correlation	.665*	.966**	.973**	.950**	1	.976**
	Sig. (2-tailed)	.013	.000	.000	.000		.000
	N	13	13	13	13	13	13
F	Pearson Correlation	.630*	.929**	.961**	.961**	.976**	1
	Sig. (2-tailed)	.021	.000	.000	.000	.000	
	N	13	13	13	13	13	13

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

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

Key: **X5**- How Often Principals Manifest Time Management Competencies; **B, C, D, E** and **F**-Students' Academic Performance from 2018 to 2022.

Table 24 displays the outcomes of a Pearson Product Moment Correlation Test Analysis, which showed a statistically significant correlation between principals' time management competencies and students' academic performance in Public secondary schools. The analysis generated correlation coefficients, $r_1 = 0.684$, $r_2 = 0.658$, $r_3 = 0.620$, $r_4 = 0.665$ and $r_5 = 0.630$, with corresponding p-values, 0.010, 0.015, 0.024, 0.013 and 0.021, which were less than the predetermined level of significance of 0.05. This further implies that time management competencies which principals manifest often tend to lead to improved academic performance in Public secondary schools.

4.8.3 Thematic Analysis

The principals, student leaders, members of school BoM and the sub-county directors of education also stated that principals have skills to allocate time for instruction which has improved the performance of Public secondary schools. Principal, P11, noted;

I understand how to prepare time tables where all school activities are scheduled and allocated time. These include time for instruction and co-curricular activities. This has enabled me ensure that no academic activity goes unattended.

These views were supported by the student leaders who stated that their principals always ensure that school time table is strictly adhered to avoid teachers missing lessons or co-curricular activities pass unattended. Just like quantitative findings, these views further affirm the fact that the ability of principals to develop a time schedule where all instructional and co-curricular activities are programmed is crucial in ensuring that academic activities take place uninterrupted, which eventually leads to improved academic performance. This further indicate that time management is a systematic application of strategies and techniques to help teachers, students and principals become more effective in both personal and professional life. These findings affirm the fact that time is an important resource if higher academic performance is to be realized. This depends on the ability of school principals to allocate time for instruction and conducting classroom observation as well as co-curricular activities.

4.8.4 Triangulation of Research Findings

From these mixed findings, principals understand how to allocate time for instruction and other non-academic activities which has improved the performance of Public secondary schools. This has enabled them to ensure that no academic activity goes unattended. This implies that the ability of principals to develop a time schedule where all instructional and co-curricular activities are programmed is crucial in ensuring that academic activities take place uninterrupted, which eventually leads to improved academic performance. These mixed findings are indicative of the fact that time management is a systematic application of strategies and techniques to help teachers, students and principals become more effective in both personal and professional life.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The primary research findings, conclusions, recommendations, and ideas for more study are summarized in this chapter and are addressed in relation to the research objectives.

5.1 Summary of Research Findings

The results of the investigation's goals, involving evaluating the state of learning outcomes in public high schools and the effects of principals' ICT, teaching oversight, financial, human resource, and time managerial skills on educational accomplishment in secondary schools that are publicly operated, are summarized in this section.

5.1.1 Status of Academic Performance

According to the report, academic achievement in Kwale County's government-run secondary schools has been declining during the past five years (2018–2022). This suggests that academic achievement is a crucial aspect of the high-quality education provided in secondary schools and that the degree to which outcome measurements are linked to learning content defines outcome indicators. Stated differently, academic achievement is the result of receiving an outstanding educational experience and the degree to which a high school graduate has met their learning objectives.

5.1.2 Principals' Human Resource Management Competency and Academic Performance

The research has confirmed that the working conditions of teachers are unfavorable since there is a lack of promotions for teachers and insufficient motivation from principals to encourage them to strive for better academic performance in Public secondary schools. Despite opposition from principals and other interviewees, the success of teachers in achieving curriculum objectives is closely tied to their working

conditions, promotions and motivation. It was also found that many principals manifest inadequate the necessary skills to effectively handle disciplinary issues among staff, but their ability to address and manage these issues contributes to the improvement of academic performance in schools. However, principals understand the behavioral challenges faced by teachers, particularly younger ones, and provide appropriate disciplinary approaches.

As a result of these mixed findings, many principals have undergone training in human resource management to ensure impressive performance of Public secondary schools. The study also revealed that once a teacher is promoted to the position of a school head, they are required to undergo refresher courses in management. In conclusion, these mixed findings indicate that the competencies in human resource management demonstrated by principals play a significant role in enhancing academic performance in Public secondary schools, despite not being commonly recognized. To support this, Pearson's Product Moment Correlation Analysis was undertaken which generated p-values, 0.018, 0.045, 0.033, 0.046 and $0.042 < 0.05$). This further implies that human resource management competencies which principals manifest often tend to lead to improved academic performance in Public secondary schools.

5.1.3 Principals' Financial Management Competency and Academic Performance

Despite undergoing financial management training, many secondary school principals still show inadequate budgeting skills, as indicated by the mixed findings. The research findings, both quantitative and qualitative, suggest that principals have received training on procurement processes, resulting in significant savings of resources for academic activities in Public secondary schools. These findings also highlight the importance of equipping school heads with financial management skills to ensure effective allocation of resources for teaching and learning materials.

The training has provided principals with the necessary competencies to allocate resources to activities aimed at enhancing academic performance. However, despite these efforts, the preparation of financial reports remains a challenge for many public secondary school principals. To support this, Pearson's Product Moment Correlation Analysis was undertaken which generated p-values, 0.013, 0.006, 0.017, 0.024 and $0.016 < 0.05$). This further implies that financial management competencies which principals manifest often tend to lead to improved academic performance in Public secondary schools.

5.1.4 Principals' ICT Competency and Academic Performance

The evidence from both quantitative and qualitative research supports the notion that principals frequently oversee the integration of ICT in classroom instruction to enhance students' academic performance. While not completely conclusive, these findings indicate that principals play a role in supervising the implementation and integration of ICT in school management systems, including tasks such as TPAD and classroom instruction. This suggests that effective supervision of ICT integration in the classroom enables teachers to enhance their teaching methods, ultimately leading to improved academic performance.

Additionally, the study reveals that a majority of principals have received training on online reporting for staff entry and exit. This is because principals with ICT skills have been able to establish online teams to engage stakeholders in efficient management and adopt teacher information management systems (TIMS) to monitor and track teacher activities, thereby enhancing the performance of Public secondary schools. These mixed findings demonstrate the significance of principals' ICT competency, as it has contributed to the improvement of school management and classroom pedagogy in numerous Public secondary schools.

This was supported by running Pearson's Product Moment Correlation Analysis which generated p-values, 0.029, 0.028, 0.021, 0.013 and $0.013 < 0.05$). This further implies that the ability of principals to use ICT in all aspects of management competencies tends to improve academic performance in Public secondary schools.

5.1.5 Principals' Instructional Supervision Competency and Academic Performance

The mixed results indicate that numerous principals demonstrate proficiency in conducting effective classroom observation to enhance the performance of Public secondary schools. Despite their demanding schedules, they engage in observing teachers' activities by evaluating the presence of professional documents such as schemes of work, lesson plans, and records of work covered. These mixed findings also confirm that public secondary school principals consistently oversee the teaching methods employed by teachers in their classrooms, as well as their involvement in co-curricular activities.

In conclusion, these findings emphasize the necessity for principals to provide instructional leadership in order to enhance academic achievement in Public secondary schools. This can be achieved by ensuring that teachers are adequately equipped, prepared, and utilize the most effective instructional strategies when delivering curriculum content in the classroom. This was supported by running Pearson's Product Moment Correlation Analysis which generated p-values, 0.030, 0.040, 0.042, 0.036 and $0.043 < 0.05$). This further implies that instructional supervision competencies which principals manifest often tend to lead to improved academic performance in secondary schools.

5.1.6 Principals' Time Management Competency and Academic Performance

Principals have an understanding of how to effectively allocate time for instruction and non-academic activities. As a result, the performance of Public secondary schools has significantly improved, ensuring that no academic activity is neglected. This highlights the critical role of principals in developing a comprehensive time schedule that encompasses all instructional and co-curricular activities, thereby facilitating uninterrupted academic progress and ultimately enhancing academic performance.

These mixed findings also underscore the significance of time management as a systematic approach that empowers teachers, students, and principals to enhance their effectiveness in both personal and professional domains. Furthermore, these findings emphasize the importance of time as a valuable resource in achieving higher academic performance. This was supported by running Pearson's Product Moment Correlation Analysis which generated p-values, 0.010, 0.015, 0.024, 0.013 and $0.021 < 0.05$). This further implies that time management competencies which principals manifest often tend to lead to improved academic performance in Public secondary schools.

5.2 Conclusions

The study established that different aspects of principals' professional competencies influence academic performance in Public secondary schools. Based on these findings, the study makes the following conclusions;

5.2.1 Status of Academic Performance

According to the report, academic achievement in Kwale County's public secondary schools has been declining during the five previous years (2018–2022).

Stated differently, academic success is the result of receiving a high-quality education and the degree to which secondary schools or student has met the objectives they set for themselves.

5.2.2 Principals' Human Resource Management Competency and Academic Performance

From the study findings, it is evident that working conditions of teachers are unfavorable since there is a lack of promotions for teachers and insufficient motivation from principals to encourage them to strive for better academic performance in Public secondary schools. Despite opposition from principals and other interviewees, the success of teachers in achieving curriculum objectives is closely tied to their working conditions, promotions and motivation. It was also found that many principals manifest inadequate skills to effectively handle disciplinary issues among staff, but their ability to address and manage these issues contributes to the improvement of academic performance in schools. However, principals understand the behavioral challenges faced by teachers, particularly younger ones, and provide appropriate disciplinary approaches.

5.2.3 Principals' Financial Management Competency and Academic Performance

It is also evident that, despite undergoing financial management training, many secondary school principals still show inadequate budgeting skills. The research findings, both quantitative and qualitative, suggest that principals have received training on procurement processes, resulting in significant savings of resources for academic activities in Public secondary schools.

5.2.4 Principals' ICT Competency and Academic Performance

The study also established that principals frequently oversee the integration of ICT in classroom instruction to enhance students' academic performance.

While not completely conclusive, these findings indicate that principals play a role in supervising the implementation and integration of ICT in school management systems, including tasks such as TPAD and classroom instruction.

5.2.5 Principals' Instructional Supervision Competency and Academic Performance

From the study, it is evident that many principals demonstrate proficiency in conducting effective classroom observation to enhance the performance of Public secondary schools. Despite their demanding schedules, they engage in observing teachers' activities by evaluating the presence of professional documents such as schemes of work, lesson plans, and records of work covered. They also frequently supervise teaching methods used by teachers, as well as their involvement in co-curricular activities.

5.2.6 Principals' Time Management Competency and Academic Performance

It is also evident that principals have an understanding of how to effectively allocate time for instruction and non-academic activities. As a result, the performance of Public secondary schools has significantly improved, ensuring that no academic activity is neglected. This highlights the critical role of principals in developing a comprehensive time schedule that encompasses all instructional and co-curricular activities, thereby facilitating uninterrupted academic progress and ultimately enhancing academic performance.

5.3 Recommendations of the Study

The investigation's suggestions for practice, policy, and more investigation are outlined in this part of the paper.

5.3.1 Recommendations for Practice

The study makes the following recommendations;

1. On principals' human resource management competency and academic performance in Public secondary schools, the Ministry of Education should continue with training and re-training of principals on aspects of human resource

management. This will go a long way in equipping them with skills to manage teachers and other staff members and better quality of instruction.

2. On the principals' financial management competency and academic performance in Public secondary schools, principals should ensure that there is prudent use of financial resources aimed at improving academic activities. The Ministry of Education should continue equipping principals with financial management skills as a way of improving financial operations in Public secondary schools so that they may have an inkling on how to allocate resources for academic programmes and other voteheads.
3. On the principals' ICT competency and academic performance in Public secondary schools, principals should continue with the process of integration of ICT in all aspects of school management to enhance efficiency. They should also constantly monitor teachers' integration of ICT in classroom instruction with an aim of improving academic performance in Public secondary schools. The Ministry of Education and other stakeholders should continue the process of providing ICT resources in Public secondary schools.
4. On the principals' instructional supervision competency and academic performance in Public secondary schools, principals should ensure that they provide instructional leadership by ensuring timely syllabus coverage and effective teaching and learning for better academic performance.
5. On principals' time management competency and academic performance, principals should continue ensuring that time allocated for instruction and other non-academic activities is well utilized. This should go a long way in ensuring stricter adherence to time schedules as indicated in school time tables to reduce time wastage.

5.3.2 Recommendations for Policy

The Ministry of Education should formulate a policy which requires that teachers promoted to positions of school leadership to undertake refresher courses on management before assuming their roles.

5.3.3 Recommendations for Further Research

1. A study should be carried out to assess the extent to which principals' characteristics influence the academic performance in Public secondary schools.
2. A study could be conducted to examine the influence of principals' management strategies on academic performance in Public secondary schools.
3. A study should be undertaken to assess how principals' management experience influences academic performance in Public secondary schools.



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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

July 2023

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am enrolled in a doctoral program at Mount Kenya University studying administration of education, leadership, and management. In order to complete my research task assessment, I must present information on the **Influence of Principals' Professional Competency on Academic Performance in Public Secondary Schools in Kwale County, Kenya**. You have been chosen to take part in a research project in order to do this. I respectfully ask that all responders engage completely in the research. Your identity won't appear in the report; this data will only be utilized for educational purposes. The results of the investigation will be provided to you upon demand.

Your assistance and co-operation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Mumia Mvurya Mbovu

APPENDIX IV: QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Dear Participant,

The investigator is a student undertaking a degree course in Doctor of Philosophy in Educational Administration, Leadership and Management in Mount Kenya University researching: **Influence of Principals' Professional Competency on Academic Performance in Public Secondary Schools in Kwale County, Kenya.** Your provided information will be utilized for this investigation and handled with the utmost secrecy.

Section A: Demographic Information

Instructions: Kindly mark the box next to the best response you can think of and complete the blanks.

1. Gender: Male [] Female []
2. Educational level: Diploma [] Degree [] Post-graduate []

Section B: Status of Academic Performance

1. Specify the educational standing of your institution for the most recent five-year period (2018–2022).

Year of Examination	KCSE Results in Points
2018	
2019	
2020	
2021	
2022	

Section C: Human Resource Management Competency and Academic Performance

1. Kindly indicate the frequency with which your institution's administrator demonstrates the subsequent HRM competences.

Human Resource Management Competency	VO	O	S	R	N
Capacity to enhance employee working circumstances					
Adept at inspiring and developing employees					
Capacity to Implement Staff Discipline					

Key: **VO**-Very Often **O**: Often **S**: Sometimes **R**: Rarely **N**: Never

2. Indicate how much you agree or disagree with the subsequent claims on how human resource management skills affect students' academic success in your institution.

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In an attempt to raise the institution's efficiency, the head of school has made improvements to my working environment.					
2	The administrator of my educational institution lacks the abilities to promote staff members and inspire them to do better.					
3	Because of my principal's adeptness in managing cases of indiscipline, my middle school has demonstrated remarkable success.					
4	The school administrator has learned the skills and competences necessary to address human resource difficulties in order to enhance the effectiveness of my institution.					
5	Due to his training in human resource management, the administrator is able to supervise the attainment of my school's outstanding results.					

Section D: Financial Management Competency and Academic Performance

1. Could you assess the frequency with which your principal demonstrates the following financial leadership skills?

Financial Management Competencies	VO	O	S	R	N
competent in carrying out budgetary tasks					
competent in carrying out procurement procedures					
Capacity to assign resources to tasks					
Capacity to compile financial statements					

2. Indicate how much you agree or disagree with the next set of claims about how money management skills affect students' academic achievement in your institution.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	The school administrator of my secondary institution seldom ever uses budgetary techniques to raise student achievement.					
2	In order to guarantee improved efficiency at my school, the school administrator has participated in procurement strategy training.					
3	My institution's success is generally compromised by my principal's incompetence in distributing funding for various activities.					
4	The top administrator of my high school often has trouble creating reports on finances that enhance achievement.					
5	Even after receiving financial management training, my principal continues to demonstrate insufficient financial literacy while carrying out school-related tasks.					

Section E: Principals' ICT Competencies and Academic Performance

1. Could you give your opinion on the frequency with which your secondary institution's administrator demonstrates the aforementioned ICT abilities?

ICT Competencies	VO	O	S	R	N
the capacity to oversee the use of ICT in the educational setting					
Capability of tracking TPAD activity online					
Capacity to complete electronic reporting for staff entrance and exit					

2. Indicate how much you agree or disagree with the subsequent claims on how principals' ICT proficiency affects students' academic achievement at your institution.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	How I use ICT in my educational training to boost achievement is overseen by the head of my school.					
2	My instructor has the ability to monitor the workout online while carrying out TPAD exercises.					

3	My institution's head has received training on staff entering or leaving reporting via the internet in order to enhance the effectiveness of my institution.					
4	My principal's ICT abilities have allowed him to create virtual teams that include investors in competent leadership.					
5	With the use of technological abilities, my head of school proved capable to improve my institution's performances by using teacher information management systems (TIMS) for the purpose of tracking and monitoring teacher actions.					

Section F: Principals' Instructional Supervision Competency and Academic

Performance

1. Could you assess the frequency with which your secondary institution's administrator demonstrates the aforementioned managerial skills?

Instructional Supervision Competencies	VO	O	S	R	N
Capacity to observe in an educational setting					
the capacity to oversee instructors' expert documentation efforts					
Capacity to oversee instructional strategies					
Capacity to oversee involvement in CCAs					

2. Indicate your level of agreement with the following assertions on the impact of principals' educational oversight abilities on students' academic success at your institution.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My school administrator seldom demonstrates the ability to conduct productive classroom observations in an effort to raise my institution's achievement.					
2	My principle at my high school typically possesses the necessary abilities to oversee my occupational document-making in an efficient manner.					
3	My institution's head can oversee the					

	instructional strategies I employ in my classroom.					
4	My institution's success can be enhanced by having the administrator oversee CCA involvement.					
5	The top administrator of my high school seldom offers the instructional oversight to raise student achievement.					

Section G: Principals' Time Management Competency and Academic Performance

1. Could you kindly evaluate the frequency with which your secondary institution's head demonstrates any of the following organizational skills?

Time Management Competencies	VO	O	S	R	N
The capacity to set aside time for teaching					
The capacity to set aside time for CCAs					
Ability to guarantee meeting deadlines on time					

2. Please indicate your level of agreement with the forthcoming assertions on the impact of principals' ability to organize their time on students' academic achievement in your institution of learning.

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Because of my principal's adeptness at scheduling instructional time, my institution has performed better.					
The school administrator of my institution seldom knows how to strike an equilibrium between CCAs and teaching time, which has affected student achievement.					
In an effort to increase the success of the school, my teacher regularly ensures that all staff members complete commitments on time.					
To boost the institution's success, the principal of my institution makes sure that enough time is planned for a period that is utilized by every employee.					
The performance at my institution continues to decline even though my principals have insisted on tougher schedule management.					

Thank you,
Mumia Mvurya Mbovu

APPENDIX V: INTERVIEW GUIDE FOR PRINCIPALS AND MEMBERS OF SCHOOL BoM

Dear respondent,

The person conducting the study is a student at Mount Kenya University pursuing a doctorate degree in educational administration, leadership, and administration. She is investigating: **Influence of Principals' Professional Competency on Academic Performance in Public Secondary Schools in Kwale County, Kenya.**

Section A: Demographic Information

1. Gender:.....
2. What is your highest level of education?.....

Section B: Status of Academic Performance

1. How would you rank the state of your high school's educational achievement?

Section C: Human Resource Management Competency and Academic Performance

1. How frequently does your high school implement human resource administration?
2. How much has your institution's academic success benefited from your human resources administration skills?

Section D: Financial Management Competency and Academic Performance

1. How frequently does your high school successfully implement finance administration?
2. How do your money management skills affect students' academic achievement at the institution you work at?

Section E: Principals' ICT Competency and Academic Performance

1. How frequently does your secondary educational institution include ICT into its administrative operations?
2. What impact have your ICT skills had on your school's academic results?

Section F: Principals' Instructional Supervision Competency and Academic Performance

1. How frequently does your high school engage in pedagogical oversight?
2. To what extent has your instructional supervision competencies improved academic performance in your school?

Section G: Principals' Time Management Competency and Academic Performance

1. How often do you undertake time management activities in your secondary school?
2. How do your time management abilities affect students' academic achievement at the institution you work at?

Thank you,

Mumia Mvurya Mbovu

APPENDIX VI: INTERVIEW GUIDE FOR SUB-COUNTY DIRECTORS OF EDUCATION (MoE & TSC)

Dear interviewee,

The investigator is a graduate student at Mount Kenya University pursuing a doctorate degree in educational administration, leadership, and management. The student is investigating: **Influence of Principals’ Professional Competency on Academic Performance in Public Secondary Schools in Kwale County, Kenya.**

Section A: Demographic Information

Gender:.....

What is your most advanced degree?.....

Section B: Status of Academic Performance

1. In the area you represent, how would you rank the current state of academic achievement in public secondary schools?

Section C: Human Resource Management Competency and Academic Performance

1. How frequently do high school principals use human resource management?
2. How much does the academic achievement of students in secondary schools that are publicly owned depend on the human resource management abilities displayed by principals?

Section D: Financial Management Competency and Academic Performance

1. How frequently do middle school principals handle their finances effectively?
2. What impact do the financial management skills of principals have on students' academic achievement in public secondary schools?

Section E: Principals’ ICT Competency and Academic Performance

1. How frequently do principals incorporate ICT into administrative tasks at secondary schools?

2. What impact have principals' ICT abilities had on students' academic achievement in public secondary schools?

Section F: Principals' Instructional Supervision Competency and Academic

Performance

1. How frequently do high school principals oversee learning?
2. How much has the academic performance in secondary schools increased as a result of principals' oversight of instructional capabilities?

Section G: Principals' Time Management Competency and Academic Performance

1. How frequently do secondary school principals engage in scheduling exercises?
2. How do the time management skills of principals affect students' academic achievement in public secondary schools?

Thank you,
Mumia Mvurya Mbovu



APPENDIX VII: FOCUS GROUP DISCUSSION GUIDE FOR STUDENT LEADERS

Dear interviewee,

The investigator is a student at Mount Kenya University pursuing a doctorate degree in educational administration, leadership, and management. She is investigating: **Influence of Principals' Professional Competency on Academic Performance in Public Secondary Schools in Kwale County, Kenya.**

Section A: Demographic Information

1. Gender:.....
2. What is your designation?.....

Section B: Status of Academic Performance

1. How would you rank the current state of your secondary institution's results?

Section C: Human Resource Management Competencies and Academic Performance

1. How frequently does your high school's administration implement human resource management?
2. What impact has the human resource management skills of your principal had on the academic achievement of your secondary institution's community high schools?

Section D: Financial Management Competency and Academic Performance

1. How frequently does your secondary institution's administration handle finances in an effective manner?
2. How do the money-management skills of your principal affect the academic achievement of students at your institution?

Section E: Principals' ICT Competency and Academic Performance

1. How frequently does the principal of your secondary institution include ICT into the institution's operations?
2. What impact has your principal's ICT proficiency had on the institution's academic results?

Section F: Principals' Instructional Supervision Competency and Academic

Performance


1. How frequently does your secondary educational institution's administrator conduct pedagogical supervision?
2. How much has the academic achievement at your secondary institution risen as a result of the educational oversight abilities of your school principals?

Section G: Principals' Time Management Competency and Academic Performance

1. How frequently does the principal of your secondary school implement effective time-management strategies?
2. How does the time managerial abilities of your principal affect the academic achievement of your students?

Thank you,
Mumia Mvurya Mbovu

APPENDIX VIII: ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



Mount Kenya University

REF: **MKU/ISERC/2950** Date: 12 July 2023
TO: **MUMIA MVURYA MBOVU**
REG: **PHDED/2018/79217**

Dear Sir/Madam,

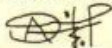
RE: INFLUENCE OF PRINCIPALS' PROFESSIONAL COMPETENCY ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KWALE COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1994**. The approval period is **12/07/2023 - 11/07/2024**.

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

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

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000, Cell: +254 709 153 000
Email: info@mku.ac.ke Web: www.mku.ac.ke

**APPENDIX IX: INTRODUCTION LETTER FROM THE SCHOOL OF
POSTGRADUATE STUDIES OF MOUNT KENYA UNIVERSITY**


Mount Kenya University
DIRECTORATE OF GRADUATE STUDIES

PHDED/2018/79217

12th July, 2023

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

Dear Sir/Madam,


RE: MUMIA MVURYA MBOVU – REGISTRATION NO. PHDED/2018/79217

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

The title of the research is **“Influence of Principals’ Professional Competency on Academic Performance in Public Secondary Schools in Kwale County, Kenya.”** It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **July, 2023 and December, 2023**.


Any assistance accorded to the student will be highly appreciated.

Thank you.


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

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
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APPENDIX X: AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI



REPUBLIC OF KENYA

Ref No: 295808

RESEARCH LICENSE




This is to Certify that Mr. MVURYA MBOVU MUMIA 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 Kwale on the topic: INFLUENCE OF PRINCIPALS PROFESSIONAL COMPETENCY ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KWALE COUNTY, KENYA for the period ending : 25/July/2024.

License No: NACOSTI/P/23/27964

295808


Applicant Identification Number



Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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See overleaf for conditions

APPENDIX XI: RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER, KWALE



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION**

Email address: cckwale@yahoo.com
Telephone: **Kwale 4105**
When replying please quote

THE COUNTY COMMISSIONER
P.O. BOX 1
KWALE

Ref. No. ADM.15/7/4 CC VOL.3/138

27th July, 2023


All Deputy County Commissioners
KWALE COUNTY

RE: RESEARCH AUTHORIZATION
MR. MVURYA MBOVU MUMIA - LICENSE NO. NACOSTI/P/23/27964

The above named person is a student of Mount Kenya University pursuing a course in Doctor of Philosophy in Education Administration, Leadership and Management. He intends to conduct research on **"Influence of Principals Professional Competency on Academic Performance in Public Secondary Schools in Kwale County"**.

Authority is hereby granted to the above student to conduct research for a period ending 24th July, 2024.

Kindly accord him necessary support.


LUCY NDEMO
FOR: COUNTY COMMISSIONER
KWALE COUNTY

Copy to:
Mr. Mvurya Mbovu Mumia
ID NO.23935689

**APPENDIX XII: RESEARCH AUTHORIZATION LETTER FROM COUNTY
DIRECTOR OF EDUCATION, KWALE**



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

State Department of Early Learning and Basic Education

Telegrams: "EDUCATION", Kwale
Telephone: Kwale 040-2104010
Email Address: kwalecde@gmail.com
Please when replying quote

THE COUNTY DIRECTOR OF EDUCATION
P.O BOX 20 – 80403
KWALE

REF: KWL/CDE/A/III/8


27th July 2023

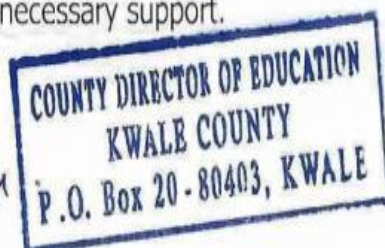
TO WHOM IT MAY CONCERN

RE: PERMISSION TO CONDUCT RESEARCH
MVURYA MBOVU MUMIA LICENSE NO: NACOSTI/P/23/27964

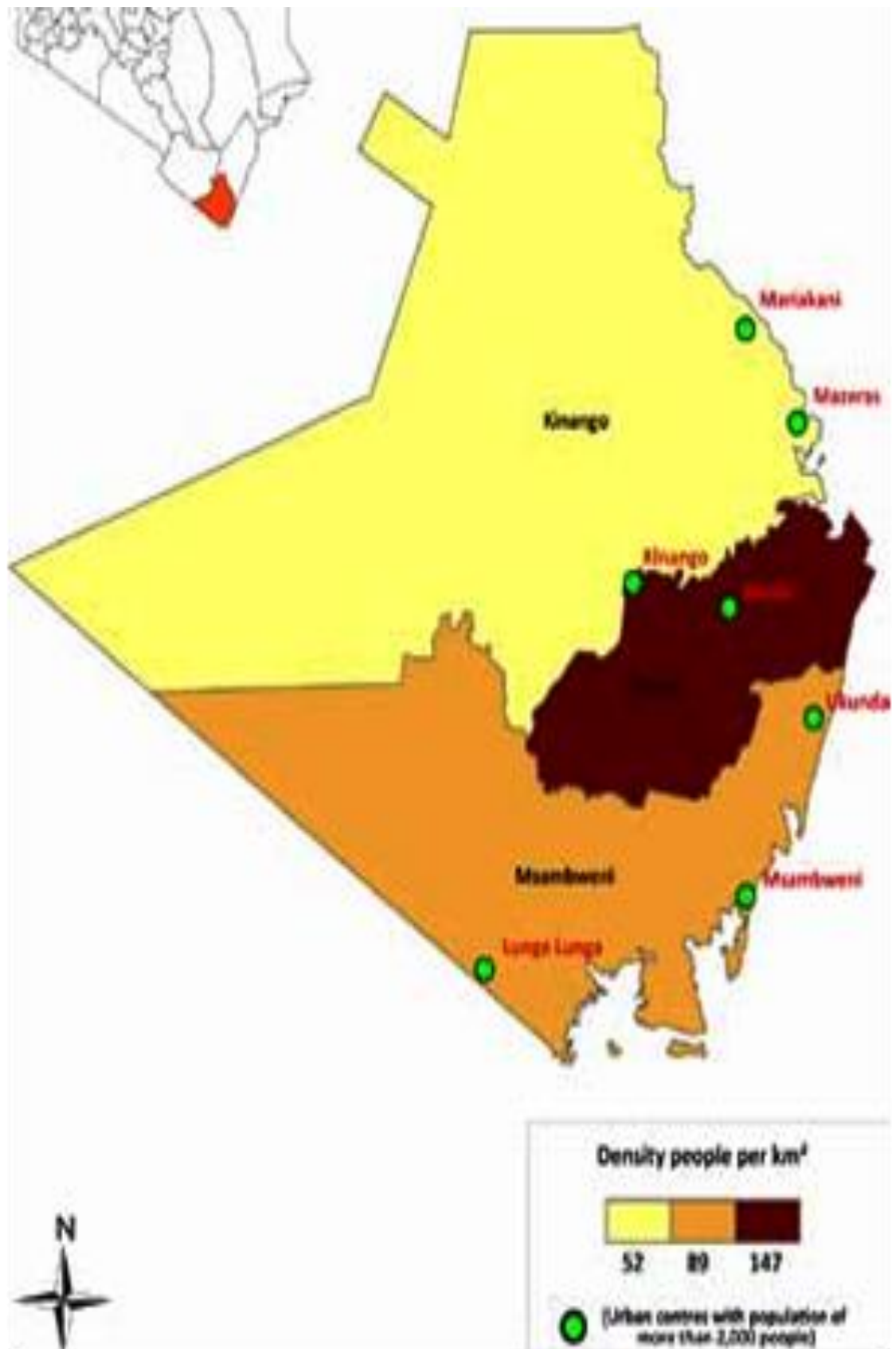
The above student from Mount Kenya University has been authorized to conduct research on **"Influence of Principals Professional competency on academic performance in public secondary schools"** in Kwale County for the period ending **24th July 2024**.

Please accord him the necessary support.


Ahmed Abdi
County Director of Education
KWALE COUNTY



APPENDIX XIII: THE MAP OF KWALE COUNTY




Source: IEBC (2012)

APPENDIX XIV

TURNITIN SIMILARITY INDEX REPORT

MUMIA MVURYA MBOVU

INFLUENCE OF PRINCIPALS' PROFESSIONAL COMPETENCY ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCH...

 Mount Kenya University

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