# PRINCIPALS' MANAGEMENT STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE, IN PUBLIC SECONDARY SCHOOLS IN IMENTI NORTH SUB-COUNTY OF MERU COUNTY

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## DECLARATION AND RECOMMENDATION

Declaration by student

I declare that this proposal is my original work and has not been submitted for any award in any other university for examination.

SIGNATURE…… DATE…….

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EDU-3-0508-3/2015

Recommendation by supervisors

This proposal has been submitted for examination with our approval as the University supervisors.

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## DEDICATION

To my wife Fridah, children Eric, Natasha and my brother Dr. Bagine

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## ABSTRACT

Performance of students in K.C.S.E in North Imenti Sub-County has been declining. This trend has been of concern to the county and country at large. Arguably, the low achievement is associated with principals' management strategies. The study established the effects of principals' management strategies on students' academic performance. Four objectives guided the study; determined effect of formulation, implementation, supervision and resources management on students' academic performance. The research used descriptive survey research design. The study was based on two administrative management theories. The targeted population was 41 principals of public secondary schools. The sample size was 41 principals and who were obtained using census method. Piloting of instruments comprised 10% of the sample size which was done in neighboring Meru Central Sub County. The construct and content validity were accessed. The reliability of the research instruments was determined by half- split Spearman correlation coefficient after which corrections and adjustments were done to the instruments. The researcher used structured questionnaire for all the categories of sampled respondents. The questionnaires were delivered to the respondents by the researcher and allowed them time of one week to fill and then pick up them later. principal management strategy has strong positive significant association with academic performance of public secondary schools' student in Imenti North Sub-County. Further, the study revealed that all the four predictor variables in this study jointly explains 54.3% (Adjusted $R^2$= .743) of the total variations in academic performance. It implied that 54.3% of changes in mean score were explained by the principals' management performance. To assess if the model was valid and if reached the statistical significance, analysis of variance (ANOVA) analysis was conducted. The ANOVA model indicated an F statistic of 27.721 and P value of 0.0005. The P value being less than the conventional significance value ($P < .05$); the proposed model was therefore statistically significant (good fit) in predicting the dependent variable. All the predictor variables had identical (Likert) scales, and also the constant value in the model were statistically significant ($p<0.05$), hence the use of unstandardized B-coefficients to construct a regression equation model. The multiple regressions result indicated that strategy formulation, X1 ($\beta1 = 0.763$, $P = 0.001$); strategy implementation, X2 ($\beta2= 0.167$, $P =0.007$); supervision strategy, X3 ($\beta3= 0.286$, $P =0.036$); and resources management strategy, X4 ($\beta4= 0.217$, $P =.004$) significantly and positively affect students' academic performance in Imenti North public secondary schools. Thus, the hypothesized model was; $Y = 3.642+0.763X1 +0.167X2+ 0.286X3+0.217X4$. The study concluded that revealed that principal management strategy has strong positive significant association with academic performance of public secondary schools' student in Imenti North Sub-County. Hence, principal management strategies have a substantial impact on academic performance in public secondary schools. Further, the study determined that, when all other independent variables were hold constant, Strategy formulation was found to have the biggest impact on the academic performance of the students. The study recommends principals should ensure they apply management strategy approaches that guarantee student performance. The study proposes that, a study should be undertaken to discover what is the impact of other principals' management strategies on student academic performance representing 45.7 percent among schools in Imenti North Sub-County.

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## ABBREVIATIONS AND ACRONYMS

| | | |
|---|---|---|
| **B.O.M** | : | Board of Management |
| **C.E.O** | : | County Educational Officer |
| **ESAC** | : | Education Sector Adjustment Credit |
| **G.D.P** | : | Gross Domestic Product |
| **H.T.S.G.S** | : | Head Teachers Support Groups |
| **KE.S.I** | : | Kenya Education Staff institute |
| **P.T.A** | : | Parents teachers association |
| **KS.S.H.A** | : | Kenya Secondary School Heads Association |
| **M.B.A** | : | Master in Business Administration |
| **M.O.E** | : | Ministry of Education. |
| **NACOSTI** | : | National Commission of Science Technology and Innovation |
| **N.G.O** | : | Non-Governmental Organizations |
| **S.M.G** | : | School Management Guide |
| **T.S.C** | : | Teachers Service Commission |

# CHAPTER ONE

# INTRODUCTION

## 1.0 Introduction

This chapter presents the background of the study, the statement of the problem, The research general and specific objectives, Research questions, significance of the study, the study limitations, and the scope of the study.

## 1.1 Background of the Study

Administration approaches are techniques used to run and control an organization optimize the set goals (Demers, 2016). These consist of leadership strategies, administration-assigning tasks to people, rearranging of goals and focused strategy at school, departments, team, and personal input levels; minimize wastage, documents the assumptions behind the decision and manage stakeholder's expectations; it improves accuracy and quality (Gakenia et al., 2017a). According to Amoli & Aghashahi (2016), educational running in high schools encompasses applying managerial practices in modeling, developing, and enacting money to fund learning outcomes (Okumbe, 2001). The potency as per UNESO (2009) to UNESO (2009) is measured by what point learning institutions advance the cause of the community of their establishment. Since self-rule, the Kenyan authorities have put up a kitty for training teachers to enhance quality secondary school education performance management and department formation (Nzoka, 2014a). According to Ohba (2019), inadequate educators, the total absence of fundamental infrastructure, local meddling, reduced learning practice, and associated administrative indicators such as the mismanagement of the facilities of schools seem to be pointed as some of these factors (Oyugi, 2019). It encourages best practices accepted

as the best-known solutions to educational problems; it administers budgets and manages risks, and manages the process of change through managers in schools (Mbiti 2007). Instructional theories and infrastructure which support students in improving resourcefulness and development are pivotal as remedies to influence educational performance successfully (Polirstok, 2017a). George et al., 2017; Omar Hemedi Makore & Hamidu Saleh Shukuru (2017) informed that teacher helpfulness and communication with students reported by both parents and teachers as stakeholders have a major impact on performance.

In an assessment of successful schools in the US, Gbollie & Keamu (2017) ascertained that schools with a common goal and strong communal organization involving shared affairs between professionals and progressive older learner relationships enhance an array of educational and behavioral results that represent the willingness and adherence of learners. Analysts and educational platforms identify elements that have strengthened the efficiency of descriptive reliability schools and education attributes. Amoli & Aghashahi (2016) maintained such features include: A common purpose; a daunting and enhancing learning; a clear and equitable instructional atmosphere for everyone to achieve progress fostering linkage, boosting learner confidence providing projects with direct substantive gains making rooms inside of schools and syllabuses for various learners requirements, were among the most appropriate strategies (Muti, 2019). School leaders achieve high engagement levels and solid achievement. Amoli & Aghashahi, 2016; Mwangi, 2012; Nzoka, 2014b; Sang et al., (2015) were clear that these executions should not be ad hoc. World Bank (2018) opined that a big part of the research has indicated that sustenance, as well as educational excellence, relies concretely on the

methods of school management heavily than the resources available, the aptitude of pedagogical improvement schools intensely swayed by the quality of the leadership delivered by the head teacher. Concerted work to develop school leadership is the most favorable involvement to raise maintenance, superiority, and Sub-Saharan Africa high school excellence. The value of learning was improved in South Africa, the management preparation of high school seniors. Senegal's Improvement Plans (SIP), created in 1996, boosted the innovative skills of head teachers to be funded for school tasks that promote educational quality. In Kenya, head teachers are presently undertaking a management course at the Kenya Management Institute (KEMI) to advance their management skills (Hou et al., 2019).

Management is the procedure of leading and controlling persons. It comprises the events of setting the plan of an organization and coordinating the energies of its workers to realize its purposes by administering obtained resources such as monetary, technological, and human capitals (Amoli & Aghashahi, 2016a). Effective leader's pool leadership strategies and management by Leverage reliability hours use, data, adequately manage your work, and using staff members' forums and conferences to improve competence in the school (Dina, 2013; Muti, 2019). Academic performance is the degree to which leaders, students, and institutions have achieved their short or lasting goals (Mbiti 2007). Academic accomplishments are measured through examinations. Effective management pays attention to numerous faces of management. Effective school principals recognize that staff members have to work effectively and forge a friendly rapport with students for a pleasant workplace (Spacey, 2016).

Globally, nations spend a fortune in order to develop and improve education. Education is the backbone of socio-economic development as it helps progress the industrious capacity of the nation politically, scientifically, and economically (MAHVAR et al., 2018; Renzulli, 2015). It reduces poverty by alleviating its impact on health, nutrition, and population. Also, it increases the efficiency and value of labor offered by the people. New production methods have been brought about by a labor force that is well trained and intellectual with technological advancements (Huaisheng et al., 2019).

UNESCO study shows African nations spend between 20-30% of their gross domestic product vast majority of policymakers in industrialized and unindustrialized countries allot much of their capitals to education (UNESCO, 2013). This has resulted in the substantial progress of educational undertakings around the globe. Education is one of the major sectors in most countries (Mwangi, 2012). This steady increase in materials allotment to learning is no exception for Kenya. Students will be able to move by yet another stage to improve education to yield results (Gakenia et al., 2017a; Renzulli, 2015). However, this progression can be curtailed by poor management strategies within the schools, which lead to poor academic performance at national examinations (UNESCO, 2013).

Effective management of institutions and subsequent achievements are inseparable (Demers, 2016). Schools, just like any other organization, cannot be left out in the effective management debate. The key to effective school management is getting results from other people by focusing on the goals or targets desired consistency, clarity, accuracy, and thoroughness in all management actions. Furthermore, schools are like

other organizations, which should be well managed using known methods of management (Gakenia et al., 2017; Huaisheng et al., 2019; George et al., 2017; Amoli & Aghashahi, 2016; Sang et al., 2015b). Research indicates that educational management is more like State management in which the school management has to be a legislator, an analyst, a therapist, and a neuroscientist (Demers, 2016). Various researchers have argued that several factors bring about poor performance in academics. Aspects linked to students like the intelligence quotient (IQ) and desire to study entail these facets; school-related factors like sufficiency of learning resources and amenities (Sang et al., 2015a), factors related to teacher morale, methods of teaching, job satisfaction and school management factors among others.

Nevertheless, it is understood that the most important factor that underpins others is the school management factors. Regularly, a school administrator gets much praise when there is a good performance with their school; however, he gets the blame when the school performs poorly (Sang et al., 2015). School principals are important in planning, organizing, directing, and controlling the school's internal environment (Oyugi, 2019). The heads are responsible for monitoring the institution's daily operations and ensuring that certain school personnel keeps moving in an identical trajectory. A prime task of school administrators is to exercise and realize schools' goals and the educational vision of the country (Mbiti 2017).

Strickland (2016) argues that effective and efficient strategy implementation is important in that it determines the ability of the school to attain its objectives and goals. Njeru (2015) observes that if a school is properly managed, there is little or no wastage

of resources, and academic excellence is achieved in secondary schools. Strickland (2016) is emphatic that whereas effective strategy-formulation is subject to the institution's vision and environmental analysis, popular adoption of the plan rests on governing, encouraging, and moving with rest to establish a powerful "fit" between how the company conducts its business transactions and the guidelines for the better application of the policy Strickland (2016) further notes that action is vital to execute strategy, make things happen, tasks that test a manager's ability to direct organization motivating, designing as well as overseeing organizational procedures and achieve performance targets. In this case, the head teacher needs to develop strategies that will propel the school to meet its customers, i.e., students' and parents' needs and expectations, to help them achieve their performance targets. Although schools are not profiting making institutions, effective strategy implementation ensures the school's stability and sustainability (Sang et al., 2015b). According to Mugambi (2007), the head teacher has a challenging task bearing in mind that school management requires a good and up-to-date knowledge of the education system, modem management skills, and commitment. He identified three main skills, which are necessary for managers: these are technical skills; these are expert insights, and particular excellence aspects such as fiscal management, office administration, timing, sourcing, building, marketing, strategic planning, and management (Hou et al., 2019). Secondly, human skills, which is working with other people to achieve the organization goals, and thirdly conceptual skills that are to connect to the organization and the environment (Gakenia et al., 2017b; Muti, 2019).

Mugambi (2017) further notes that experienced school principals are categorical in affirming that it is important to develop a well-compassing strategic development plan than to actualize it. This is because of the many activities the school management is involved in, the persistence it takes to start a range of activities and keep them moving, the number of issues that have to be solved, and the resistance that occurs due to change and how it is overcome by the students, teachers, non-teaching staff and parents. Cole (2019) notes that just because principals and administrators announce new strategies, it does not mean that the other stakeholders will cooperate and agree to implement them. Due to values and personal stakes, inactivity and entrenched institutional norms do not fade away when head teachers resolve a new strategy and implement it (Omar & Shukuru, 2017).

After the rampant school unrest in 2008, Wanderi (2018) noted that secondary schools continued to employ undemocratic leadership styles in school administration and management. He further noted that the outfits for management of public secondary schools had continued to be fixed for a long time although fast hi-tech, socio-cultural and financial growth changes in the country. Nokia (2014a) further stated that there is a need for the school managers to change and review the current system of managing public secondary schools, add new useful subjects in the training curriculum for administrators, which will equip them with skills and knowledge on project management, strategic planning, and financial management. Garcinia et al. (2017a) also opine for principals' employment of democratic leadership style and equitable participation by all the stakeholders will lead to effective implementation of the school

curriculum, strategy, and the Ministry of Education requires prudent change management in their schools (George et al., 2017).

Nokia, 2014b; Sang et al. (2015a) notes that the Government of Kenya recognizes the need for sound strategy implementation. Kenya Education Staff Institute has been mandated to design, create, amass, restore, and organize staff training resources and equipment for use in the propagation of managerial and administrative information, skills, and attitudes to all workers. Ministry of Education was legally established in 1988 under the legal notice no. 565 (SMG, 1999) as cited by (Kache, n.d.; Maria et al., 2016) is emphatic that the need to train head teachers on strategy implementation continues to be echoed.

Waweru & Orodho, (2014) Recently, Kenya has experienced a wave of unrelenting student unrest. This poses questionable management strategies by school managers. For example, between January 2016 and July 2016, there were 350 strikes in Kenya, and in 2018 January to July, there were 266 strikes with resultant destruction of school property and fires destroying dormitories and administration blocks MOEST (2012). There have been various efforts to address strikes and the poor performance phenomenon. A study done by (National Crime Research Center 2016) on rapid assessment of induced fire cases in Kenya's high education shows many aspects that are causing consistency and terrible results in Kenya's public high schools. These factors include a multiplicity of exams, heavy workload that causes fatigue in students, peer pressure, lack of administrative authority leading to poor management strategies formulation implementation, and challenges in providing resources in the school environment

(Simba et al., 2016). The report recommends the following: the need to address the disconnect between policy and practice concerning the administration of exams, the need to decongest activities in the second term and the imperative to address policy gaps in dealing with student unrest across Kenyan schools, and the need to establish functional guidance and counseling department in schools (Muti, 2019). The study further acknowledges a need to investigate further the consultative and strategic implementation of reform policies in secondary schools.

In Meru year 2016, there were 66 strikes, accounting for almost a fifth of all the strikes in the forty-seven counties of Kenya (CEO, 2016). The rate of unrest in Meru is far much higher than the national average. Strikes and destruction of property are signs that performance in national examinations is likely to be poor because schools are unable to achieve their academic goals (Gacheri, 2014.). In Imenti North Sub County, performance has been persistently poor, and this study assessed the effectiveness of principal management strategies in improving students' academic performance in public secondary schools in Imenti North Sub County of Meru County (CEO, 2016).

### 1.2 Statement of the Problem

The quality of teaching in Kenya's public secondary schools is a primary emphasis for the Ministry of Education (Otieno & Magoma, 2022). Most schools in Imenti North sub County are dealing with the problem, which raises concerns about a variety of factors, including principal management strategies. Principal's performance is evaluated in this way by the Teachers Service Commission (TSC) in order to improve the bar for secondary school students academic (Chepkwony & Njoroge, 2019).

Appropriate principal management strategies can help to improve student academic success The academic performance is determined by how principals' duties execution is provided by is influenced by a variety of factors such as formulation of strategy, implementation, supervision and resources management strategies.

The Kenya Certificate of Secondary Education (KCSE, 2019) results in Imenti North subcounty show that students performed poorly, and the results for 2020 were even poorer. The subcounty has consistently been rated as one of the worst-performing regions over the years. principals have always been in charge of executing educational policies aimed at achieving educational goals, therefore good performance is dependent on how efficient and successful set and execute management strategies in their respective schools. This is still evidenced by Teachers Service Commission frequently issuing stern warnings to principals whose schools have continued to do poorly on national assessments, and in extreme cases, some principals have been fired for poor academic performance in Imenti North sub county (Nkarichia, 2021). If this problem is unchecked, poor educational quality will continue to be a concern. The poor academic performance in Tharaka Nithi County, despite the implementation of teacher performance evaluation, prompted the study to look into the impact of evaluation on teacher quality of instruction.

### 1.3 The Purpose of the Study

The study determined the effects of principal management strategies on student academic performance in public secondary schools in Imenti North subcounty in Meru County.

### 1.3.1 Objectives of the Study

The study was guided by four specific objectives;

i. To determine the impact of formulation of management strategies on student academic performance in public secondary schools in Imenti North Sub-County, Meru County

ii. To establish the effects of principal's strategy implementation on student academic performance in public secondary schools in Imenti North Sub-County, Meru County

iii. To determine the effect of principal's instructional supervision on student academic performance in public secondary schools in Imenti North Sub-County, Meru County

iv. To establish the effect of school's Resources to education management on student's academic performance in public secondary schools in Imenti North Sub-County, Meru County

## 1.4 Research Questions

The study answered the following research questions;

i. What is the impact of formulation of management strategies on student academic performance in public secondary schools in Imenti North Sub-County, Meru County?

ii. What is the effect of principal's strategy implementation on student academic performance in public secondary schools in Imenti North Sub-County, Meru County

iii. To what extent does principal's instructional supervision affect the student's academic performance in public secondary schools in Imenti North Sub-County, Meru County

iv. How does school's Resources to education management strategy affect student's academic performance in public secondary schools in Imenti North Sub-County, Meru County

### 1.5 Scope of the Study

The study determined significant effect of principals' management strategies on academic performance in public secondary schools in Imenti North subcounty, and was limited only to the four research objectives. The study variables entailed; formulation, implementation, supervision and resource management. The survey was conducted in high schools in North Imenti Sub County targeting 41 public secondary schools distributed within the five wards, namely, Nyaki East, Nyaki West, Nima East, Nima West, and Municipality. The study employed a descriptive research design.

### 1.6 Value of the Study

The findings of this study would contribute to policy in the management of public schools in Meru County and thus improve academic performance, thus produce quality candidates providing reliable and industrious citizens for economic development. The

study results will help the school management monitor the contributions of each staff member in their roles in the implementation of the strategies in their schools.

The research also contributes to a continuous review of strategic plans after a formative evaluation is done continuously, such as periodic examinations by heads of departments of humanities and sciences. The study will enable the government policymakers to understand where the constraints are experienced in implementing schools' strategic plans and help solve those problems. Other researchers can also explore the research recommendations of the study to gain an understanding of the management strategies' effects in the learning environment.

### 1.7 Limitations of the Study

One Sub County was used in this study out of the nine sub-counties in Meru County, yet every school in other sub-counties may have unique management strategies that affect academic performance. The study may face challenges in that the information confidentiality may be sensitive to disclose. To control this challenge, the researcher reassured the respondents to be as truthful as probable and guarantee the respondents of the privacy of the information given.

### 1.8 Delimitation of the Study

The investigation concentrated on secondary school principals in three categories of schools; boys only, girls only, and mixed schools in North Imenti Sub County and did not include the other stakeholders such as parents, teachers, students, and the management of the schools. Thus, the findings of this research are to be generalized with

caution for other Sub Counties in Meru County and the country at large due to the unique nature of the characteristics of schools and principals/administrators.

### 1.9 Assumptions of the Study

The study was conducted under the assumption that:

The target respondents gave honest and truthful responses to the questionnaire items.

That the demographic habits of the principals are similar.

That the questionnaires run similarly to all respondents of Imenti North Sub-county of Meru County

### 1.10 Operational Definition Terms

**Academic performance**: This refers to the extent to which learners achieve their academic goals/outcome of the education

**Leadership:** This refers to deliberately influencing others in a group to achieve the desired purpose.

**Management:** It applies to coordinating persons together to acquire the intended priorities via the scheduling, organization, sourcing, governance, and monitoring of an entity

**Substandard Districts Schools**: This consists of high schools that routinely accomplish a median grade of below C+ in national examinations.

**Principal:** This refers to the administrators who run the management of the school by sustaining the school culture

**Strategy**: This refers to a general direction set for a school by integrating organizational activities, utilizing and distributing resources within the school surroundings to meet the present objectives and achieve a desired state in the future.

**Management strategies**: This includes formulating and executing real targets and ventures envisaged by leading managers offered after accessing both internally and externally. They furnish general guidance for institutions.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This chapter reviewed the related studies with a view to generating rational aspects of the concepts. The theoretical literature review, and empirical literature review was discussed critically to identify inadequacies in the past works. The relationship between variables was conceptualized, and a chapter recap provided.

## 2.1 Theoretical Review

A theory is an explanation of phenomena after observation for a long time and draws a narrative relationship between variables, and helps the study to make predictions. In the study, the theories guided the researcher on how to answer research questions and the phenomena under investigation. The following theories anchored the study objectively.

### 2.1.1 Fayol Administrative theory of management

The **Fayol Administrative theory of management** was developed by Fayol 1916 and for who was a major contributor to scientific management thought (Renzulli, 2015). His major contribution was that he was the first man to have systematically studied work and noticed that both laborers and management spent most of their time working on achieving greater efficiency. He also noticed that workers were in charge of running and performing their duty, which led to much waste and inefficiency (Okumbe 2017). He stated that management strategies involved organizing, commanding, coordinating, and controlling. Making predictions and scheduling implies: studying the prospect and arranging the operations plan; setting up means; creating organizations for substances

and people; organizing both people and materials; commanding means making employees do their job. Coordinating means joining together, and correlating all actions and influence means ensuring that all is done according to the regulations and guidelines followed (Hou et al., 2019). Therefore, for principals to be successful, the principles of Fayol can assist them in improving student performance. the Fayol theory has 14 principles of management, however, the major principle that apply to this study is the Division of work, where workers specialize in specific areas, the authority were managers. Pricinpals in their management capacities have the right to formulate and impelemt school plans for student academic performance by giving orders, unity of direction as well, Stability of tenure where workers are assured of job security, among others (Amoli & Aghashahi, 2016). It should be noted that Fayol was concerned with increasing efficiency among the executives (school principal) (Boon, 2021).

This theory of administrative management is relevant to this study by enabling principal by applying the principle in their day-to-day management strategies to get things done by fostering teamwork in schools. The theory also emphasizes that principals should be trained, and there should be a separation of principals' duties as managers and staff members who are supervised by principals (George, 2017).

### 2.1.2 The Systems Theory

The Systems Theory was developed by Ludwig von Batenlaffe in 1940s (Muasa, 2022). The theory proposes that, in order to achieve its objectives, a school relies on a number of interconnected components. A school functions as an open system because it takes in information from the community and disseminates knowledge to the community.

Curriculum, teaching materials, finances, teachers, parents, and students all flow into the institution. The principal is in charge of coordinating everything as they carry out their duties of instructional oversight. The institution's goals are largely achieved through the verification of professional documents, the observation of classes, the review of students' academic progress records, and the execution of instructional programs. There is a higher percentage of environmental effect due to the instructor, pupils, and parents who make up the system. Furthermore, the institution itself, as a process unit, can influence its surrounding environment. Therefore, the academic success of an individual student, a school, and a community depends greatly on the quality of principal's instructional supervision.

## 2.2 Empirical literature review

### 2.2.1 Management strategy formulation and its effects on academic performance.

To achieve efficiency in learning schools, have to incorporate planning and design specific deliverables that must involve all the stakeholders such as parents, teachers and board members. Therefore leadership and strategic management become very critical in achieving high academic performance (Odide, 2021).

Advancement training is often a way of adapting the school's happenings to the modern and changing scenario, taking into account what else the supply frame can practically fulfill. According to Hopkins (2020), three components of the preparedness operation for institutional advancement can still be seen: tactical review computed selections, and willful implementation primary goal of the tactical evaluation is to express a view about the school's decisive step and its key considerations that will affect it in a brief and

lengthy period (Sang et al., 2015a). Such elements will influence the plan's choice (Amoli & Aghashahi, 2016b). To entirely attain a role in the school's strategic position, it is relevant to acknowledge that the school's scenario is the right way to see a broad selection of relevant parties, such as students, staff, employers, government, and community. The executive group gathers its information in a significant portion (Brock & Wenbin, 2017). In schools, tactic planning is a management instrument for organizing the current origin of the anticipated future. The planning process provides a path plan to lead the school from the current position to desired future position (Gbollie & Keamu, 2017). Planning involves the techniques of defining aims and forming strategies to achieve particular objectives. Approach planning in the school situation has been defined variously by writers. Kirk & Jones (2019) asserted that there exists numeral meanings relating to educational design and that there is no definite uniform, distinct description of educational planning between the many agreed planning prototypes.

Kirk and Jones, 2014) describe school design as something of a phase aimed at transcending the strides of significant transformation in the external environment. Education layout. Besides, assessing the school's internal assets and shortcomings will discuss ways for the organization (Huaisheng et al., 2019). Some mechanisms for this quest are implemented, conclusive tactics are drawn up for the organization to be where it plans to be, and enforcement is monitored to complete vital variations or changes (George et al., 2017). According to (Jackson 2015), as cited by (Braun 2018), school growth planning supports school success, school advancement, further improvement, worth upgrading, staff progress, partnership, effective placement of available capital, change management, and persistence aims and priorities of state education structure.

About school efficiency, Jackson (2015), as Braun (2008), points out that educators are widely supposed to be a powerful tool for promoting school progress in combination with growth planning (Muti, 2019). It enables school audiences to optimize a conclusive aspiration of the subject and destiny of the school, a shared understanding of determination, a popular set of goals, and consented means. The school is set up as a learning organization to meet teachers' needs in order to meet students' demands for learning Braun cited Jackson, (2018).

It also helps build joint ventures in school by engaging the leading players of schools in a joint speech to trace and address learners' needs, including the Principal, teachers, parents, pupils, board members, and trustees (Greenwood 2016). In this speech, involvement raises the duty of the partners to and possession of the school policy. The steps taken in school planning have also been reported to enable schools to specify resource needs and target the resources to fulfill the priority's needs.

School growth arrangements are also helping the public at school to effectively manage change, allowing them to monitor internal changes and build the ability to quickly act to ever-changing difficulties (Amoli & Aghashahi, 2016a). It also provides arrangements that allow the public school to relate to the government education organization's designated processes and include significant issues of state-wide education in the school work Braun cited Jackson, (2018).

Academic research done in the 1980s indicated that school leadership concentrated mainly on the roles of the school heads. Educational leadership studies support that leadership is key in academic performance (Spillane 2014; Wahlstrom & Louis, 2018);

however, some scholars have refuted that claim (Robinson 2007). They claimed that school management was not significant in influencing student academic performance (Berlin et al., 2014b). Although school management studies are commonly negotiated on management issues regarding the cultivation of educational achievement in school, very little was identified regarding school career planning and resistance to progressive and positive schooling situations (Diamond, 2016). Moreover, some scholars have asked if the governance of schools challenges the lack of evidence to support its productivity linkage (Robinson, 2017).

Nowadays Principal is the enabler of staff and student learning—the leader of a learning community (Lineburg - 2010). Teachers impart and labor in schools that managers generally control, often known as Principals. The leadership and administration delivered by Principals influence the teachers' working conditions. The success outcomes of students and the effectiveness of teachers are also directly affected by the school leadership (Gakenia et al., 2017b). Three types of leadership that Principals can use in schools, which are; transformational leadership that focuses on aiding staff progress and sustain a shared, skilled school philosophy, teacher progress and aiding teachers to solve difficulties more efficiently (Amoli & Aghashahi, 2016b). Another type of leadership is Facilitative Governance that focuses more on conducts that develop the shared capability of a school to adjust, resolve difficulties, and increase performance. The key word is shared; the facilitative leader's part is to raise the participation of employees in all sectors (Nzoka, 2014a). The third type of leadership is Visionary Leadership where Principals ensure that schools are deeply committed to the shared vision, and the Principals continue to be the main actors, both in and when the school

adopts a new course (Carlsruhe, 2015). The common factor of Kenya educational studies (including the SMASSE project) is that education policies in moving the schooling practices in the classroom and their success in schools are ignored. Hou et al. (2019) have detected some reasons for low levels of education management and supervision. Kenya studies have omitted a severe problem in the successful transformation of teachers' education and thus of successful student academic performances by ignoring the effect of school governance (Marval et al., 2018).

The school management guide (1999), as cited by (John, 2021) identifies these tasks as first ensuring the strategic development plan is workable, marketing the plan, Putting measures into place that will permit effective strategy execution, Inspection and assessment, writing development, and reveling achievement and assembling a progress report that similarly locates priorities for the subsequent preparation period (Kapur, n.d.).

Strickland (2016) attempts to give some actions that can be utilized to enable effective strategy execution. It stresses that bringing a strategy into indicators and findings measures the capacity of leaders to adjust the company, inspire the public, form and support the organization's capabilities and competencies, form a strategy-supportive work environment, and meet or over-perform objectives (Marval et al., 2018).

Miles (2014) notes that the major task of implementing Strategy is to create a fit between the organization's strategic goals and its other activities. He asserts that the two fits required to be made are; Fits between the Strategy and practical policies and fits amongst the Strategy and the organizational form, organization method, information

structures, inducement systems, and development and leadership methods (Mwaria et al., 2016). From the above contributions, among the tasks identified in which management tools can be used in guiding the school strategy implementation process are; ensuring the school strategic plan is workable and meets the required specifications, making sure that the strategic plan is owned, supported, and approved by all stakeholders involved in implementation, putting into place measures that will permit operational strategy execution, observing, evaluation besides control, reporting growth and enjoying accomplishment and gathering progress report that also locates priorities for the next planning period (Oyugi, 2019). In some other regions, scholars discussed the links for Hallinger and Heck, school command structure, and educational outcomes (2012), but relatively few were made in Kenya. Few researchers based on the administrative role of the heads of schools (e.g., Ngware, Wamukuru, & Odebero 2006). (2015). This survey will accordingly establish the impact of leadership techniques on bad outcomes on students' academic success in secondary schools.

### 2.2.2 Principals Management Strategies implementation and its effects on students' academic performance.

The strategic management process involves setting up mission, vision and core values of organizations. This process is continuous and must involve different actors including teachers, students, parent's government and communities among other stakeholders (Brorström, 2020).

In advanced cases, organizations develop detailed strategic plans that may take the form of a written document circulated to the managers of the organization, employees, and

other stakeholders (Sang et al., 2015a). Strickland (2016) notes that strategic plans may take the form of verbal understandings and commitments among the manager and key employees about where to head, what to accomplish and how to proceed.

In either case, they note that a good strategic plan should address a progression of how to develop the organization (school) how to satisfy clients (students), ways to compete (do better than other public schools) (Sang et al., 2015a). Besides, they develop ways to handle changing situations, accomplish each functional piece of the organization (various school departments), develop the needed organizational capabilities, and accomplish strategic and financial objectives (Johnson, 2015.). Strickland (2016) elaborates on issues to be replied by a school business plan, such as within which is the school now? How should it be changed? How are overtime modifications to be handled?

Moreover, how is it possible to know if shift management has succeeded? (Strickland 2006) observes further that all stockholders must participate and be prepared for efficacious at all segments of the strategic plan phase.

Miles (2014) further gives important clues contained by the plan. He notes that consultations must be held at various levels with all stakeholders to create a sense of ownership of the strategic plan and ensure sustainability. The policy must also contain essential personal details, i.e., school purposes (Sang et al., 2015a). An explanation of the school environment focuses arrived at through discussions with stakeholders, an action plan for the next three years obtained because of a whole school's review, information about the school like the number of students by gender, age, and enrolment (George et al., 2017). Many researchers on strategy implementation agree that if the

strategic plan is well developed, it can be effectively implemented. Good strategy formulation and implementation will, in turn, lead to good management of the school, its resources, and the achievement of its objectives (Dina, 2013).

(Miles 2014) notes that this is first achieved by involving the various stakeholders at various steps of its preparation. This is also achieved by marketing the strategic plan. To ensure involvement, ownership, and support is solicited from stakeholders and is upheld, it is critical that the plan is accessible and accepted by the schools B.O.G. and the P.T.A., especially if the P.T.A. is to be mobilized to raise funds (Nzoka, 2014a). This is done jointly to check the new term to emphasize the partnership approach in implementing the plan. When marketing the agreed plan, it is necessary to; Involve as many members of the school community as possible, e.g., Pupils' teachers, B.O.M., P.T.A. explain to the stakeholders how the objectives and targets will improve the students' performance and general school outlook and explain to the stakeholders how the activities in the plan will be sustained (Huaisheng et al., 2019).

Mugambi (2017) noted that for the plan to gain ownership and sustain commitment during the implementation period, the head teacher would be expected to mobilize support from teachers, the school B.O.G. and the community. This will require; the head teacher to be accessible to give and receive advice, participate in joint meetings to discuss progress and constraints, and assess expenditures on finances set aside for the intended changes (Gakenia et al., 2017b). Therefore, this study will focus on investigating whether public secondary schools in Imenti North involve stakeholders in formulating strategic development plans (Hou et al., 2019). The study will specifically

focus on whether stakeholders are involved in implementing strategies, whether they are committed to school vision and whether they are tuned for adaptability of the dynamic changes in the environment.

(Strickland 2016) notes that the school management must communicate in case of an organizational change successfully to all stakeholders to persuade them as the main step in the implementation of strategic change. This will allow for commitment and ensure that the performance targets have been met (Mwaria et al., 2016).

(Strickland 2016), further notes, eight principal managerial components of the strategy implementation process as; It builds an organization (school) that can satisfactorily implement the plan, create funding levels for driving vast funding towards corporate strategy achievement tasks, and smartly establishes them. Practical guidelines, establishing best practices and mechanisms for perpetual enhancements setting in place frameworks allowing school teachers and non-designers to perform their strategic responsibilities every day skillfully, (Miles 2014) notes that these managerial tasks crop up repeatedly in the strategy implementation process, no matter what the specifics of the situation, and drive the priorities on the strategy implementer's agenda. (Cole 2017) as cited by Simel, (2012) notes that proficiency organizations (schools) Strategy execution depend heavily on competent personnel, i.e., teaching and non-teaching staff, better-than-adequate skills and competitive capabilities, and effective internal organizations (Sang et al., 2015a).

Strickland (2016) gives three types of organization-building actions paramount: First, able people must be selected for key positions. The head teachers must determine the

heads of department teams they need to execute the Strategy fully, and then find the right people to fill each slot (Gakenia et al., 2017b). Secondly, it should be certain that the school personnel have skills, core competencies, managerial talents, and technical expertise. These core competencies can relate to any strategically relevant factors, greater proficiency in service delivery, i.e., teaching and evaluating, faster response to changing students' requirements, superior performance, minimizing the cost of running the school (Omar Hemedi Makore & Hamidu Saleh Shukuru, 2017). Superior inventory management, maintaining good discipline, re-engineering and redesigning the school systems and procedures, greater effectiveness in promoting parents', teachers' and community's cooperation, and strong marketing of the school. Strickland (2006) notes that the third action is organizing the school's processes and decision-making to be conducive to successful strategy implementation. There is a need to match the school organization's design and structure to the particular needs of Strategy. Strategy (2007) More such indications of the accomplishment or weakness of the operational phase will rely upon what the allotment of the education reserve fund was tailored to fulfill the approach requirement. Too scant financing inhibits success and prevents the school organizational units from competently executing their business vision. (Gakenia et al., 2017b). Too much money squanders education money and decreases fiscal achievement. Both results contend that the implementation of the tactic is profoundly involved in the programs and budget proposals of strategy school organization units (Huaisheng et al., 2019).

Strickland (2016) note that strategy implementation is concerned with converting the organization's strategy and then into results. In a school's setting, it has five functions;

i.e., achievement of school objectives, efficient use of resources, enhances stability, enhance growth, and enhance sustainability (Johnson, n.d.).

Eshiwani (2018) notes that since education is one of the key beneficiaries of government spending, efficient management of resources through proper strategy implementation is very important. The school head teacher is responsible for ensuring that strategies that have been formulated are well implemented to attain the school's objectives. Eshiwani (2018) Moreover, the school administration is liable for the general operation and voice management, and all-around benchmarks (Gakenia et al., 2017b). As the school chief executive officers, the head teacher must ensure that workable strategies have been implemented to maintain a high tone and high school standards.

Mbiti (2017) notes that the success of a school depends so greatly on the management practices of the head teacher. These management practices have greatly to do with the head's ability to implement the strategies successfully. The school management guide provides a schedule of the basic plans m school strategy implementation, namely; School development plan can be perceived as a strategic plan even though it has not sufficiently injected the aspect of Strategy Olirstok, 2017). Because the school planning process has varying conditions in that school systems function, they should be exceptional for individual schools. It is a school approach to achieve its clear goals through attainable inputs in a specific time span. (George et al., 2017).

Marketing the plan helps ensure involvement, ownership, and support are solicited from all stakeholders and maintained. The plan must be presented to B.O.M., and P.T.A. (Parents Teachers Association), who will be mobilized to raise funds. This is done

jointly by the head teacher and B.O.M. chairperson to emphasize the partnership approach in implementing the plan (Kache, 2021.). Implementing the plan that the head teacher has marketed is expected to lead the implementation process Mbiti (, 2007).

For an effective school strategy implementation, a strong commitment to adopting the best strategies is essential. Best practices and continuous improvement efforts aimed at efficiency, reduced cost, better service delivery, and good academic excellence at school. Miles (2014) observes that the working ambiance relates to smooth policy productivity and better end-to-end educational achievement unless the focused productivity assessments conform to the tactic and if all school staff participates in the cycle of continuing betterment (Mwaria et al., 2016). Monitoring is an ongoing process incorporated into the growth plan to establish restrictions and ways to mitigate them. Analysis of growth on each primary concern includes an appraisal of Knitting Country (2006) notes that if value chain activities are to be performed effectively and efficiently as possible, each school organizational unit and department needs to benchmark how it performs specific tasks and activities against the laid standards. Therefore, the researcher will focus on whether schools have competent staff for management strategy implementation and whether schools have a supportive work environment (Gakenia et al., 2017a).

### 2.2.3 Principal instructional supervision and student academic performance

The goal of instructional monitoring is to raise academic performance. Principals are responsible for launching initiatives that help students achieve their academic goals. In educational institutions, principals play the roles of both leader and manager. They are

responsible for ensuring that policies and procedures are in place to facilitate efficient classroom instruction and student learning (Naomi, Ronoh & Tanui, 2016). Effective school principals, according to Ayako (2019), are those who take stock of their institutions' strengths and weaknesses, then devise strategies for improving student performance. They are able to effectively manage professional records and student academic progress records, visit classes, and monitor, set, and administer exams. Good teacher-student observation, frequent checking of teachers' professional documents, induction of new teachers, and holding instructional conferences to improve teaching and learning are all suggestions made by Namunga (2017) to boost instructional performance, which in turn could improve academic performance. This is supported by the findings of Danielson and MCGreal (2018), who concluded that if principals carry out their responsibilities well in instructional management, it will have a direct and positive impact on students' academic achievement in the KCSE. Some supervisors may not be able to carry out instructional evaluation effectively if they are not properly prepared and trained in methodologies of evaluation, knowledgeable with subject content, well organized, and willing to accept teachers' ideas and interests (Bernard and Goodyear, 2002). There is an issue with teacher supervision, according to Danielson and MCGreal (2018), because supervisors do not have sufficient training in offering constructive feedback while preserving professional relationships. According to Mbera (2015), many school principals have trouble striking a balance between their administrative responsibilities and their role as a curriculum leader or teacher (Blankstein, 2020). Principals have a responsibility to ensure that educators have a firm grasp of instructional goals and collaborate with them to enhance content delivery.

Epstein & Sheldon (2019) noted that, in order to keep an eye on student progress, school administrators should take periodic measurements of student learning across classrooms and promote a communal emphasis on issues related to pedagogy and education. The school principal should hold supervision meetings to review the educational endeavor and set learning goals based on the results of student assessments (Shareefa, 2021). An effective instructional leader encourages student academic success by keeping close tabs on their academic development. Use of student data for instructional decision making, regular meetings with teachers to examine student success, and ongoing checks on student progress data to evaluate teachers are central to the tactics for monitoring student academic progress.

Value-added and dedication to raising student standards, school improvement, and promoting change are principals' primary concerns (Barber, Whelan, & Clark, 2019). According to Lydia and Nasongo (2019), principals' duties and responsibilities make them a major impact in determining whether or not pupils succeed on standardized tests. Ajani (2018) argue that, strong leadership leads to better results in the classroom and for students' academic performance. Goals can be more effectively achieved with the guidance of instructional supervisors like principals who keep an eye on students' academic development. The principal's vision and leadership are what bring together the people and resources needed to ensure that students are able to produce the results that are reflected in their grades (Pont, Nusche & Hopkins, 2008). Setting directions, choosing and training teachers, generating enabling conditions, and shaping fundamental values appear to be the primary functions via which principals' leadership shapes students' outcomes. The effects of instructional supervision on pupils' academic

performance in Nigeria's Ondo State's secondary schools were investigated by Alimi and Akinfolarin (2012). The results of their research indicated that reviewing students' notes had a substantial monitoring effect on their overall academic performance in English Language Arts classes.

Checking students' academic achievement in secondary schools in Kenya, supervision strategy indicated a substantial impact (Irungu, Kagema & Gachahi, 2019). They maintained that excellent performance results from the interplay between the school head, teachers, the instructional community, and the structure of the school (Irungu et al., 2019). A study opined that students' academic self-regulation on attainment of educational standards went up as a result of principals' careful watching over their development (Ampofo, Onyango & Ogola, (2019). Supervision helps to assisting students in preparing for high-stakes statewide exams with supplemental instruction (Chepkuto, Sang & Chumba (2018). Students' test scores can be boosted by giving them more opportunities to do so. In order to better pinpoint problem areas for development, it is helpful when assignments are given and supervised to, and completed promptly.

### 2.2.4 School's Resources to education management strategy and student's academic performance

Learning resources are critical for ensuring quality learning and improving the learning environment. Principals collaborate with other stakeholders such as the government and the school board to establish a sustainable learning and performing environment. According to Strickland (2016), the monitoring and evaluation report assists in obtaining a report on progress and achievement. According to the school management guide, taking stock allows the principal to share successes, practice, and identify shortcomings

(Nzoka, 2014a). It also allows him or her to report to stakeholders in order to keep them informed and involved. Students, as vital stakeholders, must be informed of the strategy and suitably involved to assist them achieve more (Oyugi, 2019). Teachers and non-teaching workers should be treated similarly. All efforts should be made in a humble manner with stakeholders in order to celebrate accomplishment and urge them to plan for the next period (Nzoka, 2014).

A school's motivational plans for teaching, non-teaching, and B.O.M. members could also be included. According to Bbanga (2019), schools' motivation is one opportunity to thank employees for a job well done. It is also an excellent networking opportunity for both strengthening existing contacts and developing new ones. At this time, the principal can report on the status of the school resources management like funds which would make the stakeholders to trust him muchly and offer support for academic excellence. Stakeholders will be encouraged and energized to plan and implement the next period if success is also acknowledged. This all together improves school academic output (Dennis, 2018).

According to the school management plan (2012), surveillance of educational resources is an ongoing effort that is integrated into the delivery of the school growth plan, which detects constraints and develops strategies to overcome them. Success checks are used to determine whether or not the goals have been reached (Amoli & Aghashahi, 2016). This entails delegating responsibility for gathering evidence for each target, gathering evidence by observing tasks in progress, using the quality assessment instrument on a self-assessment basis, noting changes in practice as a result of the plan, writing brief

reports on whether targets are being met and identifying hindrances, and assessing implications for future development (Sang et al., 2015b). According to the school administration guide, school resources management should be evaluated concurrently with checking. As new information and facts become available, the growth of each indicator can be studied (Oyugi, 2019). The goal of reviewing is to look at the success and drawbacks of idea implementation, analyze the extent to which the school's goals have been accomplished, examine the impact of Strategy instruction and successes, and identify effective practices in the school to make the reporting process easier.

Dennis (2013) observes that the resource control process employs the numbers obtained via observation and evaluation to bring concrete presentation into estimated comparison via strategic performance. He goes on to say that the two primary goals of the control process are controllable outcomes through action modification and stewardship (protection) of the school's resources. During the implementation of the school strategy, the principal must concentrate on good resource mobilization by checking performance cost and the time required geared for educational performance. Manager (head teacher) must decide when the school's academic performance require management control, what will be measured, how will it be evaluated, how significant are conformities afteror before action is taken, and what types of involvements must be taken into account for students to academically excel (Oyugi, 2019). As a result, the focus of this research will be on whether schools in Imenti North have the recommended teacher-student ratio, textbook-student ratio, learning facilities, and whether schools record progress reports and summative evaluation reports are available (Simba, 2016).

## 2.3 The concept of management strategy

Management as the step by which an organization is arranged, orchestrated, overseen, engaged, made known, and aims to create priorities or institutions (Chandra, 2020). Further, Schermerhorn (2018) contends that education and school administration is the art and science of management applied to education. This is because it includes: Participation in school policymaking, interpretation, and programming, setting long term and short-term goals, and planning to achieve these goals. Sulasmi & Akrim (2019) asserted that institution management entails planning and controlling both human and physical resources to attain educational goals.

Globally, the goal of every country is to create competent industrious human resources who act as the engine of their economic development. This goal cannot be achieved without giving secondary education the attention it deserves (George, 2017). Some of the strategies needs to ensuring access to education and creating reforms that ensures quality of education offered among the secondary schools (Amoli & Aghashahi, 2016).

As Ghani, Nayan, Ghazali, Shafie & Nayan (2010) noted, it is for the principal's responsibility to promoting schools to mitigate each student's academic and social results. The United States Comprehensive School Reform Quality Center (2016) contends underpinned that, strategic school planning has been divided into several categories. Schermerhorn (2018), for illustration, opines that making plans foundations were established both at regional and nation threshold relying on an analysis preparing official execution phases. Schermerhorn (2018) said that it would be possible to identify four types of school plans. I the rhetorical without credibility in school; ii) the unique

rhetoric produced exclusively by the Principal; iii) the co-operative created by a team of personnel focused on funding and staff development, and iv) the company produced jointly by staff that focuses on the priorities agreed upon by the school (Sang et al., 2015).

There has been low transition rate and poor quality and lack of technology in secondary schools in most schools in sub-Saharan Africa (Evans & Mendez Acosta, 2021). According to Acosta, (2021) in order to improve education in Africa calls for combining students own strategies, teacher teaching strategies and good management practices by the principle. It is also important for the government to create an enabling environment to ensure that the school achieves its goals (Momanyi, 2021). In Botswana, school strategy planning was established to believe that by adding the management competencies of schools, the training and learning accomplishments would also increase (Oyugi, 2019). The consultation between the British Overseas Development the British group's parts in the school development planning stood to support the initiation of the task by facilitating technical skills. This involved the preparation of the Botswana counterparts, the school management advisors (S.M.A.s) at the areas, and the school management teams (S.M.T.s) at the school level to implement and manage school growth procedures. The school management advisors would take over charge of co-ordination and observe the task at the eventual exit of the Britons (UNESCO 2013).

The government of Kenya has strived to increase opportunities for learning among public schools in order to increase transition rates to institutions of higher learning. The study by Wanjohi et al., (2017) calls for collaboration between different educational

stakeholders in order to ensure a good learning environment for the learners and reduce unrest in schools. On the other hand the study by Muthoni & Awuor, (2019) notes the need for teacher motivation, student conducive environment, high discipline and reduction of drug dealing in schools, policy formulation in order to enhance good academic performance.

Kenya has implemented a conceptual school approach structure per human capital, the curriculum, and economic resources of the Education Master Plan for 1997-2010, as highlighted above (Mugambi 2017). For capital cities, first of all, the proposal contends that it is relevant to see a well-skilled and intensely spurred teaching team that takes into account the demands of students and the coursework in an attempt to increase quality management in secondary schools. Finding viable curriculum implementation, impactful and accurate school governance, and oversight are also vital for secondary school teachers with sound methodologies (Amoli & Aghashahi, 2016). However, many secondary school heads were not even equipped correctly in planning and control, and many were unproductive and without commitment (the Republic of Kenya, 2022). They are bureaucrats and therefore should be well-positioned to perform their course material in their respective schools. Thirdly, the plan decries the poor package conditions of employment, leading to mistrust. Some educators working in remote areas have insufficient necessities, such as dwellings, safe water availability, and healthcare services (Gakenia et al., 2017). Finally, in the advancement of educators, the secondary system has been allegedly impacted by bureaucracy and corrupt practices (the Republic of Kenya, 2012). All this mistreatment was likely to influence teachers' virtue, retention, and engagement in strategic planning because of rewarding non-performers. Economic

and other supplies also affect the degree of secondary schools in Kenya (Muti, 2019). The strength and appropriateness of services, such as physical facilities, amenities, and basic instructional materials, all directly influence the quality of the lesson plan. Teaching productivity can be obtained and stabilized if services and amenities are available (Sang et al., 2015).

### 2.4 Conceptual framework

The conceptual framework helps the researcher to understand how concepts that explain the phenomena are interlinked (Evans, 2017). Therefore, it indicates the relationship between the variables and directs the study by organizing key concepts and variables. Conclusively, a conceptual framework is a graphical representation of the interrelations between independent variables and dependent variable. The figure 1 below shows the relationship between effects of principal management strategies as independent variable and student's academic performance among public secondary school in Imenti North Sub-County as dependent variable.

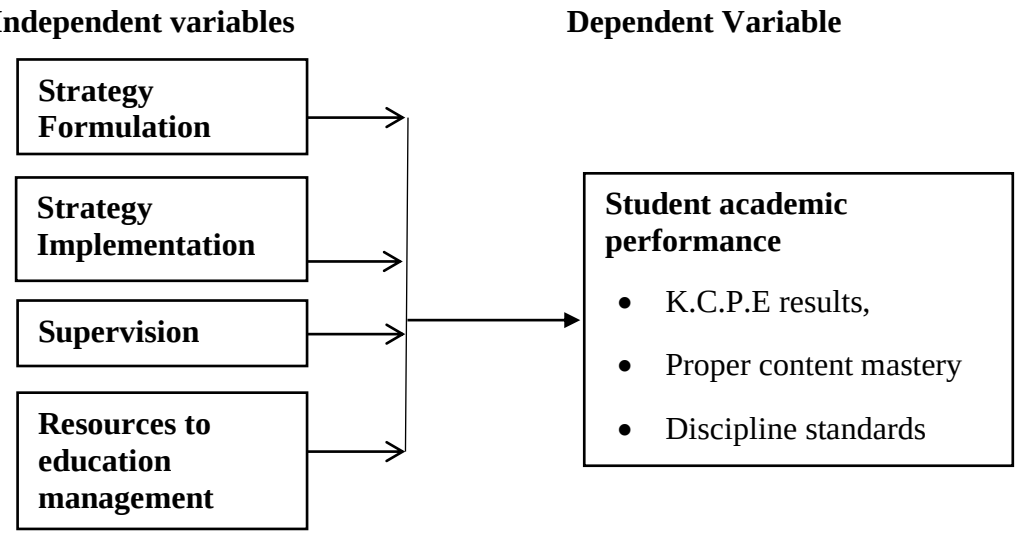
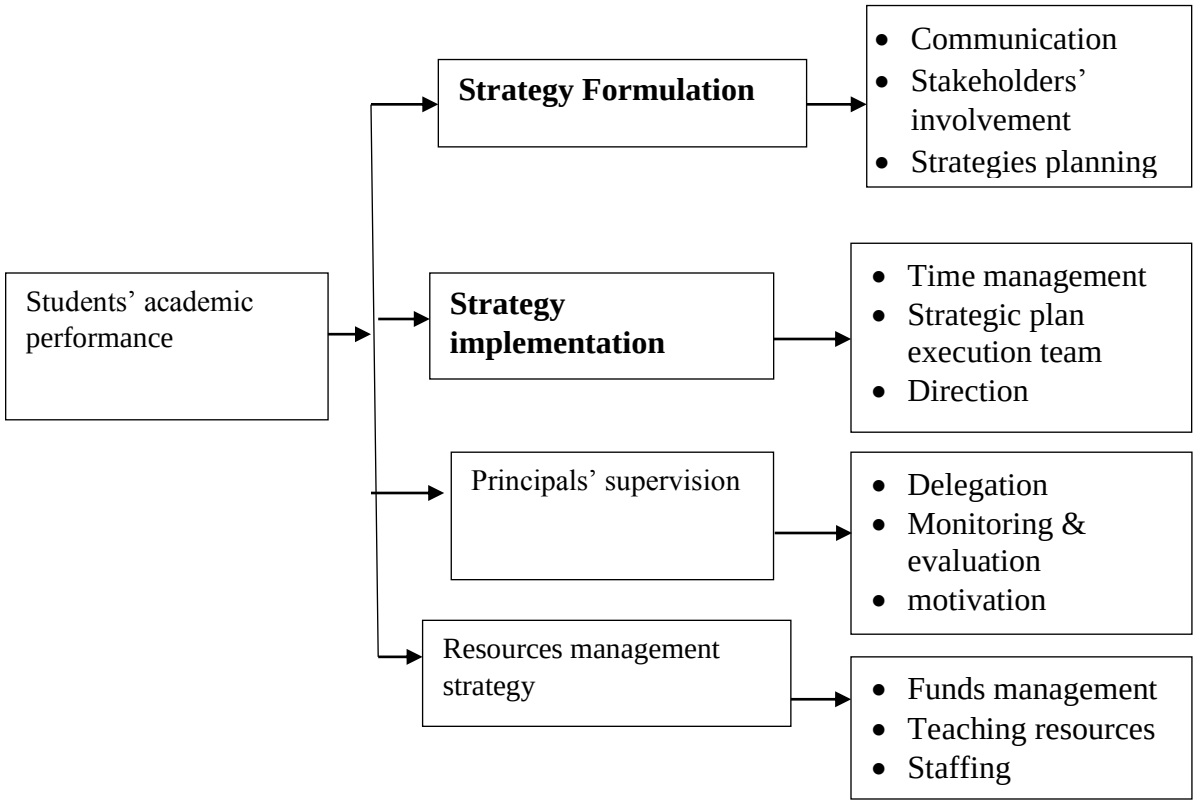



**Figure 1: Conceptual framework**

**Source: Researcher (2022)**

## 2.8 Operationalization framework

Operational framework is an arrangement of variables that the researcher operationalized in order to accomplish the study objectively (Tobi & Kampen, 2018). The study measured strategy formulation with communication, Stakeholders' involvement, and strategies planning. Strategy implementation was operationalized with time management, strategic plan execution team and direction. Further, principal supervision management strategy was measured with delegation, monitoring & evaluation and, motivation while resources management strategy was operationalized with funds management, teaching resources, resource protection, and staffing.




***Source: Researcher (2022)***

**Figure 2: Operationalization framework**

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.0 Introduction

The chapter explains the research methods that was applied to conduct the study. The chapter contained eight sub-headings; research design, target population, sampling frame, sample size determination, sampling techniques, data collection instruments, pretesting, validity and reliability, data collection procedure, data analysis techniques, and the ethical issues observed during the study.

## 3.1 Research Design

Research design is the overall strategy that one chooses to integrate the different components of the study coherently and logically (McGregor, 2018). The study employed a descriptive survey research design anchored by the positivism paradigm. The survey design helped the researcher collect data that answered research questions. The design was mainly found to be ideal for the current study because student academic performance could easily be described, observed as a single variable and objectively.

## 3.2 Location of the Study

The study was located in Imenti North subcounty in Meru County. Imenti North subcounty is one the 9 subcounties in Meru County; Tigania East, Igembe South, Buuri, Central Imenti, Tigania West, Igembe Central, Igembe North, Meru South Imenti, North Imenti. This subcounty is the headquarters of the Meru County government with the largest Meru town. However, it has both rural towns. The subcounty has the highest

population of public secondary school with mixed day secondary schools and boarding secondary schools.

### 3.3 Target Population

Typically, the target population is a group of persons, objects or items with specific attributes of interest relevant to the phenomena under investigation (Elfil & Negida, 2017). Furtherly, the target population is that specific population from which samples are taken for measurement (Muhindi & Ngaba, 2018). The target population for this study comprised of 41 principals, who were categorized in terms of school characteristics of schools, boys only, girls only, and mixed.

**Table 1: Target population**

| **Wards** | **Boys Secondary Schools** | **Girls Secondary Schools** | **Mixed Secondary Schools** |
|---|---|---|---|
| **Ntima West** | 2 | 3 | 3 |
| **Ntima East** | 3 | 2 | 2 |
| **Nyaki East** | 4 | 2 | 1 |
| **Nyaki West** | 2 | 3 | 2 |
| **Municipality** | 4 | 3 | 5 |
| **TOTAL** | 15 | 13 | 13 |

Source: Imenti Sub-County education office (2021)

### 3.4 Sampling frame

The sampling frame refers to the sampling range or the list of all sampling units in the survey population (Schreier, 2018) from which a sample is drawn (Pandey & Pandey, 2021). A sampling frame is crucial in probability sampling (Kalton, 2020) because if the sample is not drawn appropriately from the population of interest, a random sample from that frame cannot address the research problem (Oribhabor & Anyanwu, 2019). The population parameters can only be generalized upon a well-defined sampling frame (Muturi & Njeru, 2019). The study used all the list of public secondary schools in Imenti North subcounty to get list of principals (Imenti subcounty education office, 2021).

### 3.5 Sampling size and Sampling Procedure

A 'sample' is a subset of the population selected to represent the larger population (Levy& Goldfarb, 2021). Sampling design, Sample size, and Response rate determine the representative sample (Oribhabor & Anyanwu, 2019). The sampling design should be systematic and defined, and the sample size should be prominent to draw valid inferences from the sample population. Odhiambo, Gachoka, and Rambo (2018) attest that the ultimate test of a sample design is how well it represents the characteristics of the population it purports to represent. The study's sample size was 41 respondents. Census design was used to get the 41 participants for the study. This technique was adopted because the study population was small; $n<200$ (Kiemo, Olweny, Muturi & Mwangi, 2019), and the researcher expected to reach all the subjects within the research period.

### 3.6 Data Collection Instruments

Data collection is gathering data from the selected subjects of an investigation to test research Hypotheses (Cr, 2020; Pandey & Pandey, 2021). The quality of information gathered depends on the data collection tools and methods employed (Gatuyu & Kinyua, 2020). Data collection instruments, on the other hand, are the tools for data collection (Bougie & Sekaran, 2019). The study employed survey questionnaires structured into two main subsections; section one collected data on the respondent profile that was used to describe the sample characteristics, while section two collected data on study variables that was used to describe the study components as well as to answer research questions. The questionnaire was developed following the objectives and research questions and containing both closed-ended questions and open-ended questions. The closed-ended questions limited the respondents to given variables in which the researcher was interested, they took less time to code and transcribe, minimized response variation, and they led to a high response rate, whereas open-ended questions were used in order to give the respondents room to express their views in a more pragmatic manner, provide insightful understanding on phenomena under questions. Therefore, the survey questionnaire was deemed suitable for this study because it was an effective way of collecting information within a short period and at a lower cost than other data collection methods (Krosnick, 2018).

### 3.7 Data Collection Procedure

The investigator sought for a document of introduction from Kenya Methodist University, after which a permit was obtained from the National Commission for

Science Technology and Innovation (N.A.C.O.S.T.I.) to gather relevant data. The researcher then sought permission of the local authority from the County educational commissioner and Imenti North Sub-County about the study. Principals of targeted secondary schools received a letter of introduction from Kenya Methodist University for their informed consent. In order to report on the data collection and analysis deadline, the investigator visited chosen educational institutions prior to landmark study. The investigator provided with all survey questions where after researcher collected them after one week acquires them over one-week duration. The researcher visited the schools around to make enquiry on the infrastructure, as informed by the monitoring link as the participants complete the survey.

### 3.8 Piloting of Research Instruments

Truong (2017) states that a pilot study is a small-scale version, or trial run, done in preparation for a major study. The pilot test's importance cannot be overemphasized as it helps the researcher identify and correct any ambiguous, unclear, poorly constructed, and inappropriate questions before being posed to respondents in a landmark study. To ensure high-precision pilot studies, a sample of between 1 to 10% is acceptable (Tseng, & Sim, 2021). A pilot study was undertaken on 10% of the sample population; 4 principals from Imenti central sub-county because the subcounty shares common community and school setting. The responses of all constructs received were submitted to scale text. A Cronbach's alpha of above 0.7 was considered reliable. Pilot study did not determine the reliability and validity of the main study but enhanced it.

### 3.8.1 Validity of data collection Instruments

Validity of an instrument can be defined as the extent to which the tool actually measures "what it is designed to measure" or "what it purports to measure," that is, it assesses the relevance of an instrument for addressing a study's purpose(s) and research hypotheses (Mueller & Knapp, 2018). Grégis (2019) adds that validity refers to the degree to which the test actually measures what it purports to measure hence giving confidence that the measure is fulfilling its function. This study used both construct validity and content validity. For construct validity, the questionnaire was divided into several sections to ensure that each team assesses information for a specific objective and that the same close ties to the conceptual framework for this study (Kothari, Yang, Kanan, Bailey, Pelz & Diaz, 2020). To ensure content validity, the questionnaire was thoroughly examined. The respondents were expected to evaluate the measurement items in the questionnaire for relevance and determine whether the things were meaningful, transparent and non-offensive. Based on the evaluation, the instrument was adjusted appropriately before subjecting it to the final data collection exercise. The review of the comments from participants was used to ensure that content validity is enhanced.

### 3.8.2 The reliability of data collection tools

Kothari (2014) states, reliability is the regularity of measurements to which an instrument measures the same way each time under similar conditions and yields consistent results. To evaluate instruments' dependability, the researcher piloted the instruments in 3 schools, which was not part of the actual study. This was done by

calculating the Cronbach's alpha coefficient for all the sections of the questionnaire from the results of the pilot study as follows.

R total test =2r split half 1+r split half

Where R total test is the instrument reliability coefficient

The Spearman rank correlation coefficient (r) between scores for the odd and even-numbered items were determined and used to determine the reliability coefficient (R) to find the overall reliability coefficient for the entire test. As suggested by Gay (2008), a reliability value ranging between 0.8 and 0.9 was considered well enough for the study. The researcher used this to ascertain reliability.

Reliability is a measure of the degree to which instruments yield consistent data or results after repeated trials (Mugenda and Mugenda 2003), as cited by Tiberius (2016). Measurements are taken of the same subjects under the same conditions (Orodho, 2009). This research used the split-half method and spearman Brown Prophesy whereby reliability was indicated by the correlation between two halves of the same test. The researcher allotted numbers to questionnaires and split them into two halves: odd and even-numbered questions and scores calculated separately and then correlated.

### 3.9 Diagnostic Tests

To address various forms of bias that might occurred in research, and to assist in evaluating the accuracy and validity of the final results, the study used diagnostic tests (Williams & Albers (2019). Diagnostic tests ensured that there were no violations of assumptions prior to inferential statistical analysis. Arru (2020) posited that Pearson

correlation and multiple regression analyses are unforgiving when most assumptions are violated.

### 3.9.1 Testing of Normality

Normality tests was used to examine if the dependent variable score distribution was normally distributed or not (Mishra, Pandey, Singh, Gupta, Sahu & Keshri, 2019). The findings of a normality test provided evidence or a framework for determining to use parametric approaches. The researcher employed the Shapiro-Wilk statistic to establish if the dependent variable scores were normally distributed. Results were deemed non-significant when the significance value [Sig-Value] was greater than or equal to 0.05.

### 3.9.2 Heteroscedasticity

Testing heteroscedasticity determined whether the regression model was consistently predicting the dependent variable across all explanatory variables' values (Westman, 2021). To confirm whether the relationship under review was the same for the entire range of the dependent variable, the heteroscedasticity test was applied through a visual examination of the squared residuals. A random pattern across the whole range of the dependent variable showed a scatterplot of the standardized predicted dependent variable as regressed against the standardized residuals (Daryanto, 2020). A scatter plot will be used to test for homoscedasticity.

### 3.9.3 Autocorrelation Testing

Regression analysis assumes autocorrelation, which when violated, the model is deemed unreliable and is not acceptable in estimating the population parameters (Knief & Forstmeier, 2021). Durbin-Watson's (DW) statistic was used to test autocorrelation

based on OLS residuals (Islam & Erum, 2019; Desviona & Yanuar, 2020; Turner, 2020). There was no violation of autocorrelation.

### 3.9.4 Multicollinearity and Singularity

The relationship between the independent variables is referred to as multicollinearity. Multicollinearity exists when the independent variables are substantially correlated (r=.9 or higher). The singularity occurs when one independent variable is a mixture of numerous independent variables. The researcher used the Tolerance and Variance Inflation Factor (VIF) to assess multicollinearity among independent variables. Tolerance was calculated using the formula 1–R squared for each variable and is a measure of how much of the variability of the specified independent is not explained by the other independent variables in the model. If this number is low (below than.10), the multiple correlations with other variables are substantial, implying that multicollinearity is likely. The Variance inflation factor, on the other hand, is just the inverse of the Tolerance value (1 divided by Tolerance) (1 divided by Tolerance). There would be a problem if the VIF values were greater than 10, suggesting multicollinearity.

## 3.10 Data Analysis

Data processing refers to summarizing data in questionnaires or any other data collection tools in a manageable and consumable manner through data handling, data manipulation, data processing, and interpretation (Meaza, 2019; Sharma, Shingatgeri, & Pal, 2021). The study's objectives, the measurement scale and the data collection type, guided the data analysis process. Once filled questionnaires were returned, the researcher sorted and captured the data into a statistical package for social sciences (SPSS) window version 25

for data file creation. After that, the researcher screened and cleaned data for errors and to conduct a preliminary analysis to test the violation of the assumption of statistical techniques. To achieve the study's objectives, descriptive and inferential statistics were applied in the analysis. In particular, descriptive statistics; percentages, mean and standard deviation was applied to describe and summarize the data by letting one number stand for a group of numbers. Descriptive statistics analysis answered some research questions.

Inferential statistics draws conclusions and predictions about a population based on the sample data from the population in question. Inferential statistics allowed the researcher to infer the relationship between the variables. The inferential statistical techniques employed in this study were Pearson correctional analysis and standard multiple regression analysis. Correlation analysis explored the relationship between the independent and dependent variables, while multiple regression analysis determined variations explained by independent variables. In multiple regression, the independent variables were entered into the equation in a simultaneous order and not as specified by the researcher based on theoretical grounds

The variation caused by the model was analyzed and R-squared reported. Further, the unique contribution of each independent variable was determined and reported together with its significant effect on academic performance of the students. Regression analysis examined statistically significant effect of principal’s management strategies on student’s academic performance.

The empirical effects Model was as follows;

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

Y = academic performance

$\beta_0$ = Constant

$\beta_1$- $\beta_2$ = Regression coefficients

$X_1$ = strategy formulation

$X_2$ = strategy implementation

$X_3$ = supervision

$X_4$ = resources to education management strategy

$\varepsilon$ = Error Term.

**Table 2: Scale of measurement**

| **Research Objective** | **Type of variable** | **Indicators** | **Data collection method** | **Type of scale** | **Level of Analysis** |
|---|---|---|---|---|---|
| To specify how managerial techniques are developed and their impact on intellectual results of students at public secondary schools in Imenti North. | Independent variable<br>Management strategies formulation | • Management support<br>• Competent school manager<br>• Staff Involvement<br>• Staff Commitment | Questionnaire<br>formal interview | Nominal<br>ordinal | Descriptive |

| | | | | | |
|---|---|---|---|---|---|
| To determine the principals roles in implementing strategies and its effects on students' academic performance in public secondary schools in Imenti north sub-county | Independent Variable<br>Principals law in establishing strategies | • Competent staff<br>• Supportive work environment<br>• Availability of teaching resources<br>• Availability of learning resources | Questionnaire formal interview | Interval ordinal | Descriptive |
| To establish the effectiveness of teaching resources and its effect on students' academic performance in Imenti north sub-county | Independent variable<br>Effectiveness of teaching resources | • Teacher-student ratio<br>• Progress reports for students<br>• Summative evaluation<br>• Budgeting<br>• Audit report | Questionnaire formal interview | Nominal<br>Interval | Descriptive |

Source: Author (2022)

### 3.11 Ethical Considerations

In this study, research ethics were highly upheld. The researcher endeavored to follow the right channels for the data collection and upheld honesty and courtesy in all the dealings, especially during the data collection. The researcher acquired a letter of introduction from Kenya Methodist University, which enabled him to apply for a permit from N.A.C.O.S.T.I. and the Sub-County Education Office, Imenti North. This gave the researcher the necessary documentation and authority to collect data. Anonymity and confidentiality were maintained in the questionnaire; a reference number was utilized. The researcher made sure that the participants understood the purpose of the research

and empowered the participants to make a voluntary decision about whether or not to participate in the study.

# CHAPTER FOUR:

# RESULTS AND DISCUSSION

## 4.0 Introduction

This chapter presents the findings in accordance with the study objectives. The results are also interpreted, discussed and anchored on past related works as reported in chapter two. The main study's goal was to analyse effects of principal management strategies on student academic performance in public secondary schools in Imenti North subcounty. The chapter began by presenting the response rate as well as reliability results of all constructs. Further it presents descriptive statistics analysis results of respondent profile and study variable data. Diagnostic tests prior to Inferential statistics; Pearson-product Moment correlation, and multiple linear regression were conducted. The study findings were visualized using frequency tables and graphs.

## 4.1 Response rate

**Table 3:** Response rate

| Study subjects | Response rate | Non-response rate | Comment |
|---|---|---|---|
| 41 | 93% (n=38) | 7% | Excellent |

*Source: Researcher (2022)*

This study response rate was 93%. Out of the expected 41 subjects, 38 of them participated in the study. This response rate accords with the assertions of Hendra and

Hill (2019) and Wang and Cheng (2020) that a response rate of more than 70% is representative of the population from which samples are collected. It is also highlighted that the response rate exceeded 30 individuals (n=38). According to Story and Tait (2019), the sample size for a descriptive survey should be at least 30 subjects (Mongan, Moy & Kahn, 2020). Given that the study response was 38, this was above the criterion. Hence, adequate for data analysis

### 4.2 Reliability Test

To assess the dependability of the data collection instruments, a reliability test was undertaken. Cronbach's coefficient Alpha, which measures the instrument's internal consistency, was calculated using SPSS window. Results are shown in Table 3.

**Table 4: Reliability statistic**

| Instrument | Cronbach's Alpha | N of Items | Comment |
|---|---|---|---|
| Questionnaire | .919 | 19 | **Dependable** |

**Source: Field data (2022)**

The results in Table 3 imply a Cronbach's Alpha value of 0. 919. Cronbach Alpha coefficient of 0.7 and higher is considered reliable and good (Ingle & Mahesh, 2020). As a result, the questionnaire constructs were deemed credible for statistical analysis. The high response rate could be attributed to the data collection procedures, in which the

researcher pre-notified the subjects about the intended survey. Further, the study used a hand copy questionnaire that the respondents were allowed adequate time (one week) to fill and later were picked.

### 4.3 Descriptive statistics: Demographic data

#### 4.3.1 Gender of the respondents

This study sought to know the gender the principals who responded to this study. Majority of the respondents 28 (74%) of those who participated in this study were male. And 10 (26%) of the respondents were females.

**Table 5: Gender of the respondent**

| | Frequency | Percent |
|---|---|---|
| Male | 28 | 74.0 |
| Female | 10 | 26.0 |
| Total | 38 | 100.0 |

*Source: Author (2022)*

The gender of the principals was essential since it allowed the researcher to determine why some principals in secondary schools used particular management strategies, either directly or indirectly. The findings agreed to those of Alabu, Kembo & Otara, A. (2020) who found, male principals are prominent in public secondary schools in Kenya.

### 4.3.2 Age of the respondent

The study found that, majority of the principals 20 (52%) were aged 46-50 years followed by 10(38%) aged above 51 years, 5 (13%) were in 41-45 and only 3 (7%) of the respondents aged 35-40 years.

**Table 6: Age distribution**

| Age category | Frequency | Percent |
|---|---|---|
| 31-40 years | 3 | 7 |
| 41-50 years | 5 | 13 |
| 46-50 | 20 | 52 |
| 51 years and above | 10 | 38 |
| Total | 38 | 100.0 |

*Source: Author (2022)*

Age of the principal was considered essential in the study as the researcher would know the relevant of the ages and the number of years worked in management of the school. Further, they were requested to report on their education levels.

### 4.3.3 Education level

This study sought to find out the education level of the respondents. The study found that, majority of the principals 25 (65%) master's degree, 5 (13%) had postgraduate diploma while 8 (21%) had PhDs. Table 7 education level

**Table 7: Education level**

| | Frequency | Percent |
|---|---|---|
| Master's degree | 25 | 65 |
| Postgraduate diploma | 5 | 13 |
| PhD | 8 | 21 |
| Total | 38 | 100.0 |

*Source: Author (2021)*

### 4.3.4 Length of service

Further, the study determined the length of service offered by school principals in study location. The findings are presented in table 8

**Table 8: Length of service**

| Category | Frequency | Percent |
|---|---|---|
| Less than 1 year | 3 | 8 |
| Between 1-5 years | 4 | 11 |
| Between 6-10 years | 8 | 21 |
| Over 10 years | 23 | 60 |
| Total | 38 | 100 |

*Source: data (2022)*

The study found that majority the respondents have served for more than 10 years in their capacities (60%, N=23). The study results agreed to those of Ogola (2019) who found that the majority of principals had administrative experience of between 11-20 years (51.0%). This variable was important in the study since enabled the researcher to accord the data gathered.

### 4.3. 5 Mean score Performance

This study sought to find out the students' academic performance of public secondary schools in North Imenti constituency. Student's academic performance was measured by the highest mean score attained. This study found out that schools performed very poorly with majority having scored less than mean score of 4 (30%) while others performed relatively well. Only 10 % of the schools achieved a mean score of 8 and

above. Some schools had performed in the range of 5-6 followed (26%) while who scored a mean of 6-7reported (14%) as presented in table 4.1.

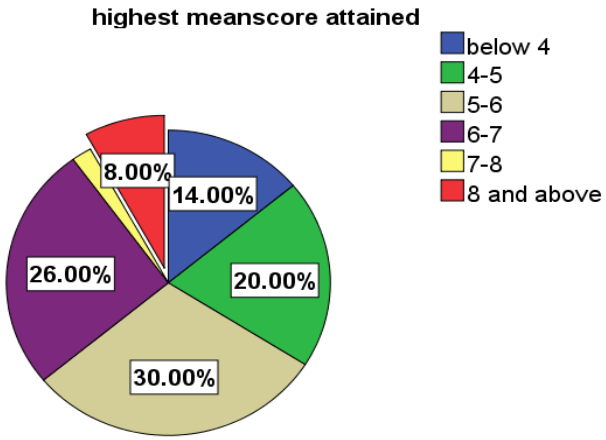



**Figure 4.1 KCSE mean score for 2021**

Source: Author (2022).

### 4.3.6 Teacher student's ratio

This study found out that the teacher student ratio among most 38% was 50:1 against the recommended 40: 1, while other schools 36% had achieved the teacher student ratio of 40:1 and 26% had a poor teacher student ratio of 60:1. This implies that understaffing especially TSC teachers is very high.

Figure 4.1.1 below

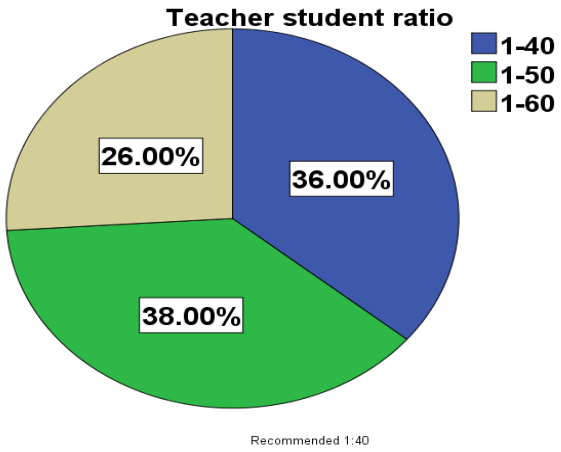



**Figure 4.11 Teacher-student ratio**

## 4.4 Descriptive statistics; study variables

### 4.4.1 Formulation of management strategies and academic performance

The first study objectives determined the effect of principals' management strategy formulation on students' academic performance in public secondary schools. This study found out that majority of the public secondary schools in North Imenti 21(56%) had no current strategic plan, while 17(44%) schools had a current strategic plan. This implies that most schools are run without a definite goals and strategies for success thus leading to poor performance (Mwanthi, 2018). However, most of the strategic plans 28 (74%) were an oral understanding and commitment between school head & stakeholders while only 10(26%) had explicit strategic plan with all features of a strategic plan.

**Table 4.7 Strategic plan**

**Table 9: Strategic plan**

| Response | Frequency | Percent |
|---|---|---|
| Yes | 28 | 74.0 |
| No | 10 | 26 |
| Total | 38 | 100.0 |

Source: Author (2022)

### 4.4.2 Prize giving day

This study sought to know form the principals whether their school have a prize giving day. This study revealed that majority of the schools 25(66%) did not have a prize giving day. However, 13(34%) of the schools carried out a prize giving day. The study agreed to Muia (2018) findings which stated that, school which reported good academic performance regularly motivated students and teachers who have done exemplary in exams.

**Table 10: Prize giving day**

| Response | Frequency | Percent |
|---|---|---|
| Yes | 19 | 74.0 |
| No | 10 | 26 |
| Total | 38 | 100.0 |

Source: (Author, 2021)

### 4.4.3 Formulation management strategy

Regarding the formulation management strategies this study sought to find out involvement of HOD's, principal commitment to formulation of strategies and how principals adapted to changes in planning. The principals were asked to rate how they agreed to the effect of formulation of management strategy and academic performance of their schools.

**Table 11: Formulation of management strategy**

| Formulation of management strategies | Always | Sometimes | Never |
|---|---|---|---|
| Discussion with the principle | 10(18%) | 17(46%) | 11(36%) |
| Principal shows commitment in implementation | 9(24%) | 21(54%) | 8(22%) |
| Principal adapt to change in planning | 10(28%) | 15(38%) | 13(34%) |

Source: (Author, 2021).

Majority of the respondents 21(66%) agreed that sometimes they discuss with the teachers, followed by 11(36%) who noted that they never discussed any strategies with the teachers and only 10(18%) agreed that they always discuss with other principals from other subcounty schools. This implies that the leadership styles employed by the principal while formulating strategies significantly affect stakeholder involvement and eventually academic performance.

Majority of the respondents 21(54%) agreed that "sometimes" they show commitment in academic. While 19(24%) noted that the they always show commitment in implementation and 8(22%) added that they never show commitment in implementation

of the strategic plan. Majority of the respondents 15(38%) noted that sometimes they are able to quickly adapt to the changes in plans.

### 4.5 Principals strategy implementation and academic performance

The second study objective sought to find out the effect of management strategies implementation on students' academic performance in public secondary schools. The principals were asked what they do to ensure that there is competence to implementing the strategy in regard to human resources. Majority of the school heads 8(32%) noted they trained the existing staff, followed by 6(24%) who brought a few whose skill suited the situation and 6(24%) worked with them as they were while 5(20%).

**Table 12:** Strategy implementation

| Responses | Frequency | Percent |
|---|---|---|
| recruited new employees | 8 | 20.0 |
| trained the existing staff | 12 | 32.0 |
| brought a few whose skill suited the situation | 9 | 24.0 |
| worked with them as they were | 9 | 24.0 |
| Total | 38 | 100.0 |

Source: Author (2022).

Majority of the school heads 8(32%) noted they trained the existing staff, followed by 9(24%) who brought a few whose skill suited the situation and 9(24%) worked with them as they were while 5(20%).

### 4.6 Principal supervision strategy

The study determined how supervision strategy of principal affect student academic performance.

**Table 13: Supervision and academic performance**

| Statement | Always | sometimes | often | undecided | never |
|---|---|---|---|---|---|
| Understaffing | (0%) | 18(46%) | 10(28%) | 4(8%) | 6(18%) |
| Stress | 3(8%) | 22(64%) | 5(10%) | 6(12%) | 3(6%) |
| Job satisfaction | 10(24%) | 23(56%) | 5(10%) | 6(12%) | 3(6%) |
| Under funding | 32(64%) | 6(12%) | 9(18%) | 0 | 3(6%) |

*Source: Data (2022)*

Majority reported to sometimes; handle the matter of understaffing (46%, 18), stress (64%, 22); job satisfaction (46%, 23) however, 64% (N=32) reported on underfunding.

**4.7 Resources management strategy and academic performance**

This study sought to determine the effect teaching resources on academic results in the school. The subjects were required to indicate their level of satisfaction with the facilities. Majority 26(52% were dissatisfied by the facilities while 12(24%) were very dissatisfied with the facilities in the school such as laboratories, toilets, internet connection, compound, classes among others. This implies that facilities were very essential determinants of high academic performance. Majority of the respondents 20(40%) were dissatisfied with the class structure while 12(24%) were very dissatisfied. Only 3(6%) were very satisfied with the class structures. At least 30(60%) was dissatisfied with the furniture's in the school and this significantly had the effect school performance Table 14 below presents the results.

Table 14: Resources management strategy

| Construct | very dissatisfied | dissatisfied | Neutral | satisfied | very satisfied |
|---|---|---|---|---|---|
| Level of satisfaction with the facilities | 12(24%) | 26(52%) | 8(16%) | 2(4%) | 2(4%) |
| Satisfaction with the compound around | 9(18%) | 9(18%) | 14(28%) | 12(24%) | 6(12%) |
| Satisfaction with the class structure | 12(24%) | 20(40%) | 13(26%) | 2(4%) | 3(6%) |
| Satisfaction with furniture | 15(30%) | 15(30%) | 15(30%) | 2(4%) | 3(6%) |
| Satisfaction with toilets | 18(36%) | 20(40%) | 7(14%) | 3(6%) | 2(4%) |

Source: Author (2021).

### 4.8 Results on Diagnostic Tests

Diagnostic tests were conducted to ensure that appropriate statistical test was applied in the analysis and to ensure precision in inferential statistics estimations. Diagnostic tests check whether the data violate statistical assumptions.

#### 4.8.1 Normality Test

Normality testing was done by use of the Shapiro-Wilk statistic. Data was assumed to be normally distributed when the Asympt. Sig. (2-tailed) is greater than 0.05. The results are presented in Table 16

**Table 15: Shapiro-Wilk Test**

| Variable | Statistic | df | Sig. |
|---|---|---|---|
| Strategy formulation | .917 | 38 | .09 |
| Strategy implementation | .841 | 38 | .10 |
| Supervision | .875 | 38 | .21 |
| Resources management | .943 | 38 | .06 |
| Students' academic Performance | .857 | 38 | .32 |

*. This is a lower bound of the true significance.

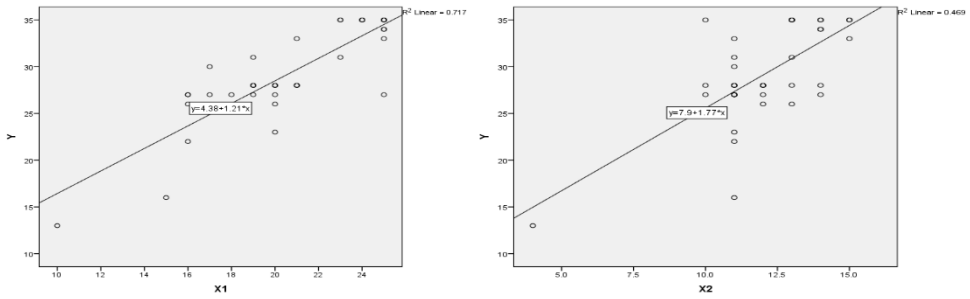
a. Lilliefors Significance Correction

*Source: Field data (2022)*

The findings in Table 16 indicated that all the variables had non-significant (Sig), all values were greater than 0.05. This implied that the data for the variables was normally distributed. These results guided the study to employ parametric analytical techniques.

### 4.8.2 Linearity Test

Linearity test was conducted using scatter plots. The findings are shown in Figure 3



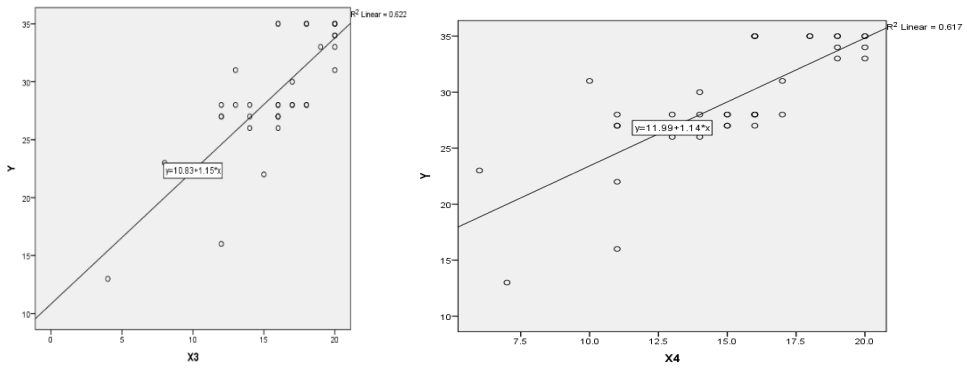



**Figure** 4.3**: Linearity Test**

Source: Field data (2022)

The regression fit line in each of the scatter plots in Figure 3 revealed the existence of linear dependence between the independent variables (formulation, X1, implementation, X2, supervision, X3, resources, X4) and the dependent variable (students' academic performance, Y).

### 4.8.3 Multicollinearity and Singularity test

Multicollinearity and Singularity test was conducted to determine the level of interrelationship among the independent variables. This was done using tolerance and VIF test. The results are shown in Table 13

**Table 16: Multicollinearity and Singularity test**

| Model | | Collinearity Statistics | |
|---|---|---|---|
| | | Tolerance | VIF |
| 1 | (Constant) | | |
| | X1 | .346 | 2.891 |
| | X2 | .422 | 2.367 |
| | X3 | .165 | 6.074 |
| | X4 | .172 | 5.820 |

a. Dependent Variable: Y

Source: Field data (2022)

The findings in Table 13 indicated that the tolerance values were less than 1 and VIF values were less than 10 hence no multicollinearity issue among the independent variables.

### 4.8.4 Heteroscedasticity Test

Heteroscedasticity was tested using P-P plots of residuals. The criterion was that the points should be about the same distance from the straight fit line. Results presented in figure 4.

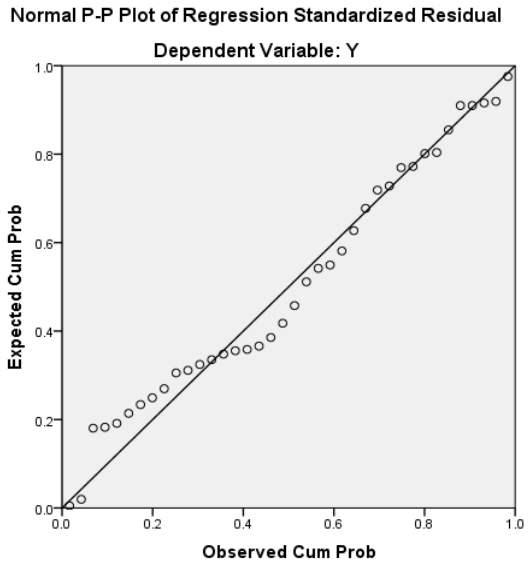



Figure 1.4: Heteroscedasticity Test

Source: Field data (2022)

The results in Figure 4 indicate that the points are about the same distance from the line. Therefore, the data has no heteroscedasticity problem.

### 4.8.5 Auto-correlation Test

The test of auto-correlation was done using the Durbin-Watson test. The Durbin Watson test reports a test statistic, with a value from 0 to 4, where: 2 denotes no autocorrelation; 0 to 2<2 denotes a positive autocorrelation; while >2 denotes a negative autocorrelation. The decision rule is that test statistic values in the range of 1.5 to 2.5 are relatively normal. Values outside this range could be cause for concern (Field, 2009). The results are shown in Table 18

***Table 17:*** *Durbin-Watson test of Auto-correlation*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .578[a] | .571 | .543 | 2.09 | 1.92 |

a. Predictors: (Constant), X4, X2, X1, X3

b. Dependent Variable: Y

Source: Field data (2022)

The findings in Table 14 indicated a Durbin-Watson value of 1.92, which ranged between 1.5-2.5. The standardized residuals were not auto-correlated. Therefore, there was no violation of autocorrelation assumption.

### 4.9 Inferential statistics analysis

#### 4.9.1 Correlation analysis

This section provides results on the correlation analysis between the independent and dependent variable. The study aimed at analyzing the effect of principals' management strategies on academic performance. Inferred from normality test conducted, parametric technique for conducting correlation analysis was found the appropriate one. Pearson-product Moment Bivariate correlation coefficient was used to compute the correlation between the independent variables (strategy formulation, X1, strategy implementation,

X2, principal's supervision strategy, X3, resources, X4) and the dependent variable (academic performance, Y). The findings are shown in Table 19

**Table 18: Correlation Results; principal management strategy and students' academic performance**

| | | Y | X1 | X2 | X3 | X4 |
|---|---|---|---|---|---|---|
| Y | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | | | | | |
| X1 | Pearson Correlation | .847** | 1 | | | |
| | Sig. (2-tailed) | .000 | | | | |
| X2 | Pearson Correlation | .685** | .696** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | | | |
| X3 | Pearson Correlation | .789** | .766** | .728** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | |
| X4 | Pearson Correlation | .785** | .772** | .698** | .901** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 38 | 38 | 38 | 38 | 38 |

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

Source: Field data (2022)

The findings in Table 19 revealed that principal management strategy has strong positive significant association with academic performance of public secondary schools' student in Imenti North subcounty. In particular, the study found that, strategy formulation, X1 (r =.847** P = .000, n=38), had a strong positive and significant correlation with academic performance of public secondary schools' student in Imenti North subcounty. This implies that improvement in formulation strategy statistically and significantly promote academic performance. The study findings were similar to those of Aboramadan (2018) who observed that strategy formulation significantly increases the level of student academic performance.

The results also revealed that strategy implementation, X2 (r =.685**, P = .000, n=38), had a moderate positive and statistically significant correlation with academic performance of public secondary schools' student in Imenti North subcounty. This suggests that the more the principals are able to implement strategies formulated, the better their students perform academically. The findings mirrored those of ALI (2021) who found that, principal implementation approaches strongly and positively affected their students' academic performance. The study found that lack in implementation capabilities affected academic performance.

The results further showed that supervision, X3 (r =.789**, P = .000), had a strong positive and significant association academic performance (Y). This suggests that improvement in principal supervision strategies, improves academic performance. The findings were consistent with those of Ebenezer, Musah and Ahmed (2020) who

established there is positive relationship between supervision of instructors and academic success of learners.

Finally, the findings indicated that resources to education management strategy, X4 (r =.785**, P = .000, n=38), had a strong positive and significant correlation with academic performance (Y). This suggests that improvement in resource management increase academic performance of the students.

### 4.9.2: Multiple Regression Analysis Results

The main goal of this study was to analyze the impact of principal management strategies on student academic performance among public schools in Imenti North subcounty. Having separately established the existence of a positive and significant relationship of each of the four predictors with academic performance, it was important to establish how a combination of the four variables influence the dependent variable as well as predictability of every predictor on the variance in academic performance. A multiple linear regression analysis was therefore conducted to test the extent of predication of independent variables on dependent variable. Tables 20, 21 and 22 provide model summary, ANOVA and coefficient results respectively.

**Table 19: model summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .578a | 0.571 | 0.543 | 2.609 | 1.92 |

a Predictors: (Constant), X4, X1, X3, X2

The findings in Table 20 revealed that all the four predictor variables in this study jointly explains 54.3% (Adjusted $R^2$= .543) of the total variations in academic performance. These results confirm the correlations output in Table 15 that a positive and significant relationship exists between all predator variables and the dependent variable. The study reported adjusted R-square instead of normal R square since the research involved relatively small sample of 38 respondents. This is because, R square in small sample tends to be a rather optimistic overestimation of the true value in the population (Tabachnick & Fidell, 2007).

To assess if the model was valid and if reached the statistical significance, analysis of variance (ANOVA) analysis was conducted. Results are shown in Table 21

***Table 20:*** *ANOVA of principal management strategy and academic performance*

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 554.507 | 4 | 188.627 | 27.721 | .000[b] |
| | Residual | 224.546 | 33 | 6.804 | | |
| | Total | 979.053 | 37 | | | |

a. Dependent Variable: Y

b. Predictors: (Constant), X4, X2, X1, X3

Source: Field data (2022)

The ANOVA model in Table 21 indicated an F statistic of 27.721 and P value of 0.0005. The P value being less than the conventional significance value (P < .05); the proposed model is therefore statistically significant (good fit) in predicting the dependent variable. The study determined which of the variables included in the model contributed to the prediction of the dependent variable.

***Table 21: Regression Coefficients; principal management strategy and academic performance***

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | **B** | **Std. Error** | **Beta** | **t** | **Sig.** |
| 1 | (Constant) | 3.642 | 2.827 | | 1.288 | .000 |
| | X1 | .763 | .202 | .536 | 3.782 | .001 |
| | X2 | .167 | .331 | .065 | .505 | .007 |
| | X3 | .286 | .299 | .197 | .957 | .036 |
| | X4 | .217 | .292 | .149 | .741 | .004 |

Source: Field data (2022)

From the analysis, all the predictor variables had identical (Likert) scales, and also the constant value in the model were statistically significant ($p<0.05$), hence the use of unstandardized B-coefficients to construct a regression equation model. The multiple regressions result in Table 18 indicated that formulation, X1 ($\beta1 = 0.763$, $P = 0.001$); implementation, X2 ($\beta2= 0.167$, $P =0.007$); supervision, X3 ($\beta3= 0.286$, $P =0.036$); and

resources management, X4 (β4= 0.217, P =.004) significantly and positively affect students' academic performance.

Thus, the hypothesized model $\mathbf{Y = (\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon)}$

Y = 3.642+0.763X1 +0.167X2+ 0.286X3+0.217X4

Where;

Y= Academic performance

X1= Formulation

X2= Implementation

X3= Supervision

X4= Resources

The model implied that academic performance the students is affected significantly by four independent variables. This is because, from regression weights in Table 22, it is evident that all the predictor variables are significantly influencing the dependent variable in varying degrees. Thus, the study revealed that for students to perform academically, principals must ensure their management strategies at 54.3%.

The findings supported conclusion of a study on principals' management strategies on academic performance of students that, principals' management strategies are a critical variable among the principles of schools' academic success of students (Ogola, 2019). Further, using standardized beta values, formulation makes the strongest unique prediction to the total variance to explaining the dependent variable (academic performance), when the variance explained by all other variables in the model is controlled for (53.6%).

# CHAPTER FIVE

# SUMMARY CONCLUSION AND RECOMMENDATIONS

## 5.0 Introduction

This chapter comprises of the summary conclusion, recommendations for this study and the recommendations for further study.

## 5.1 Summary of the study

This section discusses the result of this study. The discussion is arranged according the following objectives of this study; formulation, implementation, efficiency of teaching resources and challenges faced in implementation.

### 5.1.1 Formulation of management strategies in schools concerning student academic performance

In schools, tactic planning is a management instrument for organizing the current origin of the anticipated future. The planning process provides a path plan to lead the school from the current position to desired future position (Gbollie & Keamu, 2017). Planning involves the techniques of defining aims and forming strategies to achieve particular objectives. Miles (2014) notes that the major task of implementing Strategy is to create a fit between the organization's strategic goals and its other activities. He asserts that the two fits required to be made are; Fits between the Strategy and practical policies and fits amongst the Strategy and the organizational form, organization method, information structures, inducement systems, and development and leadership methods (Mwaria et al., 2016). This study found out that majority of the public secondary schools in North Imenti 14(56%) had no current up to date strategic plan, while 11(44%) schools had a

current strategic plan. This implies that most schools are run without a definite goals and strategies for success thus leading to poor performance. Strategy formulation is like a map compass without which the pilot may lose direction and track. Strategic goals and objectives are deliverables that should be specific measurable, realist and time bound. In order to come with a good strategic plan, it important to follow three major phases including stakeholder involvement in providing the data required to formulate the plan. Secondary draft the plan and thirdly implement the plan. In formulation phase it is essential to foresee or forecast the expected results for example mean score and the requirements to achieve those results. However, the strategies should not only focus on academic goals since there are many objectives that must work together for a sustainable successful performance of the public secondary schools (Etomes and Morua, 2018). This calls for actions such as increasing the number of teachers, source of funds to implement the plan and fallbacks in case of change of plan. Adequacy of teachers and resources was found to highly correlate with good school performance.

This study found out that majority of the public secondary schools did not have a strategic plan and this significantly affected how they performed. Lack of qualified staff and training as well as the leadership style that the principal uses are very important determinant of successful formulation of management strategies. The results of this study agreed with those of Miles (2014), (Mwaria et al., 2016) and (Oyugi, 2019).

The principals that involve there HOD's and other staffs through department meeting of reviewing performance targets budget and other goals are likely to have their loyalty in owning the process and the plan itself. However, while formulation the plan monitoring

the number of teachers and their competency, commitment as well as adapting to changing circumstances in management is very important. According to (Jackson 2005), as cited by (Braun 2008), school growth planning supports school success, school advancement, further improvement, worth upgrading, staff progress, partnership, effective placement of available capital, change management, and persistence aims and priorities of state education structure.

During formulation and implementation it is critical to involve all the staff. Majority of the respondents 23(46%) agreed that sometimes they discuss with the principal, followed by 18(36%) who noted that they never discussed any strategies with the principal and only 9(18%) agreed that they always discuss with the principal. This implies that the leadership styles employed by the principal while formulating strategies significantly affect stakeholder involvement and eventually implementation and performance. Similarly, Miles (2014) notes that the major task of implementing Strategy is to create a fit between the organization's strategic goals and its other activities. He asserts that the two fits required to be made are; Fits between the Strategy and practical policies and fits amongst the Strategy and the organizational form, organization method, information structures, inducement systems, and development and leadership methods. This requires involvement of both the teaching and non-teaching staff (Mwaria et al., 2016). From the above contributions, among the tasks identified in which management tools can be used in guiding the school strategy implementation process are; ensuring the school strategic plan is workable and meets the required specifications, making sure that the strategic plan is owned, supported, and approved by all stakeholders involved in implementation, putting into place measures that will permit operational strategy

execution, observing, evaluation besides control, reporting growth and enjoying accomplishment and gathering progress report that also locates priorities for the next planning period (Oyugi, 2019).

### 5.1.2 Principals strategy implementation and academic productivity of learners

Implementation strategy was the second variable under investigation. Having a very good plan in itself only is not enough if not implemented. Implementation of the strategies involves many stakeholders and cannot be achieved by just a single person. This implies the need to train the staff to ensure they are competent to take over the responsibility of achieving common objectives of the school. Majority of the school heads 8(32%) noted they trained the existing staff, followed by 6(24%0 who brought a few whose skill suited the situation and 6(24%) worked with them as they were while 5(20%). This study found out that majority of the public schools do not take keen interest in training the staff on the implementing the strategic plan. Majority 14(56%) had not trained their staff on implementation of the strategic plan. While 11(44%) had their staff trained on implementation. It implies that failure or success of strategy implementation is dependent on the staff competence in delivering the strategy goals and objectives. These result were found consistent with those of (Odide, 2021) who noted the need to allocate financial resources in training staff and motivating them in order to improve academic performance.

The plan must also be communicated and acted upon. For instance schools that have a parent day and prize giving day were found to perform better than those which did not. Motivation of both the students and teachers can create a strong healthy and competitive

environment thus improving schools performance. Form the result of this study it was evident that principal management strategy significantly affected strategy implementation and academic performance (R=0.575, F=2.825 p=0.01). It implied that implementation of the strategic plan bears good fruits of high performance. It is therefore very essential that the principal communicates changes from the norm and manage the change in order to ensure full compliance.

The finding of this study concurred with those of Strickland (2016) who noted that the school management must communicate in case of an organizational change successfully to all stakeholders to persuade them as the main step in the implementation of strategic change. This will allow for commitment and ensure that the performance targets have been met (Mwaria et al., 2016). Further Miles 2014) gave important clues contained by the plan. He notes that consultations must be held at various levels with all stakeholders to create a sense of ownership of the strategic plan and ensure sustainability. The policy must also contain essential personal details, i.e., school purposes (Sang et al., 2015a). The findings of this study augurs very well with what Dina, (2013) observed; that if the strategic plan is well developed, it can be effectively implemented. Good strategy formulation and implementation will, in turn, lead to good management of the school, its resources, and the achievement of its objectives (Dina, 2013).

### 5.1.3 The efficiency of teaching resources and leadership initiatives impact on results

Schools that seek to have high performance must purposely, objectively and regularly create a conducive learning environment. The conduciveness of the school environment

cuts across the student and the staffs. It implies that the staffs need to be satisfied with facilities perhaps which are a motivator for high performance. Majority 26(52% were dissatisfied by the facilities while 12(24%) were very dissatisfied with the facilities in the school such as laboratories, toilets, internet connection, compound, classes among others Majority of the respondents 20(40%) were dissatisfied with the class structure while 12(24%) were very dissatisfied. Only 3(6%) were very satisfied with the class structures. At least 30(60%) was dissatisfied with the furniture's in the school and this significantly had the effect school performance The coefficient of determination showed that 56.1% of the changes in performance results are explained by the level of efficiency of teaching resources. If the staff and the students are satisfied with the facilities such furniture, labs, classes it implies these create an enabling learning environment to enhance learning that eventually improves school performance.

The computer labs, laboratory labs physics lab and agricultural labs, staffroom environment need to be friendly and renovated regularly to meet the technological and current standards that enhances technical and ICT related. Fixing the sinks in the labs and fixing the LAN cables at the staffroom and having CCTV and perimeter wall around the school are not enough. There is need to review those performance indicators and ensure the staffs remain highly motivated throughout the term in order to deliver quality services to the customers who are the students. This interconnection of teamwork between the stakeholders and understanding is able to lead the institution to its destined highly performing category.

The result of this study agrees with the findings Amoli, (2016) and Sang, (2015). There is need for the ongoing task of surveillance in order to deliver the high performance results. To see whether the targets set have been met, success checks are used (Amoli Aghashahi, 2016a). This involves handing over responsibility for collecting evidence about each target, collecting evidence by observing the tasks in progress, using the quality assessment instrument on a self-assessment basis, noting changes experienced in practice due to the plan, writing brief reports on whether targets are being met and identifying hindrances and assessing implications for future development (Sang et al., 2015b). Majority of the respondents 18(36%) noted that the school suffers understaffing sometimes while, 9(18%) principals added that they suffer understaffing always. Further, 23(46%) of the principals noted that they sometimes suffered low job satisfaction and 17(34%) noted that they always face low job satisfaction of their employees. This study found that challenges faced during implementation had a strong significant effect on the performance of the school ($R=0.809$, $F=2.349$, $p=0.047$).

Reviewing of the performance standards is the monitoring and evaluation of what teaching resources have and what they do not have and how they are going to get to the desirable state. The school management guide notes that taking stock enables the head teacher to share success, practice, and note drawbacks (Nzoka, 2014a). It also enables him or her to make reports to stakeholders to keep them informed and involved. Students, as important stakeholders, should inevitably be informed of the plan and be involved appropriately to help them achieve more (Oyugi, 2019).

## 5.2 Conclusion

Conclusions were drawn from the study findings in relation to each study objective. The study concluded that revealed that principal management strategy has strong positive significant association with academic performance of public secondary schools' student in Imenti North subcounty. Hence, principal management strategies have a substantial impact on academic performance in public secondary schools.

The study concluded that, when all other independent variables were hold constant, Strategy formulation was found to have the biggest impact on the academic performance of the students. Formulation was found to have a strong positive significant relationship with students' academic performance; thus, improving the strategy formulation improves students' academic performance.

The study also found that implementation had a somewhat favorable and statistically significant relationship with students' academic performance (Y) of Public secondary schools. This implies that the greater the principal's ability to implement the strategies formulated, the better their students' academic s performs.

Conforming to the study, principals' supervision has a substantial significant and positive association with students' academic performance. If principals enhance their supervision, their students' academic performance will improve as well. The study clearly indicated that

Finally, it was determined that resources management strategy is strongly related to students' academic performance in public secondary schools. As a result, improved

school resources management will improve the students' academic performance of Public secondary schools in Imenti North. Furthermore, resources management was found to have a substantial impact on the students' academic performance of Public secondary schools.

### 5.3 Study recommendations

Based on the conclusion from the study findings, the study recommends that, principals should ensure they apply management strategy approaches that guarantee student performance. Even though the study found that the procedures for conducting and assessing motivation like prize giving very crucial, the principals do not offer this. Hence the study recommended that principals to hold prize giving dates for academic performance of other students. The study recommended the principals to take care on other variables that can affect their student academic success. This is because, this would pose a high risk in the management strategies that in turn affects academic performance.

This study recommends that Teachers service commission (TSC) and the Board of m management (BOM) to deploy quality, competent and sufficient teachers in public secondary schools in Meru County to curb deficiency and meet the required Teacher student ratio. The need of adequately remunerate the teachers to ensure high teacher motivation and satisfaction for quality service delivery.

This study Recommend that the National government Of Kenya (GOK) and Ministry of Education (MOE) to allocate enough funds to during the Budget 2021/2022 to the education sector and especially County public secondary schools.

The study recommends that the principals need to regularly train the staff on strategy deliverable goals, through departmental meetings, discussions in order to improve academic performance.

This study recommends that the County development fund (CDF), The National Government Affirmative Action Fund (NGAAF), County government of Meru (COG) department of education and the ministry of education to implement a program that will support and improve teaching resources and infrastructure in Public secondary schools in Meru County.

### 5.4 Suggestions for Further Research

The study determined that, principal management strategies, as a whole, explained 54.3 percent of the variance on the academic performance. Therefore, the study proposes that, a study should be undertaken to discover what is the impact of other principals' management strategies on student academic performance representing 45.7 percent among schools in Imenti North Subcounty. Further, the researcher advises similar studies be undertaken among public secondary schools in various parts of the country in order to obtain a better knowledge of how principals' management strategies impact on academic performance

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# APPENDICES

## APPENDIX I: INTRODUCTORY LETTER

KENYA METHODIST UNIVERSITY

DEPARTMENT OF EDUCATION

P.O. BOX 267 – 60200

MERU

Dear Respondent

……..……..

RE: LETTER OF INTRODUCTION

I am a postgraduate student undertaking a master's degree in educational leadership and management course at KeMU. I am conducting research as a requirement in partial fulfillment of the degree course. The study intends to explore the impact of school management strategies on students' academic performance in secondary schools in Kenya: a case of North Imenti Sub-County, Meru County. I therefore humbly request for your participation in this research by volunteering answers to the questionnaires and taking part in the interviews as requested. Kindly answer all the questions in all the parts of the questionnaire. The information you will give will be treated with utmost confidentiality and used solely for the research. Your participation in this research is greatly appreciated.

Thank you in advance.

Yours Faithfully,

Student

## APPENDIX II: QUESTIONNAIRE

## SECTION A: GENERAL INFORMATION

1. Which is your gender?

   i. Male [ ]
   ii. Female [ ]

2. What is your age bracket? (Tick as appropriate)

   i. 35 – 40years [ ]
   ii. 41 – 45 years [ ]
   iii. 46 – 50 years [ ]
   iv. Over 51 years [ ]

3. What is your highest level of education?

   i. Undergraduate [ ]
   ii. Postgraduate Diploma [ ]
   iii. Master's degree [ ]
   iv. PhD [ ]

4. How many years have you worked in the current position? (Tick as applicable)

   i. Less than 1 year [ ]
   ii. Between 1-5 years [ ]
   iii. Between 6-10 years [ ]
   iv. Over 10 years [ ]

5. Kindly rate your students' KCSE mean scores for the last one year (2021).

   i. Below 4 [ ]
   ii. 4-5 [ ]
   iii. 6-7 [ ]
   iv. 8 and above [ ]

6. What is your teacher-student ration in your school?

   i. 1-40 ratio [ ]
   ii. 1-50 ratio [ ]
   iii. 1-60 ratio [ ]

**SECTION B: STUDY VARIABLES- STRATEGY FORMULATION AND ACADEMIC PERFORMANCE**

1. Do you have current strategic plan?
   i. Yes [ ]
   ii. No [ ]
2. Did you organize the school processes and procedures to match the needs of the Strategy?
   i. Yes [ ]
   ii. No [ ]
3. If you answered yes, what type is your strategic plan
   i. Oral understanding strategic plan without all features [ ]
   ii. Written strategic plan with all features [ ]
4. Rate your agreement to these statements relating to principals' formulation of management strategies in improving academic performance? *(Use the 5-point Likert scale to circle one response appropriately)*

| Statement | Always | Sometimes | Often | Undecided | Never |
|---|---|---|---|---|---|
| Communication style affect | | | | | |
| Poor staff adaptability | | | | | |
| Poor staff involvement | | | | | |
| Lack of parent's interest | | | | | |

5. Are there strategic management plans set forward for your school?

i Yes [ ]

ii No [ ]

6. How long have you used strategic management plans in your current school?.....years.

**SECTION C: STUDY VARIABLES- STRATEGY IMPLEMENTATION AND ACADEMIC PERFORMANCE**

1. Does your school have a prize giving day for motivational approach for students and teachers who academically excel?

   i. Yes [ ]

   ii. No [ ]

2. To what extent did the strategic plan implementation process affect your school budget? (Tick appropriately)

   i. Less than 5 per cent [ ]
   ii. 5 - 10 per cent [ ]
   iii. 10 - 20 per cent [ ]
   iv. 20 - 30 per cent [ ]
   v. More than 30 per cent [ ]

3 Has the strategic plan been implemented?

i Yes [ ]

ii No [ ]

4. How long has the strategic plan been implemented?

5. How much do you agree with the following statements about the strategy implementation and academic performance of the students? *(Use the point Likert scale to tick one response appropriately)*

| | | | |
|---|---|---|---|
| Recruited new employees | Always | Sometimes | Never |
| Time management affect academic performance | | | |
| I ensure strategic plan is executed well | | | |
| The school as a strategic plan execution team | | | |
| The school as a strategic plan execution team with expertise | | | |

6. Do you agree with strategy implementation has an impact on student academic performance?

**SECTION D: STUDY VARIABLES- SURPERVISION AND ACADEMIC PERFORMANCE**

1. Rate your agreement to the following statement related to your supervision in school for academic performance. (*Tick one box appropriately).*

| **Statement** | **Always** | **sometimes** | **often** | **undecided** | **never** |
|---|---|---|---|---|---|
| Understaffing challenge | | | | | |
| Stress challenge | | | | | |
| Job satisfaction challenge | | | | | |
| challenges of under funding | | | | | |

2. To what extent would you agree with the supervision in school on influence students' academic performance?

Strongly Agree [ ]

Undecided [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]

3.What are the challenges that are encountered by the principals in supervision in your school? Specify in the space below.

4. What impact has supervision created on academic performance in your school?

5. Do you agree on in continuous supervision of teachers and students work and also active involvement of teachers and educational inspectors in monitoring teachers' performance against set goals and objectives at the departmental level to improve performance of students schools?

6.How often are supervision carried on at your school?

**SECTION E: STUDY VARIABLES- RESOURCES MANAGEMENT STRATEGY AND ACADEMIC PERFORMANCE**

1. The following statement regard the resources to education management. Kindly rate your agreement to them.

| **Efficiency of teaching resources** | **very dissatisfied** | **dissatisfied** | **Neutral** | **satisfied** | **very satisfied** |
|---|---|---|---|---|---|
| Level of satisfaction with the facilities | | | | | |
| Satisfaction with the compound around | | | | | |
| Satisfaction with the class structure | | | | | |
| Satisfaction with furniture | | | | | |
| Satisfaction with toilets | | | | | |

2. To what extent do you agree with the following statement regarding strategic resource allocation in your school? **1. Strongly agree 2. Agree 3.Strongly Disagree 4.Disagree 5.Uncertain**

| **STATEMENT** | **Strongly agree** | **Agree** | **Strongly disagree** | **disagree** | **Uncertain** |
|---|---|---|---|---|---|
| There is commitment among all to ensure academic performance is achieved | | | | | |
| The school has information system to improve the well being of staff | | | | | |
| Each department is well staffed in line with the work they do. | | | | | |
| Well trained employees in all departments | | | | | |
| The school allocate sufficient funds to implement its strategies. | | | | | |

3. Apart from government subsidization in education, what other avenues do you use to get funds?

4. What ways can be used to utilize the resources available to achieve academic performance?

5.What is the effective use of resources available to the school and have they had impact on student performance?

**SECTION E: STUDY VARIABLES- ACADEMIC PERFORMANCE OF THE STUDENT**

1. Kindly provide the data on the academic performance for the last five years. Fill in the table provided.

| Year | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | Entry number |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2021 | | | | | | | | | | | | | |
| 2020 | | | | | | | | | | | | | |
| 2019 | | | | | | | | | | | | | |
| 2018 | | | | | | | | | | | | | |
| 2017 | | | | | | | | | | | | | |

***THANK YOU FOR YOUR COOPERATION***

KENYA METHODIST UNIVERSITY
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DIRECTORATE OF POSTGRADUATE STUDIES

May 12, 2021

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear sir/ Madam,

RE: PAUL MWORIA BAGINE (EDU-3-0508-3/2015)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education undertaking a Degree of Master of education in Leadership Management. He is conducting research on **'Effects of prinicpals management strategies on students' academic performance in public secondary schools in Imenti North sub-county of Meru County'.**

We confirm that his research proposal has been defended and approved by the University.

In this regard, we are requesting your office to issue a permit to enable him collect data for his research.

Any assistance accorded to him will be appreciated.

Thank you.

12 MAY 2021

Dr. John Muchiri, PHD,
Director Postgraduate Studies
Cc: Dean SESS
COD Education
Post graduate Co-ordinator, Education
Supervisors

## APPENDIX VII: NACOSTI RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 314017

Date of Issue: 20/May/2021

### RESEARCH LICENSE

This is to Certify that Mr.. Paul mworia Bagine of Kenya Methodist University, has been licensed to conduct research in Meru on the topic: EFFECTS OF PRINCIPALS MANAGEMENT STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IMENTI NORTH SUB-COUNTY OF MERU COUNTY for the period ending : 20/May/2022.

License No: NACOSTI/P/21/10650

314017

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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## APPENDIX VIII: ORIGINALITY REPORT

EFFECTS OF PRINCIPALS MANAGEMENT STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IMENTI NORTH SUB-COUNTY OF MERU COUNTY

ORIGINALITY REPORT

| 7% | 5% | 1% | 6% |
|---|---|---|---|
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

| | | |
|---|---|---|
| 1 | Submitted to Mount Kenya University<br>Student Paper | 2% |
| 2 | Submitted to Kenyatta University<br>Student Paper | 1% |
| 3 | fr.scribd.com<br>Internet Source | <1% |
| 4 | www.kosmix.com<br>Internet Source | <1% |
| 5 | www.grin.com<br>Internet Source | <1% |
| 6 | erepository.uonbi.ac.ke:8080<br>Internet Source | <1% |
| 7 | Submitted to Ateneo Professional School<br>Student Paper | <1% |
| 8 | Submitted to Essex International College<br>Student Paper | <1% |
| | ir.kabarak.ac.ke | |