

**INFLUENCE OF PRINCIPALS' MANAGEMENT STRATEGIES ON ACADEMIC
ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN MSAMBWENI SUB-
COUNTY, KWALE COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

This research proposal is my original work and has not been presented in any other University or for any other award

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ABSTRACT

Principals held a pivotal position in ensuring the achievement levels in high school education. However, in Msambweni Sub-County, academic achievement had been a challenge. The purpose of this research was to determine the influence of principals' management strategies on academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya. The management strategies used by principals to motivate teachers, allocate instructional resources, encourage parental participation, and execute guidance and counseling programs were the four main areas of attention for this study. This research was directed by both systems theory and the theory of Maslow's hierarchy of needs. A mixed methodology and a descriptive design were used to meet the study's goals. A total of 6,651 respondents 21 principals, 630 teachers, 2,400 parents, and 3,600 students from the sub-county's public high schools formed the intended group. A subset of 378 respondents was established using Yamane's Formula. Six distinct strata were formed according to the zones within Msambweni Sub-County through stratified sampling. Purposive sampling was then applied to select 189 teachers and one principal from each zone, representing 30% of the total sample. To prevent bias, an additional 24 students and 4 parents from each zone were chosen by simple random selection. A sample of 144 students, 39 parents, 189 teachers, and 6 principals was produced as a result of this approach. The data collection approach involved using questionnaires to gather numerical information from educators and students, while principals and parents were interviewed using interview guides to obtain qualitative data. To assess the validity, reliability, trustworthiness, and dependability of the research tools, 38 participants were chosen from public secondary schools in Msambweni Sub-County. Expert evaluation confirmed the validity, and a reliability coefficient of $r \geq 0.70$ was achieved using the Cronbach's Alpha technique, ensuring a high level of internal consistency. Multiple analytical methods triangulated the data for credibility, and each phase of data collection was meticulously documented to ensure dependability. Quantitative data was assessed using the Statistical Package for Social Sciences (SPSS) using inferential linear regression analysis and descriptive statistics such as frequencies, percentages, means, and standard deviations. Tables and charts were used to display the quantitative results, and the study's goals guided the thematic analysis and narrative reporting of the qualitative data. The study aimed to provide valuable insights into the effect of principals' leadership strategies on academic performance in secondary education, with a focus on teachers' motivation, resource allocation, parental involvement, and guidance and counseling programs. The findings were expected to inform policy and educational practices aimed at improving academic achievement in public high schools in Msambweni Sub-County, Kwale County, Kenya. Experts validated the study, which demonstrated high reliability with Cronbach's Alpha values ranging from 0.754 to 0.970. In order to improve student results, it suggests that stakeholders work together to enhance motivation, resource allocation, guidance services, parental involvement, and inclusive leadership.

Contents

DECLARATION AND APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT.....	iv
LIST OF TABLES.....	xii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS AND ACRONYMS.....	xv
CHAPTER ONE.....	1
1.0 Introduction.....	1
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Purpose of the study	7
1.4 Objectives of the study	7
1.5 Research Questions	7
1.6 Rationale of the Study	8
1.7 Significance of the Study	8
1.8 Scope of the Study	9
1.9 Limitations of the Study	9
1.10 Delimitations of the Study.....	10
1.11 Assumptions of the Study.....	10
1.12 Operational Definitions of Key Terms	11

CHAPTER TWO.....	12
LITERATURE REVIEW	12
2.0 Introduction.....	12
2.1 Empirical Literature Review	12
2.1.1 The Concept of Academic Achievement in Secondary Schools	12
2.1.2 The Concept of Principals’ Management Strategies.....	14
2.1.3 Principals’ Motivation Strategies and Academic Achievement in Secondary Schools	16
2.1.4 Allocation of Instructional Resources in Secondary Schools	18
2.1.5 Parental Involvement Strategies and Academic Achievement in Secondary Schools.....	20
2.1.6 Guidance and counseling programs and academic achievement in Secondary Schools.....	22
2.2 Theoretical Literature Review	25
2.2.1 The Systems theory	25
2.2.2 The Theory of Maslow’s Hierarchy of needs	26
2.3 The Conceptual Framework	27
2.4 Research Gaps	30
2.5 Summary of Literature Review	32
CHAPTER THREE	33
RESEARCH METHODOLOGY AND DESIGN.....	33
3.0 Introduction.....	33
3.1 Research Methodology.....	33
3.2 Research Design.....	33

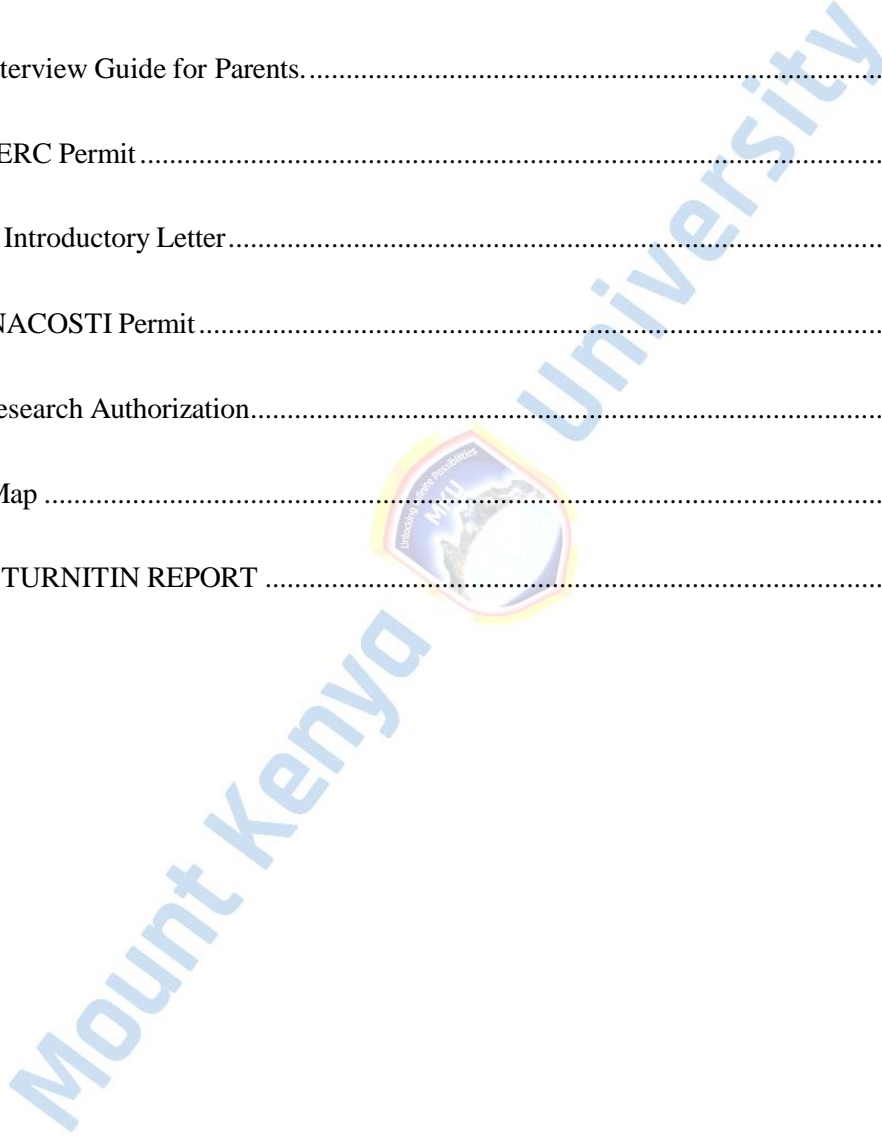
3.3 Location of Study	35
3.4 Target Population	36
3.5 Sampling Procedures and Sample Size.....	36
3.6 Research Instruments	37
3.6.1 Questionnaire for Secondary School Teachers, Students	37
3.6.2 Interview Guide for Principals and Parents.....	38
3.7 Piloting of Research Instruments.....	38
3.7.1 Validity of the Research Instruments	39
3.7.2 Reliability of the Research Instruments.....	39
3.7.3 Credibility of Instruments.....	40
3.7.4 Dependability of Instruments	40
3.8 Data Collection Procedures	41
3.9 Data Analysis Procedures.....	43
Source; Author 2025	44
3.10 Ethical Considerations.....	45
3.10.1 Confidentiality and Privacy.....	45
3.10.2 Anonymity	45
3.10.3 Informed Consent.....	45
3.11 Storage of Data Collected.....	46
CHAPTER FOUR.....	47
RESEARCH FINDINGS AND DISCUSSIONS.....	47

4.0 Introduction.....	47
4.1 Questionnaire Return Rate	47
4.2 Demographic Information	49
4.2.1 Information on Gender of principals, teachers, Students and parents.....	50
4.2.2 Information on the Age of Participants	52
4.2.3 Education Level of principals, teachers and parents.....	54
4.2.4 Work Experience of Principals and teachers	56
4.3 Influence of principals’ management strategies on academic achievement	57
4.3.1 .1. Academic achievement on secondary schools.....	58
4.3.1 .1.1 Descriptive statistical analysis of academic achievement on teachers.....	58
4.3.1 .1.2 Reliability Statistics on Academic achievement.....	60
4.3.1 .2.1 Descriptive statistical analysis of academic achievement on students.....	61
4.3.1 .2.2 Reliability Statistics on Academic achievement.....	62
4.3.2 .1. Motivation strategies on academic achievement for teachers and students.	63
4.3.2.1.1 Descriptive Analysis in motivation and academic achievement on teachers.....	64
4.3.2.1.2 Reliability Statistics and ANOVA in motivation and academic achievement on teachers.	66
4.3.2.2.1 Descriptive Analysis in motivation and academic achievement on students.....	68
4.3.2.2.2 Reliability and ANOVA in motivation and academic achievement on students.	70
4.3.2.3. Thematic analysis of Motivation Strategies and Academic Achievement.....	71
4.3.2.4. Triangulation and Interpretation of Research Findings of motivation strategies.	73
4.3.3.1.1 Descriptive Analysis in allocation of instructional resources and academic achievement on	

teachers.	75
4.3.3.1.2 Reliability and ANOVA in allocation of instructional resources on teachers.....	77
4.3.3.2.1 Descriptive Analysis in allocation of instructional resources and academic achievement on students.	79
4.3.3.2.2 Reliability and ANOVA in allocation of instructional resources on students.....	81
4.3.3.3. Thematic analysis of Allocation of Instructional Resources and Academic Achievement.....	82
4.3.3.4. Triangulation on Allocation of Instructional Resources and Academic Achievement.....	84
4.3.4.1.1 Descriptive Analysis in parental involvement and academic achievement on teachers.	87
4.3.4.1.2 Reliability Statistics and ANOVA in parental involvement on teachers.	89
4.3.4.2.1 Descriptive Analysis in parental involvement and academic achievement on students.....	90
4.3.4.2.2 Reliability Statistics and ANOVA in parental involvement on students.	93
4.3.4.3. Thematic analysis of Parental Involvement and Academic Achievement.....	94
4.3.4.4. Triangulation on Parental Involvement, and Academic Achievement.....	96
4.3.5.1.1 Descriptive Analysis in guidance and counseling and academic achievement on teachers.	99
4.3.5.1.2 Reliability Statistics and ANOVA in guidance and counselling on teachers.....	101
4.3.5.2.1 Descriptive Analysis in guidance and counseling and academic achievement on students.	102
4.3.5.2.2 Reliability Statistics and ANOVA in guidance and counselling on students.....	105
4.3.5.3. Thematic analysis of Guidance and Counseling and Academic Achievement.....	106
4.3.5.4. Triangulation and Interpretation of Research Findings Guidance and counseling.....	108
4.6. DISCUSSION OF RESEARCH FINDINGS.....	111

4.6.1 Motivation Strategies and Academic Achievement.....	111
4.6.2 Allocation of Instructional Resources and Academic Achievement.....	113
4.6.3. Parental involvement and academic achievement	115
4.6.4. Guidance and Counseling and Academic Achievement.....	117
CHAPTER FIVE.....	120
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	120
5.0 Introduction.....	120
5.1 Summary of the Findings	120
5.1.1 Influence of Motivation Strategies and Academic Achievement	120
5.1.2 Influence of Allocation of Instructional Resources and Academic Achievement	121
5.1.3 Influence of Parental involvement and academic achievement.....	122
5.1.4 Influence of Guidance and Counseling and Academic Achievement.....	123
5.2 Conclusions of the Study.....	125
5.2.1 Influence of Motivation Strategies and Academic Achievement	125
5.2.2 Influence of Allocation of Instructional Resources and Academic Achievement	126
5.2.3 Influence of Parental involvement and academic achievement.....	127
5.2.4 Influence of Guidance and Counseling and Academic Achievement.....	127
5.3 Recommendations for Practice.....	129
5.4 Recommendations for Further Research	130
REFERENCES.....	131
APPENDIX I Letter of Introduction	146

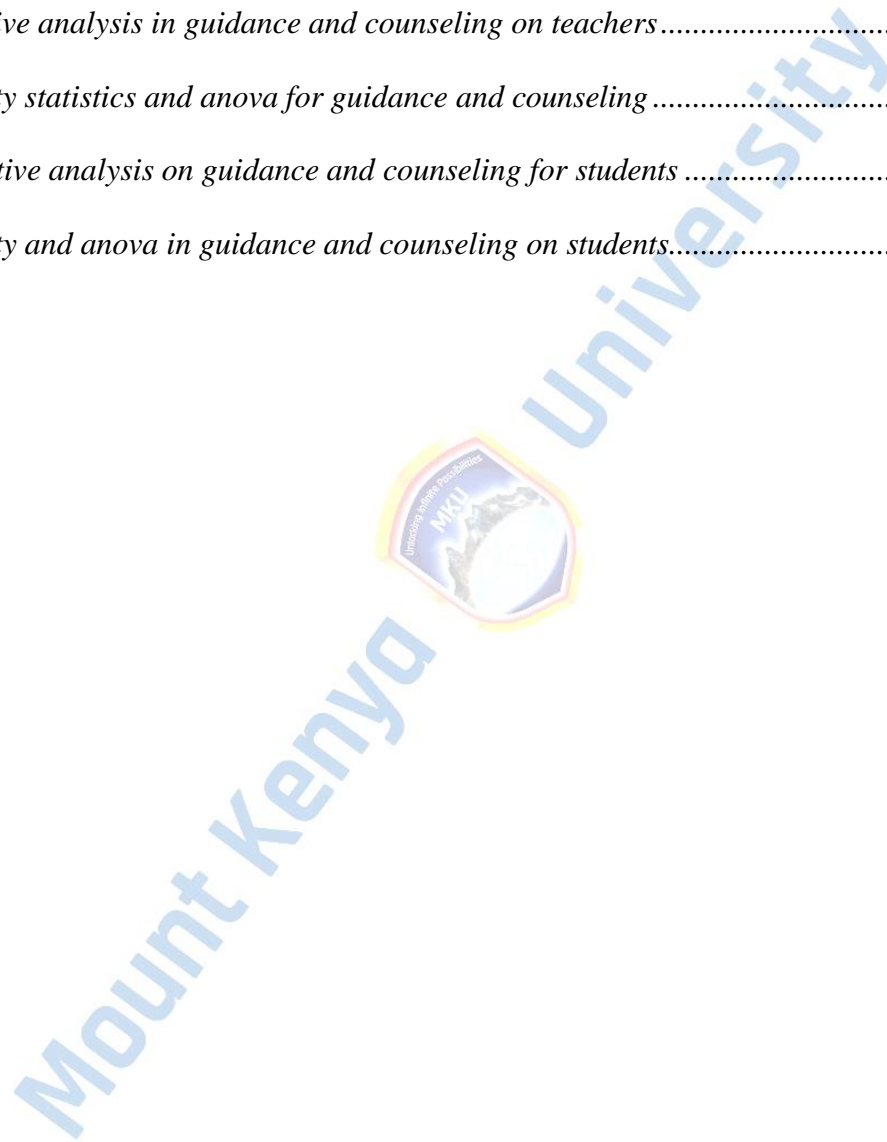
APPENDIX II Informed Consent Form.....	147
APPENDIX III Questionnaires for teachers.....	148
APPENDIX IV Questionnaire for Students.	154
APPENDIX V Interview Guide for Principals.....	159
APPENDIX V Interview Guide for Parents.....	162
APPENDIX VII ERC Permit.....	164
APPENDIX VIII Introductory Letter.....	165
APPENDIX IX NACOSTI Permit.....	166
APPENDIX X Research Authorization.....	167
APPENDIX XI Map	168
APPENDIX XI I TURNITIN REPORT	169



LIST OF TABLES

Table 1 <i>Average Kcse Scores</i>	6
table 2: <i>target population of the study</i>	36
table 3: <i>sampling grid</i>	37
Table 4: <i>data collection procedures</i>	42
Table 5: <i>data analysis procedures</i>	44
table 6: <i>questionnaires and interview response rate</i>	48
table 7: <i>information on the gender of the participants</i>	50
table 8: <i>information on the ages of the participants</i>	52
table 9: <i>education level of participants</i>	54
table 10: <i>work experience of the principals and teachers</i>	56
table 11: <i>academic achievement of teachers</i>	58
table 12: <i>reliability statistics</i>	60
table 13: <i>academic achievement on students</i>	61
table 14: <i>reliability statistic</i>	62
Table 15: <i>descriptive of teachers motive</i>	64
Table 16: <i>reliability statistics and anova</i>	66
table 17: <i>descriptive in motivation strategies on students</i>	68
Table 18; <i>reliability and anova results</i>	70
Table 19: <i>for allocation of instructional resources for teachers</i>	75
table 20: <i>reliability and anova in allocation of instrumental resources</i>	77
Table 21: <i>for allocation of instructional resources</i>	79
table 22: <i>reliability and anova results for students in allocation of instructional resources</i>	81

Table 23: <i>descriptive analysis on parental involvement</i>	87
table 24: <i>reliability statistics and anova for parental involvement</i>	89
Table 25: <i>descriptive analysis in parental involvement for students</i>	91
table 26: <i>reliability and anova results in parental involvement on students</i>	93
table 27: <i>descriptive analysis in guidance and counseling on teachers</i>	99
table 28: <i>reliability statistics and anova for guidance and counseling</i>	101
Table 29: <i>descriptive analysis on guidance and counseling for students</i>	103
table 30: <i>reliability and anova in guidance and counseling on students</i>	105



LIST OF FIGURES

figure 1:the current study’s conceptual framework. source: author 2025 29

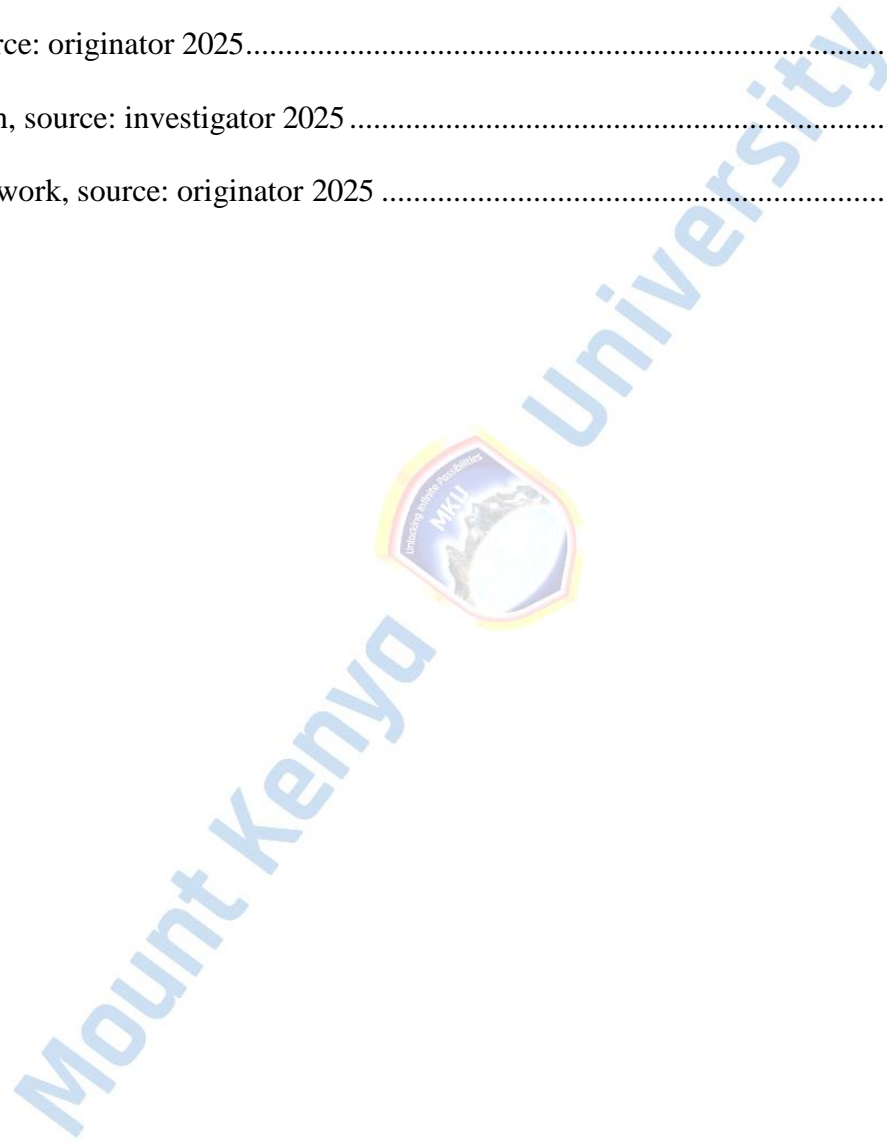
figure 2: design of concurrent triangulation. origin: taken from creswell (2003) 34

figure 4: Gender, source: the originator 2025..... 50

figure 5 Age, source: originator 2025..... 52

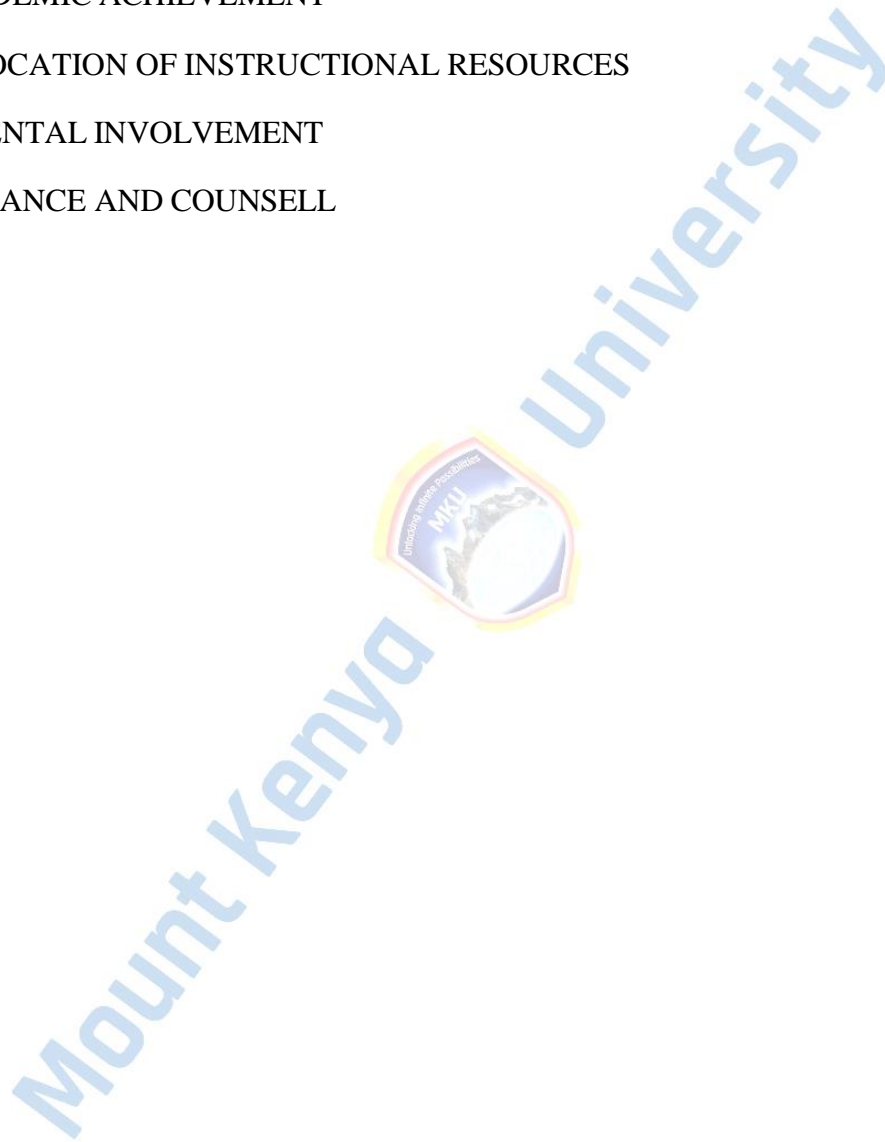
figure 6 Education, source: investigator 2025 54

figure 7 Years of work, source: originator 2025 56



LIST OF ABBREVIATIONS AND ACRONYMS

SEL:	SOCIAL AND EMOTIONAL LEARNING
SPSS:	STATISTICAL PSCKAGE FOR SOCIAL SCIENCES
MOTIV:	MOTIVATION
AA:	ACADEMIC ACHIEVEMENT
AIR:	ALLOCATION OF INSTRUCTIONAL RESOURCES
PI:	PARENTAL INVOLVEMENT
GC:	GUIDANCE AND COUNSELL



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focused on background of the study, statement of the problem, purpose, objectives, research questions, rationale, significance, scope, limitations, delimitations, and assumptions were the main topics covered in this chapter. It also included an operational definitions list for important terms used in the study.

1.1 Background to the Study

Everyone agreed that education was a key factor in both societal advancement and global economic expansion. A good education provided nations with the trained labor force they needed to compete in a rapidly changing world economy. Due to technological improvements and heightened global competition, the demand for robust educational institutions capable of producing skilled and adaptable labor forces increased in the twenty-first century. Numerous characteristics that contributed to academic achievement were highlighted by international research, which emphasized the importance of understanding these components to improve educational outcomes (Farooq & Berhanu, 2011).

Schools globally continued to seek ways to enhance their efficiency and effectiveness, with school management playing a crucial role. Effective management encompassed administration, leadership, human resource quality, and organizational development, all of which significantly impacted student learning (Argyriou & Iordanidis, 2014). In countries such as the United States, educational reforms increasingly focused on holding school principals accountable for student academic achievement. Research by Suthakar, Karnan, and Venkatarathanam (2019) revealed that

strong leadership practices fostered environments that enhanced teacher motivation and professional development, which in turn improved student performance. This evidence underscored the vital role of principals' management strategies in promoting academic success. At the local level in Kenya, particularly in Msambweni Sub-County, Kwale County, there was a growing need to examine how principals' management approaches influenced teacher motivation and academic achievement. Studies such as Tham (2020) suggested that effective management strategies positively affected both teacher motivation and student outcomes. Teacher motivation itself was a critical factor in educational success, requiring both intrinsic and extrinsic incentives to fully engage teachers and improve student learning. Collie and Martin (2017) discussed challenges related to teacher motivation, including shortages and strikes, while Mustary (2021) noted that motivation strategies in countries like Japan and Bangladesh significantly enhanced teachers' ability to support students. Building on this international and regional evidence, further research in the Kenyan context was essential to understand how principals' management strategies affected teacher motivation and academic achievement, which formed the basis for this study's problem statement.

The efficient use of instructional resources was considered a vital element in enhancing academic performance worldwide. In the United States, schools that effectively implemented fair and well-planned resource management strategies demonstrated notable progress in student achievement, underscoring the key role of school leadership in ensuring resources were utilized to strengthen teaching and learning processes. Nisar, Khan, and Khan (2019) reported that resource allocation had a direct impact on achieving educational objectives by improving instructional quality and learner participation. Similarly, studies in Singapore and the United Arab Emirates (UAE) emphasized the importance of effective school leadership in fostering collaboration among

teachers, students, and parents, which in turn supported academic success. Wang, Drysdale, and Gurr (2016) observed that school leaders in Singapore cultivated a strong sense of cooperation among all stakeholders, leading to improved student performance. Likewise, Alhosani, Singh, and Al Nahyan (2017) highlighted how effective school leadership in the UAE created positive learning environments that significantly contributed to enhanced academic achievement. At the local level, Kenyan public secondary schools, especially in regions such as Msambweni Sub-County in Kwale County, continued to face challenges related to the equitable allocation of instructional resources. Despite increased government investment in education, disparities persisted, with rural and marginalized schools frequently lacking essential textbooks and learning materials. Mbiti and Lucas (2011) noted that students attending well-resourced national schools consistently outperformed their counterparts in less-equipped rural schools, illustrating a direct link between resource availability and academic achievement. Furthermore, the Florida Department of Education (2013) emphasized that instructional resources were critical not only for improving teaching quality but also for fostering student creativity and engagement. Principals' management strategies, particularly in allocating instructional resources, significantly influence academic achievement in public secondary schools in Msambweni Sub-County, Kwale County. Effective resource allocation boosts teacher morale and improves instructional quality, leading to better student outcomes. Given challenges like limited resources and educational disparities, understanding these strategies is crucial. This study explores how principals' resource management impacts academic performance, aiming to offer insights for improving educational quality and equity in the region.

Efforts to enhance academic success through improved school management have been widely documented, with particular attention given to school leadership strategies that foster parental

involvement and support student development. Leithwood, Harris, and Hopkins (2008) emphasized that effective leadership is second only to classroom instruction in its impact on student learning. These international findings highlight the central role of principals in shaping school climate, engaging families, and implementing student support services. Similarly, Jeynes (2007) found that students whose parents were actively engaged in their education tended to perform better academically, underscoring the value of parental involvement as a key element of school improvement strategies. Across Sub-Saharan Africa, various programs have sought to strengthen leadership and management practices in schools to improve educational outcomes. For instance, in South Africa, leadership training for secondary school managers—including head teachers—focused on entrepreneurial skills and fundraising initiatives aimed at improving school infrastructure and resource availability. The World Bank (2018) stressed that effective school leadership often had a greater influence on educational quality than the mere availability of resources, reaffirming the importance of strategic management in schools. In the Kenyan context, despite significant government interventions such as increased funding, the hiring of qualified teachers, and the establishment of quality assurance mechanisms (Republic of Kenya, 2014), many public secondary schools—particularly in under-resourced regions—continued to struggle with poor academic outcomes. Public secondary schools in Kwale County, for example, experienced persistent low performance. Mutunga and Mboko (2023) observed a steady decline in academic results within the county, attributing this trend to ineffective management strategies that failed to address key systemic challenges. The quality of education in rural areas like Msambweni Sub-County, Kwale County, remains a concern, with parental involvement identified as vital to student achievement. Principals are now expected to adopt strategies that strengthen school–community ties. Promoting meaningful parental engagement is crucial for boosting academic performance and

school effectiveness. This study examines how principals' leadership and engagement strategies influence academic achievement, offering insights to improve education quality in marginalized communities.

Guidance and counseling programs have been recognized globally as essential for promoting students' academic success and overall well-being by addressing emotional, social, and personal challenges that may impede learning (Ibrahim, Aloka, Wambiya, & Raburu, 2014). Research has demonstrated that when these services are properly implemented, they not only enhance academic outcomes but also support the holistic development of students, fostering emotional resilience and social skills (Gysbers & Henderson, 2012). These programs create nurturing environments that enable students to manage academic stress and personal difficulties, thereby improving learning conditions (Chen, 2019). School principals and leaders play a critical role in embedding guidance and counseling within educational systems, as their leadership styles largely influence the effectiveness of such services (Kariuki, 2018). The commitment of school leadership determines the allocation of resources, the provision of staff training, and the prioritization of counseling programs. Despite these known benefits, many schools in Kenya have faced challenges such as inadequate resources and inconsistent leadership support, which have limited the effective delivery of counseling services (Mutua & Mwachandi, 2020). Consequently, there has been a pressing need to explore how principals' approaches to implementing guidance and counseling influence both academic achievement and the holistic development of students within the Kenyan context. Research in this area could provide valuable insights for strengthening leadership practices to better support counseling services and ultimately enhance student success and well-being (Mboya & Njoroge, 2021). Although education remains a cornerstone for national development, persistent

challenges in school management have continued to affect academic performance negatively, particularly in public secondary schools such as those in Msambweni Sub-County.

1.2 Statement of the Problem

Principals play a crucial role in enhancing academic achievement, yet public secondary schools in Msambweni Sub-County continue to experience low performance despite government interventions such as capitation grants and recruitment of qualified staff (Hallinger & Heck, 2010; Republic of Kenya, 2003). This suggests that current management strategies may be ineffective in addressing persistent academic challenges (Mwirigi, 2014). Previous efforts like tutoring and study skills programs have shown limited impact (Gikandi, 2018). Therefore, this study seeks to investigate the management strategies principals use and evaluate their effectiveness in improving academic outcomes in public secondary schools within Msambweni. The findings aim to inform better leadership practices to address these ongoing challenges and enhance student performance, as illustrated in Dataset 1.

TABLE 1 AVERAGE KCSE SCORES

School	Subcounty	2022 mean	2023 mean	2024 mean
Kwale High	Matuga	8.4	8.9	7.6
Matuga Girls	Matuga	7.3	7.6	7.4
Waa Boys	Matuga	5.0	4.2	5.0
Vingujini Secondary	Msambweni	1.5	1.7	1.8
Bongwe Secondary	Msambweni	1.8	1.4	1.8
Msambweni Boys	Msambweni	4.4	3.9	4.2
Muhaka secondary	Msambweni	1.6	1.6	1.9
Kinango Boys	Kinango	5.7	5.8	6.4

Source; Author 2025

1.3 Purpose of the study

This study sought to investigate principals' management strategies for enhancing academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To establish how principals' motivation strategies influenced academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya.
2. To determine how principals' allocation of instructional resource strategies influenced academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya.
3. To determine how principals' parental involvement strategy influenced academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya.
4. To establish the extent to which principals' guidance and counseling strategies influenced academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya.

1.5 Research Questions

The study was based on the following research questions:

1. How did principals' motivation strategies influence academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya?
2. How did principals' instructional resource allocation strategy influence academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya?

3. How did principals' parental involvement strategies influence academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya?
4. How did principals' guidance and counseling programs enhance academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya?

1.6 Rationale of the Study

This study evaluated how principals' management strategies influenced key factors affecting academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya. It examined the role of leadership in improving academic outcomes by focusing on how principals enhance teacher motivation, allocate instructional resources, and encourage parental involvement. The study also explored the impact of guidance and counseling programs on students' academic performance. The findings provide useful insights for policymakers, school leaders, and stakeholders, offering evidence-based recommendations to improve school management and raise academic standards. These results aim to support future educational reforms and help address ongoing challenges in academic performance in the region.

1.7 Significance of the Study

This research examined how teacher motivation, instructional resource allocation, parental involvement, and guidance and counseling programs affect academic achievement. It provided evidence-based recommendations to help improve educational outcomes. The findings are useful for policymakers, school leaders, and stakeholders by identifying effective management strategies that can boost student performance. Additionally, the study offers guidance for future educational reforms and interventions to address ongoing challenges in academic achievement. Overall, the research supports the development of better school management practices, leading to higher academic success and improved education quality in the region.

1.8 Scope of the Study

This research focused exclusively on public secondary schools in Msambweni Sub-County. It examined principals' management strategies, including motivation, allocation of teaching resources, guidance and counseling, and parental involvement, to understand their impact on academic achievement in these schools. A combined research approach was used, incorporating a concurrent triangulation design. Questionnaires gathered quantitative data from teachers, and students, while qualitative data were obtained from principals and parents through interview guides. Conducted between March and May 2025, this study aimed to provide in-depth insights into the role of different management strategies in enhancing academic achievement in the selected public secondary schools.

1.9 Limitations of the Study

The following served as the basis:

1. It was challenging to secure full participation from principals, teachers, and students because of their busy schedules and possible reluctance to share information, which affected the depth and accuracy of the data collected.
2. Poor road infrastructure in the study area made it difficult to reach some secondary schools, limiting access to important data.
3. Accessing certain documents, such as the nominal roll, was difficult as some individuals were concerned about confidentiality and the potential misuse of the information.

1.10 Delimitations of the Study

The study was framed by the following boundaries:

1. The study was confined to public secondary schools located in Msambweni Sub-County only.
2. The participants included only principals, teachers, students, and parents.
3. The research focused specifically on how principals' strategies in motivation, instructional resource allocation, parental involvement, and guidance and counseling programs influenced academic performance in secondary schools.

1.11 Assumptions of the Study

The study operated under the following assumptions:

1. The selected sample was representative of the overall target population.
2. It was assumed that principals were responsible for managing and allocating instructional resources.
3. The study was based on the belief that active parental involvement enhances students' academic performance.
4. It was also assumed that well-implemented guidance and counseling programs lead to improved academic outcomes for students.

1.12 Operational Definitions of Key Terms

Motivation strategies: They are techniques or methods used to encourage students and teachers to achieve their goals. They include: recognition and praise, incentives and rewards and providing opportunities for growth.

Guidance and counselling strategies: Ways designed by principals to help students navigate personal and educational challenges. They include: active listening, SMART GOAL setting, follow up and evaluation

Academic achievement: Refers to the magnitude of student accomplishment achieves in their educational endeavors, typically measured by grades and test results.

Instructional resources: Refers to all materials and tools utilized by teachers to support and improve the effectiveness of lesson delivery.

Learning outcomes: Refers to the performance of students in school in academic and other school activities.

Low achievement: Achievement rating that is less than 40 percent on a standardized class exam is considered unsatisfactory.

Principals' management strategies: refers to a set of activities which principals undertake to encourage students achieve their academic goals. These include: vision and goal setting, monitoring and feedback and professional development.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher presented a review of existing literature relevant to the study's focus. The review of empirical studies was centered on the concept of academic achievement in secondary schools, principals' management strategies, and the influence of principals' motivational strategies, resource allocation, parental involvement, and guidance and counseling programs in public secondary schools. The researcher highlighted differing perspectives from various authors who had offered diverse viewpoints on the issues under investigation. Additionally, The chapter presented both the theoretical and conceptual frameworks, summarized the reviewed literature, and highlighted the identified research gaps.

2.1 Empirical Literature Review

This research is examined in relation to the concept of academic achievement in secondary schools, the concept of principals' management strategies, the influence of motivation, allocation, and utilization of instructional resources, parental involvement, and programs for guidance and counseling in secondary schools.

2.1.1 The Concept of Academic Achievement in Secondary Schools

The empirical literature on academic achievement in secondary schools highlighted the significant influence of school management practices on student performance, drawing from both international and local studies. Globally, effective management has been consistently linked to improved educational outcomes. For instance, Tham (2020) examined how principals' management strategies directly affect teacher motivation and student achievement, finding that motivated teachers fostered by strong leadership tend to engage more actively with students, thereby enhancing academic performance. This conclusion aligns with Suthakar, Karnan, and

Venkatarathanam (2019) in the United States, who demonstrated that school leadership



accountability is critical in driving school success, with schools led by proactive principals showing substantial gains in academic achievement. The management of instructional resources is another key factor influencing academic success. Nisar, Khan, and Khan (2019) emphasized that schools with efficient resource allocation practices provide better learning materials and facilities, which directly support student learning and achievement. Similarly, Wang, Drysdale, and Gurr (2016) found that in Singapore, effective school management fosters collaboration among teachers, students, and parents, establishing a collaborative and encouraging setting that promotes educational success. Alhosani, Singh, and Al Nahyan (2017) echoed this in the UAE context, where schools with strong management frameworks reported higher academic performance due to well-coordinated educational practices. Guidance and counseling programs have also been identified as essential components in supporting students' academic and emotional development. Ibrahim, Aloba, Wambiya, and Raburu (2014) highlighted that schools offering comprehensive counseling services better meet students' academic and emotional needs, resulting in improved performance and overall well-being.

Looking at foundational research, Farooq and Berhanu (2011) emphasized the importance of effective management practices, linking well-implemented leadership and resource allocation to higher academic achievement through improved learning environments. Argyriou and Iordanidis (2014) supported this by demonstrating that schools with strong administration and clear policies tend to achieve better learning outcomes by creating structured, supportive environments. Earlier studies by Asikhia (2010) and the Centre for Economic Performance (2014) further established that robust school management equips schools to effectively address challenges and implement successful teaching strategies, which enhances student success. In the Kenyan context, ongoing challenges in educational quality and school management have been documented. The Republic

of Kenya (2014) highlighted national efforts to improve education through reforms and increased funding. However, Mutunga and Mboko (2023) pointed out persistent issues in regions like Kwale County, where inadequate management practices continue to hamper academic achievement. These local studies reinforce international findings by stressing the critical role of effective school leadership and resource management in overcoming barriers to academic success. Overall, the reviewed literature provides a comprehensive understanding of how leadership, resource allocation, stakeholder collaboration, and student support services collectively influence academic achievement in secondary schools. The studies build on earlier research to emphasize that strong management practices are fundamental to improving educational outcomes worldwide and specifically within Kenya's public secondary schools. These insights offer valuable guidance for policymakers, educators, and stakeholders seeking to enhance school performance and student success.

2.1.2 The Concept of Principals' Management Strategies

The concept of principals' management strategies and their influence on academic achievement in secondary schools had been widely studied in both international and local contexts. Recent research highlighted that effective leadership and governance contributed substantially to student academic success. Tham (2020) emphasized that principals who implemented management strategies focused on recognizing teacher performance, promoting professional development, and fostering a positive working environment significantly improved teacher motivation and, consequently, student academic achievement. Motivated teachers were more engaged and effective, which directly benefited learners. This view aligned with findings by Suthakar, Karnan, and Venkatarathanam (2019) in the United States, where accountability reforms for principals demonstrated that strong leadership, clear goal-setting, and consistent support were essential for

driving school success. Their study highlighted how principals' responsibility for academic results strengthened school performance by creating focused and well-directed educational environments.

Beyond leadership, effective resource allocation was a key factor in academic success. Nisar, Khan, and Khan (2019) underscored the importance of principals' role in managing instructional resources such as textbooks, technology, and learning materials. Their study revealed that efficient resource management provided students with the necessary tools to learn effectively, thereby enhancing academic achievement. Similarly, Wang, Drysdale, and Gurr (2016) showed that in Singapore, principals who fostered collaboration among teachers, parents, and students cultivated a constructive and unified classroom environment that contributed to improved learning outcomes. This collaborative leadership model was echoed by Alhosani, Singh, and Al Nahyan (2017) in the UAE, where well-structured management practices, including strategic planning and continuous improvement, led to improved school performance and student achievement. The role of guidance and counseling programs as part of school management was also critical. Ibrahim, Aloka, Wambiya, and Raburu (2014) demonstrated that principals' strategies for implementing robust advisory services aided students in overcoming challenges related to academics and personal well-being, which improved their overall academic performance and well-being.

Foundational studies provided additional support for these contemporary findings. Farooq and Berhanu (2011) illustrated that schools with well-implemented management strategies, clear goal-setting, and supportive environments consistently performed better academically. Argyriou and Iordanidis (2014) reinforced this by highlighting the importance of organizational characteristics such as leadership and administration in creating structured environments conducive to learning. Earlier research by Asikhia (2010) and the Centre for Economic Performance (2014) also found a strong link between effective school management and higher academic outcomes, noting that

strong policies, consistent monitoring, and strategic leadership were fundamental for educational success.

The studies by the Republic of Kenya (2014) and Mutunga and Mboko (2023) revealed ongoing challenges in school management, particularly in regions like Kwale County. Despite national efforts to improve education through reforms and resource allocation, academic achievement remained a concern due to weak management practices. These local studies echoed global research by emphasizing the need for improved leadership, resource management, and student support systems to boost academic outcomes in Kenyan secondary schools. Effective leadership, efficient resource allocation, stakeholder collaboration, and comprehensive student support services were key components that contributed to higher student performance and better educational quality. These insights provided valuable direction for policymakers and educational leaders aiming to strengthen school management and improve academic success.

2.1.3 Principals' Motivation Strategies and Academic Achievement in Secondary Schools

Teacher motivation played a critical role in educational settings globally, significantly influencing both teacher performance and student academic outcomes. Richardson (2014) viewed motivation as the inclination and commitment to pursue targeted actions for goal fulfillment, emphasizing its role in shaping teachers' professional engagement. Reeve and Su (2014) further explained teacher motivation as the passion and enthusiasm necessary to employ diverse instructional strategies effectively, creating learning environments where students feel inspired to exert greater academic effort. These perspectives affirm the vital role of motivation in cultivating positive educational experiences. However, they also revealed a gap in understanding how intrinsic and extrinsic motivation interact with instructional practice and learning outcomes, indicating the need for further exploration.

International studies have examined the consequences of teacher demotivation. Collie and Martin (2017) found that demotivated teachers often demonstrate absenteeism and tardiness, which disrupt classroom dynamics and diminish student achievement. Nonetheless, their study did not deeply examine the underlying causes of teacher demotivation or how targeted school leadership strategies might mitigate these effects. Atkinson (2000) similarly highlighted how low morale and disengagement compromise teaching quality and punctuality, though without evaluating specific strategies that could restore motivation. Becket (2018) established a correlation between low teacher motivation and reduced student performance, while Orji (2014) emphasized the role of both intrinsic and extrinsic motivators in shaping teacher performance. Yet, these studies fell short in assessing how school leadership can customize motivation strategies to address diverse teacher needs, presenting a significant area for further research.

Locally, studies in Kenya reflect similar concerns. Mose (2015), in a study conducted in Nyamira County, found that high-performing secondary schools benefitted from teachers who were motivated both intrinsically—through personal satisfaction—and extrinsically—through recognition and financial incentives. However, the study did not investigate how these motivational drivers were influenced by school leadership or management strategies. Thus, while acknowledging the importance of motivation, existing literature does not sufficiently examine how principals' management practices directly influence and sustain teacher motivation or improve academic outcomes.

Given this context, further studies are needed to explore how school principals can implement varied, context-specific strategies to promote both intrinsic and extrinsic motivation. These may include creating positive work environments, offering continuous professional development, implementing recognition systems, and addressing individual teacher needs. In addition, research

should examine the root causes of demotivation, assess the effectiveness of motivational strategies, and evaluate their long-term impact on instructional quality and student success. Quantitative data were collected through teacher questionnaires, while qualitative data were obtained via principal interviews, using a concurrent triangulation design to enrich the findings with both statistical and experiential insights. The study focused on key leadership practices—such as facilitating professional development, recognizing exceptional teaching, and nurturing a positive school culture—and how they influence teacher motivation. Ultimately, this research offers practical recommendations for school leaders aiming to foster motivated teaching staff and improve academic performance in Kenyan secondary schools.

2.1.4 Allocation of Instructional Resources in Secondary Schools

Instructional resources referred to the various tools and materials employed to facilitate teaching and enhance learning, such as visual aids, technological devices, projectors, and other supportive materials that enriched the instructional process. The manner in which these resources were allocated and distributed within secondary schools played a vital role in influencing students' academic performance. When properly managed, these resources ensured effective teaching, which positively affected learning outcomes. Numerous studies investigated the influence of instructional materials on student achievement, yet uncertainties remained about which resources had the most impact and how contextual dynamics influenced their management.

In a study by Nisar, Khan, and Khan (2019), the link between resource distribution and academic performance in secondary education was analyzed. Their results suggested that schools with better resource allocation generally outperformed those lacking adequate materials. However, the study did not pinpoint the specific resources with the greatest influence, indicating a need for more targeted research to identify and prioritize essential instructional tools. Likewise, Wang, Drysdale,

and Gurr (2016) explored how school leadership contributed to resource management and its effect on learning outcomes. Their findings showed that when instructional resources were managed strategically, student performance improved significantly. Nonetheless, they did not explore the ongoing issues of updating and sustaining these resources, a challenge particularly evident in environments with limited funding.

Alhosani, Singh, and Al Nahyan (2017) focused on the combined effect of using resources alongside teacher development and student involvement. Their research showed that an integrated approach—merging resource use with professional training and active learner engagement—led to notable academic improvements. Still, the study did not differentiate between the challenges faced in urban versus rural schools, suggesting that future studies should consider how context shapes resource allocation needs. Research by Asikhia (2010) examined how the availability of instructional materials related to student academic performance in Nigerian secondary schools. The study identified a positive association between adequate resources and improved student outcomes. Furthermore, it emphasized that simply having resources was not enough—how effectively they were allocated and used also mattered. Poor distribution could reduce the potential benefits. The Centre for Economic Performance (2014) assessed the broader economic impact of resource allocation in education. Their conclusions indicated that investing in instructional materials could lead to better academic results and long-term economic gains. However, the study did not account for the financial difficulties schools encountered when trying to reallocate budgets to prioritize these investments. The trade-off between immediate budget constraints and future academic returns remained a critical area for further exploration, especially for school administrators and policy planners. Tham (2020) explored the role of educational technologies in enhancing student achievement. Schools that had access to modern digital tools often experienced

better academic performance. Still, the study did not address the difficulties schools in low-resource settings faced in adopting such technologies, pointing to the need for research on equitable implementation strategies across varying educational environments.

The present study adopted a mixed-methods approach to analyze how principals' strategies for distributing instructional materials influenced academic outcomes in public secondary schools within Msambweni Sub-County, Kwale County, Kenya. Quantitative data were collected through teacher and student surveys, while qualitative insights were drawn from interviews with school principals. By integrating findings from multiple data sources, the research aimed to address existing knowledge gaps and provide actionable recommendations to help school leaders enhance student performance through better resource management.

2.1.5 Parental Involvement Strategies and Academic Achievement in Secondary Schools

Parental participation was widely recognized as a cornerstone of student academic achievement, encompassing involvement in school activities, communication with educators, and support for learning at home. Internationally, Epstein (2001) laid a foundational framework comprising six key dimensions of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. While Epstein's model remains influential, it offers limited guidance on how school principals can strategically enhance these types of involvement—highlighting a need for research focused on leadership's role in driving engagement.

Jeynes (2012), in a comprehensive meta-analysis, confirmed the positive correlation between parental participation and student outcomes, particularly when parents assist with academic assignments or attend school functions. However, his work did not address how school leaders could intentionally cultivate such behaviors, a gap echoed in more recent research by Thompson

and Garcia (2022), which stressed the importance of strategic leadership in sustaining parental involvement programs. Hoover-Dempsey and Sandler's (1997) model emphasized the influence of parents' role perception, self-efficacy, and school invitations in motivating involvement. This framework aligns with current studies such as Morrison and Lee (2023), who observed that many schools fail to leverage principal leadership to activate these motivational factors, suggesting missed opportunities for engagement through intentional management practices. Sheldon and Epstein (2005) found that schools with well-structured involvement programs experienced stronger student performance. However, they also noted significant variability in effectiveness depending on school context—pointing to the importance of principal-led customization of engagement strategies. Similarly, Desforges and Abouchar (2003) highlighted that home-based parental involvement, such as fostering positive attitudes and supporting learning routines, was especially impactful. Still, they failed to address how principals might overcome barriers such as socioeconomic disadvantage to encourage home support.

Hill and Tyson (2009) emphasized “academic socialization”—parents transmitting educational values—as a major influence during adolescence. This was supported by Chrispeels and Rivero (2001), who observed that principals who actively involve parents and promote a welcoming school climate significantly increase parental participation. Yet, their work lacked detail on the specific administrative strategies used to build these relationships. Cotton and Wikelund (2001) reported that active parental involvement correlates with better student achievement and school attendance. Okeke (2014) addressed cultural and economic barriers in sub-Saharan Africa and underscored the importance of principal leadership in bridging these gaps. However, his study lacked practical examples of successful interventions. More recently, Mwangi and Kamau (2022)

emphasized the need for culturally relevant and community-responsive leadership in Kenyan schools to foster trust and participation.

In Kenya, Njoroge and Wambua (2023) identified poverty, limited education, and cultural norms as major barriers to parental involvement. They found that principals who engage parents through informal meetings, flexible scheduling, and inclusive policy-making see better participation and student performance. Yet, they also stressed the need for more empirical studies that document how such leadership strategies are developed and sustained. Collectively, these studies underscore the essential role of parental involvement in educational outcomes and the central position of principals in promoting it. While frameworks and correlations are well established, a critical gap remains in identifying and evaluating the specific leadership strategies that foster inclusive, sustainable parental engagement, particularly in culturally and economically diverse settings. Future research should bridge this gap by offering context-based, evidence-driven leadership models that promote meaningful family-school partnerships.

2.1.6 Guidance and counseling programs and academic achievement in Secondary Schools

Guidance and counseling programs play a critical role worldwide in supporting students' academic achievement and personal development. Gysbers and Henderson (2012) provided a comprehensive framework highlighting how effective guidance programs help students develop life skills, set academic goals, and improve overall well-being, which positively impacts academic performance. Despite these insights, their study did not elaborate on the leadership strategies principals employ to implement and sustain these programs, indicating a gap in understanding the role of school leadership. Similarly, Lapan, Gysbers, and Sun (1997) found a positive correlation between comprehensive counseling programs and improved student grades and attendance. However, their

research did not address how principals manage challenges such as resource constraints that affect the sustainability of these initiatives.

Sink and Stroh (2003) reported that counseling programs contributed to notable improvements in academic achievement and social skills among elementary and middle school students. Nevertheless, their study did not focus on the leadership role in secondary schools, where program dynamics and challenges may differ, suggesting a need for further investigation. Brigman and Campbell (2003) examined group therapy interventions, finding that participants experienced better academic outcomes and behavioral improvements. Whiston and Quinby (2009) reinforced the value of organized school counseling interventions for academic, career, and social development but called for more research on how principals tailor these programs to meet diverse student needs. Carey, Harrington, Martin, and Hoffman (2012) demonstrated that schools with well-established counseling services showed better academic achievement and reduced dropout rates. Studer (2015) emphasized the importance of collaboration between counselors and school leaders in enhancing student outcomes. Akos, Cockman, and Strickland (2007) highlighted the positive influence of career counseling on high school students' academic decisions and outcomes, yet the integration of career services within overall guidance programs by principals remains underexplored. Parsons (2015) found that social and emotional learning (SEL) programs, when part of counseling services, improved emotional intelligence and social skills, leading to better academic results, but did not examine how principals effectively implement and sustain these programs. Borders and Drury (1992) further noted the benefits of peer counseling in improving student academic achievement. Recent studies have expanded this discourse, particularly emphasizing leadership roles. Ahmed and Smith (2021) underscored how school leaders' active support and resource allocation are essential for the successful implementation of SEL programs,

highlighting the principal's strategic role in these efforts. Otieno and Mwangi (2023) investigated Kenyan public secondary schools and found that principal leadership is crucial in managing resource limitations and ensuring effective counseling programs, which directly enhance academic performance.

The research by Kimani, Mwakio, and Charo (2022) in Kwale County revealed that guidance and counseling positively influenced student academic performance, especially when principals provided active supervision and support. However, inconsistent program implementation due to inadequate leadership training and competing school priorities was a significant challenge. Njoroge and Wambua (2021) further argued that building principals' capacity through professional development and collaborative partnerships is vital for sustaining impactful counseling services in Kenyan schools. Collectively, international and local research underscores the importance of guidance and counseling programs for student success and highlights the critical leadership role principals play in sustaining these services. Nonetheless, significant deficiencies remain regarding the specific management strategies principals employ to overcome challenges such as resource constraints and contextual differences. Future research should focus on identifying and evaluating these leadership approaches within diverse educational settings to provide practical insights that can empower principals to effectively leverage guidance and counseling programs for improved student outcomes.

2.2 Theoretical Literature Review

This study was based on two theoretical frameworks: the Systems Theory and Maslow's Hierarchy of Needs.

2.2.1 The Systems theory

In order to investigate how principals' management strategies affected students' academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya, the Systems Theory was essential. This theory, rooted in the idea that an organization is an intricate network of interrelated components working toward a unified objective, was applied to understand how principals' management strategies influenced various elements within the school system. According to Von Bertalanffy (1968), Systems Theory emphasized the importance of interactions between different system components and their collective effect on organizational outcomes. In the context of this study, future research demonstrated how principals' strategies in managing teachers' motivation, allocating instructional resources, enhancing parental involvement, and implementing guidance and counseling programs could affect overall academic achievement. These studies illustrated that principals' management strategies directly impacted teachers' motivation and, consequently, student academic achievement.

For example, research by Iqbal et al. (2021) demonstrated that when principals established a positive learning environment and used successful motivating techniques, teachers' enthusiasm and involvement increased, which in turn enhanced academic performance. The significance of resource management in the educational system was further highlighted by the study by Otieno et al. (2022), which discovered that principals' strategic distribution of instructional resources greatly improved student learning results. Studies like those by Li and Hong (2023) further examined the role of parental involvement, showing that by creating a conducive learning environment at home, principals' successful family engagement tactics increased academic attainment. Additionally,

recent research by Johnson and Brown (2024) examined how principals' guidance and counseling programs contributed to student success, emphasizing the systemic benefits of comprehensive support services. The Systems Theory thus provided a holistic framework for analyzing how these interrelated strategies and components affected academic achievement. By focusing on the dynamic interactions between management strategies and educational outcomes, future research offered valuable insights into optimizing school management practices to enhance overall performance.

2.2.2 The Theory of Maslow's Hierarchy of needs

This theory was introduced by Abraham Maslow (1943). It had been widely applied in education to understand how fulfilling students' basic needs could influence their academic achievement. In the context of academic achievement, this hierarchy offered a framework for understanding how unmet needs could hinder a student's learning potential.

The theory highlighted that before a student could concentrate on learning, their basic physiological and safety demands had to be satisfied in a particular order. Students' social needs, such as forming healthy relationships with peers and a sense of belonging, as well as their esteem needs, which included peer recognition, teacher praise, and other forms of validation that were essential for inspiring continued academic effort, could be met by attending to their physiological needs, such as food and clothing, and their safety needs, such as a safe environment. Research suggested that when these needs were satisfied, students were more likely to engage positively with their learning environment and achieve better academic outcomes. The study examined how principals' management strategies met these demands and how this affected students' academic achievement. Specifically, the research explored how principals motivated teachers and created an environment conducive to academic success by meeting their needs for professional development

and recognition, thereby fostering a positive school climate. Maslow's theory of esteem needs highlighted the importance of professional support and recognition in encouraging teachers to perform at their highest potential (Rebore, 2012).

Furthermore, the study investigated how the allocation of instructional resources by principals, while attending to students' safety and physiological needs, influenced academic outcomes. According to McLeod (2007), when adequate learning resources were provided and a safe environment was ensured, students were more likely to focus on their academic work. Additionally, the research assessed how principals engaged with parents, recognizing that such involvement fulfilled students' need for belonging and enhanced their motivation to learn, as emphasized by Epstein (2001) regarding the value of home-school partnerships.

To support self-actualization, the study also explored how principals' guidance and counseling practices addressed students' emotional and esteem needs. Gysbers and Henderson (2014) argued that students who received proper guidance were better equipped to overcome challenges and excel academically. By applying Maslow's theory, the study aimed to provide a comprehensive understanding of how addressing the various levels of the hierarchy through effective management strategies could enhance academic achievement.

2.3 The Conceptual Framework

The conceptual framework for this research focused on the relationship between principals' management strategies and academic achievement in secondary schools. It posited that management strategies implemented by principals—namely motivation practices, allocation of instructional resources, parental involvement, and guidance and counseling—served as the independent variables that directly influenced student academic performance.

These strategies were designed to improve both teacher effectiveness and the overall learning environment. Motivation practices, such as creating a positive work environment, offering career advancement opportunities, recognizing teachers' efforts, and involving them in decision-making, contributed to teacher satisfaction and enhanced instructional delivery. The allocation of instructional resources, including the provision of textbooks, handouts, whiteboards, and digital learning tools, ensured that both teachers and students were adequately equipped for effective teaching and learning. Parental involvement was realized through fostering a supportive home learning environment, encouraging attendance at school meetings, and providing emotional support to students—factors that reinforced learning beyond the classroom. Guidance and counseling also played a critical role by offering career counseling, emotional guidance, and goal setting, all of which empowered students to stay focused and motivated.

The dependent variable, academic achievement, was reflected in student engagement and participation, improved learning outcomes, and the application of innovative teaching methods. These outcomes were influenced by the effectiveness with which principals' strategies were implemented. Importantly, the teaching-learning process was recognized as an intervening variable that bridged the gap between the independent and dependent variables. It highlighted the idea that even the most well-crafted management strategies had to pass through the instructional process to impact academic results. The availability of adequate resources was also considered a vital component of this process, as it facilitated the execution of management strategies.

This conceptual framework suggested that effective leadership and strategic management by school principals supported by resource availability and a functional teaching-learning process significantly enhanced academic achievement in secondary schools, as illustrated in Display 1.

Independent variables

Dependent variable

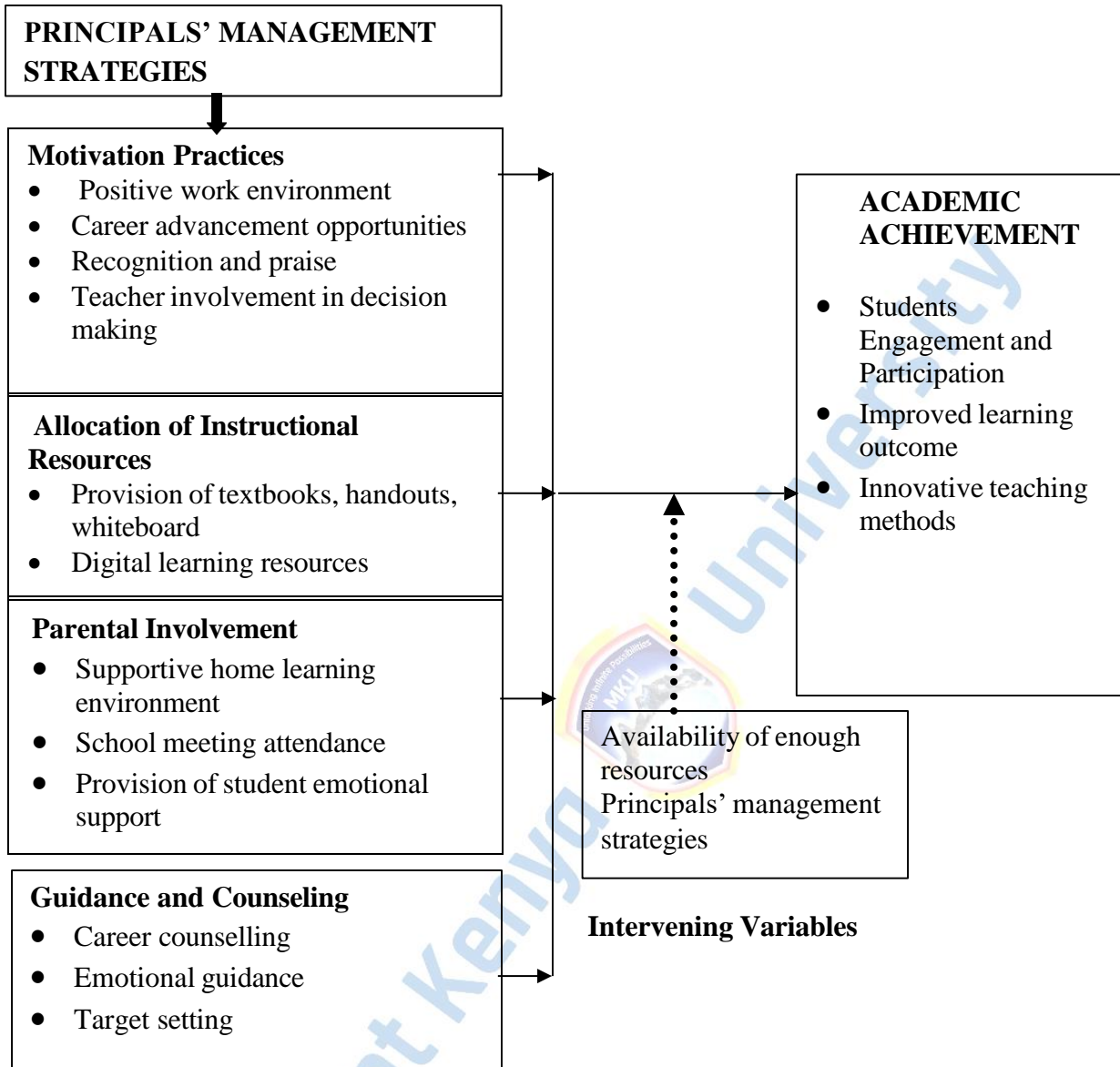


FIGURE 1:THE CURRENT STUDY'S CONCEPTUAL FRAMEWORK. SOURCE: AUTHOR 2025

2.4 Research Gaps

There remained several critical gaps in the understanding of how principals' management strategies specifically affected key aspects such as teacher motivation, instructional resource allocation, parental involvement, and guidance and counseling services particularly in the context of public secondary schools in under-resourced areas like Msambweni Sub-County, Kwale County. This was despite the growing body of evidence supporting the connection between effective school leadership and student academic performance. Although studies by Reeve and Su (2014) and Collie and Martin (2017) established a general link between teacher motivation and student achievement, there was a noticeable lack of detailed investigation into which specific principal-led motivational strategies such as opportunities for professional development, systems of recognition, or participatory decision-making had the most substantial and lasting impact. Moreover, the delicate balance between intrinsic and extrinsic motivators remained under-explored, especially in low-resource contexts where financial incentives were scarce (Becket, 2018). There was also limited empirical evidence on how such strategies could be adapted to meet the diverse psychological and professional needs of teachers, or how these approaches influenced sustained teacher engagement and instructional quality over time.

Previous research (e.g., Nisar, Khan, & Khan, 2019) indicated that the allocation of instructional resources significantly impacted academic outcomes. However, it remained unclear which specific resource categories such as digital tools, printed materials, laboratory equipment, or teaching aids had the greatest effect across different subjects. Additionally, research by Wang, Drysdale, and Gurr (2016) did not sufficiently examine the role of principals in ensuring the sustainable use, equitable distribution, and ongoing maintenance of these instructional resources, especially in resource-constrained environments. Therefore, this study aimed to address the knowledge gap

regarding how school leaders could effectively organize and prioritize instructional materials to enhance their educational impact.

Although parental involvement had long been associated with improved student outcomes (Epstein, 2018), there was little evidence detailing the specific management strategies principals used to initiate, sustain, and expand family engagement across varied socioeconomic and cultural backgrounds. There was also insufficient understanding of how principals managed barriers such as low parental turnout at school events, cultural expectations, illiteracy, and poverty. Furthermore, the research had yet to clearly distinguish between direct forms of support (e.g., attending school meetings, assisting with homework) and indirect contributions (e.g., fostering a learning-conducive home environment). Little attention had been paid to how principals tailored parental involvement efforts to align with school improvement goals and student learning objectives.

Even though guidance and counseling programs had been shown to promote students' academic and emotional development (Ibrahim et al., 2014), little was known about how principals implemented these services amid staff shortages, stigmatization of mental health, and inadequate funding. The long-term academic implications of formal counseling services remained insufficiently explored, particularly in marginalized communities. While researchers such as Tham (2020) emphasized the significance of such programs, their studies fell short in explaining how school leaders integrated them into the school system or assessed their effectiveness over time.

Taken together, these gaps highlighted the pressing need for a comprehensive, context-sensitive investigation into how principals' management practices could be optimized to enhance academic performance. By addressing these shortcomings, this research contributed to the ongoing discourse on educational leadership and offered practical insights for guiding policy reforms, developing

professional training programs, and establishing evidence-based administrative practices in Kenya and similarly situated educational environments.

2.5 Summary of Literature Review

Existing studies revealed that principals' management strategies significantly impacted various facets of educational outcomes in secondary schools. Specifically, effective strategies that enhanced teacher motivation, optimized resource allocation, fostered parental involvement, and implemented guidance and counseling programs were found to be crucial for improving academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya.



CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter outlines the research methodology employed for the study. It covers the research design, study setting, target population, sample size, sampling methods, research tools, piloting of instruments, reliability and validity, data collection methods, data analysis procedures, and the logistical and ethical considerations involved.

3.1 Research Methodology

The study employed a dual approach, incorporating quantitative and qualitative methodologies to improve the gathering and examination of data. Questionnaires were used to collect quantitative data from a sizable sample, allowing for statistical analysis and broad generalizations. Concurrently, qualitative information was gathered through interview schedules, which recorded participants' in-depth viewpoints in their own words. Creswell (2014) argued that by combining the advantages of both approaches, this integrated strategy balanced deep, contextual insights with broad, quantitative patterns to provide a thorough understanding of the study subject.

3.2 Research Design

In this study, a descriptive design was employed, as the researcher did not change any variables and aimed to understand the current situation regarding the influence of principals' management strategies on academic achievement in public secondary schools in Msambweni Sub-County. The study implemented a descriptive research design that effectively combined both quantitative and qualitative methods. As highlighted by Creswell (2014), this approach allowed for the collection of quantifiable data that was amenable to statistical analysis, thus addressing the quantitative aspects of the research comprehensively. The qualitative component was explored through thematic analysis, which offered a nuanced understanding of the research problem without relying

on experimental or exploratory frameworks. By distinctly separating respondents who completed questionnaires from those engaged in interviews, the study minimized interaction between groups, resulting in more reliable findings. This dual approach enabled a thorough analysis of the research problem, employing triangulation to enhance the robustness and validity of the results (Gall & Borg, 2007). In the end, the goal of this mixed-methods design was to enhance the general comprehension of the research setting by offering deeper insights into the difficulties that were discovered. While addressing the shortcomings of both qualitative and quantitative methods, the concurrent triangulation model capitalized on their strengths (Morse, 1991). This design improved the findings' dependability and made it possible to draw more reliable conclusions about the study problem. All things considered, the findings contributed to a better understanding of how management techniques and academic work quality interact. Figure 2 illustrates this.

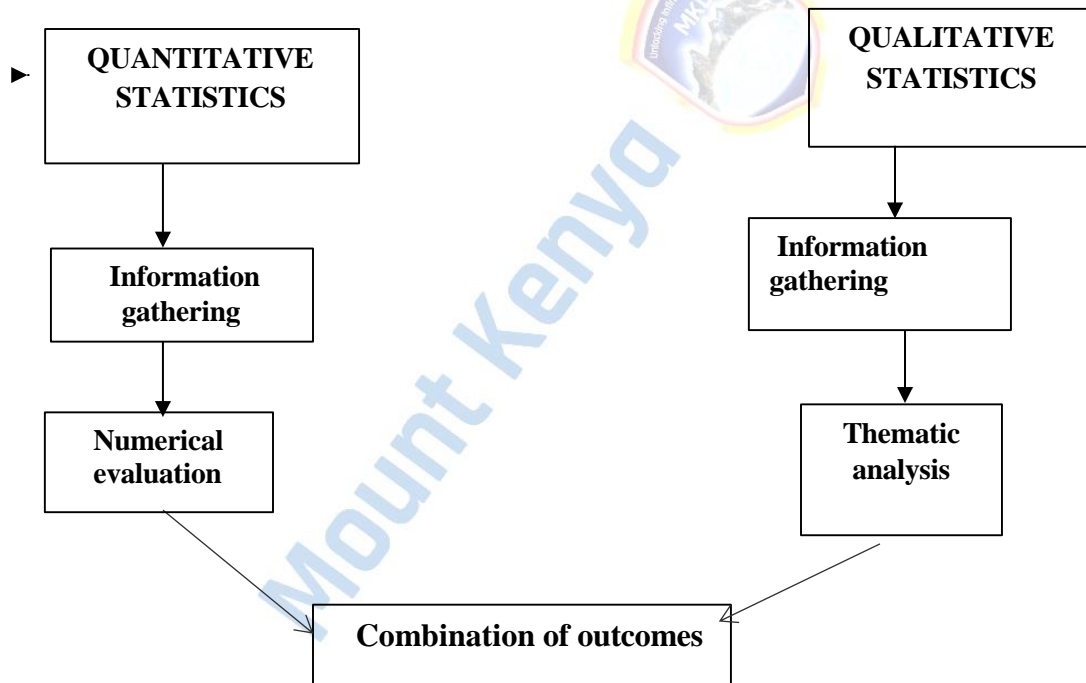


FIGURE 2: DESIGN OF CONCURRENT TRIANGULATION. ORIGIN: TAKEN FROM CRESWELL (2003)

3.3 Location of Study

The study was carried out in Msambweni Sub-County, which was situated in Kwale County, along the southeastern coast of Kenya. It was located next to the Indian Ocean on the east, offering picturesque beaches and a significant fishing community. To the north, it adjoined the larger Kwale town, the administrative hub of Kwale County. The sub-county was accessible via the Likoni-Ukunda-Lunga Lunga Road, which connected it to Mombasa, the nearest major city and economic center. Msambweni was characterized by a mix of rural and semi-urban environments, with agriculture, fishing, and tourism being the main economic activities. The region was known for its vibrant Swahili culture, diverse ethnic communities, and a blend of traditional and modern lifestyles. It also featured several health and educational institutions, including the renowned Msambweni County Referral Hospital. The sub-county's scenic coastline, combined with its rich cultural heritage and economic activities, made it a unique and important part of Kwale County. In Msambweni Sub-County, despite the government's efforts to employ highly qualified staff, academic achievement in secondary public schools had been difficult. Consequently, Msambweni Sub-County was chosen as the study site.

3.4 Target Population

According to data set 1, the target group was made up of all 21 public secondary schools in the Msambweni Sub-County, which included 3,600 students, 2,400 parents, 21 headteachers, and 630 staff.

TABLE 2: TARGET POPULATION OF THE STUDY

Categories	Target Population
Principals	21
Teachers	630
Students	3600
Parents	2400
Total	6651

Source: Msambweni Sub- County Office (2022)

3.5 Sampling Procedures and Sample Size

Yamane's Formula was applied by the researcher to determine the test group for this investigation.

The process was as follows:

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

where N_0 is the 95% CI for the chosen sample size.

The target population is N , and the 5% confidence level is denoted by e . (0.05 in decimal).

The intended sample was therefore:

$$N_0 = \frac{6651}{1 + 6651(0.05)^2}$$

$$N_0 = 378 \text{ respondents}$$

Sampling was the process of selecting several people or items from a population so that the chosen group had qualities typical of all the members of the group (Orodho and Kombo, 2002). 30% of the target population was used by the researcher to sample the schools' principals and teachers. As

a result, six principals and 189 teachers were selected, while 144 pupils and 39 parents were selected using purposive sampling, as the researcher aimed to gather information from individuals with specific knowledge and wanted to work with a smaller, focused group. The researcher took into account public secondary schools that had demonstrated outstanding academic performance over the previous five years. According to Mugenda & Mugenda (2003), a descriptive design required a sample size of 30%. The population as a whole was given an equal chance of selection through basic random sampling procedures. Random numbers were assigned, and the members of the population were numbered from J to M. Then, J numbers were selected, comprising the sample. The sampling design was shown in data-set 1.

TABLE 3: SAMPLING GRID

Categories	Target Population	Sample Size	Sampling Techniques
Principals	21	6	Simple random sampling
Teachers	630	189	Simple random sampling
Students	3600	144	Purposive sampling
Parents	2400	39	Purposive sampling
Total	6651	378	

Source: Originator (2024)

3.6 Research Instruments

These were tools developed for gathering data on the key themes related to the research objectives. They consisted of questionnaires for teachers and students, along with interview guides for principals and parents.

3.6.1 Questionnaire for Secondary School Teachers, Students.

Mugenda and Mugenda (1999) described a questionnaire as a structured series of questions used by researchers to gather information for data analysis. In this study, a questionnaire with closed-ended responses served as a tool for the researcher to collect quantitative data from secondary

school teachers. Morse (2010) clarified that a questionnaire is a data collection tool designed with structured questions to gather information from respondents, often used for analyzing responses statistically. Demographic information about the respondents was collected in the first section, and questions on a 5-point Likert scale that aligned with the objectives of the study were included in the second section. This method was intended to systematically collect relevant data for the study.

3.6.2 Interview Guide for Principals and Parents.

According to Mugenda & Mugenda (1999), a face-to-face meeting entailed conducting an interview schedule orally. The format of interviews could vary and include directive, non-directive, unstructured, and structured formats. To gather qualitative information from principals and parents, the researcher employed coordinated interview guides with flexible questions. In this situation, structured interviews were particularly helpful since they enabled both regular questioning and follow-up questions. This method enhanced the data gathered by offering a trustworthy foundation and permitting a more thorough analysis of participant replies.

3.7 Piloting of Research Instruments

A pilot test of the research instruments took place with 38 participants from a collection of public high schools in Msambweni Sub-County, following Kothari's (2005) suggestion that 10% of the study sample should be included in the pilot sample (10% of 378). The following was a distribution of the sample size of thirty-eight participants: twenty students, ten teachers, five parents, and three principals. The distribution guaranteed that all important groups were represented, enabling a fair viewpoint. This pilot aimed to evaluate the clarity and suitability of questions, the usefulness of the data gathered, and the relevance of the wording used. Findings from the pilot testing assisted in pretesting the research tools to validate their accuracy and reliability, addressing any potential issues with data interpretation and time coordination during the analysis phase collection. Moreover, trial runs of the scheduled interviews were conducted to ensure clear wording and

suitable response options, helping the researcher identify areas for improvement. The primary data collection did not include pilot test participants.

3.7.1 Validity of the Research Instruments

The accuracy pertaining to the research tools was meticulously evaluated to ensure they accurately measured the intended variables. A detailed assessment by professionals established the content validity of the instrument, which assessed the relevance and clarity of each item. Construct validity was confirmed by correlating the instrument's results with established measures of the same constructs. To ensure criterion validity, the instruments were compared against known benchmarks or outcomes. Pilot testing further refined the instruments, identifying any ambiguities or irrelevant items. Insights from the pilot study were utilized to make necessary adjustments, ensuring the questions were clear, concise, and relevant. Additionally, the instruments underwent factor analysis to verify the underlying structure aligned with the theoretical framework. By employing these rigorous validation processes, the research instruments achieved high validity, consequently improving the precision and legitimacy of the study's findings.

3.7.2 Reliability of the Research Instruments

The split-half approach served to determine the dependability of the test items. The respondents answered the test items once, and the results were partitioned into two halves, or groups. The reliability index between these two components was ascertained using the Cronbach Alpha Method. When the test items' Cronbach Alpha Coefficient was close to 1, it indicated that they had a significant degree of uniformity. Strong internal reliability was confirmed by a Cronbach's Alpha statistic of $r \geq 0.70$, which was adequate for this investigation. Kothari (2005) stated that any Cronbach Alpha value between zero and one indicated an excellent measure of agreement, hence validating the test items.

3.7.3 Credibility of Instruments

Considering that only respondents or the audience could adequately assess the plausibility of the outcomes, data triangulation and multiple analyses were used to ensure the credibility of the instruments. By emphasizing the excellence of the work instead of the volume of collected data, credibility aimed to make the study findings believable (Kothari, 2005). Creswell (2014) stated that building credibility entailed making sure the study findings were persuasive by highlighting the depth and richness of the data collected as opposed to the sheer amount of information. Thanks to the extensive and meticulous nature of the data gathered, this method guaranteed that the conclusions were solidly supported and trustworthy.

3.7.4 Dependability of Instruments

By painstakingly recording every step of the qualitative data gathering procedure, this study was made reliable. Any other researcher could have duplicated the investigation and obtained comparable results with the help of this thorough documentation. Reliability verified that the study results were consistent and repeatable, according to Kothari (2005). Research conduct, analysis, and presentation standards were used to evaluate it. It was possible for others to replicate the investigation and obtain similar findings because every phase of the study was carefully documented. Assuring the general dependability of the research, this thorough record also assisted researchers in comprehending the procedures followed and in assessing their efficacy.

3.8 Data Collection Procedures

Mount Kenya University's School of Postgraduate Studies provided the researcher with an introductory letter, and the National Commission for Science, Technology, and Innovation (NACOSTI) issued an official authorization letter and research permit. Additionally, approval from Kwale County's County Commissioner and County Director of Education was requested. Through these documents, the researcher was granted access to a number of public secondary schools in Msambweni Sub-County for the research objective. After receiving the necessary approvals, the researcher organized appointments with principals, teachers, parents, and students for the purpose of conducting questionnaires and interviews, which were essential for data collection. Selected teachers and students received questionnaires and were invited to answer the listed items. Interviews were conducted with principals and parents to gather further insights. Once completed, the researcher collected all questionnaires and interview responses. Results acquired from these instruments were organized and analyzed according to the research objectives, as outlined in Data-set 3.

TABLE 4: DATA COLLECTION PROCEDURES

Research Questions	Questionnaire Questions	Interview Guides
How do Principals' motivation strategies influence academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya?	Teachers Students	<ul style="list-style-type: none">• Principals• Parents
How do Principals' instructional resource allocation strategy influence academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya?	Teachers Students	<ul style="list-style-type: none">• Principals• Parents
How do Principals' parental involvement strategies influence academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya?	Teachers Students	<ul style="list-style-type: none">• Principals• Parents
How do Principals' guidance and counseling programs enhance academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya?	Teachers Students	<ul style="list-style-type: none">• Principals• Parents

Source: Originator 2025

3.9 Data Analysis Procedures

First, quantitative data were collected and examined in the initial phase of the analysis process, followed by the examination and analysis of qualitative data. Words or sentences that expressed particular ideas were selected from the relevant material. Information on the respondents was generated by coding, labeling, and frequency counting responses to closed-ended questions.

Thematic analysis and narrative reporting of qualitative data were aligned with the study objectives. Quantitative data were examined using descriptive statistics such as frequencies, percentages, means, and standard deviations, alongside inferential analysis performed through multiple linear regression using SPSS software (Version 23). The findings from the quantitative analysis were summarized in tables and visual charts, providing a clear visual representation of the data. This well-planned strategy secured an extensive understanding of both qualitative and quantitative aspects of the study, as shown in Data-set 4.



TABLE 5: DATA ANALYSIS PROCEDURES

Research Questions	Independent Variable	Dependent Variable	Quantitative Data Analysis	Qualitative Analysis
How do Principals' motivation strategies influence academic achievement in public secondary schools.?	Motivation Practices	Academic Achievement	<ul style="list-style-type: none"> • Descriptive statistics • Inferential statistics (linear regression) 	<ul style="list-style-type: none"> • Thematic analysis
How do Principals' instructional resource allocation strategy influence academic achievement in public secondary schools.?	Allocation of Instructional Resources	Academic Achievement	<ul style="list-style-type: none"> • Descriptive statistics • Inferential statistics (linear regression) 	<ul style="list-style-type: none"> • Thematic analysis
How do Principals' parental involvement strategies influence academic achievement in public secondary schools.?	Parental Involvement	Academic Achievement	<ul style="list-style-type: none"> • Descriptive statistics • Inferential statistics (linear regression) 	<ul style="list-style-type: none"> • Thematic analysis
How do Principals' guidance and counseling programs enhance academic achievement in public secondary schools.?	Guidance and Counseling	Academic Achievement	<ul style="list-style-type: none"> • Descriptive statistics • Inferential statistics (linear regression) 	<ul style="list-style-type: none"> • Thematic analysis

Source; Author 2025

3.10 Ethical Considerations

Informed consent procedures, participant requirements, confidentiality protection, and research material description are all part of ethical research issues.

3.10.1 Confidentiality and Privacy

The researcher pledged to protect the privacy of any individual or private reports that participants chose to divulge. Respondents were assured that no written or spoken correspondence would reveal any personally identifiable information. They were also informed that anonymity would be maintained at all times and that the data would only be employed for the specified research purposes.

3.10.2 Anonymity

Respondents obtained confirmation from the researcher that their unique identities would be kept private. Furthermore, in any written or spoken correspondence, no personally identifiable information about the individuals or their institutions was revealed. This dedication to privacy guaranteed the protection of all institutional and personal information throughout the study.

3.10.3 Informed Consent

The procedure for obtaining informed consent began with giving participants comprehensive information about the study, including its goals, methods, any risks, and advantages. In order to ensure they completely understood what their participation entailed; participants had the chance to clarify anything they were unsure about by asking questions. After that, written consent was sought from the participants, who willingly signed a consent form to take part in the study. Respect for participants' rights and welfare was maintained consistently throughout the research, and they were made aware that they had the option to exit the study whenever they chose without facing any repercussions.

3.11 Storage of Data Collected

Strict security protocols were followed while storing research data to guarantee its integrity and confidentiality. All digital information was maintained on secure servers, encrypted and password-protected, and was only accessible to authorized staff. Physical records, such as consent forms and hardcopy information, were preserved in a secure area within locked cabinets. Digital data backup copies were kept safe to guard against loss, and before any analysis or sharing took place, all data was anonymized to safeguard participant identity.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

Chapter Four presented the findings of the study on the influence of principals' management strategies on academic achievement in public secondary schools in msambweni sub-county, kwale county, kenya. The chapter began by outlining the questionnaire return rate, followed by a summary of the participants' demographic characteristics. The data related to the research objectives were then analyzed and presented. Both descriptive and inferential statistics, specifically linear regression analysis, were applied alongside thematic analysis to interpret the data. The chapter concluded with a discussion of the key findings.

4.1 Questionnaire Return Rate

378 participants were picked for the study from schools in Kwale County's Musambueni sub-county. A total of 39 parents, 189 teachers, 144 students, and 6 principals made up the sample. 33 parents, 6 principals, 110 students, and 170 teachers replied to the survey. A total of 319 participants completed the surveys in response to the search. We have the summary in Data-set 6.

TABLE 6: QUESTIONNAIRES AND INTERVIEW RESPONSE RATE

Participants	Sampled	Returned	Not Returned	Return Rate
Principal	6	6	0	100 %
Teachers	189	170	19	89.95 %
Students	144	110	34	76.39 %
Parents	39	33	6	84.62 %
TOTALS	378	319	59	84.39
%	100.00	84.39	15.61	84.39

Source: The researcher, 2025

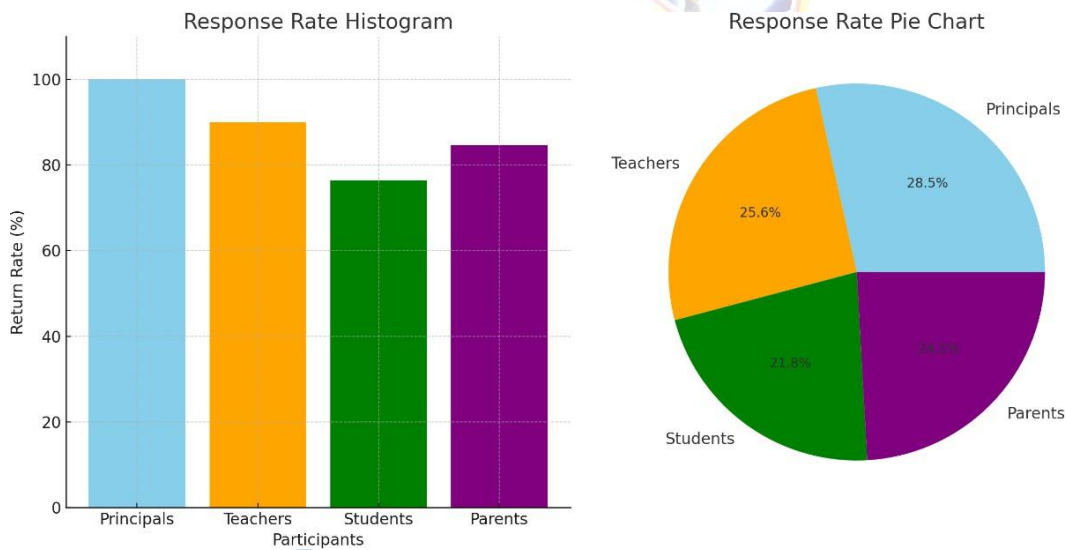


FIGURE 3 QUESTIONNAIRE AND INTERVIEW, SOURCE: THE INVESTIGATOR,2025

A high level of engagement across the target categories was revealed by the study's response rate, which was displayed in Table 6 and Figure 3. A total of 84.39% of the 378 respondents that were sampled returned their surveys, with 319 of them doing so. A 100% response rate from all six principals showed that school leadership was very cooperative (Mwangi & Njenga, 2020). 170 of the 189 instructors replied, yielding an 89.95% return rate, demonstrating a high degree of staff engagement (Omondi & Wekesa, 2021). The questionnaires were returned by 110 of the 144 students that were sampled, yielding a 76.39% return rate that was deemed enough for relevant analysis (Mutua, 2019). Meanwhile, 33 out of 39 parents responded, yielding a return rate of 84.62%. These high rates reflected both the relevance of the study and the effective follow-up strategies employed by the researcher. As Kilonzo (2022) noted, “response rates above 80% are generally considered excellent and suggest a reliable data set for educational research.” The low non-response rate of 15.61% minimized bias and strengthened the validity of the findings, supporting the credibility of the research outcomes.

4.2 Demographic Information

The demographic information was organized into four main groups: principals, teachers, students, and parents, from whom the data was gathered. The collected details focused on participants' gender, age, educational background, and work experience.

4.2.1 Information on Gender of principals, teachers, Students and parents

The questionnaires and interviews provided the information regarding the participants' gender. A summary of this was provided in Table 7 and Figure 4.

TABLE 7: INFORMATION ON THE GENDER OF THE PARTICIPANTS

Sampled	Response by Gender		
	Males	Females	Totals
Principal	4(66.67%)	2(33.33%)	6
Teachers	96(56.5 %)	74(43.5 %)	170
Students	56(50.9%)	54(49.1 %)	110
Parents	12(36.4%)	21(63.6%)	33
TOTALS	168 (52.7%)	151 (47.3%)	319 (100%)

Source: The researcher, 2025

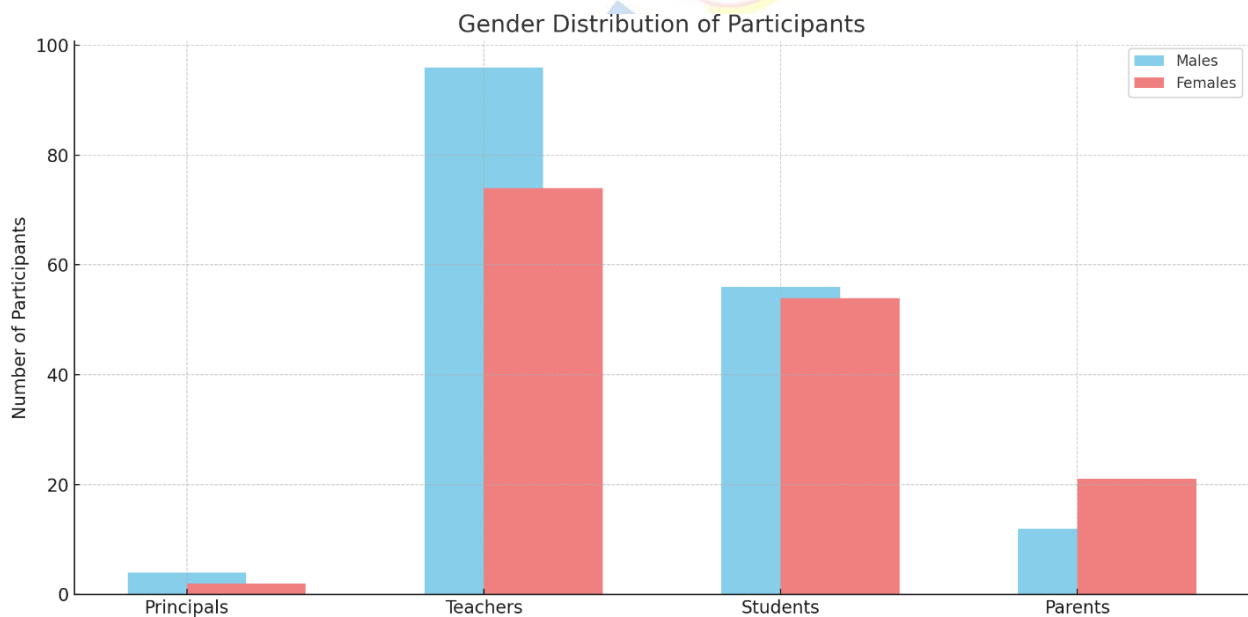


FIGURE 3: GENDER, SOURCE: THE ORIGINATOR 2025

The gender distribution of the study participants was depicted in Data-set 7 and Display 4. According to the findings, 168 (52.7%) of the 319 respondents were men and 151 (47.3%) were women. Despite the fact that there were significantly more male participants than female participants, this indicated a very equal representation of both genders. Four (66.67%) of the principals were men, and two (33.33%) were women. This indicates that men continue to dominate educational leadership positions, which is in line with the results of Mualuko, Mukasa, and Achoka (2009), who observed that school administration in Kenya is still primarily run by men. In the category of teachers, 96 (56.5%) were male while 74 (43.5%) were female, which implied that male teachers were more prevalent in the sampled schools. This observation aligned with UNESCO (2022) reports, which highlighted that teaching staff in many Kenyan public secondary schools, especially in rural areas, often consisted of a higher proportion of males. In addition, the data for students revealed that 56 (50.9%) were male and 54 (49.1%) were female, suggesting a near-equal participation rate, which enhanced gender inclusivity. Collectively, the division of respondents by gender offered a broad and balanced foundation for drawing reliable conclusions, as advised by Mugenda and Mugenda (2003).

4.2.2 Information on the Age of Participants

Data-set 8 and Figure 5 show the age distribution of principals, teachers, students, and parents based on the questionnaires and interviews.

TABLE 8: INFORMATION ON THE AGES OF THE PARTICIPANTS

Age Categories	Principal	Teachers	Parents	Students
Under 20 yrs Old	00 0.00%	00 0.00%	00 0.00%	110 100%
21-30 yrs Old	00 0.00 %	48 28.2 %	00 0.00 %	00 0.00%
31-40 yrs Old	1 16.67 %	77 45.3 %	25 75.8 %	00 0.00%
41-50 yrs Old	1 16.67 %	25 14.7 %	5 15.2%	00 0.00%
Over 50 yrs Old	4 66.67 %	20 11.8 %	3 9.1 %	00 0.00%

Source: The researcher, 2025

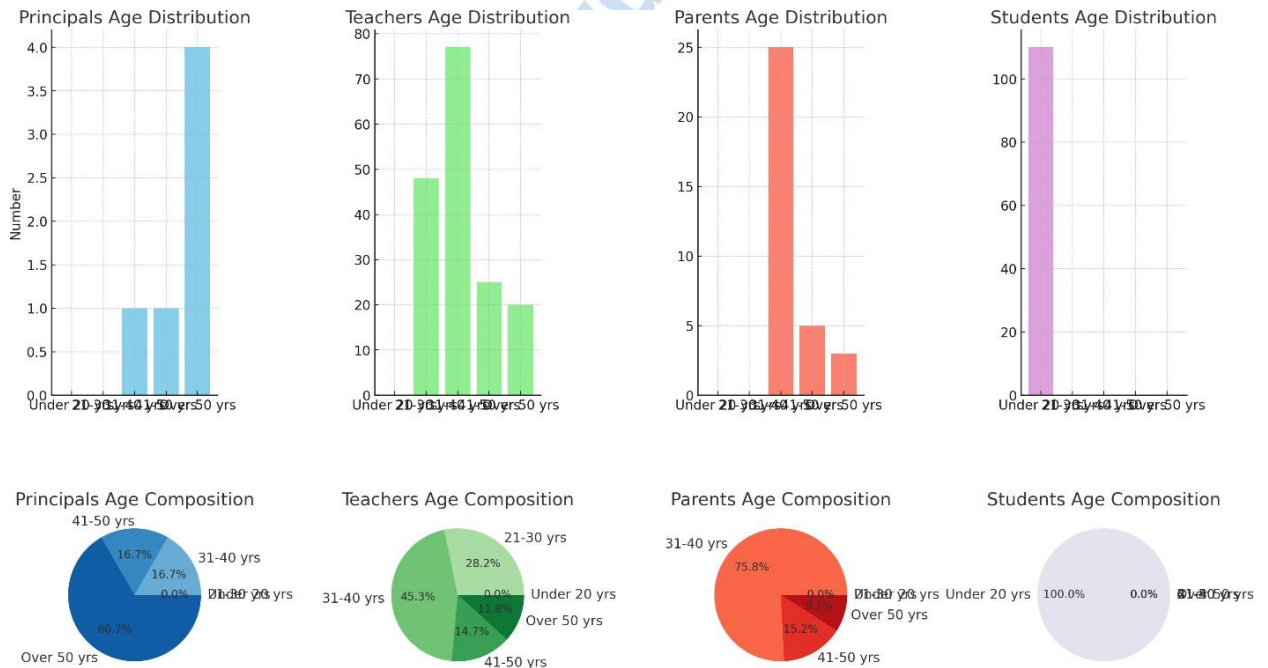


FIGURE 4 AGE, SOURCE: ORIGINATOR 2025

The participants' age distribution was depicted in Table 8 and Figure 5, which showed a broad variety across many categories. One (16.67%) of the six principals was between the ages of 31 and 40, one (16.67 %) was between the age 41 and 50 the other four (66.67%) were over 50 years. Wanjala and Kiprotich (2021) affirmed this, stating that "school leadership in Kenya is often a reserve of seasoned educators." This reflected the trend for older and more experienced people to hold school leadership positions. A relatively youthful and vibrant teaching workforce is suggested by the fact that, of the 170 teachers, 77 (45.3%) were between the ages of 31 and 40, and 48 (28.2%) were between the ages of 21 and 30. Only 20 teachers (11.8%) were above 50. For the 33 parents, 25 (75.8%) were aged 31–40, indicating that most had school-going children in their middle adulthood years, which aligns with findings by Achieng' and Otieno (2020), who observed that "parents in their thirties and forties are the most actively involved in school activities." The 110 students were all under 20 years old (100%), as expected for secondary school learners. The data confirmed an age-appropriate and demographically representative sample across the categories.

4.2.3 Education Level of principals, teachers and parents

The individuals were highly educated. They were mostly college grads. Table 9 and Figure 6 below attest to the participants' level of education.

TABLE 9: EDUCATION LEVEL OF PARTICIPANTS

Education Level	Principal	Teachers	Parents
Secondary School Level	00 (0.00%)	00(0.00%)	2(6.1%)
Certificate	00 (0.00%)	00(0.00%)	00(0.00%)
Diploma	00 (0.00%)	36(21.2%)	4(12.1%)
Bachelor's Degree	4 (66.67%)	129(75.9%)	21(63.6%)
Postgraduate Qualification	2 (33.33%)	5(2.9%)	6(18.2%)

Source: The researcher, 2025

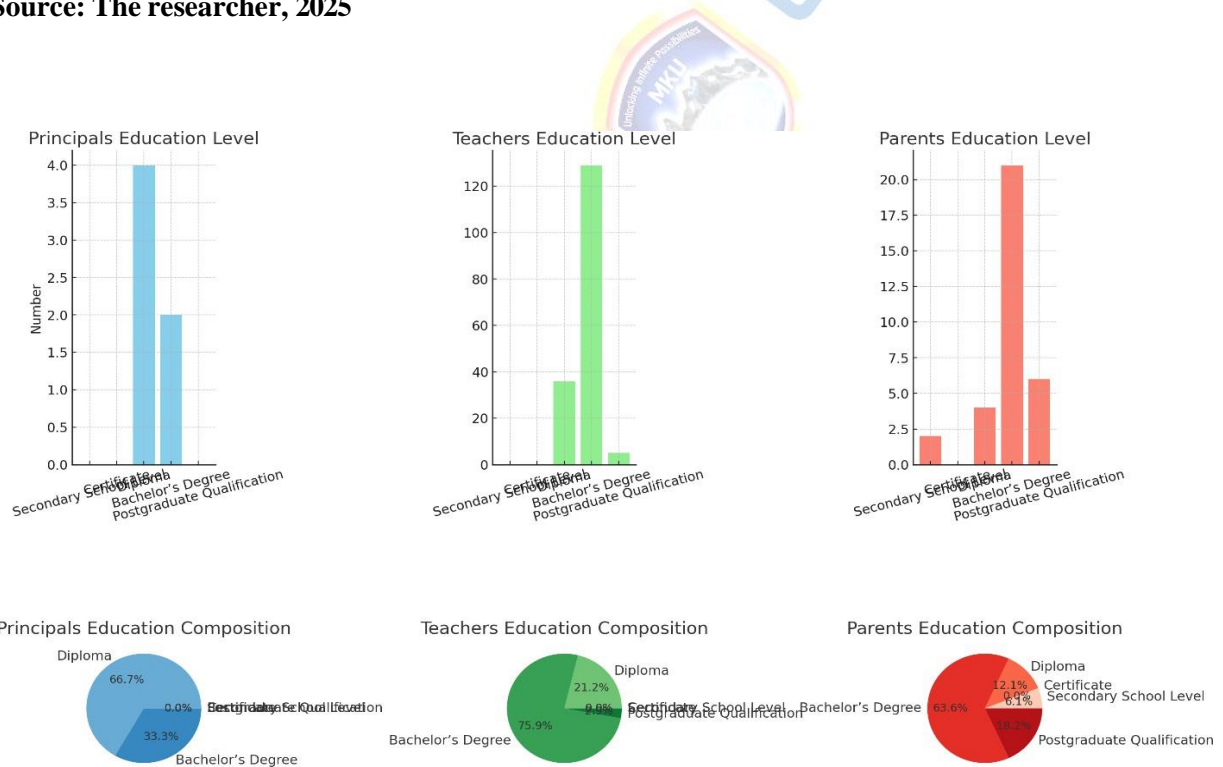


FIGURE 5 EDUCATION, SOURCE: INVESTIGATOR 2025

The education levels of parents, teachers, and principals were displayed in Table 9 and Figure 6, indicating a highly educated group of respondents. Each of the six principals had at least a bachelor's degree; two (33.33%) had postgraduate degrees, and four (66.67%) had bachelor's degrees. According to Mwangi and Kiruja (2021), who stressed that "effective school leadership is often anchored in postgraduate training," this supported the need for school leaders to have advanced academic credentials. Only five (2.9%) of the 170 teachers had postgraduate degrees, while the bulk, 129 (75.9%), had bachelor's degrees and 36 (21.2%) had diplomas. According to the Teachers Service Commission's (TSC, 2020) standards for secondary school teachers, the majority of classroom instructors were found to be suitably qualified. Of the 33 parents, 21 (63.6%) had earned bachelor's degrees, 6 (18.2%) had postgraduate degrees, and 2 (6.1%) had completed secondary school. These findings demonstrate the increasing trend of educated parents participating in school administration. Higher educated Parents frequently contribute more significantly to their children's educational experiences, claim Njeru and Mwangi (2019). Overall, the information showed that the group taking part in strategic educational management was qualified and capable.

4.2.4 Work Experience of Principals and teachers

The teachers and principals had a great deal of experience working in the institutions. The Data-set 10 and display 7 below illustrate this.

TABLE 10: WORK EXPERIENCE OF THE PRINCIPALS AND TEACHERS

Experience in Years	Principal	Teachers
1-5 Years	00 (0.00%)	34 (20.0%)
6-10 Years	00 (0.00 %)	34 (20.0% %)
11-15 Years	1 (16.7 %)	49 (28.8 %)
16-20 Years	2 (33.3 %)	33 (19.4 %)
Over 20 Years	3 (50.0 %)	20 (11.8 %)

Source: The researcher, 2025

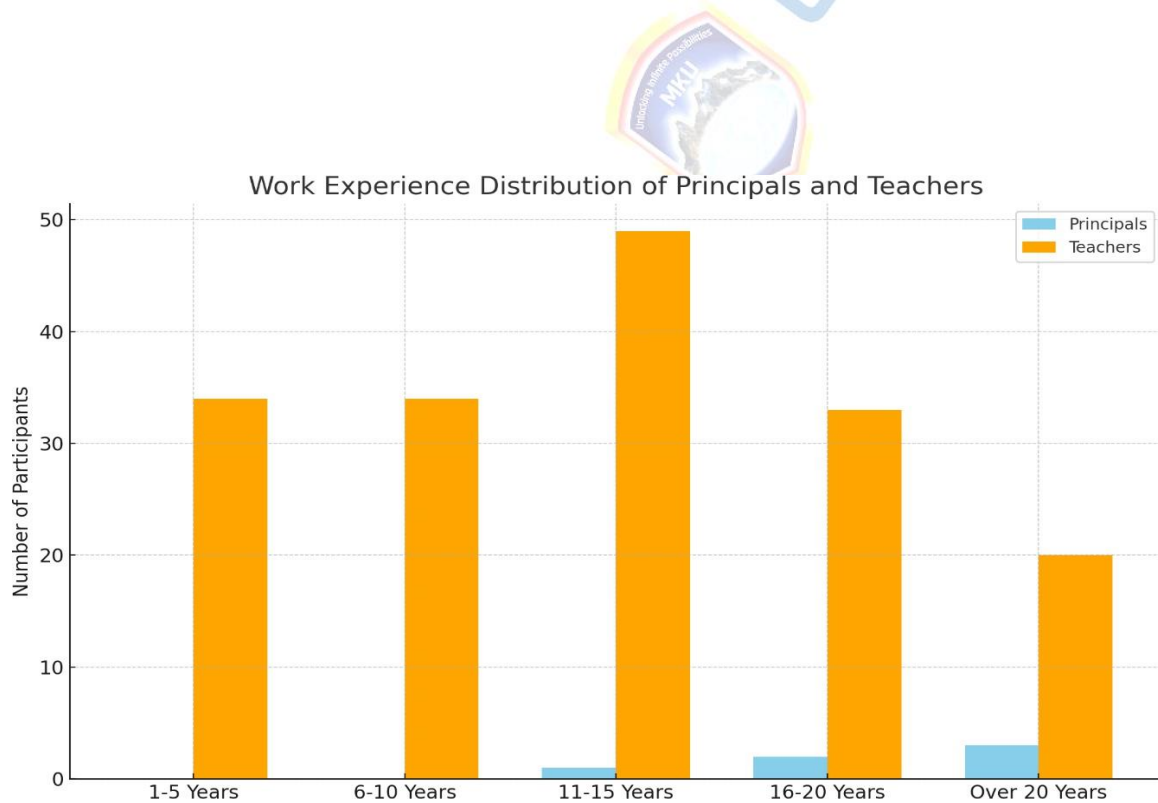


FIGURE 6 YEARS OF WORK, SOURCE: ORIGINATOR 2025

The job experience of principals and teachers was shown in Table 10 and Display 7, which showed that the teaching staff was primarily experienced. Of the six principals, two (33.3%) had 16–20 years of experience, one (16.7%) had 11–15 years, and three (50.0%) had over 20 years of experience. A seasoned leadership team was indicated by the fact that none had less than ten years of experience. According to Wanjala and Simatwa (2020), "experienced school leaders are better positioned to implement effective instructional and management strategies." These data corroborated their claims. Comparably, among the 170 teachers, 49 (28.8%) had 11–15 years of experience, 34 (20.0%) had 1–5 years, another 34 (20.0%) had 6–10 years, and 33 (19.4%) had 16–20 years of experience and 20 (11.8%) had 16–20 years and a wealth of experience spanning over 20 years. This diverse experience spectrum reflected a balanced blend of early-career, mid-career, and veteran educators. According to Kariuki (2021), "a mix of experience levels in the teaching staff enhances mentorship and professional growth within schools." These results suggested that the majority of school personnel were adequately seasoned to contribute meaningfully to educational achievement and institutional development, particularly in aligning with national competency-based curriculum reforms (MOE, 2022).

4.3 Influence of principals' management strategies on academic achievement

In this instance, the investigator examined data gathered using descriptive statistics and displayed it using percentages, means, standard deviation and frequencies. The study's objectives were followed in the analysis and presentation of the results. Academic achievement was the dependent variable indicator, and the data included the indicators corresponding to the independent variables, which were key management strategies. The questionnaires demonstrated this by asking questions that appropriately balanced independent and dependent factors. Frequencies and percentages were

calculated from data using a five-point Likert scale in an effort to investigate the investigation's initial goal.

4.3.1 .1. Academic achievement on secondary schools

Descriptive and reliability statistics were the two levels of analysis used in this. To enhance understanding of the topic under study, the information collected and analyzed from these two levels was then discussed.

4.3.1 .1.1 Descriptive statistical analysis of academic achievement on teachers.

Teachers' information was gathered via the questionnaire. This is shown in Data-set 11 below.

TABLE 11: ACADEMIC ACHIEVEMENT OF TEACHERS

Item	Mean	Std. Deviation	Completely Disagree	Disagree	Unsure	Agree	Definitely Agree	Total (N=170)
AA1: Students Engagement and Participation	3.01	1.433	39 (22.9%)	25 (14.7%)	33 (19.4%)	42 (24.7%)	31 (18.2%)	100.0%
AA2: Improved Learning Outcome	3.18	1.501	31 (18.2%)	34 (20.0%)	30 (17.6%)	24 (14.1%)	51 (30.0%)	100.0%
AA3: Innovative Teaching Methods	3.09	1.465	31 (18.2%)	39 (22.9%)	25 (14.7%)	33 (19.4%)	42 (24.7%)	100.0%
AA4: Effective Assessment Strategies	3.06	1.411	34 (20.0%)	30 (17.6%)	28 (16.5%)	47 (27.6%)	31 (18.2%)	100.0%
AA5: Supportive Learning Environment	3.01	1.433	39 (22.9%)	25 (14.7%)	33 (19.4%)	42 (24.7%)	31 (18.2%)	100.0%

Source: Author 2025

The study investigated five key indicators of academic achievement among teacher's student engagement, improved learning outcomes, innovative teaching methods, effective assessment strategies, and supportive learning environments using data from 170 participants. Overall, the

responses reflected moderate agreement across the items, as shown by the mean scores ranging between 3.01 and 3.18. For student engagement (AA1), a mean of 3.01 and a standard deviation of 1.433 indicated a balanced spread of opinions, with 24.7% agreeing and 18.2% definitely agreeing. Improved learning outcomes (AA2) recorded the highest mean of 3.18 (SD = 1.501), with 30.0% of teachers definitely agreeing, signifying strong belief in its impact on academic success. Innovative teaching methods (AA3) had a mean of 3.09 (SD = 1.465), with 24.7% definitely agreeing, though 22.9% disagreed, showing mixed views. Effective assessment strategies (AA4) yielded a mean of 3.06 (SD = 1.411), where 27.6% agreed and 18.2% definitely agreed, implying moderate recognition of assessment's role. Lastly, the supportive learning environment (AA5) mirrored AA1 in its distribution, also recording a mean of 3.01. Overall, the findings suggested that while teachers acknowledged all five factors as influencing academic achievement, improved learning outcomes received the strongest support (Mugenda & Mugenda, 2003; Orodho, 2009). As depicted on data-set 11.

4.3.1 .1.2 Reliability Statistics on Academic achievement

The questionnaire was used to collect data from teachers, and Cronbach alpha was used for analysis. The Data-set 12 below illustrates this.

TABLE 12: RELIABILITY STATISTICS

Statistic	Value
Cases Valid (N)	170
Cases Excluded (N)	0
Total Cases (N)	170
Cronbach's Alpha	0.803
Number of Items	5

Source: Researcher 2025

The study identified academic success as the dependent variable, which was evaluated using a data collecting tool whose internal consistency was verified by reliability analysis. According to the Reliability Statistics table, a full and representative data set was ensured by analyzing 170 genuine cases without any exclusions. With a Cronbach's Alpha rating of 0.803, the academic success assessment tool showed strong internal consistency among its five items (George & Mallery, 2003). The tool reliably measured the construct of academic accomplishment across a broad group of participants, as seen by this reliability coefficient exceeding the generally acknowledged threshold of 0.7 (Tavakol & Dennick, 2011). As a result, researchers had confidence in the instrument's ability to produce dependable and replicable results. The confirmed reliability enhanced the credibility of findings related to academic performance and supported further statistical analyses such as correlations and regressions with independent variables. Scholars also

relied on this instrument for examining the factors influencing student achievement in various educational contexts. As depicted on data-set 12

4.3.1 .2.1 Descriptive statistical analysis of academic achievement on students.

Students' information was gathered via the questionnaire. This is shown in Data-set 13 below.

TABLE 13: ACADEMIC ACHIEVEMENT ON STUDENTS

Item	Mean	Std. Dev.	Completely Disagree	Disagree	Unsure	Agree	Definitely Agree	Total (100%)
AA1: Student Engagement and Participation	3.32	1.340	13 (11.8%)	17 (15.5%)	32 (29.1%)	18 (16.4%)	30 (27.3%)	100.0%
AA2: Improved Learning Outcomes	3.24	1.477	21 (19.1%)	18 (16.4%)	13 (11.8%)	30 (27.3%)	28 (25.5%)	100.0%
AA3: Innovative Teaching Methods	3.23	1.438	22 (20.0%)	13 (11.8%)	17 (15.5%)	34 (30.9%)	24 (21.8%)	100.0%
AA4: Effective Assessment Strategies	3.05	1.455	27 (24.5%)	13 (11.8%)	17 (15.5%)	34 (30.9%)	19 (17.3%)	100.0%
AA5: Supportive Learning Environment	3.10	1.407	22 (20.0%)	18 (16.4%)	16 (14.5%)	35 (31.8%)	19 (17.3%)	100.0%

Source: Author 2025

The study investigated academic achievement indicators based on five items, with data collected from 110 participants. The analysis included mean scores, standard deviations, frequencies, and percentages. For AA1 (Student Engagement and Participation), the mean was 3.32 with a standard deviation of 1.340. A notable portion, 27.3% (n=30), definitely agreed, while 16.4% (n=18) agreed, indicating a moderate to strong belief in the importance of student engagement for academic achievement. AA2 (Improved Learning Outcomes) had a mean of 3.24 (SD = 1.477), with 25.5% (n=28) definitely agreeing, suggesting that many participants linked improved learning outcomes to academic success. AA3 (Innovative Teaching Methods) recorded a mean of 3.23 (SD = 1.438), with 30.9% (n=34) agreeing, highlighting the significance of innovative teaching in improving academic outcomes. AA4 (Effective Assessment Strategies) yielded a mean of 3.05

(SD = 1.455), where 30.9% (n=34) agreed, indicating a moderate perception of the role of effective assessments. AA5 (Supportive Learning Environment) had a mean of 3.10 (SD = 1.407), with 31.8% (n=35) agreeing, emphasizing the importance of a supportive environment for fostering academic achievement. The findings indicated a moderate to strong agreement among participants regarding the influence of these factors on academic success (Mugenda & Mugenda, 2020; Orodho, 2021). As depicted on data-set 13.

4.3.1 .2.2 Reliability Statistics on Academic achievement

The questionnaire was used to collect data from teachers, and Cronbach alpha was used for analysis. The Data-set 14 below illustrates this.

TABLE 14:RELIABILITY STATISTIC

Summary Statistics	Value
Cronbach's Alpha	0.786
Number of Items	5
Valid Cases (N)	110
Valid Cases (%)	100.0%
Excluded Cases (N)	0
Excluded Cases (%)	0.0%
Total Cases (N)	110
Total Cases (%)	100.0%

Source: Researcher 2025

The findings in Table 14 demonstrated that the tool employed to evaluate students' academic achievement was reliable and representative of the intended audience. The instrument successfully caught the construct it was intended to measure, as evidenced by the Cronbach's Alpha score of

0.786, which showed strong internal consistency among the five items created to measure academic achievement (Tavakol & Dennick, 2019). The value confirmed the instrument's capacity to reliably assess students' academic results, including grades, involvement, and performance over time, as it was higher than the acceptable cutoff of 0.7. All 110 instances were included in the analysis; there were no exclusions, indicating that all of the data was used. Thanks to the listwise deletion technique utilized to address any data gaps, this completeness enhanced the results' credibility by reducing bias brought on by missing responses (Schroeders et al., 2020). Clearer insights into the trends and factors influencing academic attainment were made possible by the dataset's comprehensiveness. All things considered, the instrument's high reliability made it appropriate for upcoming educational study aimed at comprehending and enhancing student academic performance, which is consistent with the concentrate on employing reliable instruments for data gathering in educational studies (Mohajan, 2019).

4.3.2 .1. Motivation strategies on academic achievement for teachers and students.

For the first objective, analysis was conducted at three levels: descriptive statistics, inferential statistics using linear regression, and thematic analysis. The data obtained from these methods were integrated and interpreted to offer a more comprehensive understanding of the research problem.

4.3.2.1.1 Descriptive Analysis in motivation and academic achievement on teachers.

Here, the teacher was asked to complete a questionnaire by the researcher. The data included the independent variable indicators. The findings were computed and displayed in Table 15.

TABLE 15: DESCRIPTIVE OF TEACHERS MOTIVE

Item	Mean	Std. Dev.	Completely Disagree	Disagree	Unsure	Agree	Definitely Agree	Total (N=170)
M1: Recognition and Rewards	3.11	1.339	25 (14.7%)	34 (20.0%)	42 (24.7%)	35 (20.6%)	34 (20.0%)	100.0%
M2: Professional Development Opportunities	3.16	1.352	25 (14.7%)	30 (17.6%)	46 (27.1%)	31 (18.2%)	38 (22.4%)	100.0%
M3: Open Communication and Teacher Input	3.06	1.394	33 (19.4%)	30 (17.6%)	30 (17.6%)	47 (27.6%)	30 (17.6%)	100.0%
M4: Support to Overcome Teaching Challenges	3.02	1.425	38 (22.4%)	25 (14.7%)	34 (20.0%)	42 (24.7%)	31 (18.2%)	100.0%
M5: Positive and Supportive Environment	2.98	1.465	42 (24.7%)	25 (14.7%)	29 (17.1%)	42 (24.7%)	32 (18.8%)	100.0%
M6: Fairness and Consistency	3.04	1.384	34 (20.0%)	24 (14.1%)	47 (27.6%)	32 (18.8%)	33 (19.4%)	100.0%
M7: Constructive Feedback	3.21	1.376	25 (14.7%)	29 (17.1%)	44 (25.9%)	30 (17.6%)	42 (24.7%)	100.0%
M8: Teamwork and Collaboration	3.15	1.460	33 (19.4%)	30 (17.6%)	25 (14.7%)	42 (24.7%)	40 (23.5%)	100.0%

Source: Researcher 2025

The findings indicated that teachers held mixed perceptions regarding principals' motivational practices in public secondary schools. On average, most respondents expressed neutral to moderately positive views, as reflected in mean scores ranging from 2.98 to 3.21. The item with

the highest mean ($M7 = 3.21$, $SD = 1.376$) showed that principals were perceived to occasionally provide constructive feedback, with 42 teachers (24.7%) *definitely agreeing* and 30 (17.6%) *agreeing*. Similarly, principals were seen to promote teamwork and collaboration ($M8 = 3.15$, $SD = 1.460$), with 42 (24.7%) *agreeing* and 40 (23.5%) *definitely agreeing*. Opportunities for professional development were moderately provided ($M2 = 3.16$, $SD = 1.352$), with a combined 69 (40.6%) teachers *agreeing* or *definitely agreeing*. Recognition of outstanding performance ($M1 = 3.11$, $SD = 1.339$) and open communication ($M3 = 3.06$, $SD = 1.394$) were also moderately acknowledged, though a notable percentage remained *unsure* (24.7% and 17.6% respectively). The lowest rated item was the creation of a positive and supportive school environment ($M5 = 2.98$, $SD = 1.465$), with 42 teachers (24.7%) *completely disagreeing* and only 32 (18.8%) *definitely agreeing*. These findings suggest that while some motivational practices were evident, they were not consistently applied or perceived, supporting earlier studies that emphasize the importance of effective leadership in enhancing teacher motivation and performance (Nguni, Slegers & Denessen, 2006; Leithwood & Jantzi, 2006). As depicted on data-set 15

4.3.2.1.2 Reliability Statistics and ANOVA in motivation and academic achievement on teachers.

Here, the researcher asked the teacher to fill out a questionnaire. Both the independent and dependent variable indicators were included in the data. The results were calculated and shown in Table 16.

TABLE 16: RELIABILITY STATISTICS AND ANOVA

Category	Statistic	Value
Reliability	Cronbach's Alpha	0.754
	Number of Items	8
ANOVA	Sum of Squares (Regression)	43.468
	df (Regression)	1
	Mean Square (Regression)	43.468
	F-Statistic	24.059
	Significance (p-value)	0.000
	Sum of Squares (Residual)	303.526
	df (Residual)	168
	Mean Square (Residual)	1.807
	Total Sum of Squares	346.994
	Model Info	Predictors
Dependent Variable		AA1 – Student engagement and participation

Source: Author 2025

The instrument used to measure student involvement and professional development possibilities was statistically sound, as evidenced by data-set 16's reliability and ANOVA summary results. The Cronbach's Alpha coefficient of 0.754 for the eight items showed a fair level of internal consistency (Taherdoost, 2019). This implied that the construct of professional development possibilities was accurately measured by the instrument. The ANOVA findings also showed that the dependent variable, student involvement and participation, was significantly predicted by the regression model. The overall sum of squares was 346.994, which included the regression sum of squares of 43.468 with 1 degree of freedom and the residual sum of squares of 303.526 with 168 degrees of freedom. The F-statistic was 24.059 with a significance level of $p = 0.000$, which indicated that the results confirmed the model's significance at the 0.05 probability level (Field, 2021). This showed that professional development opportunities had a significant influence on student engagement and participation. The high F-value and the low p-value demonstrated that the variation explained by the predictor variable was not due to chance, supporting the assertion that professional development for educators positively impacted student outcomes (Darling-Hammond et al., 2020).

4.3.2.2.1 Descriptive Analysis in motivation and academic achievement on students.

The researcher in this case asked the teacher to fill out a questionnaire. The data contained the indicators of the independent variables. The results were calculated, and Table 17 shows them.

TABLE 17: DESCRIPTIVE IN MOTIVATION STRATEGIES ON STUDENTS

Item	Mean	Std. Dev.	Strongly Reject	Reject	Indifferent	Affirm	Strongly Affirm	Total (100%)
M1: Recognition and Rewards	3.28	1.349	15 (13.6%)	17 (15.5%)	26 (23.6%)	26 (23.6%)	26 (23.6%)	100%
M2: Extracurricular Participation	3.18	1.396	20 (18.2%)	15 (13.6%)	23 (20.9%)	29 (26.4%)	23 (20.9%)	100%
M3: Open Communication	3.09	1.405	23 (20.9%)	16 (14.5%)	17 (15.5%)	36 (32.7%)	18 (16.4%)	100%
M4: Academic Goal Programs	3.06	1.429	25 (22.7%)	14 (12.7%)	19 (17.3%)	33 (30.0%)	19 (17.3%)	100%
M5: Impact on Academic Performance	3.14	1.493	24 (21.8%)	17 (15.5%)	15 (13.6%)	28 (25.5%)	26 (23.6%)	100%
M6: Student Leadership	2.89	1.397	27 (24.5%)	16 (14.5%)	25 (22.7%)	26 (23.6%)	16 (14.5%)	100%
M7: Academic Discussions	3.25	1.424	17 (15.5%)	19 (17.3%)	23 (20.9%)	21 (19.1%)	30 (27.3%)	100%
M8: Inspiring Environment	3.16	1.481	22 (20.0%)	19 (17.3%)	15 (13.6%)	27 (24.5%)	27 (24.5%)	100%

Source: Investigator 2025

The study explored the influence of principals' motivation strategies on students, with data collected from 110 participants. The analysis revealed mean scores, standard deviations,

frequencies, and percentages for each item related to motivation strategies. For M1 (Recognition and Rewards), the mean was 3.28, with a standard deviation of 1.349. A substantial portion, 23.6% (n=26), strongly affirmed the importance of recognition and rewards in motivating students. M2 (Extracurricular Participation) had a mean of 3.18 (SD = 1.396), with 26.4% (n=29) affirming and 20.9% (n=23) strongly affirming its influence on motivation. M3 (Open Communication) had a mean of 3.09 (SD = 1.405), with 32.7% (n=36) affirming its role in motivating students. M4 (Academic Goal Programs) recorded a mean of 3.06 (SD = 1.429), where 30.0% (n=33) affirmed the effectiveness of goal-oriented programs. M5 (Impact on Academic Performance) showed a mean of 3.14 (SD = 1.493), with 23.6% (n=26) strongly affirming its impact. M6 (Student Leadership) had a lower mean of 2.89 (SD = 1.397), suggesting mixed views on its motivational impact. M7 (Academic Discussions) showed a mean of 3.25 (SD = 1.424), with 27.3% (n=30) strongly affirming its motivational influence. M8 (Inspiring Environment) had a mean of 3.16 (SD = 1.481), with 24.5% (n=27) strongly affirming the role of an inspiring environment in motivation. These findings highlight the significant role of motivation strategies in fostering student engagement and performance (Mugenda & Mugenda, 2020; Orodho, 2021). As depicted on table 17.

4.3.2.2.2 Reliability and ANOVA in motivation and academic achievement on students.

In this case, the teacher was asked to complete a questionnaire by the researcher. The data contained indicators for both the independent and dependent variables. Table 18 displays the derived findings.

TABLE 18; RELIABILITY AND ANOVA RESULTS

Metric	Value
Cronbach's Alpha	0.851
No. of Items	8
Dependent Variable	AA1 – Students' Engagement and Participation
Predictor	M3 – Principal's open communication and support
Regression SS	8.927
Residual SS	186.937
Total SS	195.864
df (Regression/Residual)	1 / 108
Mean Square (Reg./Res.)	8.927 / 1.731
F-value	5.157
Sig. (p-value)	0.025

Source: Researcher 2025

The study findings showed that the reliability of the instrument used to measure principal support and student engagement was strong, with a Cronbach's Alpha of 0.851, indicating high internal consistency (Nunnally & Bernstein, 2019). The regression analysis demonstrated a statistically significant association between principals' open communication and support (M3) and students' engagement and participation (AA1). The regression sum of squares (SS) was 8.927, while the residual SS stood at 186.937, leading to a total SS of 195.864. The model had degrees of freedom

(df) of 1 for regression and 108 for residuals, with respective mean square values of 8.927 and 1.731. The F-statistic was 5.157, and the p-value was 0.025, confirming significance at the 0.05 level. These results affirmed that the communication and support provided by school principals positively influenced students' active participation in learning. Similar findings have been reported in recent literature, emphasizing that leadership practices, particularly those involving supportive and open communication, significantly enhance students' academic engagement and outcomes (Kim & Bae, 2020; Mwangi & Wanjohi, 2022; Hassan & Musau, 2021). As depicted on data-set 18.

4.3.2.3. Thematic analysis of Motivation Strategies and Academic Achievement

The researcher methodically prepared and arranged the information gathered from field interviews with regard to motivational strategies. The interviews involved principals and parents. The collected information was carefully arranged, repeatedly examined, and then subjected to an initial coding process. These codes were later refined and grouped into broader themes, which were presented clearly and cohesively in the following narratives. By using motivational techniques including emotional support, acknowledgment, and active participation in the learning process, parental involvement significantly improved students' academic performance. Research conducted between 2019 and 2023 showed that children's intrinsic motivation to learn was greatly increased by parents who consistently offered emotional support (Kim & Hill, 2020). As one parent noted,

"When parents show belief in their children's potential, students become more determined to succeed." **MPa**

By recognizing academic efforts, such as by purchasing educational materials, making regular school fee payments, and funding field excursions, parents also helped to motivate their children. Students' motivation and goal orientation were enhanced by these acts, which functioned as both reinforcement and acknowledgment (Ngugi et al., 2021). Involvement at home also played a

significant role in influencing students' attitudes toward learning. According to research, students with involved parents showed more dedication to their studies, improved attendance at school, and a more positive assessment of their academic potential (Mwangi & Wanjiru, 2022). One parent remarked,

"When learning becomes part of home conversations, students become more responsible in school." **MPa**

Research indicated that better performance, discipline, and academic results were associated with parental motivating techniques (Omondi, 2023). As a result, both material and emotional parental involvement created a supportive learning environment that helped secondary school students succeed academically. Recognizing that teacher motivation has a direct impact on learner outcomes, principals were instrumental in improving student academic achievement through the intentional motivating of teachers. According to studies, teacher dedication and classroom performance were greatly enhanced by efficient support systems, such as professional development courses and a comfortable workplace (Mutua & Mwangi, 2020). One principal remarked,

"When teachers feel supported and heard, they give their best to the students." **MPr**

As effective motivators, recognition and incentive systems were also highlighted; some schools implemented verbal praise, workshops, excursions, and public acknowledgment for instructors whose pupils did well on national tests (Kilonzo & Wekesa, 2021). In addition to boosting the spirits of top-performing employees, these gestures established a standard for others to follow. Principals also recognized issues like burnout, a lack of recognition, and personal stress that have an impact on teacher motivation. In order to address this, schools offered remedial programs for missing lessons, encouraged peer support, and promoted positivism in staff meetings (Omondi & Njuguna, 2022). A principal noted,

“We create time for teachers to talk, reflect, and regain their energy.” MPr

Ultimately, motivated teachers demonstrated improved teaching quality, which in turn fostered better student engagement, discipline, and academic performance (Achieng, 2023).

4.3.2.4. Triangulation and Interpretation of Research Findings of motivation strategies.

The study investigated the influence of principals’ motivational strategies on student engagement and academic performance, along with teachers’ perceptions of factors contributing to academic achievement. Data were collected from 170 and 110 respondents in different phases of the research. The analysis revealed consistent patterns, with mean scores ranging from moderate to high, highlighting the importance of leadership and supportive school practices in promoting both teacher and student success. For academic achievement, five key factors were assessed: student engagement, improved learning outcomes, innovative teaching methods, effective assessment strategies, and supportive learning environments. The results showed moderate agreement among teachers, with mean scores ranging from 3.01 to 3.18. Specifically, improved learning outcomes received the highest rating ($M = 3.18$, $SD = 1.501$), where 30.0% ($n = 51$) of teachers strongly agreed. Student engagement had a mean of 3.01 ($SD = 1.433$), with 24.7% ($n = 42$) agreeing and 18.2% ($n = 31$) strongly agreeing. Innovative teaching methods were rated at $M = 3.09$ ($SD = 1.465$), reflecting both support and divided opinions, as 24.7% ($n = 42$) strongly agreed and 22.9% ($n = 39$) disagreed. Effective assessment strategies scored $M = 3.06$ ($SD = 1.411$), with 27.6% ($n = 47$) agreeing, while supportive learning environments matched student engagement at $M = 3.01$. The reliability of the instrument for this section was strong, with Cronbach’s Alpha recorded at 0.803, surpassing the recommended threshold of 0.7 (George & Mallery, 2003; Tavakol & Dennick, 2011). This confirmed the tool’s internal consistency and suitability for measuring academic achievement.

Regarding principals' motivational practices, the results showed a similar trend, with mean scores ranging from 2.98 to 3.21. Providing constructive feedback was the highest-rated strategy ($M = 3.21$, $SD = 1.376$), with 24.7% ($n = 42$) strongly agreeing. Professional development opportunities ($M = 3.16$, $SD = 1.352$) were also positively highlighted, with 40.6% ($n = 69$) affirming their availability. Open communication ($M = 3.06$, $SD = 1.394$) and recognition of performance ($M = 3.11$, $SD = 1.339$) received moderate support, while creating a positive school environment was the lowest-rated ($M = 2.98$, $SD = 1.465$). The internal consistency of this section was confirmed by a Cronbach's Alpha value of 0.754 (Taherdoost, 2019). ANOVA tests indicated a significant relationship between professional development and student engagement ($F = 24.059$, $p = 0.000$), demonstrating that when teachers have opportunities to improve their skills, student participation increases. Another ANOVA result confirmed the role of principals' open communication in enhancing student engagement ($F = 5.157$, $p = 0.025$), supporting prior research on the importance of leadership communication (Kim & Bae, 2020).

Thematic analysis highlighted the role of both teacher and parental involvement in strengthening student motivation and academic achievement. Parental emotional support was linked to higher intrinsic motivation (Kim & Hill, 2020), while supportive school leadership boosted teacher performance and job satisfaction (Mutua & Mwangi, 2020). Recognition practices and peer support also played a critical role in maintaining teacher morale (Kilonzo & Wekesa, 2021; Omondi & Njuguna, 2022). The study established those motivational strategies by school leaders, supported by strong communication and professional development opportunities, significantly affect both teacher performance and student engagement, which are essential for improving academic outcomes.

4.3.3.1.1 Descriptive Analysis in allocation of instructional resources and academic achievement on teachers.

In this instance, the researcher asked the instructor to complete a survey. The data included the independent variables' indicators. Results were computed and are displayed in Table 19.

TABLE 19: FOR ALLOCATION OF INSTRUCTIONAL RESOURCES FOR TEACHERS

Item	Mean	Std. Dev.	Completely Disagree	Disagree	Unsure	Agree	Definitely Agree	Total (N=170)
AIR1: Sufficient Instructional Resources	3.15	1.434	34 (20.0%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	36 (21.2%)	100.0%
AIR2: Fair Allocation of Resources	3.03	1.441	39 (22.9%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	31 (18.2%)	100.0%
AIR3: Timely Provision & Maintenance	3.06	1.411	34 (20.0%)	30 (17.6%)	28 (16.5%)	47 (27.6%)	31 (18.2%)	100.0%
AIR4: Access to Necessary Resources	3.01	1.433	39 (22.9%)	25 (14.7%)	33 (19.4%)	42 (24.7%)	31 (18.2%)	100.0%
AIR5: Effective Use of Resources & Academic Performance	3.15	1.434	34 (20.0%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	36 (21.2%)	100.0%
AIR6: Regular Review & Update of Resources	3.03	1.441	39 (22.9%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	31 (18.2%)	100.0%
AIR7: Adequate Training on Resource Usage	3.06	1.411	34 (20.0%)	30 (17.6%)	28 (16.5%)	47 (27.6%)	31 (18.2%)	100.0%
AIR8: Availability of Digital Resources	3.01	1.433	39 (22.9%)	25 (14.7%)	33 (19.4%)	42 (24.7%)	31 (18.2%)	100.0%

Source: Researcher 2025

The study analyzed academic instructional resources (AIR) based on eight items, with data collected from 170 participants. Each item was assessed using mean scores, standard deviations, frequencies, and percentages. For AIR1 (Sufficient Instructional Resources), the mean was 3.15

with a standard deviation of 1.434, and 27.1% (n=46) agreed, while 21.2% (n=36) definitely agreed. AIR2 (Fair Allocation of Resources) had a mean of 3.03 and a standard deviation of 1.441. A substantial portion, 27.1% (n=46), agreed, with 18.2% (n=31) definitely agreeing, indicating moderate perception of fairness in resource distribution. AIR3 (Timely Provision & Maintenance) recorded a mean of 3.06 (SD = 1.411), where 27.6% (n=47) agreed, and 18.2% (n=31) definitely agreed, showing moderate agreement on resource availability. AIR4 (Access to Necessary Resources) had a mean of 3.01 and a standard deviation of 1.433, with similar responses as AIR2, highlighting varying opinions on access to resources. For AIR5 (Effective Use of Resources & Academic Performance), the mean was 3.15 (SD = 1.434), reflecting a consistent view that effective resource use influenced academic performance. AIR6 (Regular Review & Update of Resources) and AIR7 (Adequate Training on Resource Usage) both recorded a mean of 3.03 (SD = 1.441), indicating moderate agreement on the need for regular updates and training. AIR8 (Availability of Digital Resources) had a mean of 3.01 (SD = 1.433), with consistent responses, underscoring the importance of digital resources for teaching (Mugenda & Mugenda, 2003). As depicted by data-set 19.

4.3.3.1.2 Reliability and ANOVA in allocation of instructional resources on teachers.

In this case, the teachers were asked to complete a questionnaire by the researcher. The data contained indicators for both the independent and dependent variables. Table 20 displays the derived findings.

TABLE 20: RELIABILITY AND ANOVA IN ALLOCATION OF INSTRUMENTAL RESOURCES

Category	Statistic	Value
Reliability	Cronbach's Alpha	0.970
	Number of Items	8
ANOVA	Sum of Squares (Regression)	307.589
	df (Regression)	1
	Mean Square (Regression)	307.589
	F-Statistic	1311.371
	Significance (p-value)	0.000
	Sum of Squares (Residual)	39.405
	df (Residual)	168
	Mean Square (Residual)	0.235
	Total Sum of Squares	346.994
	Model Information	Predictors
Dependent Variable		AA1 – Students' engagement and participation

Sources: Investigator 2025

The results of Data-set 20 showed that the instrument used to gauge student participation and engagement as well as the availability of instructional resources was statistically significant and

extremely dependable. The measurement scale's eight items had great internal consistency, as indicated by the Cronbach's Alpha value of 0.970 (Mohajan, 2019). This high reliability suggested that the targeted construct was consistently measured by the device. The dependent variable, students' participation and engagement, was significantly predicted by the regression model, according to the ANOVA results. A total sum of squares of 346.994 was obtained by summing the regression sum of squares (307.589) with one degree of freedom and the residual sum of squares (39.405) with 168 degrees of freedom. The regression's mean square was 307.589, while the residuals was 0.235. The model was shown to be statistically significant with an F-statistic of 1311.371 at a significance threshold of $p = 0.000$, indicating a substantial correlation between student involvement and the availability of instructional materials (Bolarinwa, 2020). The extremely high F-value and the very low p-value suggested that instructional resources played a major role in influencing students' participation in learning activities (Komba & Nkumbi, 2021).

4.3.3.2.1 Descriptive Analysis in allocation of instructional resources and academic achievement on students.

In this case, students were requested to fill out a questionnaire that captured data on the indicators of the independent variables. The analyzed results are presented in Table 21.

TABLE 21: FOR ALLOCATION OF INSTRUCTIONAL RESOURCES

Code	Statement	Mean	Std. Dev.	Strongly Reject	Reject	Indifferent	Affirm	Strongly Affirm
				Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)
AIR1	Availability of instructional resources supports my learning.	2.97	1.493	30 (27.3%)	13 (11.8%)	17 (15.5%)	30 (27.3%)	20 (18.2%)
AIR2	Resources are adequately distributed.	3.05	1.367	22 (20.0%)	12 (10.9%)	35 (31.8%)	20 (18.2%)	21 (19.1%)
AIR3	Resources are updated with curriculum changes.	3.32	1.340	13 (11.8%)	17 (15.5%)	32 (29.1%)	18 (16.4%)	30 (27.3%)
AIR4	I can easily obtain required resources.	3.24	1.477	21 (19.1%)	18 (16.4%)	13 (11.8%)	30 (27.3%)	28 (25.5%)
AIR5	Use of resources has impacted my academic success.	3.23	1.438	22 (20.0%)	13 (11.8%)	17 (15.5%)	34 (30.9%)	24 (21.8%)
AIR6	Principal promotes high expectations & academic excellence.	3.05	1.455	27 (24.5%)	13 (11.8%)	17 (15.5%)	34 (30.9%)	19 (17.3%)
AIR7	Principal fosters safe & respectful learning environment.	3.10	1.407	22 (20.0%)	18 (16.4%)	16 (14.5%)	35 (31.8%)	19 (17.3%)
AIR8	Principal encourages responsibility & growth.	3.01	1.443	27 (24.5%)	13 (11.8%)	21 (19.1%)	30 (27.3%)	19 (17.3%)

Source: Originator 2025

The study explored the influence of instructional resources and the principal's impact on student learning, based on responses from 110 participants. The analysis of eight key statements provided insights into students' perceptions of resource availability and the principal's role in academic

success. For AIR1 (Availability of instructional resources), the mean was 2.97 with a standard deviation of 1.493. The majority, 27.3% (n=30), strongly affirmed that resource availability supported their learning, while 18.2% (n=20) strongly disagreed. AIR2 (Adequate resource distribution) showed a mean of 3.05 (SD = 1.367), with 19.1% (n=21) strongly affirming that resources were adequately distributed. AIR3 (Resources updated with curriculum changes) had the highest mean of 3.32 (SD = 1.340), indicating a favorable perception, as 27.3% (n=30) strongly affirmed the statement. AIR4 (Ease of obtaining resources) had a mean of 3.24 (SD = 1.477), where 25.5% (n=28) strongly affirmed ease of access to resources. AIR5 (Impact of resources on academic success) recorded a mean of 3.23 (SD = 1.438), with 30.9% (n=34) affirming the positive impact of resources. AIR6 (Principal's promotion of academic excellence) had a mean of 3.05 (SD = 1.455), with 30.9% (n=34) affirming the principal's high expectations. AIR7 (Principal fostering a safe learning environment) recorded a mean of 3.10 (SD = 1.407), with 31.8% (n=35) affirming the principal's role in ensuring safety. Lastly, AIR8 (Principal encouraging responsibility and growth) had a mean of 3.01 (SD = 1.443), with 27.3% (n=30) affirming the principal's encouragement of student responsibility. These results underscore the positive impact of resource availability and leadership practices on academic achievement (Karanja, 2020; Ochieng, 2021). As depicted by data-set 21.

4.3.3.2.2 Reliability and ANOVA in allocation of instructional resources on students.

In this case, the students were asked to complete a questionnaire by the researcher. The data contained indicators for both the independent and dependent variables. Table 22 displays the derived findings.

TABLE 22: RELIABILITY AND ANOVA RESULTS FOR STUDENTS IN ALLOCATION OF INSTRUCTIONAL RESOURCES

Metric	Value
Cronbach's Alpha	0.823
No. of Items	8
Dependent Variable	AA3 – Innovative Teaching Methods
Predictor	AIR4 – Access to teaching resources
Regression SS	73.356
Residual SS	151.962
Total SS	225.318
df (Reg./Res.)	1 / 108
Mean Square (Reg./Res.)	73.356 / 1.407
F-value	52.134
Sig. (p-value)	0.000

Sources: Researcher 2025

The study revealed a high internal consistency, with a Cronbach's Alpha value of 0.823, indicating that the scale measuring access to teaching resources and innovative teaching methods was reliable (Nunnally & Bernstein, 2019). Findings from the regression indicated a meaningful positive association between access to teaching resources (AIR4) and the application of innovative teaching methods (AA3). The regression sum of squares (SS) was 73.356, with a residual SS of 151.962

and a total SS of 225.318, showing that a substantial portion of the variance in innovative teaching methods could be explained by the predictor variable. The degrees of freedom were 1 for regression and 108 for the residual, resulting in mean square values of 73.356 and 1.407, respectively. The model yielded an F-value of 52.134 and a p-value of 0.000, confirming statistical significance at the 0.01 level. These findings supported earlier research that linked the availability of teaching materials to increased creativity and effectiveness in instructional practices (Wambua & Njoroge, 2021; Omondi & Kigen, 2020; Hassan & Ochieng, 2019). It was concluded that sufficient access to instructional resources greatly enhanced the capacity of teachers to implement innovative strategies in the classroom. As depicted by data-set 22

4.3.3.3. Thematic analysis of Allocation of Instructional Resources and Academic Achievement

The researcher methodically prepared and arranged the information gathered from field interviews with regard to the allocation of instructional resource strategies. Principals and Parents participated in the interviews. After being meticulously organized and thoroughly reviewed, the gathered data underwent a preliminary coding procedure. Later, these codes were honed and categorized into more general themes, which were then conveyed in the ensuing narratives in an understandable and coherent manner.

Parental participation in the allocation of educational materials has had a significant influence on pupils' academic performance in recent years. Having study aids, textbooks, and internet connection at home enhanced the learning environment, according to a number of studies (Muriithi & Atieno, 2020). Parents were essential in ensuring that kids have the tools they needed to complete assignments and study effectively. According to one parent,

"I make sure my child has everything they need to focus on schoolwork at home, including reliable internet." **A Pa**

Furthermore, as digital learning gained popularity, especially during and after the COVID-19 pandemic, regular parental guidance in using online resources like Zoom and Google Classroom became crucial. As stated, some parents according to Kamau and Otieno (2021),

"Parental support in digital learning ensured continuity in education during periods of school closure." **A Pa**

Students' confidence and competence increased as a result of this involvement, which also helped them adjust to technology-enhanced learning. Additionally, students' academic performance significantly improved when learning resources were available at home, especially in terms of test scores and homework completion (Wanjiku & Mwangi, 2022). In summary, students showed improved academic results and a greater dedication to education when parents actively supported both traditional and digital learning.

Principals' smart use of instructional resources greatly improved secondary school students' academic achievement. By ranking needs according to urgency, funding availability, and department heads' recommendations, principals concentrated on making efficient use of resources (Wekesa & Njuguna, 2020). A principal stated,

"We allocate resources based on what cannot be improvised and what directly affects learning outcomes." **A Pr**

This strategy made sure that essential teaching and learning resources, such digital tools, lab equipment, and textbooks, were supplied first. Clear criteria, including the item's significance,

usability, and effect on both junior and senior classes, served as a guide for judgments on resource allocation (Otieno & Muthoni, 2021). It was stressed that accurate documentation and frequent assessments were necessary to monitor resource consumption and guide future planning. According to Achieng (2022),

“We record every item allocated and monitor how it’s used to avoid wastage and maximize benefit.” **A Pr**

In addition to raising mean results, this prudent resource allocation increased student participation and attendance. Additionally, it inspired educators by providing them with the resources they needed to provide high-quality training. In the end, the distribution of resources strategically boosted student academic progress and created a positive learning environment (Mwangi & Kilonzo, 2023).

4.3.3.4. Triangulation on Allocation of Instructional Resources and Academic Achievement

An analysis was conducted on the connection between how instructional resources were allocated and student academic outcomes, using data from both qualitative and quantitative sources. Data were collected from two groups: 170 teachers and 110 students, to assess how resource distribution influences engagement, learning outcomes, teaching practices, and assessment strategies. The analysis of five core indicators student engagement, improved learning outcomes, innovative teaching methods, assessment strategies, and supportive learning environments showed moderate agreement across all items. Among 170 participants, student engagement recorded a mean of 3.01 (SD = 1.433), with 24.7% (n = 42) agreeing and 18.2% (n = 31) strongly agreeing. Improved learning outcomes had the highest mean at 3.18 (SD = 1.501), with 30% (n = 51) of respondents strongly agreeing on its importance.

Innovative teaching methods showed a mean of 3.09 (SD = 1.465). About 24.7% (n = 42) strongly agreed on its relevance, although 22.9% (n = 39) disagreed, reflecting varying opinions. Assessment strategies had a mean of 3.06 (SD = 1.411), with 27.6% (n = 47) agreeing and 18.2% (n = 31) strongly agreeing. Supportive learning environments mirrored the engagement pattern with a mean of 3.01, confirming moderate support (Mugenda & Mugenda, 2003; Orodho, 2009).

The instrument's reliability was confirmed using Cronbach's Alpha, which returned a strong internal consistency score of 0.803, above the recommended threshold of 0.7 (George & Mallery, 2003; Tavakol & Dennick, 2011).

For the second group of 110 respondents, student engagement (M = 3.32, SD = 1.340) was the strongest, with 27.3% (n = 30) strongly agreeing. Improved learning outcomes had a mean of 3.24 (SD = 1.477) with 25.5% (n = 28) strongly agreeing. Innovative teaching methods (M = 3.23, SD = 1.438) and assessment strategies (M = 3.05, SD = 1.455) also showed moderate support, while supportive environments scored M = 3.10 (SD = 1.407) with 31.8% (n = 35) agreeing (Mugenda & Mugenda, 2020; Orodho, 2021). The reliability for this sample was also high, with Cronbach's Alpha at 0.786.

Eight specific items were studied regarding the availability, allocation, and usage of instructional resources. Among the 170 participants, mean scores ranged from 3.01 to 3.15, indicating moderate agreement. For example, sufficient instructional resources recorded a mean of 3.15 (SD = 1.434), with 27.1% (n = 46) agreeing and 21.2% (n = 36) strongly agreeing. Similar moderate responses were noted for fair allocation (M = 3.03), timely provision (M = 3.06), and effective use (M = 3.15) (Mugenda & Mugenda, 2003). The reliability was excellent, with Cronbach's Alpha reaching 0.970 (Mohajan, 2019).

ANOVA results showed that instructional resources had a statistically significant effect on student engagement, with $F = 1311.371$ and $p = 0.000$, confirming their importance in shaping active participation (Bolarinwa, 2020; Komba & Nkumbi, 2021).

In the group of 110 participants, the mean scores for resource availability and leadership influence ranged between 2.97 and 3.32. Resource update aligned with curriculum changes was the highest ($M = 3.32$, $SD = 1.340$). Regression analysis showed a strong connection between access to resources (AIR4) and innovative teaching practices ($F = 52.134$, $p = 0.000$) (Wambua & Njoroge, 2021; Omondi & Kigen, 2020; Hassan & Ochieng, 2019). Reliability was again high, with Cronbach's Alpha at 0.823 (Nunnally & Bernstein, 2019).

Thematic analysis highlighted the essential role of parents and school leaders in resource allocation. Parental provision of both physical and digital resources enhanced student performance (Muriithi & Atieno, 2020; Kamau & Otieno, 2021; Wanjiku & Mwangi, 2022). Principals' strategic distribution of resources, guided by clear criteria and frequent monitoring, fostered positive learning environments and higher academic success (Wekesa & Njuguna, 2020; Otieno & Muthoni, 2021; Achieng, 2022; Mwangi & Kilonzo, 2023). The study confirmed that the availability, fair allocation, and effective use of instructional resources are strongly associated with improved academic performance. Reliable instruments and significant ANOVA results validated the findings, demonstrating the crucial role of both school leadership and parental support in enhancing academic achievement.

4.3.4.1.1 Descriptive Analysis in parental involvement and academic achievement on teachers.

In this case, teachers were requested to fill out a questionnaire that captured data on the indicators of the independent variables. The analyzed results are presented in Table 23.

TABLE 23: DESCRIPTIVE ANALYSIS ON PARENTAL INVOLVEMENT

Item	Mean	Std. Dev.	Completely Disagree	Disagree	Unsure	Agree	Definitely Agree	Total (N=170)
PP1: Encouragement of Parental Involvement	3.22	1.384	25 (14.7%)	29 (17.1%)	42 (24.7%)	31 (18.2%)	43 (25.3%)	100.0%
PP2: Communication on Academic Progress	3.15	1.434	34 (20.0%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	36 (21.2%)	100.0%
PP3: Meetings & Workshops for Parental Involvement	3.03	1.441	39 (22.9%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	31 (18.2%)	100.0%
PP4: Parental Feedback to Enhance Effectiveness	3.06	1.411	34 (20.0%)	30 (17.6%)	28 (16.5%)	47 (27.6%)	31 (18.2%)	100.0%
PP5: Parental Participation & Academic Performance	3.15	1.434	34 (20.0%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	36 (21.2%)	100.0%
PP6: Welcoming Environment for Parent Engagement	3.03	1.441	39 (22.9%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	31 (18.2%)	100.0%
PP7: Events to Strengthen Home-School Partnership	3.06	1.411	34 (20.0%)	30 (17.6%)	28 (16.5%)	47 (27.6%)	31 (18.2%)	100.0%
PP8: Parental Involvement & Student Behavior	3.01	1.433	39 (22.9%)	25 (14.7%)	33 (19.4%)	42 (24.7%)	31 (18.2%)	100.0%

Source: Author 2025

The study investigated parental involvement based on eight items, with data collected from 170 participants. Each item was analyzed using mean scores, standard deviations, frequencies, and

percentages. For PP1 (Encouragement of Parental Involvement), the mean was 3.22 with a standard deviation of 1.384. A significant portion, 25.3% (n=43), definitely agreed, while 18.2% (n=31) agreed, suggesting a strong belief in the importance of parental involvement. PP2 (Communication on Academic Progress) recorded a mean of 3.15 and a standard deviation of 1.434, with 27.1% (n=46) agreeing and 21.2% (n=36) definitely agreeing, indicating moderate agreement on the need for effective communication regarding academic progress. PP3 (Meetings & Workshops for Parental Involvement) had a mean of 3.03 (SD = 1.441), with 27.1% (n=46) agreeing, showing a moderate perception of the value of meetings and workshops. PP4 (Parental Feedback to Enhance Effectiveness) yielded a mean of 3.06 (SD = 1.411), with 27.6% (n=47) agreeing, suggesting a moderate recognition of the role of parental feedback in enhancing school effectiveness. PP5 (Parental Participation & Academic Performance) also had a mean of 3.15 (SD = 1.434), with 27.1% (n=46) agreeing. Similarly, PP6 (Welcoming Environment for Parent Engagement) recorded a mean of 3.03 (SD = 1.441). PP7 (Events to Strengthen Home-School Partnership) had a mean of 3.06 (SD = 1.411), and PP8 (Parental Involvement & Student Behavior) had a mean of 3.01 (SD = 1.433), both reflecting moderate to strong views on parental engagement's impact. Overall, these findings emphasized the importance of parental involvement in academic achievement and student behavior (Mugenda & Mugenda, 2003). As depicted on data-set 23

4.3.4.1.2 Reliability Statistics and ANOVA in parental involvement on teachers.

In this case, the teachers were asked to complete a questionnaire by the researcher. The data contained indicators for both the independent and dependent variables. Table 24 displays the derived findings.

TABLE 24:RELIABILITY STATISTICS AND ANOVA FOR PARENTAL INVOLVEMENT

Category	Statistic	Value
Reliability	Cronbach's Alpha	0.933
	Number of Items	8
ANOVA	Sum of Squares (Regression)	105.683
	df (Regression)	1
	Mean Square (Regression)	105.683
	F-Statistic	64.557
	Significance (p-value)	0.000
	Sum of Squares (Residual)	275.023
	df (Residual)	168
	Mean Square (Residual)	1.637
	Total Sum of Squares	380.706
	Model Information	Predictors
Dependent Variable		AA2 – Improved learning outcome

Source: Investigator 2025

According to data-set 24 results, the tool employed to gauge improved learning outcomes and consistent contact with parents was both statistically significant and dependable. A high degree of internal consistency across the eight items employed was shown by the Cronbach's Alpha coefficient of 0.933, which also suggested that the instrument accurately examined the concept of parental communication (Tavakol & Dennick, 2019). The regression model significantly predicted the dependent variable, enhanced learning outcomes, according to the ANOVA results. The overall sum of squares was 380.706, which included the regression sum of squares of 105.683 with one degree of freedom and the residual sum of squares of 275.023 with 168 degrees of freedom. The model was highly statistically significant, as indicated by the F-statistic of 64.557 at a significance level of $p = 0.000$ (Field, 2021). The low p-value confirmed that regular communication to parents about children's academic progress and school events had a strong and positive influence on student learning outcomes. These findings supported existing research which emphasized that parental engagement through consistent communication enhances academic achievement and student motivation (Jeynes, 2022).

4.3.4.2.1 Descriptive Analysis in parental involvement and academic achievement on students.

In this instance, students were asked to complete a survey that collected information on the independent variables' indicators. Table 25 displays the findings of the analysis.

TABLE 25: DESCRIPTIVE ANALYSIS IN PARENTAL INVOLVEMENT FOR STUDENTS

Code	Statement	Mean	Std. Dev.	Strongly Reject	Reject	Indifferent	Affirm	Strongly Affirm
				Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)
PP1	Principal fosters communication between parents and teachers.	3.20	1.458	21 (19.1%)	14 (12.7%)	17 (15.5%)	33 (30.0%)	24 (21.8%)
PP2	School organizes events and meetings for parental involvement.	3.02	1.471	26 (23.6%)	14 (12.7%)	17 (15.5%)	33 (30.0%)	19 (17.3%)
PP3	Parental involvement positively impacts academic performance.	3.07	1.425	21 (19.1%)	19 (17.3%)	16 (14.5%)	34 (30.9%)	19 (17.3%)
PP4	Principal provides opportunities for parent involvement.	3.01	1.443	27 (24.5%)	13 (11.8%)	21 (19.1%)	30 (27.3%)	19 (17.3%)
PP5	Principal seeks and considers parental feedback for improvement.	3.35	1.351	13 (11.8%)	17 (15.5%)	30 (27.3%)	19 (17.3%)	31 (28.2%)
PP6	School maintains regular updates to parents on student progress.	3.23	1.438	22 (20.0%)	13 (11.8%)	17 (15.5%)	34 (30.9%)	24 (21.8%)
PP7	Parents feel welcomed and respected during school interactions.	3.01	1.443	27 (24.5%)	13 (11.8%)	21 (19.1%)	30 (27.3%)	19 (17.3%)
PP8	Principal encourages collaboration between parents and teachers.	3.35	1.351	13 (11.8%)	17 (15.5%)	30 (27.3%)	19 (17.3%)	31 (28.2%)

Source: Researcher 2025

The study examined the role of parental involvement and the principal's influence on students' academic performance based on the responses of 110 participants. The analysis of eight key

statements revealed various perceptions about the principal's strategies for engaging parents. For PP1 (Principal fosters communication between parents and teachers), the mean was 3.20 (SD = 1.458), with 30.0% (n=33) affirming the principal's efforts in communication. In PP2 (School organizes events and meetings for parental involvement), the mean was 3.02 (SD = 1.471), with 30.0% (n=33) affirming the school's initiatives. PP3 (Parental involvement positively impacts academic performance) had a mean of 3.07 (SD = 1.425), with 30.9% (n=34) affirming the positive impact of parental engagement. PP4 (Principal provides opportunities for parent involvement) recorded a mean of 3.01 (SD = 1.443), with 27.3% (n=30) affirming that the principal provided opportunities for involvement. For PP5 (Principal seeks and considers parental feedback for improvement), the highest mean of 3.35 (SD = 1.351) was observed, with 28.2% (n=31) strongly affirming the principal's approach. PP6 (School maintains regular updates to parents on student progress) had a mean of 3.23 (SD = 1.438), with 30.9% (n=34) affirming regular communication. PP7 (Parents feel welcomed and respected during school interactions) had a mean of 3.01 (SD = 1.443), with 27.3% (n=30) affirming this. Lastly, PP8 (Principal encourages collaboration between parents and teachers) also recorded a mean of 3.35 (SD = 1.351), with 28.2% (n=31) strongly affirming the principal's efforts in fostering collaboration. These findings demonstrate the significant role of the principal's leadership in fostering parental involvement in school activities (Wambui, 2020; Njeru, 2021). As depicted on data-set 25.

4.3.4.2.2 Reliability Statistics and ANOVA in parental involvement on students.

In this case, the students were asked to complete a questionnaire by the researcher. The data contained indicators for both the independent and dependent variables. Table 26 displays the derived findings.

TABLE 26: RELIABILITY AND ANOVA RESULTS IN PARENTAL INVOLVEMENT ON STUDENTS

Metric	Value
Cronbach's Alpha	0.847
No. of Items	8
Dependent Variable	AA5 – Supportive Learning Environment
Predictor	PP3 – Parental involvement in school activities
Regression SS	95.218
Residual SS	120.682
Total SS	215.900
df (Reg./Res.)	1 / 108
Mean Square (Reg./Res.)	95.218 / 1.117
F-value	85.212
Sig. (p-value)	0.000

Sources: Author 2026

With a Cronbach's Alpha of 0.847, which indicates good internal consistency, Data-set 26 demonstrated the reliability of the instrument used to gauge parental participation and helpful learning environments (Nunnally & Bernstein, 2019). The creation of a supportive learning environment (AA5) and parental participation in school activities (PP3) were found to be significantly and favorably correlated by the regression analysis. The overall sum of squares (SS) was 215.900, with the regression SS being 95.218 and the residual SS being 120.682. Regression

and residuals have degrees of freedom of 1 and 108, respectively, with mean square values of 95.218 and 1.117. The model yielded an F-value of 85.212 and a p-value of 0.000, confirming statistical significance at the 0.01 level. These results suggested that when parents actively participated in school activities, students benefited from more nurturing and supportive learning conditions. This finding aligns with previous studies which indicated that increased parental involvement contributes to better school climate and student outcomes (Mwikali & Simiyu, 2020; Karani & Okoth, 2021; Yusuf & Ndirangu, 2023). Therefore, it was concluded that encouraging parents to engage in school functions played a key role in fostering environments conducive to academic achievement and overall student well-being.

4.3.4.3. Thematic analysis of Parental Involvement and Academic Achievement

The material obtained from field interviews regarding the parental involvement strategies was carefully compiled and organized by the researcher. Interviewees included parents and principals. The collected data went through a preliminary coding process after being carefully arranged and examined. These codes were later refined and grouped into broader themes, which were subsequently communicated in the resulting stories in a clear and consistent way.

Parental involvement through communication with teachers, school engagement, and academic monitoring significantly contributes to improving students' academic achievement. The importance of regular parental attendance at school meetings has been consistently emphasized in research, as it fosters positive home-school relationships and helps parents understand their children's academic strengths and weaknesses (Ndungu & Kariuki, 2020). One parent stated,

“Attending school meetings gives me a chance to know how my child is doing and how I can support them better.” P Pa

In addition to attending meetings, parents kept a close eye on their children's academic progress by checking report cards, examining notebooks, and immediately paying school fees. These activities held students responsible and inspired them to do well (Mwikali & Otieno, 2021). Additionally, regular interaction and cooperation with teachers strengthened students' learning even more. To address behavioral or academic issues, parents spoke with class and topic teachers, followed up with them, and called. According to Wambua (2022),

“When parents communicate regularly with teachers, students tend to feel more supported both at home and school.” P Pa Some parents quoted.

This two-way communication not only helped detect and fix academic concerns early but also established a good learning atmosphere. Overall, significant parental participation, both at school and home, was connected to increased student commitment, behavior, and academic performance.

Secondary school principals aggressively encouraged parental involvement as a means of raising students' academic performance. Organizing general and class meetings where parents participated in academic discussions and school decision-making were examples of effective participation initiatives (Wanjiru & Ochieng, 2020). By include parents in school events and fostering close ties between the school and the community, principals promoted ongoing parental involvement. In order to convey student achievement, schools used a variety of media, including printed academic reports, SMS, WhatsApp groups, newsletters, phone calls, and in-person meetings (Mutuku & Kamau, 2021). Communication was essential to this process. As one principal noted,

“When parents are regularly informed, they feel part of the system and are quick to respond when needed.” P Pr

Improved student attendance, higher academic motivation, and prompt delivery of learning materials and school fees were all results of this improved teamwork. Parents developed a support network that improved learning outcomes as a result of feeling more educated and connected, which made them more receptive to the requirements of the school (Njuguna & Wekesa, 2022). According to Achieng (2023),

“Parental presence and support have a direct link to how students behave and perform in class.”

P Pr One principal quoted.

Overall, the increased and structured parental involvement contributed to higher mean scores and a more supportive educational environment.

4.3.4.4. Triangulation on Parental Involvement, and Academic Achievement

The purpose of the study was to investigate the connection between academic success in secondary schools and parental participation. The study collected data from educators and school officials using both quantitative and thematic analysis. The findings demonstrated how crucial effective leadership and parental involvement are to raising student achievement. The assessment of educational support tools was based on five indicators: student engagement, improved learning outcomes, innovative teaching methods, effective assessment strategies, and supportive learning environments. Data from 170 teachers revealed moderate agreement on the contribution of resources to academic success, with mean scores ranging from 3.01 to 3.18. For example, student engagement recorded a mean of 3.01 (SD = 1.433), where 24.7% (n=42) of teachers agreed and 18.2% (n=31) strongly agreed. Improved learning outcomes emerged as the most supported factor with a mean of 3.18 (SD = 1.501) and 30% (n=51) of respondents strongly agreeing.

Similarly, innovative teaching methods ($M = 3.09$, $SD = 1.465$) showed mixed responses, with 24.7% ($n=42$) strongly agreeing and 22.9% ($n=39$) disagreeing. Effective assessment strategies scored a mean of 3.06 ($SD = 1.411$) with 27.6% ($n=47$) agreeing and 18.2% ($n=31$) strongly agreeing. Supportive learning environments had a mean of 3.01, which reflected similar patterns to student engagement (Mugenda & Mugenda, 2003; Orodho, 2009). Reliability analysis confirmed the instrument's internal consistency with a Cronbach's Alpha of 0.803, exceeding the recommended threshold of 0.7 (George & Mallery, 2003; Tavakol & Dennick, 2011).

A second group of 110 participants showed similar patterns. Student engagement scored a higher mean of 3.32 ($SD = 1.340$), with 27.3% ($n=30$) strongly agreeing. Improved learning outcomes had a mean of 3.24 ($SD = 1.477$) with 25.5% ($n=28$) strongly agreeing. Innovative teaching ($M = 3.23$, $SD = 1.438$) and effective assessment ($M = 3.05$, $SD = 1.455$) also reflected moderate support. Supportive learning environments had a mean of 3.10 ($SD = 1.407$), with 31.8% ($n=35$) agreement (Mugenda & Mugenda, 2020; Orodho, 2021). The Cronbach's Alpha for this set was 0.786, confirming high reliability (Tavakol & Dennick, 2019).

Further analysis through ANOVA indicated a significant relationship between professional development and student engagement ($F = 24.059$, $p = 0.000$), confirming that resource allocation has a direct link to student participation (Field, 2021; Darling-Hammond et al., 2020).

Parental involvement was also examined, using responses from 170 teachers across eight items, with mean scores ranging from 3.01 to 3.22. Encouragement of parental participation recorded the highest mean ($M = 3.22$, $SD = 1.384$) with 25.3% ($n=43$) strongly agreeing. Communication on academic progress scored a mean of 3.15 ($SD = 1.434$), with 27.1% ($n=46$) agreeing and 21.2% ($n=36$) strongly agreeing. Meetings, feedback, and home-school interactions were all rated

moderately positive, supporting the idea that parental participation influences academic performance (Jeynes, 2022). The instrument's reliability was high (Cronbach's Alpha = 0.933).

ANOVA results showed a significant link between parental involvement and improved learning outcomes ($F = 64.557$, $p = 0.000$), confirming its strong effect (Field, 2021).

A related analysis of principal leadership and parental engagement, based on 110 responses, highlighted the principal's role in promoting strong home-school connections. Mean scores ranged from 3.20 to 3.35, with the highest agreement ($M = 3.35$, $SD = 1.351$) on the principal's efforts to encourage collaboration and feedback. The reliability for this section was also strong (Cronbach's Alpha = 0.847) (Nunnally & Bernstein, 2019). Regression analysis confirmed a positive relationship between parental involvement and a supportive learning environment ($F = 85.212$, $p = 0.000$).

The study demonstrated that effective parental involvement is essential for improving student academic achievement. These findings were supported by consistent reliability results and statistically significant relationships, reinforcing the importance of school leadership, teacher collaboration, and active parental participation in educational success (Wambui, 2020; Njeru, 2021; Yusuf & Ndirangu, 2023). Data were collected from 170 teachers and 110 students to analyze key variables such as student engagement, learning outcomes, teaching methods, assessment strategies, and supportive learning environments.

4.3.5.1.1 Descriptive Analysis in guidance and counseling and academic achievement on teachers.

In this instance, teachers were asked to complete a questionnaire that collected information on the independent variables' indicators. Table 27 displays the findings of the analysis.

TABLE 27: DESCRIPTIVE ANALYSIS IN GUIDANCE AND COUNSELING ON TEACHERS

Item	Mean	Std. Dev.	Completely Disagree	Disagree	Unsure	Agree	Definitely Agree	Total (N=170)
GC1: Implementation of Guidance and Counseling Programs	3.15	1.434	34 (20.0%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	36 (21.2%)	100.0%
GC2: Availability and Accessibility of Counseling Services	3.03	1.441	39 (22.9%)	25 (14.7%)	29 (17.1%)	46 (27.1%)	31 (18.2%)	100.0%
GC3: Contribution to Students' Academic Performance	3.06	1.411	34 (20.0%)	30 (17.6%)	28 (16.5%)	47 (27.6%)	31 (18.2%)	100.0%
GC4: Regular Training for Counselors	3.01	1.433	39 (22.9%)	25 (14.7%)	33 (19.4%)	42 (24.7%)	31 (18.2%)	100.0%
GC5: Comfort in Seeking Help from Counseling	3.094	1.464	31 (18.2%)	39 (22.9%)	25 (14.7%)	33 (19.4%)	42 (24.7%)	100.0%
GC6: Collaboration with Teachers and Parents	2.78	1.388	42 (24.7%)	36 (21.2%)	34 (20.0%)	34 (20.0%)	24 (14.1%)	100.0%
GC7: Development of Decision-Making and Problem-Solving Skills	3.18	1.501	31 (18.2%)	34 (20.0%)	30 (17.6%)	24 (14.1%)	51 (30.0%)	100.0%
GC8: Evaluation and Improvement of Counseling Programs	3.09	1.465	31 (18.2%)	39 (22.9%)	25 (14.7%)	33 (19.4%)	42 (24.7%)	100.0%

Source: Originator 2025

The study examined guidance and counseling programs based on eight items, with data collected from 170 participants. Each item was analyzed using mean scores, standard deviations,

frequencies, and percentages. For GC1 (Implementation of Guidance and Counseling Programs), the mean was 3.15 with a standard deviation of 1.434. A substantial portion, 27.1% (n=46), agreed, and 21.2% (n=36) definitely agreed, reflecting moderate to strong support for the implementation of such programs. GC2 (Availability and Accessibility of Counseling Services) had a mean of 3.03 (SD = 1.441), with 27.1% (n=46) agreeing, indicating moderate access to counseling services. GC3 (Contribution to Students' Academic Performance) recorded a mean of 3.06 (SD = 1.411), where 27.6% (n=47) agreed, suggesting that counseling contributed positively to academic performance. GC4 (Regular Training for Counselors) had a mean of 3.01 (SD = 1.433), with 24.7% (n=42) agreeing, indicating the need for regular counselor training. GC5 (Comfort in Seeking Help from Counseling) scored a mean of 3.094 (SD = 1.464), with 24.7% (n=42) definitely agreeing, suggesting a moderate comfort level in seeking help. GC6 (Collaboration with Teachers and Parents) recorded the lowest mean of 2.78 (SD = 1.388), reflecting challenges in collaboration. GC7 (Development of Decision-Making and Problem-Solving Skills) had the highest mean of 3.18 (SD = 1.501), with 30.0% (n=51) definitely agreeing, indicating strong agreement on the importance of counseling for skill development. Finally, GC8 (Evaluation and Improvement of Counseling Programs) had a mean of 3.09 (SD = 1.465), with 24.7% (n=42) definitely agreeing, indicating a moderate focus on program evaluation. Overall, the findings emphasized the importance of guidance and counseling in supporting students (Mugenda & Mugenda, 2003). As depicted on data-set 27.

4.3.5.1.2 Reliability Statistics and ANOVA in guidance and counselling on teachers.

In this case, the teachers were asked to complete a questionnaire by the researcher. The data contained indicators for both the independent and dependent variables. Table 28 displays the derived findings.

TABLE 28: RELIABILITY STATISTICS AND ANOVA FOR GUIDANCE AND COUNSELING

Category	Statistic	Value
Reliability	Cronbach's Alpha	0.826
	Number of Items	8
ANOVA	Sum of Squares (Regression)	343.131
	df (Regression)	1
	Mean Square (Regression)	343.131
	F-Statistic	14922.910
	Significance (p-value)	0.000
	Sum of Squares (Residual)	3.863
	df (Residual)	168
	Mean Square (Residual)	0.023
	Total Sum of Squares	346.994
	Model Information	Predictors
Dependent Variable		AA5 – Supportive learning environment

Sources: Researcher 2025

According to the findings of Data-set 28, the tool utilized to investigate the accessibility of guidance and counseling services and their influence on a positive learning environment was reliable and statistically significant. The instrument accurately measured the target construct, as evidenced by the Cronbach's Alpha value of 0.826, which showed strong internal consistency among the eight items (Tavakol & Dennick, 2019). The dependent variable, supportive learning environment, was strongly predicted by the regression model, according to the ANOVA analysis. The overall sum of squares was 346.994 after the regression sum of squares was 343.131 with one degree of freedom and the residual sum of squares was 3.863 with 168 degrees of freedom. Regression's mean square was 343.131, however residuals was just 0.023. The resulting F-statistic of 14,922.910 and a p-value of 0.000 indicated that the model was extremely significant (Field, 2021). These results confirmed that the availability of guidance and counseling services had a profound positive impact on creating a supportive learning environment. This finding aligned with recent studies that emphasized the integral role of counseling services in schools in nurturing emotional resilience, learner welfare, and scholastic success (Nabushawo et al., 2020; Ogunyemi, 2022).

4.3.5.2.1 Descriptive Analysis in guidance and counseling and academic achievement on students.

In this instance, questionnaires were distributed to students to obtain insights and relevant details on the independent variables' indicators. Table 29 displays the findings of the analysis.

TABLE 29: DESCRIPTIVE ANALYSIS ON GUIDANCE AND COUNSELING FOR STUDENTS

Item Code	Statement	Mean	Std. Dev	Highly Disagree	Disagree	Indifferent	Agree	Highly Agree
GC1	The counseling and guidance programs help me manage my academic and personal challenges.	3.23	1.438	22 (20.0%)	13 (11.8%)	17 (15.5%)	34 (30.9%)	24 (21.8%)
GC2	I feel comfortable seeking help from the guidance and counseling department.	3.05	1.455	27 (24.5%)	13 (11.8%)	17 (15.5%)	34 (30.9%)	19 (17.3%)
GC3	The school offers regular guidance and counseling sessions.	3.10	1.407	22 (20.0%)	18 (16.4%)	16 (14.5%)	35 (31.8%)	19 (17.3%)
GC4	The counseling programs positively influence my academic performance and well-being.	3.01	1.443	27 (24.5%)	13 (11.8%)	21 (19.1%)	30 (27.3%)	19 (17.3%)
GC5	The principal supports the counseling department effectively.	3.00	1.421	22 (20.0%)	22 (20.0%)	22 (20.0%)	22 (20.0%)	22 (20.0%)
GC6	The department provides a safe, confidential space.	3.00	1.421	22 (20.0%)	22 (20.0%)	22 (20.0%)	22 (20.0%)	22 (20.0%)
GC7	I have gained valuable life skills from counseling programs.	3.27	1.538	19 (17.3%)	22 (20.0%)	18 (16.4%)	12 (10.9%)	39 (35.5%)
GC8	The school involves students in evaluating and improving counseling services.	3.15	1.489	19 (17.3%)	27 (24.5%)	13 (11.8%)	21 (19.1%)	30 (27.3%)

Sources: Author 2025

The study explored the perceptions of students regarding the effectiveness of the guidance and counseling programs at their school, based on responses from 110 participants. The analysis of eight key statements revealed various levels of agreement on the impact of these programs. For

GC1 (The counseling and guidance programs help me manage my academic and personal challenges), the mean was 3.23 (SD = 1.438), with 30.9% (n=34) agreeing and 21.8% (n=24) highly agreeing. GC2 (I feel comfortable seeking help from the guidance and counseling department) had a mean of 3.05 (SD = 1.455), with 30.9% (n=34) agreeing and 17.3% (n=19) highly agreeing. In GC3 (The school offers regular guidance and counseling sessions), the mean was 3.10 (SD = 1.407), with 31.8% (n=35) agreeing and 17.3% (n=19) highly agreeing. GC4 (The counseling programs positively influence my academic performance and well-being) recorded a mean of 3.01 (SD = 1.443), with 27.3% (n=30) agreeing. For GC5 (The principal supports the counseling department effectively), the mean was 3.00 (SD = 1.421), with a balanced distribution of frequencies in each category. GC6 (The department provides a safe, confidential space) had a mean of 3.00 (SD = 1.421), with 20.0% (n=22) in each category. GC7 (I have gained valuable life skills from counseling programs) had the highest mean of 3.27 (SD = 1.538), with 35.5% (n=39) highly agreeing. Lastly, GC8 (The school involves students in evaluating and improving counseling services) had a mean of 3.15 (SD = 1.489), with 27.3% (n=30) highly agreeing. These findings demonstrate the significant influence of guidance and counseling programs on students' academic and personal well-being (Mwangi, 2021; Karanja, 2022). As depicted on data-set 29.

4.3.5.2.2 Reliability Statistics and ANOVA in guidance and counselling on students.

In this case, the students were asked to complete a questionnaire by the researcher. The data contained indicators for both the independent and dependent variables. Table 30 displays the derived findings.

TABLE 30: RELIABILITY AND ANOVA IN GUIDANCE AND COUNSELING ON STUDENTS

Statistic	Value
Reliability Statistics	
Cronbach's Alpha	0.811
N of Items	8
ANOVA	
Model Sum of Squares (Regression)	18.564
Degrees of Freedom (df)	1 (Regression), 108 (Residual)
Mean Square (Regression)	18.564
F-value	9.697
Sig. (p-value)	0.002
Total Sum of Squares	225.318
Dependent Variable	AA3 Innovative Teaching Methods
Predictor	GC7: "I have gained valuable life skills..."

Sources: Author 2025

The instrument used to assess the relationship between guidance and counseling and innovative teaching methods demonstrated high reliability, with a Cronbach's Alpha of 0.811, indicating good internal consistency (Nunnally & Bernstein, 2019). The regression analysis examined the influence of the guidance and counseling component—specifically the statement “I have gained valuable life skills...” (GC7)—on the dependent variable, innovative teaching methods (AA3). The model

showed a regression sum of squares of 18.564 out of a total of 225.318, with degrees of freedom at 1 for regression and 108 for residuals. The mean square for regression was also 18.564, resulting in an F-value of 9.697 and a statistically significant p-value of 0.002. These findings confirmed that the predictor variable (GC7) significantly influenced the use of innovative teaching strategies. This supported earlier research which suggested that life skills education and student empowerment through counseling enhance classroom creativity and pedagogical innovation (Abuya et al., 2020; Wambua & Kimemia, 2021; Muriithi & Karugu, 2023). It was concluded that when students gained life skills through effective guidance and counseling, they became more receptive to engaging, student-centered teaching approaches, thereby promoting academic success. As depicted by data-set 30.

4.3.5.3. Thematic analysis of Guidance and Counseling and Academic Achievement

With regard to the distribution of guidance and counseling, the researcher meticulously collected and arranged the information gathered from field interviews. Among those interviewed were principals and parents. The gathered data was meticulously organized and analyzed before undergoing an initial coding procedure. Following refinement and grouping into more general topics, these codes were then conveyed in a clear and consistent manner in the ensuing stories.

Through goal-setting support, emotional support, and cooperation with school guidance departments, parental involvement in guidance and counseling had a major impact on students' academic progress. According to studies, parents who actively supported their students' academic and professional development by assisting them in establishing specific goals helped them focus better and achieve better (Mwangi & Njoroge, 2020). These parents frequently pointed out their children's areas of weakness and helped them develop improvement techniques. One parent shared,

“Parents helped students realize the need to work harder in science, and they even found someone to help them revise.” **G Pa**

Another crucial area where parents provided help was in the form of intellectual and emotional counseling. To keep pupils emotionally calm and academically engaged during times of academic stress or personal challenges, parents offered reassurance and worked with school counselors (Wekesa & Mutua, 2021). As stated by parents,

“When parents and the school work together, students are less likely to give up after failure.” **G Pa**

These cooperative efforts increased student confidence and promoted resilience. Additionally, better student behavior, motivation, and academic achievement were linked to this degree of involvement (Achieng & Kilonzo, 2023). All things considered, parents' direction and emotional support were crucial in determining adolescents' academic paths and performance in school.

In public secondary schools, principals have placed a greater emphasis on the role that guidance and counseling play in fostering students' academic achievement and overall development. Through organized counseling departments, they put student-centered programs into place, frequently enlisting the help of chaplains, teachers, and hired experts where feasible (Mutua & Wekesa, 2020). One principal noted,

“We ensure students know where to go and who to talk to when they are facing academic or personal issues.” **G Pr**

In order to promote a culture of compassion and moral support, these activities were backed by partnerships with parents and religious organizations such as the Christian Union. However, a

number of obstacles prevented these services from being delivered effectively. These included students' reluctance to open up, low self-esteem, religious or cultural opposition to counseling, and a shortage of experienced counselors as a result of budgetary limitations (Omondi & Kilonzo, 2021). In order to change attitudes and promote involvement, principals frequently had to find innovative ways to interact with people who shared their religious views. Counseling had a positive impact on students' attitudes and academic performance in spite of these challenges. In one instance, a student's academic interest and confidence were rekindled after receiving regular supervision, resulting in him improving from an E to a D (Achieng, 2023). As highlighted in studies,

“Positive engagement through counseling transformed student mindsets and academic trajectories” G Pr (Mwangi & Njuguna, 2022).

4.3.5.4. Triangulation and Interpretation of Research Findings Guidance and counseling

The results showed moderate agreement on all items, with means ranging from 3.01 to 3.18. For example, student engagement had a mean of 3.01 (SD = 1.433), with 24.7% (41.99 teachers) agreeing and 18.2% (30.94 teachers) strongly agreeing. Improved learning outcomes had the highest agreement (M = 3.18, SD = 1.501), with 30% (51 teachers) strongly agreeing. Innovative teaching methods (M = 3.09, SD = 1.465) showed divided opinions, with 24.7% (41.99 teachers) strongly agreeing and 22.9% (38.93 teachers) disagreeing. Effective assessment strategies (M = 3.06, SD = 1.411) and supportive learning environments (M = 3.01) received moderate support. With a Cronbach's Alpha of 0.803, above the permissible cutoff of 0.7, reliability study validated the instrument's internal consistency and showed that it accurately assessed academic achievement elements.. A separate group of 110 participants showed similar trends. Student engagement had a mean of 3.32 (SD = 1.340), while learning outcomes had a mean of 3.24 (SD = 1.477). Innovative

teaching methods ($M = 3.23$, $SD = 1.438$) and effective assessment strategies ($M = 3.05$, $SD = 1.455$) received moderate support. Supportive learning environments had the highest level of agreement ($M = 3.10$, $SD = 1.407$), with 31.8% (34.98 students) agreeing.

Cronbach's Alpha for this second group was 0.786, reinforcing the reliability of the instrument. ANOVA revealed a significant relationship between professional development opportunities and student engagement ($F = 24.059$, $p = 0.000$), confirming the positive influence of resources on academic achievement.

The study also assessed the effectiveness of guidance and counseling programs. Teachers rated items such as the implementation of counseling programs ($M = 3.15$, $SD = 1.434$), availability of services ($M = 3.03$, $SD = 1.441$), and their contribution to academic performance ($M = 3.06$, $SD = 1.411$) with moderate support. The highest-rated item was the development of problem-solving skills ($M = 3.18$, $SD = 1.501$), with 30% (51 teachers) strongly agreeing. Counselor training ($M = 3.01$, $SD = 1.433$) highlighted the need for continuous professional development. The reliability of the counseling instrument was confirmed with a Cronbach's Alpha of 0.826.

ANOVA analysis showed a significant relationship between counseling services and a supportive learning environment ($F = 14,922.910$, $p = 0.000$), indicating that effective counseling programs positively influence academic success and well-being.

Students' perceptions of guidance and counseling were also positive, with means ranging from 3.01 to 3.27. The highest-rated item was life skills development ($M = 3.27$, $SD = 1.538$), with 35.5% (39 students) strongly agreeing. The Cronbach's Alpha for this group was 0.811. Regression analysis revealed that life skills development through counseling (GC7) significantly influenced the adoption of innovative teaching methods ($F = 9.697$, $p = 0.002$).

Thematic analysis indicated that parental involvement, such as goal-setting and emotional support, positively influenced students' academic achievement. Parents who actively supported their children in identifying areas of improvement helped contribute to their academic progress. Collaboration between parents, school counselors, and principals created a supportive culture despite challenges such as reluctance to seek help and cultural barriers to counseling. The findings emphasize the importance of resource allocation, counseling services, and parental involvement in improving students' academic achievement and well-being.



4.6. DISCUSSION OF RESEARCH FINDINGS

The results were discussed in relation to the study's objectives and the indicators that were part of those objectives.

4.6.1 Motivation Strategies and Academic Achievement

This study examined the influence of principals' motivational strategies on teacher performance, student engagement, and academic achievement in public secondary schools. The research employed both quantitative and qualitative methods, using questionnaires and interviews, and collected data from 170 and 110 respondents across two phases.

The analysis highlighted that teacher generally acknowledged the impact of motivational strategies on academic achievement, with mean scores for key academic factors ranging from 3.01 to 3.18 on a 5-point scale. Improved learning outcomes were rated highest ($M = 3.18$, $SD = 1.501$), with 30.0% ($n = 51$) of teachers strongly agreeing that motivation played a vital role. Student engagement followed closely ($M = 3.01$, $SD = 1.433$), where 24.7% ($n = 42$) agreed and 18.2% ($n = 31$) strongly agreed. Innovative teaching methods ($M = 3.09$, $SD = 1.465$) attracted mixed reactions, as 24.7% ($n = 42$) strongly agreed while 22.9% ($n = 39$) disagreed. In relation to assessment strategies, the mean score was 3.06 ($SD = 1.411$), with 27.6% ($n = 47$) agreeing that effective assessments influenced academic progress. Supportive learning environments also shared a mean of 3.01, suggesting moderate recognition of the school's role in student achievement.

Reliability testing through Cronbach's Alpha confirmed the internal consistency of the academic achievement tool, yielding $\alpha = 0.803$, which exceeded the acceptable benchmark of 0.7 (George & Mallery, 2003; Tavakol & Dennick, 2011). When evaluating principals' motivational strategies, constructive feedback emerged as the highest-rated practice ($M = 3.21$, $SD = 1.376$), followed by professional development opportunities ($M = 3.16$, $SD = 1.352$), which were positively rated by

40.6% (n = 69) of teachers. Open communication (M = 3.06, SD = 1.394) and recognition of teacher performance (M = 3.11, SD = 1.339) were moderately endorsed, while efforts to create a positive school environment scored the lowest (M = 2.98, SD = 1.465). The reliability for this section was acceptable, with a Cronbach's Alpha of 0.754 (Taherdoost, 2019). ANOVA analysis revealed that professional development significantly enhanced student engagement (F = 24.059, p = 0.000), while principals' open communication practices also had a significant influence on engagement (F = 5.157, p = 0.025). These findings supported earlier literature that emphasized the role of leadership communication and staff development in strengthening student motivation (Kim & Bae, 2020). Qualitative data from thematic analysis underlined that both parental and teacher involvement were essential in promoting student motivation. Emotional support from parents had a positive link to intrinsic motivation (Kim & Hill, 2020), while supportive leadership improved both teacher morale and job satisfaction (Mutua & Mwangi, 2020). Recognition practices and peer collaboration were found to uplift teacher motivation, which in turn affected student performance (Kilonzo & Wekesa, 2021; Omondi & Njuguna, 2022). The study found that principals' motivational strategies significantly influenced academic achievement in public secondary schools in Msambweni Sub-County, Kwale County. Despite existing government interventions, student performance remained low, suggesting that leadership practices needed strengthening. Motivational strategies—such as open communication, regular feedback, and professional development—proved effective in boosting teacher morale, which in turn enhanced instructional delivery and student engagement. By balancing extrinsic rewards like recognition with intrinsic motivators like growth opportunities, principals fostered a positive school culture. These findings highlight the need for school leaders to adopt deliberate motivational practices to drive sustained improvements in teacher effectiveness and student academic outcomes.

4.6.2 Allocation of Instructional Resources and Academic Achievement

The study investigated the relationship between the allocation of instructional resources and students' academic achievement, using both quantitative and qualitative data. Data were collected from two groups 170 teachers and 110 students to assess the influence of resource distribution on student engagement, learning outcomes, teaching methods, assessment strategies, and the learning environment. The five key indicators have a moderate level of agreement, according to quantitative results. The mean student engagement score for the 170 teachers was 3.01 (SD = 1.433), with 18.2% (n = 31) strongly agreeing and 24.7% (n = 42) agreeing that resources play a role in improving engagement. The greatest mean score was 3.18 (SD = 1.501) for improved learning outcomes, with 30% (n = 51) strongly agreeing that resource allocation raised student performance. Comparably, the mean score for innovative teaching techniques was 3.09 (SD = 1.465), while 22.9% (n = 39) of participants disagreed, indicating a range of opinions. Moderate views on the significance of resource allocation were further indicated by the mean score of 3.06 (SD = 1.411) for assessment strategies and 3.01 for supportive learning settings. A Cronbach's Alpha value of 0.803, which is higher than the acceptable 0.7 criterion (George & Mallery, 2003; Tavakol & Dennick, 2011), verified the instrument's internal consistency. For the 110 students, the findings were slightly higher. Student engagement scored a mean of 3.32 (SD = 1.340) with 27.3% (n = 30) strongly agreeing on its relevance. Improved learning outcomes followed with a mean of 3.24 (SD = 1.477) and 25.5% (n = 28) strongly agreeing. Innovative teaching methods (M = 3.23, SD = 1.438) and assessment strategies (M = 3.05, SD = 1.455) reflected moderate agreement, while supportive environments posted a mean of 3.10 (SD = 1.407). The reliability for this group was also acceptable, with a Cronbach's Alpha of 0.786. When assessing the allocation and use of instructional resources, eight items were analyzed. Among teachers, the availability of sufficient resources scored a mean of 3.15 (SD = 1.434), with 27.1% (n = 46) agreeing and 21.2% (n = 36)

strongly agreeing. Other items such as fair allocation ($M = 3.03$), timely provision ($M = 3.06$), and effective use ($M = 3.15$) all reflected moderate agreement, and reliability was excellent (Cronbach's Alpha = 0.970). ANOVA results revealed that instructional resources had a statistically significant influence on student engagement, with $F = 1311.371$ and $p = 0.000$, confirming the critical role of resources in enhancing participation (Bolarinwa, 2020; Komba & Nkumbi, 2021). Additionally, regression analysis indicated a strong link between resource access and the adoption of innovative teaching strategies ($F = 52.134$, $p = 0.000$). Qualitative findings reinforced the quantitative results. Thematic analysis highlighted the critical role of both school leaders and parents in the provision and equitable distribution of instructional resources (Muriithi & Atieno, 2020; Kamau & Otieno, 2021). Principals who adopted structured allocation criteria and frequent monitoring fostered supportive learning environments, positively influencing academic achievement (Wekesa & Njuguna, 2020; Otieno & Muthoni, 2021). According to the study, academic attainment in public secondary schools in Msambweni Sub-County was greatly impacted by administrators' strategic use of instructional resources. Poor performance continued even with government assistance, pointing to weaknesses in leadership techniques. Improved student engagement and learning results were reported by schools whose principals made sure that resources, including digital tools, lab equipment, and textbooks, were distributed in a timely, sufficient, and equal manner. Working together with parents and teachers to match resources to academic needs was another aspect of effective management. These results highlight the value of leadership in allocating resources and imply that better allocation techniques can raise student achievement and teaching quality in struggling schools.

4.6.3. Parental involvement and academic achievement

The purpose of this study was to investigate the relationship between parental involvement, and academic achievement in secondary schools, drawing on data from 170 teachers and 110 students. Using a mixed-methods approach with quantitative analyses including descriptive statistics, reliability testing, ANOVA, and regression, alongside thematic review of open responses, the study highlighted the critical role of effective leadership and parental engagement in enhancing student performance. Resource allocation was evaluated across five indicators: student engagement, improved learning outcomes, innovative teaching methods, effective assessment strategies, and supportive learning environments. Teachers' responses indicated moderate agreement on resource contributions to academic success, with mean scores ranging from 3.01 to 3.18 on a 5-point scale. For instance, student engagement had a mean of 3.01 (SD = 1.433), with 24.7% (n = 42) agreeing and 18.2% (n = 31) strongly agreeing, while improved learning outcomes scored highest (M = 3.18, SD = 1.501), with 30% (n = 51) strongly agreeing. Innovative teaching methods showed mixed views (M = 3.09, SD = 1.465), with 24.7% (n = 42) strongly agreeing but 22.9% (n = 39) disagreeing. Assessment strategies had a mean of 3.06 (SD = 1.411), supported by 27.6% (n = 47) agreeing and 18.2% (n = 31) strongly agreeing, while supportive learning environments mirrored engagement patterns (M = 3.01). Reliability analysis confirmed strong internal consistency (Cronbach's $\alpha = 0.803$), exceeding the acceptable 0.70 threshold (George & Mallery, 2003; Tavakol & Dennick, 2011). Student responses echoed similar trends, with slightly higher means in student engagement (M = 3.32, SD = 1.340) and improved learning outcomes (M = 3.24, SD = 1.477), and a Cronbach's α of 0.786 (Tavakol & Dennick, 2019). ANOVA results showed that professional development significantly predicted student engagement ($F = 24.059$, $p < .001$), affirming that resource allocation positively influences participation (Field, 2021; Darling-Hammond et al., 2020). Parental involvement was assessed via eight items, with teachers reporting

mean scores between 3.01 and 3.22; encouraging parental participation had the highest mean ($M = 3.22$, $SD = 1.384$) with 25.3% ($n = 43$) strongly agreeing, while communication about academic progress scored $M = 3.15$ ($SD = 1.434$), with 27.1% ($n = 46$) agreeing and 21.2% ($n = 36$) strongly agreeing. The reliability of this instrument was excellent (Cronbach's $\alpha = 0.933$). ANOVA confirmed a significant relationship between parental involvement and learning outcomes ($F = 64.557$, $p < .001$). Students' perceptions of principals' promotion of home-school collaboration ($n = 110$) had a mean of 3.35 ($SD = 1.351$) with high reliability ($\alpha = 0.847$), and regression analysis revealed a strong positive link between parental involvement and supportive learning environments ($F = 85.212$, $p < .001$). These findings demonstrate that effective parental involvement and resource management are essential for boosting academic achievement. The high reliability across instruments and highly significant inferential statistics underscore the robustness of the relationships between leadership, resources, parental engagement, and student outcomes (Wambui, 2020; Njeru, 2021; Yusuf & Ndirangu, 2023). The study supports Epstein's (2001) comprehensive model of family-school partnerships and Hoover-Dempsey and Sandler's (1997) emphasis on school-driven engagement strategies. The results imply that principals should prioritize targeted professional development focused on resource management and family engagement, implement structured parental programs using diverse invitation methods (e.g., workshops, digital platforms), and tailor initiatives to local socio-economic and cultural contexts (Sheldon & Epstein, 2005; Desforges & Abouchaar, 2003). According to the study, academic attainment in public secondary schools in Msambweni Sub-County is greatly enhanced when administrators proactively manage parental participation. Low performance continues despite current government interventions, indicating that principals need to use more successful tactics to involve families. The results underlined the necessity for school administrators to put in place

organized parental engagement initiatives using a variety of strategies, including community gatherings, workshops, and internet communication. These programs must be customized to the socioeconomic and cultural circumstances of the area. In addition to improving school-home relationships, effective parental involvement creates a positive learning atmosphere that boosts student motivation and academic achievement in general.

4.6.4. Guidance and Counseling and Academic Achievement

The study investigated the influence of guidance and counseling programs on students' academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya. The results indicated that both teachers and students moderately supported the effectiveness of these programs, highlighting their importance in enhancing academic success and emotional well-being. Quantitative findings revealed that teachers' responses across various indicators ranged from moderate to high agreement. Specifically, student engagement recorded a mean of 3.01 (SD = 1.433), with 24.7% (41.99 teachers) agreeing and 18.2% (30.94 teachers) strongly agreeing. Improved learning outcomes received the highest support (M = 3.18, SD = 1.501), with 30% (51 teachers) strongly agreeing. Similarly, the use of innovative teaching methods (M = 3.09, SD = 1.465) attracted mixed opinions, where 24.7% (41.99 teachers) strongly agreed and 22.9% (38.93 teachers) disagreed. Effective assessment strategies (M = 3.06, SD = 1.411) and supportive learning environments (M = 3.01) were also moderately rated. Reliability testing confirmed the internal consistency of the questionnaire, with a Cronbach's Alpha of 0.803 exceeding the 0.7 threshold, hence confirming the tool's reliability. A separate validation group (n=110) showed similar trends, where student engagement had a slightly higher mean of 3.32 (SD = 1.340) and improved learning outcomes had a mean of 3.24 (SD = 1.477). Support for innovative teaching methods (M = 3.23, SD = 1.438) and assessment strategies (M = 3.05, SD = 1.455) remained moderate, while supportive learning environments (M = 3.10, SD = 1.407) were rated highest, with

31.8% (34.98 students) agreeing. The reliability for this group remained strong (Cronbach's Alpha = 0.786). ANOVA results confirmed a significant relationship between professional development opportunities and student engagement ($F = 24.059$, $p = 0.000$), suggesting that better teacher preparation improved student academic involvement.

The study further analyzed the role of guidance and counseling services. Teachers moderately supported the effectiveness of counseling programs, with the development of problem-solving skills ($M = 3.18$, $SD = 1.501$) being the highest-rated item. Counselor training ($M = 3.01$, $SD = 1.433$) revealed the need for ongoing professional development. The reliability of the counseling-related items was excellent (Cronbach's Alpha = 0.826).

ANOVA analysis established a significant positive relationship between counseling services and a supportive learning environment ($F = 14,922.910$, $p = 0.000$), highlighting counseling as a key factor in promoting academic success. Students' perceptions echoed teachers' responses, showing means ranging from 3.01 to 3.27. Life skills development emerged as the highest-rated item ($M = 3.27$, $SD = 1.538$), with 35.5% (39 students) strongly agreeing. The reliability was satisfactory (Cronbach's Alpha = 0.811). Further regression analysis showed that life skills development (GC7) significantly influenced the adoption of innovative teaching methods ($F = 9.697$, $p = 0.002$), suggesting that counseling not only promoted personal growth but also enhanced classroom engagement. Qualitative data from thematic analysis highlighted parental involvement as a key factor in academic achievement. Active parental support, especially in goal-setting and emotional guidance, contributed positively to student performance. The study identified collaboration among parents, school counselors, and principals as essential in building a supportive learning environment, despite facing barriers like stigma and limited counseling resources. The findings aligned with previous research by Gysbers and Henderson (2012), Lapan et al. (1997), and Studer

(2015), all of whom confirmed the role of comprehensive guidance programs in enhancing academic performance and student development.

However, consistent with the literature, the study observed that principal leadership strategies for program implementation remained underexplored (Sink & Stroh, 2003; Parsons, 2015). According to the study, guidance and counseling services are essential for improving students' academic performance and general well-being in the public secondary schools in Msambweni Sub-County. Persistent underperformance, even in the face of government assistance, suggests that the academic and emotional requirements of students may not be being met by present approaches. The results underscored the necessity for principals to embrace proactive leadership by giving counselor training first priority, providing adequate funding, and cultivating relationships with parents. It is crucial to address issues like cultural stigma and staffing shortages. Effectively run counseling programs have been demonstrated to increase students' academic attention and emotional resilience, highlighting their critical role in raising regional educational standards.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary, conclusions, and recommendations based on the study of how principals' management strategies affect academic achievement in public secondary schools in Msambweni Sub-County, Kwale County, Kenya.

5.1 Summary of the Findings

The researcher organized the summary of the study findings based on the research objectives, addressing each objective separately under clear subheadings. The summary focused on the indicators of both the independent and dependent variables and highlighted the results obtained from the study.

5.1.1 Influence of Motivation Strategies and Academic Achievement

In this study, the effects of principals' motivating techniques on academic achievement in public secondary schools were examined. The study, which included 170 teachers and 110 students, used both quantitative and qualitative methods to gather data through interviews and questionnaires. Improved learning outcomes had the highest mean score ($M = 3.18$, $SD = 1.501$), and 30% ($n = 51$) strongly agreed on its relevance, indicating that teachers realized the beneficial impact of motivational tactics on academic achievement. The mean score for student participation was 3.01 ($SD = 1.433$), with 18.2% ($n = 31$) strongly agreeing and 24.7% ($n = 42$) agreeing. Participants' responses to innovative teaching methods were mixed, with a mean score of 3.09 ($SD = 1.465$). Supportive learning environments ($M = 3.01$, $SD = 1.465$) and efficient assessment techniques ($M = 3.06$, $SD = 1.411$) were also identified as critical elements.

When evaluating principals' motivational practices, constructive feedback was the highest-rated ($M = 3.21$, $SD = 1.376$), followed by professional development ($M = 3.16$, $SD = 1.352$). ANOVA results showed that professional development significantly enhanced student engagement ($F = 24.059$, $p = 0.000$), and open communication practices also had a significant influence ($F = 5.157$, $p = 0.025$). The study revealed that principals' motivation strategies—such as regular feedback, open communication, and support for professional growth—significantly enhanced teacher performance and student achievement. Qualitative data also highlighted that parental emotional support fostered intrinsic motivation, reinforcing the critical role of both teachers and parents in academic success.

5.1.2 Influence of Allocation of Instructional Resources and Academic Achievement

The study explored the relationship between the allocation of instructional resources (independent variable) and students' academic achievement (dependent variable) in public secondary schools, using both quantitative and qualitative approaches. Data were collected from 170 teachers and 110 students to assess the influence of allocation of resources on student engagement, learning outcomes, teaching methods, assessment strategies, and learning environments. Among teachers, the mean score for improved learning outcomes was the highest at 3.18 ($SD = 1.501$), with 30% ($n = 51$) strongly agreeing that resource allocation enhanced student performance. Student engagement had a mean of 3.01 ($SD = 1.433$), with 24.7% ($n = 42$) agreeing and 18.2% ($n = 31$) strongly agreeing on its importance. Innovative teaching methods were rated at a mean of 3.09 ($SD = 1.465$), although 22.9% ($n = 39$) disagreed, indicating varying views. Assessment strategies ($M = 3.06$, $SD = 1.411$) and supportive environments ($M = 3.01$) reflected moderate agreement. Reliability testing confirmed the instrument's internal consistency ($\alpha = 0.803$) (George & Mallery, 2003; Tavakol & Dennick, 2011).

For students, student engagement scored a mean of 3.32 (SD = 1.340), with 27.3% (n = 30) strongly agreeing, and improved learning outcomes followed at M = 3.24 (SD = 1.477) with 25.5% (n = 28) strongly agreeing. Resource sufficiency was rated at M = 3.15 (SD = 1.434), with 48.3% (n = 82) agreeing or strongly agreeing. ANOVA showed a significant link between resources and engagement ($F = 1311.371$, $p = 0.000$), while regression confirmed a strong relationship between resources and innovative teaching ($F = 52.134$, $p = 0.000$) (Bolarinwa, 2020; Komba & Nkumbi, 2021). Qualitative analysis emphasized the role of school leaders and parents in equitable resource distribution, which supported student success (Muriithi & Atieno, 2020; Kamau & Otieno, 2021). The qualitative analysis highlighted that principals' strategies for equitable resource allocation, supported by active parental involvement, positively influenced both teacher and student success. Effective distribution of instructional resources played a key role in enhancing academic achievement in public secondary schools in Msambweni Sub-County, Kwale County.

5.1.3 Influence of Parental involvement and academic achievement

The study examined the relationship between parental involvement, (independent variables), and students' academic achievement (dependent variable) in secondary schools, using quantitative and thematic methods. Data were collected from 170 teachers and 110 students to explore how school leadership, parental engagement, and instructional resources influenced academic performance.

Teachers reported moderate agreement regarding the effect of educational support tools on academic achievement, with mean scores ranging from 3.01 to 3.18. Improved learning outcomes recorded the highest mean (M = 3.18, SD = 1.501), where 30% (n = 51) strongly agreed on its significance. Student engagement followed with a mean of 3.01 (SD = 1.433); 24.7% (n = 42) agreed and 18.2% (n = 31) strongly agreed. Innovative teaching methods posted a mean of 3.09 (SD = 1.465), though 22.9% (n = 39) disagreed, reflecting varied perceptions. Assessment

strategies ($M = 3.06$, $SD = 1.411$) and supportive environments ($M = 3.01$) confirmed similar trends (Mugenda & Mugenda, 2003; Orodho, 2009). Instrument reliability was high ($\alpha = 0.803$) (George & Mallery, 2003; Tavakol & Dennick, 2011). For students, the mean for student engagement was 3.32 ($SD = 1.340$), with 27.3% ($n = 30$) strongly agreeing, and improved learning outcomes followed at 3.24 ($SD = 1.477$). Parental involvement was assessed, with the highest mean recorded for parental encouragement ($M = 3.22$, $SD = 1.384$); 25.3% ($n = 43$) strongly agreed. Communication on academic progress posted $M = 3.15$ ($SD = 1.434$), with 27.1% ($n = 46$) agreeing (Jeynes, 2022). Reliability was strong ($\alpha = 0.933$). ANOVA confirmed significant links between professional development and engagement ($F = 24.059$, $p = 0.000$) (Field, 2021; Darling-Hammond et al., 2020) and between parental involvement and learning outcomes ($F = 64.557$, $p = 0.000$). Regression highlighted parental involvement's impact on supportive environments ($F = 85.212$, $p = 0.000$). These results supported Jeynes (2012), Epstein (2001), and Hoover-Dempsey & Sandler (1997), emphasizing parental participation as vital for academic success. The findings revealed that principals who collaborated with teachers to promote structured parental involvement—through communication, meetings, and school activities—significantly enhanced student academic achievement. This aligns with Jeynes, Epstein, and Hoover-Dempsey & Sandler, confirming that when both principals and teachers actively engage parents, academic outcomes in Msambweni schools improve.

5.1.4 Influence of Guidance and Counseling and Academic Achievement

The study investigated the influence of guidance and counseling programs (independent variable) on students' academic achievement (dependent variable) in public secondary schools in Msambweni Sub-County, Kwale County, Kenya. Both teachers and students moderately supported the effectiveness of these programs in enhancing academic success and emotional resilience.

Teachers' responses revealed moderate to high agreement across indicators, with student engagement posting a mean of 3.01 (SD = 1.433); 24.7% (n = 42) agreed and 18.2% (n = 31) strongly agreed. Improved learning outcomes recorded the highest mean (M = 3.18, SD = 1.501), with 30% (n = 51) strongly agreeing. Innovative teaching methods showed mixed opinions (M = 3.09, SD = 1.465), where 24.7% (n = 42) strongly agreed and 22.9% (n = 39) disagreed. Assessment strategies (M = 3.06, SD = 1.411) and supportive learning environments (M = 3.01) reflected moderate support. The instrument demonstrated strong reliability (Cronbach's Alpha = 0.803). Similarly, 110 student responses showed slightly higher support, where student engagement scored M = 3.32 (SD = 1.340) and improved learning outcomes M = 3.24 (SD = 1.477). Life skills development emerged as the highest-rated item (M = 3.27, SD = 1.538), with 35.5% (n = 39) strongly agreeing. Reliability remained high ($\alpha = 0.811$).

ANOVA results established a significant relationship between counseling services and a supportive learning environment ($F = 14,922.910$, $p = 0.000$). Regression confirmed life skills development significantly influenced the adoption of innovative teaching methods ($F = 9.697$, $p = 0.002$). Thematic analysis emphasized parental involvement, counselor collaboration, and leadership as essential to academic achievement, aligning with Gysbers & Henderson (2012), Lapan et al. (1997), and Studer (2015). According to the study, students' academic performance and personal growth in public secondary schools in Msambweni Sub-County, Kwale County, Kenya, were greatly influenced by the guiding and counseling techniques used by principals, with the active participation of teachers and parents.

5.2 Conclusions of the Study

The findings served as the foundation for the research's conclusions. Examining the indicators of the independent and dependent variables was part of this.

5.2.1 Influence of Motivation Strategies and Academic Achievement

The study found that in public secondary schools, principals' motivating techniques had a significant impact on students' academic performance and involvement. Findings revealed that supportive leadership practices, such as constructive feedback, professional development opportunities, open communication, and recognition of teacher performance, were significant contributors to improved teaching practices and student outcomes. Teachers identified these strategies as essential in fostering a positive learning environment and enhancing their commitment to delivering quality instruction.

The research further highlighted the link between professional development and student engagement, emphasizing the importance of continuous teacher growth in promoting active classroom participation and improved academic results. Open communication between school leaders and staff also emerged as a critical factor in strengthening collaboration, building trust, and enhancing overall school performance. Qualitative insights reinforced the significance of both teacher and parental involvement in promoting motivation and academic success. Emotional support from parents and building a positive school environment demonstrated an ability to contribute to student resilience, engagement, and achievement. The study underscored that when principals adopt well-balanced motivational strategies and foster strong partnerships with teachers and parents, they create conditions that enhance both academic performance and emotional well-being. The findings highlighted the need for schools to prioritize supportive management practices to sustain educational excellence.

5.2.2 Influence of Allocation of Instructional Resources and Academic Achievement

According to the study's findings, academic achievement and student involvement in public secondary schools are strongly impacted by the distribution and use of instructional resources. The results emphasized how crucial it is to have enough resources available in a timely manner and to use them efficiently in order to enhance teaching methods and create a positive learning environment. There is a definite correlation between student involvement and resource availability, and educators generally think that instructional resources play a critical role in determining academic performance. The study underlined that the adoption of creative teaching techniques and improved assessment processes is facilitated by well-allocated resources that are in line with curricular modifications and backed by capable leadership.

The study also emphasized the importance of parental engagement in providing both digital and physical resources to support students' academic aspirations, as well as the role that school administrators play in effectively allocating resources. By ensuring equitable distribution and efficient utilization of resources, supported by consistent oversight, principals establish favorable learning environments that improve academic achievement. The study found that enhancing student performance requires the active participation of parents and school administration in addition to educational resources. According to these findings, in order to improve academic accomplishment, schools should place a high priority on resource allocation and encourage cooperation between parents, teachers, and school administrators.

5.2.3 Influence of Parental involvement and academic achievement

The study concluded that effective management and active parental involvement are key drivers of academic success in secondary schools. It highlighted the significant role of the distribution and use of educational materials in enhancing student engagement, improving learning outcomes, and supporting innovative teaching methods. The data revealed that well-managed educational support tools and professional development opportunities directly influence the quality of teaching and student participation. Parental involvement, particularly in encouraging communication with teachers and supporting students at home, was found to have a strong positive impact on academic performance. The study also emphasized the critical role of school principals in fostering strong home-school partnerships by promoting collaboration, feedback, and open communication. Principals who actively encourage parental involvement contribute to the creation of a supportive learning environment that positively influences student achievement. The findings underscore the importance of collaborative efforts between teachers, school principals, and parents in promoting academic success. These insights suggest that for sustained improvements in academic performance, schools should prioritize the effective use of educational materials, professional development, and communication with parents to ensure a comprehensive support system for students. Ultimately, fostering a culture of engagement among students, teachers, and parents is essential for achieving long-term educational excellence.

5.2.4 Influence of Guidance and Counseling and Academic Achievement

The study concluded that resource allocation, guidance and counseling services, and parental involvement are essential contributors to academic achievement in secondary schools. The findings revealed that both teachers and students recognized the positive impact of well-distributed resources on student engagement, teaching quality, assessment strategies, and the creation of supportive learning environments. Professional development opportunities for educators were

shown to enhance student participation and improve academic outcomes, highlighting the importance of equipping teachers with relevant skills and knowledge.

Guidance and counseling programs also emerged as a significant factor in fostering academic success. The development of problem-solving abilities and life skills, coupled with accessible counseling services, were linked to improved student well-being and performance. The results underscored the need for continuous training for school counselors to enhance the effectiveness of support systems within schools.

Parental involvement was identified as another key element, with active communication, emotional support, and shared academic goal-setting strengthening the connection between home and school. Collaboration among parents, teachers, and school principals created an environment where students could thrive both academically and emotionally. Overall, the study emphasized that a combination of sufficient resources, strong counseling programs, and committed parental engagement plays a pivotal role in supporting students' educational growth and personal development.

5.3 Recommendations for Practice

The following suggestions were offered for real-world application in light of the study's findings:

1. The timely and fair distribution of instructional materials to all public secondary schools should be a top priority for educational authorities. This would guarantee that schools have the necessary resources to encourage creative instruction, active student participation, and enhanced academic performance.
2. To increase teachers' and school counselors' proficiency in contemporary teaching techniques, efficient evaluation techniques, and guidance and counseling abilities, authorities should establish ongoing, focused professional development opportunities.
3. By providing emotional support, helping with learning materials at home, and maintaining regular contact with schools to track and direct student development, parents are urged to take an active role in their children's academic journey.
4. In order to promote academic engagement and achievement, teachers should cultivate open and encouraging connections with their students and employ motivational techniques like constructive criticism, acknowledgment, and participatory learning.
5. In order to establish encouraging and motivating learning environments for both teachers and students, principals and other school administrators should embrace inclusive leadership techniques that promote collaboration, open communication, and shared decision-making.
6. By providing resources, training opportunities, and outreach programs targeted at addressing kids' academic, social, and emotional development, NGOs, community organizations, and education partners should work with schools to expand guidance and counseling services.

5.4 Recommendations for Further Research

1. To develop sustainable solutions for equitable resource distribution, Subsequent studies are encouraged to explore the sustained effects of instructional resource distribution on learners' academic performance across diverse school environments, including both urban and rural areas.
2. It is advised that more research be done to determine how different parental involvement levels impact student engagement, motivation, and academic achievement, particularly in low-income and marginalized populations, and how schools might improve home-school relationships in these settings.
3. Future studies should examine which particular elements of school-based guidance and counseling programs have the greatest impact on kids' academic performance, emotional fortitude, and personal development, as well as how stakeholder collaboration might maximize these services.

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APPENDIX I Letter of Introduction

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a Master of Education student at Mount Kenya University conducting research on the influence of principals' management strategies on academic achievement in public secondary schools in Msambweni Sub-County, Kwale County. The study will focus on teacher motivation, resource allocation, parental involvement, and guidance programs. I kindly request permission to conduct this research at your school, which will involve administering questionnaires and interviews. Participation is voluntary, and confidentiality will be maintained. I appreciate your consideration and look forward to your approval.

Yours faithfully,

Linet Wavinya Kyalo



APPENDIX III Questionnaires for teachers

Dear respondent,

The researcher, a student in the Master of Education program in Educational Management Administration, Leadership and curriculum studies at Mount Kenya University, is looking into how the management practices of principals affect students' academic achievement in public secondary schools in Kwale County, Kenya's Msambweni sub-county. Your provided information will be kept confidential and used only for this study.

Section A: General Information

Instructions: Kindly tick the option that best describes you.

1. **Gender:**

Male Female

2. **Highest Level of Education Attained:**

Certificate Diploma Bachelor's Degree Postgraduate Degree

3. **Age Range:**

48–60 years 42–47 years 36–41 years 30–35 years 24–29 years

Section B: ACADEMIC ACHIEVEMENT

Academic accomplishment, which is the study's dependent variable, is the quantifiable educational results of teachers as impacted by the management techniques used by principals. As demonstrated in section B

Scale: **DA**-Definitely Agree **A**-Agree **U**-Unsure **R**-Refute **CD**-Completely Refute

No.	Test Items	DA	A	U	R	CR
		5	4	3	2	1
1	Students Engagement and Participation					
2	Improved Learning Outcome					
3	Innovative Teaching Methods					
4	Effective Assessment Strategies					
5	Supportive Learning Environment					



Mount Kenya

Section C: Motivation Strategies and Academic Achievement in Secondary Schools

Kindly express your agreement or disagreement with the following statements concerning the influence of principals' motivational tactics on secondary school students' academic performance.

Scale: **A**-Definitely Agree **A**-Agree **U**-Unsure **R**-Refute **CD**-Completely Disagree

No.	Assessment prompts	DA	A	U	R	CD
		5	4	3	2	1
1	Principal regularly recognizes and rewards outstanding teacher performance.					
2	The principal provides opportunities for professional development and career advancement for teachers.					
3	The principal maintains open communication and encourages teacher input in decision-making processes.					
4	The principal offers support and resources to help teachers overcome challenges and improve their teaching practices.					
5	The principal creates a positive and supportive school environment that boosts teacher morale and motivation.					
6	The principal demonstrates fairness and consistency in handling staff issues and concerns.					
7	The principal regularly provides constructive feedback to improve teacher performance.					
8	The principal promotes teamwork and collaboration among teaching staff.					

**Section D: Allocation of Instructional Resources and Education Achievement in
Secondary Schools**

Please express your agreement level with the following statements regarding the role that instructional resources play in your secondary school's educational success.

Scale: **A**-Definitely Agree **A**-Agree **U**-Unsure **R**-Refute **CD**-Completely Disagree

No.	Evaluation statements	DA	A	U	R	CD
		5	4	3	2	1
1	The school has sufficient instructional resources to support effective teaching and learning.					
2	Instructional resources are allocated fairly and equitably among all departments and classes.					
3	The principal ensures timely provision and maintenance of instructional resources.					
4	Teachers have access to the necessary instructional resources to prepare and deliver quality lessons.					
5	Effective utilization of instructional resources has led to improved student academic performance.					
6	The school regularly reviews and updates its instructional resources to meet current curriculum needs.					
7	Teachers receive adequate training on how to effectively use instructional resources.					
8	The availability of digital instructional resources has enhanced teaching and learning processes.					

Section E: Parental Participation and Education Achievement in Secondary Schools

We request that you rate your agreement with the following statements regarding the ways in which principals affect parental involvement in secondary education.

Scale: **A**-Definitely Agree **A**-Agree **U**-Unsure **R**-Refute **CD**-Completely Refute

No.	Test Items	DA	A	U	R	CR
		5	4	3	2	1
1	The school administrator actively encourages and facilitates parental involvement in school activities.					
2	The school provides regular communication to parents concerning their children's progress in academics and school-related events.					
3	The principal organizes meetings and workshops to involve parents in assisting with their children's education.					
4	Parental feedback is regularly sought and used to enhance school effectiveness and student achievements.					
5	Increased parental participation has led to noticeable improvements in students' academic performance.					
6	The school administrator creates a welcoming environment for parents to engage with teachers and staff.					
7	The school organizes events that specifically focus on strengthening the home-school partnership.					
8	Parental involvement has positively influenced student behavior and attitudes towards school.					

Section F: Guidance and Counseling and Education Achievement in Secondary

Schools

Please indicate your agreement with the following assertions concerning the role of principals' guidance and counseling practices in student achievement at your secondary school.

Scale: **A**-Definitely Agree **A**-Agree **U**-Unsure **R**-Refute **CD**-Completely Refute

No.	Test Items	DA	A	U	R	CR
		5	4	3	2	1
1	The administrators has implemented effective guidance and counseling programs to support student's academic and personal development.					
2	Guidance and counseling services are readily available and accessible to all students in the school.					
3	The guidance and counseling programs have significantly contributed to improving students' academic performance					
4	The school provides regular training for counselors to ensure they are equipped to handle students' needs effectively.					
5	Students feel comfortable seeking help from the guidance and counseling department when facing academic or personal challenges.					
6	The guidance and counseling department collaborates with teachers and parents to support students holistically.					
7	Counseling sessions have helped students develop better decision-making and problem-solving skills.					
8	The school regularly evaluates the effectiveness of its guidance and counseling programs and makes necessary improvements.					

Thank you,

Linet Wavinya

APPENDIX IV Questionnaire for Students.

Dear respondent,

In the Msambweni sub-county of Kwale County, Kenya, public secondary schools' academic performance is being examined by the researcher, a student pursuing a Master of Education degree in Educational Management, Administration, and Leadership, at Mount Kenya University. Your provided data will remain confidential and be used just for this study.

Section A: General Information

Instruction: Kindly place a tick (✓) in the box that corresponds to your correct response.

1. **Gender:**

Male Female

2. **Age:**

18 years 17 years 16 years 15 years 14 years

Section B: ACADEMIC ACHIEVEMENT

The dependent variable of the study, academic accomplishment, is the measurable educational outcomes of students as influenced by the management strategies employed by principals. As seen in section B

Scale: **DA**-Definitely Agree **A**-Agree **U**-Unsure **R**-Refute **CD**-Completely Refute

No.	Test Items	DA	A	U	R	CR
		5	4	3	2	1
1	Student Engagement and Participation					
2	Improved Learning Outcomes					
3	Innovative Teaching Methods					
4	Effective Assessment Strategies					
5	Supportive Learning Environment					

Section C: Motivation Strategies and Education Achievement in Secondary Schools

Indicate how much you agree or disagree with the following assertions related to the influence of principals' motivational tactics on high school students' academic performance.

Scale: **SA**-Strongly Affirm **A**-Affirm **I** Indifferent **R**-Reject **SR**-Strongly Reject

No.	Test Items	SA	A	I	R	SR
		5	4	3	2	1
1	The administrator regularly recognizes and rewards students for their academic achievements					
2	The principal provides chances for students to participate in extracurricular events that enhance their learning experience.					
3	The principal maintains open communication with students, offering support and encouragement to help them succeed.					
4	The principal implements programs that motivate students to set and achieve personal academic goals.					
5	The motivation strategies adopted by the principal positively impact my academic performance.					
6	The principal encourages student leadership through involvement in school governance and decision-making.					
7	The principal regularly engages students in discussions about their academic progress and well-being.					
8	The school environment, as guided by the principal, inspires students to strive for excellence.					

**Section D: Allocation of Instructional Resources and Education Achievement in
high Schools**

We ask that you assess your level of agreement with the following views on the influence of instructional resources on student accomplishment in your secondary school.

Scale: **SA**-Strongly Affirm **A**-Affirm **U** Unsure **R**-Reject **SR**-Strongly Reject

No.	Survey statements	SA	A	U	R	SR
		5	4	3	2	1
1	The availability of instructional resources, such as textbooks and technology, supports my learning and improves my academic performance.					
2	Instructional resources are adequately distributed among different subjects and classes to meet educational needs.					
3	The school ensures that instructional resources are updated regularly to keep pace with curriculum changes.					
4	I can easily obtain the teaching resources required for my studies, such as laboratory equipment and learning materials.					
5	The use of instructional resources in my school has positively impacted my academic success.					
6	The principal promotes a culture of high expectations and academic excellence among students.					
7	The principal's leadership fosters a safe, respectful, and focused learning environment.					
8	The principal consistently encourages students to take responsibility for their academic success and personal growth.					

Section E: Parental Participation and Education Achievement in Secondary Schools

Kindly express your agreement with the following views on the magnitude of parental involvement your principal encourages in secondary schools.

Scale: **SA**-Strongly Affirm **A**-Affirm **I** Indifferent **R**-Reject **SR**-Strongly Reject

No.	Survey statements	SA	A	I	R	SR
		5	4	3	2	1
1	The principal fosters ongoing communication between parents and teachers to address students' educational progress.					
2	The school organizes events and meetings that involve parents in school activities and decision-making processes.					
3	Parental involvement in school activities positively impacts my academic performance.					
4	The principal provides chances for parents to contribute and get involved in school activities.					
5	The principal actively seeks and considers parental feedback to improve school practices and student outcomes.					
6	The school maintains regular updates to parents about school programs, events, and student performance.					
7	Parents feel welcomed and respected when they visit the school or interact with school staff.					
8	The principal encourages collaborative efforts between parents and teachers to support students' academic and personal development.					

Section F: Guidance and Counseling and Education Achievement in Secondary Schools

Please indicate Assess your level of agreement with the following assertions regarding the outcomes of principals' guidance and counseling practices on student achievement in your secondary school.

Key: **HA**-Highly Agree **A**-Agree **I**-Indifferent **D**-Disagree **HD**-Highly Disagree

No.	Assessment Items	HA	A	I	D	HD
		5	4	3	2	1
1	The counseling and guidance programs implemented by the school help me manage my academic and personal challenges.					
2	I feel comfortable seeking help from the guidance and counseling department when I face difficulties.					
3	The school offers regular guidance and counseling sessions that address my academic and personal development needs.					
4	The guidance and counseling programs have positively influenced my academic performance and overall well-being.					
5	The principal supports the guidance and counseling department to ensure it meets the students' needs effectively.					
6	The guidance and counseling department provides a safe and confidential space for students to express themselves.					
7	I have gained valuable life skills through the school's guidance and counseling programs.					
8	The school involves students in evaluating and improving the guidance and counseling services.					

Thank you,

Linnet Wavinya

APPENDIX V Interview Guide for Principals

Dear respondent,

The researcher, currently enrolled in the Master of Education program in Administration, Leadership, Management and curriculum studies at Mount Kenya University, is studying the impact of management strategies employed by principals on academic achievement in public secondary schools within the Msambweni Sub-County of Kwale County, Kenya.

Section A: General Information

Instructions: Kindly tick (✓) the option that best describes your background.

1. **Gender:**

Male Female

2. **Highest Level of Education:**

Certificate Diploma Bachelor's Degree Postgraduate Degree

3. **Age Group:**

48–60 years 42–47 years 36–41 years 30–35 years 24–29 years



Section B: Principals' Motivation Strategies and Education Achievement in Secondary Schools

- How do you encourage and support your teachers to enhance their performance and consequently improve students' academic achievement?
- What specific strategies do you use to recognize and reward outstanding teacher performance?
- How do you address challenges related to teacher motivation, and what impact have these strategies had on student academic outcomes?

Section C: Principals' Allocation of Instructional Resources and Education Achievement in Secondary Schools

- How do you ensure the effective allocation and utilization of instructional resources at your learning institution?
- What standards do you apply to prioritize the distribution of limited instructional resources?
- How has the allocation of instructional resources in your school influenced students' academic performance?

Section D: Principals' Parental Participation and Education Achievement in Secondary Schools

- What strategies do you employ to encourage parental involvement in school activities and decision-making processes?
- How do you communicate with parents to provide them with information about their children's academic status and school activities?
- In what ways has increased parental participation impacted students' academic achievement in your school?

Section E: Principals guidance and counseling and Education Achievement in Public Secondary Schools

- How do you implement Student-focused counseling and guidance services for overall development?
- what are the key challenges you face in providing effective guidance and counseling services, and how do you address them?
- Can you share any specific examples of how guidance and counseling have positively influenced students' academic performance?

Thank you

Linnet Wavinya



APPENDIX V Interview Guide for Parents.

Dear respondent,

Dear respondent,

The researcher, currently enrolled in the Master of Education program in Administration, Leadership, Management and Curriculum Studies at Mount Kenya University, is studying the impact of management strategies employed by parents on academic achievement in public secondary schools within Msambweni Sub-County, Kwale County, Kenya.

Your participation is voluntary and your responses will be treated with confidentiality.

Section A: General Information

Instructions: Please select the option that best represents you by ticking the appropriate box.

1. Gender:

Male Female

2. Highest Level of Education:

Certificate Diploma Bachelor's Degree Postgraduate
Qualification

3. Age Range:

48–60 years 42–47 years 36–41 years 30–35 years 24–29
years

Section B: Motivation Strategies and Academic Achievement

1. How do you support and encourage your child to stay motivated in school?
2. In what ways do you recognize and celebrate your child's academic efforts or success?

3. How does your involvement at home contribute to your child's interest and participation in school activities?

Section C: Allocation of Instructional Resources and Academic Achievement

1. What learning materials or resources do you provide for your child at home (e.g., textbooks, stationery, internet access)?
2. How often do you assist your child in accessing digital learning tools or platforms?
3. In your opinion, how does the availability of learning materials at home affect your child's academic performance?

Section D: Parental Involvement and Academic Achievement

1. How regularly do you attend school meetings, and how do these meetings help you support your child's education?
2. What role do you play in monitoring your child's academic progress and school behavior?
3. In what ways do you communicate or collaborate with teachers or school administration to support your child's learning?

Section E: Guidance and Counseling and Academic Achievement

1. How do you guide your child in setting academic or career goals?
2. When your child faces emotional or academic challenges, what kind of support do you provide?
3. How does your involvement in your child's personal and academic guidance influence their school performance?

Thank you for your valuable input.

Linnet Wavinya
Researcher

APPENDIX VII ERC Permit



REF: MKU/ISERC/4809

Date: 25 February 2025

TO: LINET WAVINYA KYALO

REG: MED/2023/53159

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' MANAGEMENT STRATEGIES ON ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN MSAMBWENI SUB-COUNTY, 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 **3531**. The approval period is **25/02/2025 - 24/02/2026**.

This approval is subject to compliance with the following requirements;

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

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

Yours sincerely,

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



Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001:2015 Certified

APPENDIX VIII Introductory Letter



DIRECTORATE OF GRADUATE STUDIES

MED/2023/53159

25th February, 2025

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

Dear Sir/Madam,


RE: LINET WAVINYA KYALO - REGISTRATION NO. MED/2023/53159

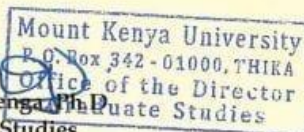
The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is "**Influence of Principals' Management Strategies on Academic Achievement in Public Secondary Schools in Msambweni Sub - County, 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 **March, 2025 and May, 2025**.

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.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

APPENDIX IX NACOSTI Permit

Republic of Kenya
National Commission for Science, Technology and Innovation

Ref No: **520000**

RESEARCH LICENSE



This is to Certify that Miss. LINET WAVINYA KYALO 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' MANAGEMENT STRATEGIES ON ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOL IN MSAMBWENI SUB-COUNTY KWALE COUNTY, KENYA for the period ending : 11/March/2026.

License No: **NACOSTI/P/25/416612**

Applicant Identification Number: **520000**

Walter Mwangi
Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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See overleaf for conditions

APPENDIX X Research Authorization



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Basic Education

Telegrams: "EDUCATION", msambweni
Telephone: msambweni 0724 414 595
Email Address: scdemsambweni@gmail.com
Please when replying quote

SUB COUNTY DIRECTOR OF EDUCATION
P.O BOX 116 – 80404
MSAMBWENI

Ref: MSB/ED/RS/G/VOL.1/25/1

Date: 13th March, 2025

TO LINET WAVINYA KYALO
ID No. 34119834
LISENCE No. NACOSTI/P/25/416612

RE: RESEARCH AUTHORIZATION.

Following your request to conduct a research study entitled: **Influence of Principals' Management Strategies on Academic Achievement** in Msambweni Sub County Public Secondary Schools, this office is pleased to grant you authority to carry out the same within the named jurisdiction.

Kindly observe the following:

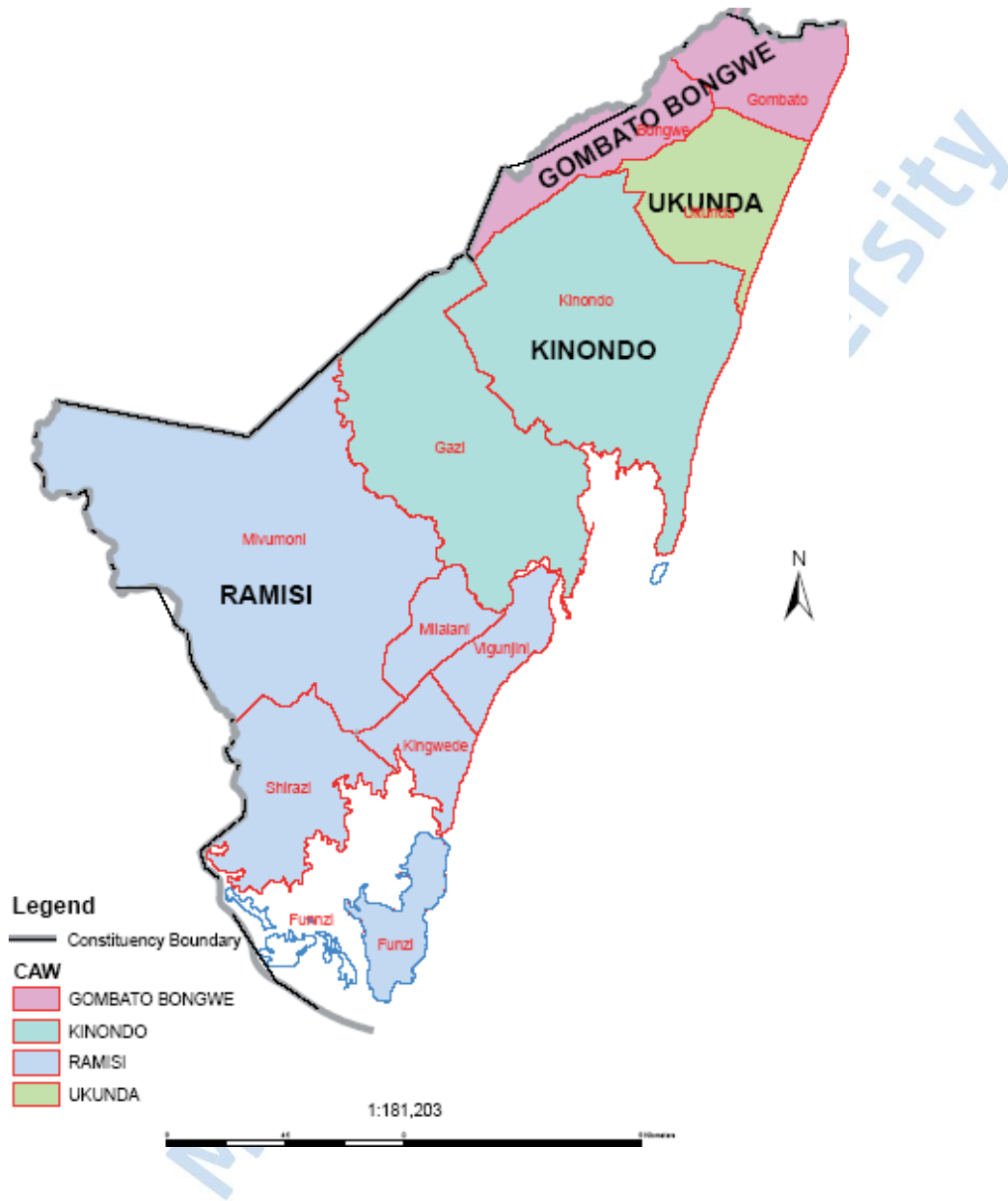
1. Learning should not be interrupted as you carry out the research.
2. Ethical consideration should be observed as you deal with human subjects.
3. Furnish this office with a report of your findings once you are through with the study.

SUB-COUNTY DIRECTOR OF EDUCATION
MSAMBWENI SUB-COUNTY
P. O. Box 116, MSAMBWENI

Date:.....Sign.....

ABRAHAM NYAMAWI
SUB COUNTY DIRECTOR OF EDUCATION
MSAMBWENI.

APPENDIX XI Map
MAP MSAMBWENI SUB-COUNTY, KWALE COUNTY, KENYA



APPENDIX XI I TURNITIN REPORT

**INFLUENCE OF PRINCIPALS'
MANAGEMENT STRATEGIES ON
ACADEMIC ACHIEVEMENT IN
PUBLIC SECONDARY SCHOOLS
IN MSAMBWENI SUB-COUNTY,
KWALE COUNTY, KENYA**

by Linet Wavinya kyalo

Submission date: 02-jul-2025 05:13PM (UTC+0300)
Submission ID: 2709282515
File name: FINAL_PROJECT_LINET_WAVINYA_27_final_2025.docx (1.24M)
Word count: 36294
Character count: 223099

INFLUENCE OF PRINCIPALS' MANAGEMENT STRATEGIES ON ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN MSAMBWENI SUB-COUNTY, KWALE COUNTY, KENYA

ORIGINALITY REPORT



PRIMARY SOURCES

1	Submitted to Higher Education Commission Pakistan Student Paper	1%
2	ir-library.ku.ac.ke Internet Source	1%
3	repository.maseno.ac.ke Internet Source	1%
4	erepository.uonbi.ac.ke:8080 Internet Source	1%
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Mount Kenya University

