ADMINISTRATIVE SKILLS OF PRINCIPALS AND STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN LANGATA CONSTITUENCY NAIROBI, KENYA

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FACULTY OF EDUCATION

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DECLARATION

I declare that this thesis is my original work which has been achieved through personal reading and research and has not been submitted to any other university or institute of learning for any academic credit. All references used in this thesis have been acknowledged.

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DEDICATION

This thesis is dedicated to my dear parents Fatma Cakir, and Murat Cakir who brought me up, and I pursued education. It is also dedicated to my dear husband Yasin Sohret and twins:Yunus Emre and Yusuf Algan Sohret for all their love, support, and sacrifices that made the completion of this study possible. My prayer is that they grow to be responsible citizens who are determined, hardworking, and dedicated to their daily endeavor for their good and that of the entire society.

ABSTRACT

Schools exert their influence on the students' attachment, commitment, involvement determination, among others, which are necessary virtues for high academic achievement. This study examines administrative skills of principals on students' academic performance in public secondary schools in Langata constituency, Nairobi, Kenya. Five research questions guided the study as follows: What administrative skills are adopted by principals to enhance students' academic performance in Langata constituency, Nairobi, Kenya? How does the preparedness of school principals influence students' academic performance in Langat Constituency, Nairobi, Kenya? In what ways do principals' administrative skills enhance students' academic performance in Langata constituency, Nairobi Kenya?, What challenges are encountered by principals in enhancing students' academic performance in Langata constituency, Nairobi, Kenya? What strategies are adopted by principals in enhancing students' academic performance in Langata constituency, Nairobi, Kenya? The study was anchored in Transformational and Path-goal leadership theories. Convergent Parallel Mixed Methods Research Design guided the study. For the quantitative paradigm, cross-sectional survey design was used whereas in qualitative design, phenomenology design is used. The target population comprised of all principals, teachers, students and Board of Management members in public secondary schools. Questionnaires and interview guide were used to collect data. Descriptive statics involving the use of frequencies and percentages summarized quantitative data and presented using tables. Qualitative data was organized into themes and presented in narratives and direct quotes. The study concluded that the principals' administrative role was important for the students' academic performance and the principals play vital roles in the school especially through challenging lack of enough resources. It was recommended that the principal should be sensitized on the importance of students' academic performance also principal should enlighten workshops and seminars to get new ideas. Also, the principals should give morals and encouragement for both students and teachers all the time. The county should have induction training at for the newly employed principals.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM:	Boards of Management
CDF:	Constituency Development Fund
DEO:	District Education Offices
HGSFP:	Home Grown School Feeding Programme
HOD:	Head of Department
IGA:	Intergovernmental Agreement
KCSE:	Kenya Certificate of Secondary Education
KSA:	Knowledge, Skills and Ability
LPI-Self:	Leadership Practices Inventory Self and Observers
MDG:	Millennium Development Goals
NACOSTI:	National Commission of Science Technology and Innovation
NCPEA:	National Council of Professors of Educational Administration
NEEDS:	Nigerian Economic Empowerment Development Strategy
NGCDF:	National Government Constituency Development Fund
NYC:	New York City
PATQ:	Principals' Administrative Technique Questionnaire

PISA:	Program for International Student Assessment
SPSS:	Statistical Package for Social Sciences
PTA:	Parents Teachers Association
TALIS:	International Survey of Teaching and Learning
TSC:	Teacher Service Commission
UNESCO:	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Education is a very important social fact for every society. According to Matos (2006), with the aim of achieving social, economic, political continuity and advancement in a country, it is through education that skills, knowledge and values are transmitted across generations of a country. Unlike in the past when natural resources played a major role in a country's growth, today only an educated population can make a meaningful and sustainable contribution to growth. Secondary education is optimal higher learning in most of the world's education systems that prepares one for university or vocational training (Fairmon, 2010).

For any educational institute, students are the most valuable asset. Without these students, these educational institutions have no value. A country's economic and social development is directly linked to student academic performance. The academic performance of the students plays a vital role in creating the finest quality alumni that will become a country's leader and manpower, thus responsible for the social and economic development of the country (Norhidayah, 2009).

To achieve this academic performance, good management practices need to be employed by educational institutions. Therefore, management is the process undertaken by an individual or more individuals to coordinate other people's activities in order to achieve predetermined organizational goals. Management practices in a school set-up refer to how different education is used by a school principal, school boards of management (BoM) and parents ' association of teachers (PTA). Acts have statutory duties to contribute to the education of the child (Wilson, 2001).

School management plays a very important role in determining the school's objectives and strategic plans that lead to high academic performance being achieved. School leadership also acquires human and material resources that are very important elements of teaching and learning operations, and they also establish a connection between local groups and schools, thereby improving the conducive atmosphere of learning (Dean, 1995). Head teachers or principals spearhead the school management. World Bank (2008) argues that much study has shown that retention and quality of education are mainly dependent on how schools are managed, more than the abundance of funds available, schools ' ability to enhance teaching and learning is heavily influenced by the quality of leadership given by the head teacher.

Marvel and Morton's (2006) studies in the U.S. identified the principal as the most influential individual in a school. He / she is the person in charge of all activities that take place in and around the school building. It is the main management practices that set the tone of the school, the teaching environment, the level of professionalism, the morale of teachers and the degree of concern about what students may or may not become. Seashore and Leithhood (2010) notes in Toronto, Canada, that if a school is vibrant, innovative and child-centered, if it has a reputation for teaching excellence, if the students perform well, it is almost always possible to point to the management practices of the principal as a key to success.

School principals in Sri Lanka are increasingly accountable for the quality of school learning outcomes, resource mobilization and resource management, school quality monitoring, and associated staff development programs (Lekange, 2010). They operate collaboratively and efficiently with learners, school leadership committees, educators, and school groups to meet these duties. It is therefore anticipated that the school principal will be a powerful instructional leader and a team player.

The School Management Board (BoM) plays a very important role in determining the goals and developing the school's strategic plans to achieve high academic performance. It is also the responsibility of the school boards to procure both human and material resources, which are very vital in the implementation of the curriculum process. They also generate a link between local communities and schools, thus creating a conducive learning environment (Okendu, 2012). The BoMs help to enforce discipline in pupils and teachers that is a key factor in improving student academic performance (James, 2010).

BoMs participation in school activities in developed and developing countries is widely recognized. The school governors in Britain's overall responsibilities include setting the school's educational needs and priorities, allocating funds to meet educational needs, deploying resources in detail, monitoring the impact of decisions taken, and evaluating the effectiveness of programs undertaken (Cave & Wilkinson, 2010).

1.1.1 Principals Managerial Skills

There are lots of strategies that could be employed by principals in order to have a grip of the whole school and consequently move the school forward academically. These range from the monitoring of teachers' activities, use of committee system in schools, performance appraisal, participatory decision making, a delegation of duties and regular staff meeting. Olaleye (2013) draws from his research in Nigeria that the principals were involved in academic activities of students by supervising teachers work and students, disciplined and discouraged examination malpractices. The principals' managerial skills are: Human skills, technical skills and conceptual skills.

In as much as a school principal ensures effectiveness in his/her administrative role for the success of the educational enterprise, he/she also has to be knowledgeable in human skills, conceptual skills and technical skills.

To get the work done, technical skills are needed; they are the techniques, practices, instruments and processes that front-line staff need in the manager's functional area. Technical skill denotes the ability to possess knowledge and understanding of a specific kind of activity, particularly one involving, methods, process, and procedures. Technical skill involves a particular kind of knowledge, the ability to analyze and effectively make use of the tools and techniques of the particular area of specialization. Some of the technical skills that a principal should acquire for the proper management of school are the ability to create a website for the school, E-mail management skill and power point presentation. Mumford, Zaccaro, Connelly, and Marks, (2000) by observing that, technical skill is to have knowledge and be competent and proficient in a specific work or activity. A principal in a school ensures he/she acquires knowledge in computer which can be used to introduce things like video-conferencing in the school so that teachers who are not able to be physically present can attend. This can motivate teachers and thus enhance their retention. Also, provision of facilities and resources to support classroom instruction are ways that help to enhance teachers' retention. Practically in a school set up, a principal ensures the opinions of teachers are sought in determining resource needs and allocation. This helps to build their sense of responsibly in the teachers thus enhancing their retention.

Northouse, (2007) notes that, for a school leader like a school principal to perform the functions of management; he/she must be well trained and acquire the necessary managerial skills. Being in school, the school principals determine the relative importance of acquiring the

skills. They need conceptual skills in order to view the school not as factions but as one entity. Northouse (2007) supports technical skill involves a process or technique, knowledge and proficiency. Archer and Davison (2008) point out that the school principal is the one who is trained and equipped to cope effectively with any problem in a school set up. They relate responsibility for achieving high levels of a school performance to either born or trained leaders. A school principal with knowledge of website design for example can create a web site for the school and encourage the staff to write articles about their performance and post in the Web. This can help teacher realize their potentials thus increasing their retention rate.

More useful approach to the selection and training of a school principal is based not on what good principals are but rather on what they do, and the skills and abilities that they manifest in carrying out their administrative duties well. For instance, a principal who engages in instructional supervision, assesses teaching methods and monitors student achievement demonstrates good leadership that helps to enhance teacher retention.

According to Archer and Davison (2008), technical skill therefore means having an understanding and knowledge in a particular kind of work that may involve methods, ways of doing things and the particular skills of doing the thing. A principal should be assessed against the degree of his/her proficiency in using specific utensils, equipment or materials that are necessary to achieve a performance goal, for example, a principal who has knowledge in agriculture can help establish the school farm in a way that it can yield some income for the school.

Human skills, also known as human relationship skills, involve communication and attention to relationships with others. Human skill as the executive ability to exhibit team spirit, and build a spirit of cooperation and collaboration among and within human. It is the inter-

personal relationship between a principal and all those with whom she/he comes into contact. In a school situation, the school principal ensures maximum communication through motivation of staff members, delegation and sharing responsibilities. In a school, a principal ensures that additional training and opportunities are provided for teachers whom he/she identifies as potential leaders. This helps to enhance teacher retention.

Mumford, Zaccaro, Connelly and Marks, (2000) observing that, human skill is one that makes the school principals to manifest and develop the ability to work with other people like the staff. These abilities are the ones that the school principals recognize as helping them to get along with people, to communicate with them and work with their team and associate with them. These are the basic skills in each school principal's activity in order to get the most of the groups with which they work. Working closely with the staff can help enhance their retention.

Yukl, (2006) observing that interpersonal skills help school principals to be more sensitive and empathetic to what motivates others, create an atmosphere of trust for their followers, and take others 'needs and motivations into account when deciding what to do to achieve the goals of the school. In a school, principals with interpersonal skills know their thoughts on different issues and, simultaneously, become cognizant of the thoughts of others especially the stakeholders of the school like teachers, students and parents. This can translate into building of collaborative relationships which help to enhance teachers' retention.

Northouse (2007) states that human skill involves the ability to interact effectively with people. In a school set up, school principals interact and cooperate with all the stakeholders of the school including teaching and support staff. This helps to create an atmosphere of trust which helps to reduce attrition. All levels of management need human skills in order to interact and communicate with one another. A principal who interacts with the teachers builds cordial

relationship with and among the teachers. This increases motivation to work and hence enhances retention.

Archer and Davison (2008) observing that human or inter-personal skill is the ability for school principals to work effectively as group members and to build the spirit of unity and collaboration within the team especially the staff that work under them and which they lead. Katz acknowledges that every person has his own individual system of values, beliefs, and aspirations. A good school principal should be sensitive to his /her teaching staff, support staff and the other stakeholders of the school like the parents and the larger community as well as consider their value systems in order to create an atmosphere of love, support and commitment.

Conceptual skills allow a manager to visualize the entire organization and work with ideas and the relationships between abstract concepts. Recognizing those relationships and perceiving the significant elements in any situation, the administration should be able to act in a way which advances the overall welfare of the entire organization. In school a situation, the school principal ensures that when changing plans, policies, and decisions for one department like the education department should not affect other departments. In another word, the principal ensures that there is interconnectedness within faculties and departments. Principals must consider environmental forces; resource flows, staff and administrative talent, the board of education policies, reform mandates, parent complaints, and organizational change as significant inputs into the internal environment of the school.

Mumford, Zaccaro, Connelly & Marks, (2000), noted that conceptual skills allow school principals to better comprehend and decide the activities and measures to be taken in a specific area of job. Northouse (2007) observes by explaining that, conceptual skills are used in planning and dealing with ideas and abstractions. Conceptual skills involve the formulation of ideas. In a

school situation, a principal understands abstract relationships, develops ideas, and solves problems creatively. For instance, the principal in a school personally ensures he/she provides one-on-one guidance and assistance to teachers enabling them continue to improve, relationships, instruction, and student learning and self-affirmation. These can translate into motivation and consequently enhance students' academic performance.

Technical skills deal with things; human skills relate to people, and conceptual skills have to do with ideas. Northouse (2007), highlights the strengths of the skilled approach in that describing leadership in terms of skills make leadership available to everyone. He also opined that skills approach provides an expansive view of leadership that incorporates many other components like Problem-Solving Skills (understand what the problem is, make a plan to resolve, carry out the plan and evaluate the outcome) and Social Judgment Skills (ability to understand others' attitudes or views; social perceptiveness, or awareness and consideration of others' functional needs and behavioral flexibility). Skills approach, according to Northouse (2007), also provides a structure consistent with leadership education programs like leadership, management, and training programs.

The technical, human, and conceptual skills are therefore very important for effective school leadership since it faces myriads of challenges like teacher attrition. The skills that principals adopt in the administration and management of schools' influence student's academic performance. School principals also know how to give their teachers the backing they need to thrive in order to improve students' academic performance. Although principal leadership is meant to help retain teachers, attrition is still a global issue that is affecting the education sector. The significance of principal leadership in improving teacher retention in schools led to this

survey, which examined leadership skills taken by principals in improving the academic performance of students in public secondary schools in Langata, Nairobi County, Kenya.

The principal's instructional supervisory roles have an important influence on the academic achievement of students as recognized in the Nandi North District, Nandi County Kenya study (Samoei, 2014). The same result was confirmed by another study that examines the twin concepts of school management and supervision as the vital factors in providing quality education services by Allen (2015).

Olaleye, (2013) study in Nigeria, Ates and Artune (2013) in Turkey, Ndyali (2013) in Tanzania, Nyongesa (2014) in Kenya, Samoei (2014) in Kenya, and Mugambi (2015)'s studies confirmed that principals' quality improvement measures, communication skills, motivation schemes, encourage teamwork with staff and students, participate in academic activities that influenced academic achievement in the school.

1.1.2 Students Academic Performance

Principals' preparedness, improved performance, communication skills, motivation schemes, active participation in academic activities influenced students' academic achievement, students' discipline, school infrastructure and facilities (library and laboratory included) and education quality in schools (Olaleye, (2013) study in Nigeria, Ates and Artune (2013) in Turkey, Ndyali (2013) in Tanzania, Nyongesa (2014) in Kenya, Samoei (2014) in Kenya, and Mugambi (2015).

Parents and communities in Nigeria play a crucial role in education by supporting school building, maintenance, and management. Mobilizing and managing these resources is a complicated task that involves the cooperation of many community leaders, who make up school management, among many partners. Each school in Nigeria has a management board consisting

of community representatives and parents with the head of the school as the secretary. The involvement of these members aims to boost the school's favorable academic performance (Okendu, 2012).

Kenya values education as any other country because of its intrinsic and extrinsic gains (Muhoro, 2015). The Kenyan education system is exam-oriented because any school's achievement is measured by the quality of outcomes in domestic exams. Kenyan schools have high competition, each trying to produce good results each year. Much emphasis is placed on outstanding results in exams and the acquisition of good academic certificates to allow school leavers to obtain further education or jobs. In the performance of schools in national exams, there has been increasing pressure from parents, taxpayers, and stakeholders. Schools are evaluated in national examinations in terms of student performance. In national examinations, some high schools perform better each year than others. One factor responsible for this is the differences in the organization of the school and the management practices of the head teachers. (Nzoka & Orodho, 2014).

Ipata (2011), in his study on cost-saving measures on access, retention, and performance in public secondary schools in KCSE examination in Teso District, found that most schools were understaffed. This contributed to high expenditure due to the employment of BoM teachers affecting the quality of teaching process; schools lacked quality buildings, science equipment, teacher shortage, and IGAs that would help needy students by providing them with bursaries to improve retention and performance.

Machocho (2011), in his research on the Home-Grown School Feeding Program (HGSFP) and its consequences for access to and performance in primary schools in Kathonzweni District, HGSFP had a beneficial effect on the retention and performance of students in schools since

schools with HGSFP had low or no dropout rates over the years. The students were able to perform well and finish the cycle of primary school.

The performance of students in exams depends on many factors. The findings of the Kenya Secondary Education Certificate (K.C.S.E) in Kenya in general and especially in the Langata constituency year after year show that few secondary schools out of a possible forty-six perform better in national exams. In addition, several researchers approached the issue of performance from the socio-economic context of the students and scarcely touched on the administrative abilities of the college and their impact on academic performance.

1.2 Statement of the Problem

Kenya has implemented various measures to make education available, enhance transition, quality, completion and retention rates to all citizens. The government has gone to the extent of using Constituency development fund or national government constituency development fund money to construct basis amenities to schools which lack essential learning facilities. Some schools' donor has enough resources to appreciate their teachers and students with monetary incentives for hard work (Osero & Orodho, 2015). The students' academic performance problem persists in schools despite this intervention.

Kenya's education system has often encountered management issues that affect the learning outcomes of the students. Kenya's secondary schools continue to face pressure to achieve academic objectives set both internally by the school's governing board and nationally as set out in Kenya's Vision 2030. Increased effort is focused on enhancing student output at all educational levels within the 8-4-4 education scheme. As a result, this has spurred a lot of studies in these institutions ' leadership region, especially for secondary schools. There is therefore an increasing

need to identify the best formal structures to be used in school leadership to guarantee that the educational goals set are met.

Research findings in education administration around the world, however, suggest that school heads are the most powerful single determinants of school quality and effectiveness (Garry, 2004; Goldring et al., (2006); Leu and Bryner, (2005); Kitavi and Westhuizen, (1997). At the same time, in the past three years, a massive failure of students in the Kenya National Certificate of Secondary Education (KCSE) continue to cast many doubts on Kenya's quality of education. Data obtained from Langata Education Office reveal that only 70,000 out of 610,501 candidates who sat for KCSE in 2017 managed to get a minimum university entry grade of C+ (plus) and above with more than 350,00 candidates scoring a low grade of D and below thereby barring them from pursuing any professional course. When the researcher looks at the KCSE results, she realizes that no school got B+ and above in public secondary schools in Langata.

In Langata constituency, the researcher observes that principals' administrative skills influence on students' academic performance in public secondary schools. Gorton et al. (2007) assert that the principal needs training to prepare them for the many expectations that are on their shoulders today because of their vital role in school improvement. However, Marwinga (2010) claims that most of the principals are not well prepared for their current jobs and therefore do not perform their tasks and roles as expected, leading to poor performance among students. Without focused investigation, the reasons for this poor performance cannot be readily discerned. Poor performance among Sub-county secondary schools undermines the likelihood of learners entering higher learning institutions and jeopardizes work placement possibilities, thereby reducing the active involvement of learners in domestic growth. As mentioned above, the principal plays an important role in determining academic achievement in a school because of its various duties and

roles. Therefore, there is a need to carry out the study on principals' administrative skills and students' academic performance in Langata constituency, Nairobi, Kenya

1.3 Research Questions

The study was guided by research questions as follows:

i. What administrative skills are adopted by principals to enhance students' academic performance in Langata constituency, Nairobi, Kenya?
ii. How does the preparedness of school principals influence students' academic performance in Langata constituency, Nairobi, Kenya?
iii. In what ways do principals administrative skills enhance students' academic performance in Langata constituency, Nairobi Kenya?
iv. What challenges are encountered by principals in enhancing students' academic performance in Langata constituency, Nairobi, Kenya?
v. What strategies are adopted by principals in enhancing students' academic performance in Langata constituency, Nairobi, Kenya?

1.4 Significance of the Study

The findings of this study may help the education ministry strengthen existing policies on the role of school managers in the performance of students. The results of the research can help the Ministry of Education and Teachers Service Commission as policymakers to create approaches that can be used to create teamwork between the directors, the management board, and the parents 'teachers ' association. The administrators can use the research results as they can obtain knowledge of the significance and role of school managers in improving KCSE student efficiency. The findings of the study may be important to the body of knowledge as it will

contribute to the existing literature on the influence of the strategies of school managers on the performance of students in KCSE in the constituency of Langata.

The study could shed light on management practices for the rest of the schools outside the Langata constituency, which could lead to better academic achievement of students. The study will be useful to teachers and parents having in mind that PTA is always composed of the two, and this will enlighten them on how to improve students' performance. The students on the other side, the study will help them understand their role in the management and the role of their school managers to give the school an easy time for delivery of such mandate. As a researcher and an educator, the study will help in formulating ways of improving performance in my place of work and elsewhere. Furthermore, other researchers will benefit from the result of this study since it will be an addition to the ongoing academic literature on the area.

1.5 Scope and Delimitation of the Study

The study focused on the administrative skills of principal on the academic performance of students in public high schools in the constituency of Langata, Nairobi, Kenya. This is because the students' academic performance in Langata Constituency has been for the last four years below average. The principals are accountable for the academic performance in their respective schools and therefore their administrative skill does matter.

More specifically, the study sought to find out challenges and managerial strategies encountered by school principals in Langata constituency when improving students' academic performance. The study had target five public secondary schools, five principals, 100 teachers, 150 students, and 5 BOM members in Langata constituency.

1.6 Theoretical Framework

Path-goal leadership theory proposed by Robert House (1971). This theory postulates that leaders are helpful as a consequence of their effect on the motivation of their subordinates, their capacity to execute their fulfillment efficiently and ultimately. The theory derives its name from the fact that it is primarily concerned with how the leaders influence the perceptions of their subordinates ' work goals, personal goals, and paths to achieving goals through different strategies.

According to the theory, the behavior of the leader is either motivating or satisfying to the extent that it influences the behavior of his / her subordinate to the achievement of the goal and clarifies the paths towards those goals (Mgani, 2013). Path-Goal Theory emphasizes how a leader can champion the achievement of a job by guiding his / her subordinates on the significance of efficiency in reward achievement.

The theory postulates that people are always satisfied with their work and will work even hard, knowing that work will lead to things that are highly valued. The theory also highlights what action the leaders should take to motivate and encourage individuals to perform well. According to this theory, the role of the leader is to clarify and set goals with subordinates and help them discover the best way to achieve their goals and remove barriers. The path-goal theory according to Northouse (1974) identifies four types of leadership.

Supportive Leadership: here, the leader is more concerned about subordinates and interacts with them more freely. In the case of teachers, who work under stress, frustrating and dissatisfying tasks, supporting leadership from the principal will be more effective especially in enhancing teacher retention. A principal exercising this leadership is friendly, approachable and attends to the wellbeing and human needs of teachers which will enhance teacher retention in

schools. Principals using supportive also go out of their way to make work pleasant for teachers. In addition, they treat teachers as equals, involve teachers in decision making concerning the school and give them respect for their status. This kind of supportive leadership helps to enhance teachers' retention.

Directive Leadership: It gives specific direction and guidance in planning, organizing, coordinating and controlling to subordinates. Directive leader tells subordinates exactly what they are expected to do. This leadership characterizes a principal who tells teachers about their task, including what is expected of them, how it is to be done and the time to complete the task. Such a principal also sets standards of performance and defines clear rules and regulations for the teachers. In a school organization, directive leadership is appropriate when the task is complex or ambiguous, formal authority is strong and the work group provides job satisfaction. In directive leadership, the communication skill of the principal is a key factor that enables the teachers to know exactly what is expected of them. This aspect of leadership enhances teacher retention.

Participating Leadership: This form of leadership involves consultation with subordinates and sharing of information with them. This leadership is successful when the employees are ego-centric in decision making process and when the task is ambiguous. Therefore, a participative principal consults teachers, obtains their ideas and opinions and integrates their suggestions into decision making. No matter the challenges a school can be going through, once teachers are involved in decision making, their retention rate tends to be higher.

Achievement Oriented Leadership: This type of leadership suggests setting challenging goals for subordinates and developing confidence in their ability to meet challenging tasks. Leader behavior is determined by two situational variables like characteristics of the subordinates and effect of the work environment. In a school organization, a principal who has achievement

oriented leadership establishes a high standard of excellence for teachers and seeks their continuous improvement which raises teacher confidence and consequently increases their retention rate.

1.6.1 Strengths of the Path-Goal Theory

According to House and Mitchell, (1974), Path-Goal Theory specifies a leader's style or behavior that best fits the employee and work environment in order to achieve a goal. The goal is to improve the motivation, empowerment and satisfaction of employees so that they become productive members of the organization. Thus, the theory encourages leaders especially school principals to continually ask questions of how they can motivate teachers to feel that they have the ability to do the work, to help them feel that if they successfully do their work, they will be rewarded and to seek ways that can enable them to improve the payoffs that teachers expect from their work. Path–goal theory is designed to keep these kinds of questions, which address issues of motivation, at the forefront of the principals' mind.

Northouse (2016) states that Path–goal theory provides a model that in specific ways is very practical. It underscores and highlights the critical ways leaders help followers and enhance their retention in the teaching profession. It reiterates that leaders make clear the paths to the goals and remove the blocks to the achievement of these goals. In its simplest form, the theory reminds leaders especially school principals that the outstanding purpose of leadership is to guide and coach teachers as they move along the path to achieve a goal which indirectly enhances teacher retention in schools.

One of the strengths of this theory is that it may be preferable to use this technique in a scenario where something wants to be done in a short time-such as emergencies and complex circumstances where there is a moment limit. Robert House, the theory formulator, acknowledges

that "all theories.... are ultimately wrong..." and that "a theory that cannot be mortally in danger cannot be alive." Therefore, there is space for flexibility (House, 1996). The revised theory adds more about group participation, making it easier to use in knowledgeable and intelligent groups. Path-Goal Theory has a common-sense ring to it, and the ideas are easy to communicate. The analogy to a path needing to be cleared, and workers drove along it is a straightforward visualization (Northouse, 2001).

The path-goal theory of leadership indicates that a leader takes responsibility to clarify the subordinates about the actions and behavior; which they are supposed to follow in order to attain their goal. This theory suggests that the various styles which can be and are used by the same leader in different situations.

Leaders who show the way and help followers along a path are effectively 'leading.' This approach assumes that there is one right way of achieving a goal and that the leader can see it, and the follower cannot. This casts the leader as the knowing person and the follower as dependent. However, if they can follow his path, they will reach their goal.

Furthermore, Path-Goal Theory suggests that it is important for leaders to provide coaching, guidance, and direction for followers, to help followers, to help followers define and clarify goals, and to help followers uplift the possible barricades as they strive to reach their goals. In the same view, House & Mitchell (1974) as citied by Northouse (2016) add that Path Goal Theory places a great deal of responsibility on leaders and much less on followers. Leaders carry the bulk of the work. Over time, this kind of leadership could be counterproductive because it promotes dependency as well as laziness of the principals.

1.6.2 Weaknesses of the Path-Goal Theory

According to Northouse (2016), one of the criticisms of the theory is the complexity of management elements that it attempts to integrate such as understanding conduct, motivation, and how to interpret it properly in order to apply the correct leadership style. The absence of empirical research is another criticism. Northouse (2016) says that "to date, study results do not provide a comprehensive and coherent image of fundamental assumptions and path-goal theory corollariess" (Northouse, 2016). The last two criticisms of the path-goal theory are that it does not explain how leadership behavior correlates with the motivation of a follower and that the theory is aimed solely at the followers, removing the possibilities that followers may affect leadership change (Northouse, 2016).

Another criticism of this theory is that the leader-led-task system could collapse if there is too much dependence on the leader and where either something happens to the leader, or he cannot carry out his leadership functions. Even with the changes made by House in 1996, the Path-Goal Theory is centered on leadership, and if something occurs to her or him, organisation can crash. For the survival of an organization, there cannot be too much reliance on the leader. Furthermore, as House acknowledges, it is necessary to test the whole notion of the path-goal. There is no quantification of terms, as with many other theories, and they are context-free (House, 1996).

The Path-Goal Theory is still undemocratic, and it remains to be seen whether the changes would function in settings where members of the group are independently oriented, smart, and knowledgeable. Would the theory, for instance, operate in a science or academic environment? This increases the issue that the theory can be implemented widely or not, and he would likely admit to House's credit that it has constraints (Ibarra and Hunt, 2007).

Although there are several concerns about how the theory has been tested, three appear paramount. One issue is the often poor quality of the measures that have been used in previous path-goal theory tests. This shortcoming is believed to have limited the level of support for the theory (House, 1996).

Another concern about the path-goal theory is the lack of suitable tests of its level of analysis predictions. To date, all direct tests of path-goal theory hypotheses have employed only raw score or compound analyses (Katerberg & Hom, 1981). Failing to appropriately test the level of analysis at which relationships occur can result in effects being missed or misidentified.

1.6.3 Application of the Theory to the Study

This theory is important to this study because situational factors such as inadequate classes, teaching / learning resources, and student indiscipline affect the efficiency of students' academic performance. NCPEA (2009) says that in the contemporary world, improvement in student achievements are recognized as the foremost objective of school reforms and restructuring efforts. It has been found that effective leaders develop school climates and cultures that help motivate both teacher and student leading to the creation of better teaching and learning environments which are more conducive to higher levels of student achievements. Ross and Gray (2006) add that school principals are required by systematic authorities to improve the students learning and are held accountable for it by building commitments in developing a shared vision for motivating and energizing the teachers and students.

Through their strategies, however, school managers can influence students ' academic performance by providing teaching and learning materials, motivating teachers through monetary incentives, enforcing disciplinary measures, and providing infrastructure to motivate both teachers and learners, and creating a conducive learning environment for academic achievement.

1.7 Conceptual Framework

As shown in Figure 1, this study's conceptual framework highlights the relationships between independent and dependent variables as well as the interference of variables. The study is based on the concept that the school principals' administrative skills will influence secondary school students' performance at the national examinations.

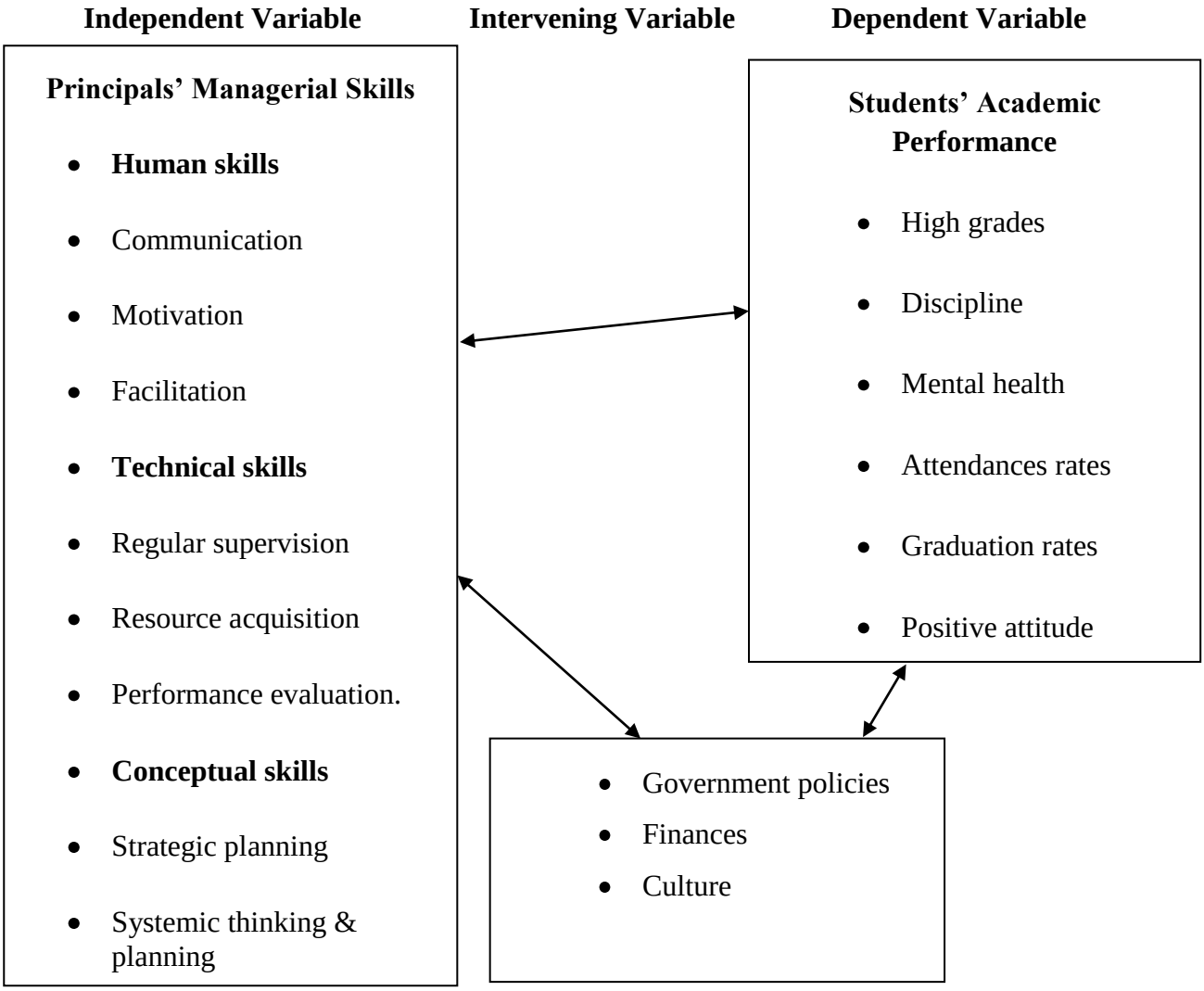

Figure 1. The Relationship between Administrative Skills of Principals`and Students` Academic Performance

The administrative skills include personal skills such as communication, motivation, and facilitation. The technical skills include regular supervision, resource acquisition, and performance evaluation. The conceptual skills include strategic planning, systemic thinking, and planning. These would improve the teaching and learning process in the school and thereby improve the performance of students in national exams.

When the principal communicates with the teachers and also listens to them, he increases their motivation and consequently their desire to stay in the job. When there is regular supervision by the principal, mentoring, guiding, directing, and helping teachers in the teaching process, teachers feel accepted, cared for, appreciated, wanted, and valued. A positive feeling of importance helps to enhance teacher retention in schools.

Periodic evaluation of teachers by the principal with a good intention of improving teachers' performance and that of the school at large can easily make teachers know where they are lagging behind and so endeavor to improve. Therefore, timely evaluation with constructive feedback and guidance are administrative actions that are likely to enhance teachers' retention and make them serve longer. Therefore, evaluation of staff is a good leadership skill that principals need to adopt so that teachers can continually grow in their potentials and love of their teaching profession.

Teamwork is the most essential aspect for the survival of any organization. When a principal builds a spirit of teamwork among the staff, enabling them to work together as a unit, they can accomplish more than its members can do alone. With many hands are on the deck, the workload is reduced. Mutual support can have the benefit of encouraging people to achieve goals they may not have realized they could reach on their own. All these benefits of teamwork increase confidence and assurance of mutual support. The feeling of being carried along could be enough

reason why some teachers will decide to work hard in that particular school, with dedication, commitment, and support to the administration. Once the principal is aware of teachers' possibilities, he/she can encourage regular meetings, evaluation, and supervision of staff. This can help to enhance students' academic performance in schools and dedication in their teaching profession.

When motivation comes from school leadership, teachers feel happy which translate to satisfaction in their work hence improves students' academic performance. Effective communication from the principal helps to give direction to teachers on what they are required to do hence improves students' academic performance. This facilitates the goal achievement and creates in teachers a sense of commitment, which enhances students' academic performance. When a principal regularly supervises teachers, he/she gets to know their areas of strengths as well as growth areas. When this is accompanied by positive feedback, teachers are informed of the areas where they need to improve. This increases performance and equally ensures students' academic performance.

School principal's administrative skills can improve academic performance in many ways. As the principals' educational level, staff collaboration, communication skills, supervision mechanisms, motivational level, and other abilities are improved, students' academic performance, grades, discipline, positive attitude, and high motivation. This is because when the principal's awareness and knowledge increases, their capacity to do things will also increase. When the highest managerial bodies of schools are equipped with relevant knowledge to perform their task, the quality of education will manifest itself on students' achievement, behavior, and skills.

1.8 Operational Definitions of Key Terms

Academic Performance: In this study points out the ability to do well in KCSE. Academic achievement is one tool to measure students' academic performance.

Administrative Skill: A skill that to be well organized, be strong communicator and enhance with stakeholders.

Human Skill: A skill that enables a school principal to work with people.

Technical skill: The ability of a school principal to have knowledge and competency in a specific work or activity.

Conceptual skill: The ability of a school principal to work with ideas and concepts

Principals/Headteachers: These two are used to mean the executive head of a secondary school institution or the highest authority in the school.

Preparedness: Identifies measures taken by a school through school managers aimed at improving students' performance.

Public Secondary School: A school that is maintained at public expense for the education of the children of a community or district.

Skills: Express methods or plans chosen by the management board to achieve the desired future outcome for the student and the school.

Students: Learners who attend an educational institution.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter involves the related theories of the study and the systematic identification, location, and analysis of documents containing information related to the proposed study topic. The aim is to obtain detailed knowledge and determine what has been done by others concerning factors related to administrative skills of principals` on students` academic performance**.**

2.2 Review of Related Theories

This section reviews theories related to the study. The relevant theories to the study are; Transformational Leadership theory and –Participative Leadership Theory.

2.2.1 Transformational Leadership Theory

Transformational Leadership is one of the current approaches to leadership and considered a "New Leadership" paradigm in today's business environment, because it inspires, energizes, and intellectually stimulates employees during times of uncertainty (Bass, 1990; Northouse, 2007). Transformation leadership is a relatively new leadership approach that focuses on how leaders in their followers can create valuable and positive change. James MacGregor Burns first introduced transformation leadership concepts when studying political leaders, but this term is now used when studying organizations. Burns defined two types of leadership: transactional and transformational. Transactional leaders concentrate on achieving compliance by providing and retaining rewards and benefits. Transformational leaders concentrate on "transforming" others to help each other and the organisation as a whole. Followers of a transformational leader respond by feeling trust, admiration, loyalty, and respect for the leader and are more willing to work

harder than initially expected. Another researcher, Bernard M. Bass, added the psychological mechanisms underlying transformational and transactional leadership to Burns ' work by explaining them. The work of Bass created that four factors are demonstrated by transformation leaders: individual consideration, intellectual stimulation, inspiring motivation (charismatic leadership) and idealized impact.

In today's turbulent business environment, companies are seeking leaders who possess intuitive instincts and potent abilities that enable them to reposition their organizations based on anticipated market change (Savage & Sales, 2008). Change is the "new norm" and leaders that can gain and maintain a competitive advantage for their company requires the ability to adapt and respond with speed and agility (Dittmar, Jennings & Stahl-West 2007).

According to Dittmar (2007), they state that "most companies fail to achieve successful, sustained change 70 percent of the time compared to leaders that attend to the relationship between trust and engagement, they increase the success of their change initiative and secure competitive advantage" (p. 80). Unfortunately, only 25 % companies with employees are fully engaged, resulting in the disengaged employee is that impact productivity, financial results, and failed efforts to change (Dittmar, 2007).

Results of the study show that Transformational Leadership has a beneficial impact on organisations, improves their job efficiency, efficiency and creativity, according to Bass and Avolio (1993), it can be discovered in every aspect of an enterprise, because sometimes transformational leaders are the kind of leaders that a company needs to survive, According to Burn (1978): 'acknowledges and exploits the current need or demand of a prospective follower seeks potential motives in followers, aims to meet greater requirements and involves a complete follower's individual.' A transformational leader in an organization often breaks its organizational

culture frame and thrives, making transformational leadership one of the most renewed and popular leadership theories of modern times. His brilliance, however, is not without oppugns.

Leaders have a significant influence on subordinates (Bass, 1985). Studies have supported the impact of transformational leadership on improved job satisfaction, job performance, and organizational commitment (Chih &Lin, 2009; Larsson & Vinberg,2010;) Transformational leaders can help followers achieve their full potential by creating desirable workplaces. A more pleasant school environment may allow teachers to develop their potential and lead to higher job satisfaction. Job satisfaction levels influence teachers' retention.

The concept of transformational leadership was introduced by Burns (1978) who defined transforming leadership as occurring when "One or more people participate with others to increase leaders and supporters to greater levels of motivation and morality. Leaders play a key role in shaping the followers relationship. Burns believed that leaders are generally more capable of evaluating the motives of followers, anticipating their responses to an initiative, and estimating their power bases than the other way around.

Transforming leaders according to Burns (1978) are able to discern signs of dissatisfaction among followers and take the initiative to make connections with followers. In a school context, principals who work closely with their teachers and also involve them in some leadership tasks will be able to know when teachers are not happy or fulfilled in their work. Knowledge of what is happening can help the principal to respond to the teachers needs thus enhancing their retention rate in school. The power to transform leadership comes through recognizing the different needs and motives of potential followers and elevating them to transcend personal self-interest. Bass (1996) who built on Burns original ideas of transforming leadership added that followers are mobilized by leaders' ability to appeal to and strengthen those motives through word and action.

Yukl (2010) believes that the transformational leadership of Bass is more focused on achieving practical organizational goals. According to Bass (1985), transformation leaders can achieve three things: (1) raise awareness among followers of the importance of task outcomes, (2) induce followers to transcend personal interest for the sake of the team or organization, and (3) move followers to higher order needs. As a result, followers feel more confident in the leader, feel greater trust, admiration, loyalty, and respect, especially when they are motivated to do more than they originally expected.

To make any organisation a better performing location, Yukl (2010) believes that the transformational leadership behaviors of administrators are becoming more essential particularly in schools as they are the dynamics of change for the community they work in. Yukl further certifies that transformation leadership is positively linked to the innovative climate of schools and motivates followers to do more than expected in terms of extra effort and increased productivity, organizational learning, organizational commitment and extra effort for change and collective teacher effectiveness. Transformational leadership in the view of Sergiovanni (2007) has three basic functions. First, transformational leaders are genuinely serving others ' needs, empowering them and inspiring followers to be successful. Secondly, in working with them, they lead charismatically, set a vision, instill confidence, confidence and pride. Finally, they give supporters of the same caliber as the leader with the intellectual stimulation. In this model, the school becomes less bureaucratic, and the principal does not stand out there as a commanding figure but as an empowering and transforming agent thereby making the school to become empowered as a collective unit. In organizations, like a school, effective leadership is not limited to issues of finances and material resources but extends to the growth and development of

personnel. When teachers feel empowered especially in terms of development by the school principal, their tendency to stay and be committed in that school increases.

According to Bass (1985), transformational leadership comprises four categories: Idealized influence: Leaders serve their followers as outstanding role models. They demonstrate conviction, highlight significant personal values and link these values with organisational goals and ethical implications of decisions. In the context of school leadership, a principal with idealized influence is able to live out his/her leadership commitment by example. This will instill conviction in the school especially among the teachers and increase the zeal to work with the notion that their principal is a role model. Teachers' retention can be greatly enhanced.

Inspirational motivation: Leaders articulate an attractive vision of the future, challenging the high standards and high expectations of followers. For what needs to be done, leaders provide motivation, optimism, and intent. A principal who challenges teachers to grow higher and simultaneously encourages them with the hope that growth is possible will help to improve the retention of teachers in his / her / school.

Intellectual stimulation: Leaders are questioning old assumptions and stimulating new perspectives and innovative ways to do things. They encourage followers to think about current and future challenges in a creative way. Growing beyond the 'status quo' is what every teacher would need and a principal who challenges teachers to be innovative and 'think outside the box' will directly or indirectly enhance teachers' retention.

Individualized consideration: Leaders provide an environment of support and listen closely to the needs of the followers. Leaders also advise, teach, or coach their followers with the intention of advancing follower development. Transformational form of leadership is thus easy

and convenient for school principals in that it defines managerial skills that principals need to adopt in order to enhance teachers' performance.

Leithwood (1994) based on seven quantitative studies he performed, it was discovered that transformational leadership constantly predicted teachers ' desire to put additional effort into changing their teaching practices or attitudes. In his study, Sergiovanni (2007) found that transformation leadership in schools works because it fits better with the way schools are organized and work due to its ability to exploit higher human potential. Specifically speaking of school leaders, Burns ' transformational main management style (1996) is an significant factor related to teacher recognition, improved performance, and enhanced job satisfaction at college.

In other words, this leadership style increases job satisfaction, generates a favorable school climate, improves school efficiency, includes problem solving and decision-making, develops quality at all levels, increases the commitment, capacity and engagement of school members to achieve goals, and improves the acceptance, motivation, commitment and professional growth of teachers. The adoption of transformational leadership style can create a positive school climate for all participants in educational process which would make the school a better place for living and learning. For schools to move forward, transformational leadership is very substantial.

Snell and Swanson (2000) claim that there is a lack of "teachers ' voice" in transformational leadership literature. In a globe of increasing complexity, school progress must include the experience of teachers who are leaders in their classrooms, but also the students ' experience. Transformational leadership theory focuses so much on the leader and suppresses the subordinates'' voice. Chirichello (2001) criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led. Allix (2000) goes further and alleges

that, due to its powerful, heroic and charismatic features, transformational leadership has the ability to become ' despotic. '. He believes that the leader's power ought to raise 'moral qualms' and serious doubts about its appropriateness for democratic organizations.

According to Denton and Vloeberghs, (2003), the tensions of transformation leadership can be high and exhausting and these leave leaders and employees with emotions, such as fear, stress, denial, mistrust and resistance to new ideas – emotions often associated with the experience of change. Change is often resisted by people who fear the inconveniences it brings. In Puth's, (2002) view, attempts to compete globally by means of the current transformational initiatives also lead to "transformational fatigue". Anderson (2001) opines that organizational leaders also need to comprehend their transformational responsibilities, which may prepare them psychologically for their role in leadership.

Another weakness of this theory is that it is too extensive to be trained or taught because it is components are too comprehensive; On the other hand, one of the arguments against transformational leadership is that leaders could handle supporters. Among them all, one of the essential critical criticisms against the transformational theory is accusing it of being only for the selected individuals, which may lead to abusing of power. As colonel mark, a Homig (2001) has stated that:" Transformational leadership is a double-edged sword." This means that if a transformational leader surpasses his or her leadership role, his or her innate personality defect or even later life experience can turn him or her into another type of transformational leadership, the one on the opposite Side-Pseudo transformation leadership, the one on the opposite Side-Pseudo transformation leadership.

2.2.2 Participative Leadership Theory

According to House and Mitchell (1974), the participatory leader has advisory behaviors, such as imploring subordinates for thoughts before making a final choice, though they maintain final decision-making power. Negron (2008) argues that the participatory leader shares responsibilities with subordinates by including them in the stages of preparing, decision-making and execution. The participatory leadership style has a high level of consultation between the leader and his supporters. This is mainly seen when their leaders involve followers in decision-making (Quick & Nelson, 2013). This involvement is crucial for achieving high employee performance, resulting in high employee engagement as followers feel appreciated and valued (Luthan, 2011). When a school principal for example enters into the decision-making process with teachers, the outcomes from the decisions made can greatly affect both the education system and that of the teachers (Shafritz,2010). According to Robbins, (2014) bringing teachers on board when making decisions about the school's future helps strengthen the existing relationship between the teachers and the leadership.

Leaders will receive respect from their employees and instill in their workforce a feeling of responsibility when they allow their employees to express their opinions. (Robbins 2014). The benefits associated with this approach include increased trust in the leaders by their followers in a school set up in the view of Moshal, (2009) principals that make decisions while keeping teachers in the dark may lose their trust thus reducing their desire to work in the school. Some teachers may believe that the school is keeping decisions about its future plans secret because those plans include adverse outcomes for employees. This may in turn have a negative impact on teacher performance and in turn reduce their retention. A school principal who uses participative

leadership, rather than making all the decisions, seeks to involve other people like teachers, thus improving commitment and increasing teachers' retention.

Bess and Goldman (2001) believe that the methods used in democratic leadership play an important part in job satisfaction, as a sense of autonomy, control and involvement is fostered in the democratic style of leadership. In an educational set up, when teachers are brought on the decision table, they feel accepted, valued, satisfied in their jobs which lead to greater commitment and retention. According to Bush (2003) increased employee participation in the decision-making process could also lead to more creative alternatives and innovation to better tackle issues and serve the organization. Bush (2003) also believes that the democratic leader often believes innovatively and promotes others to do the same, so that solutions can be discovered to complicated and strategic issues. Under democratic governance, team members tend to be powerful and supportive. Honesty thrives and more collective work is performed because everyone's views are taken into account.

Bass (1985) believes that a long time is taken from problem to solution especially where many people have to deliberate on series of issue. He goes further to add that not every type of work environment is suitable for a participative decision. Schools with large number of employees might have difficulties arriving at an educational decision using a democratic style. Additionally, Leithwood, (1994) considering the training of employees argued that the level of skills plays a role in participative leadership as a large percentage of unskilled labor might hinder decisions. In the democratic process, an employee lacking group skills may not have his voice heard. This leadership style therefore works best with smaller, more skilled labour, who can provide informed input to management. Bass (1985) maintained that managers might not be inclined to inform every employee about sensitive organizational information. While this

information may be essential to the assessment of the best strategy, it may not be information in which each employee should be privy. In certain situations, a democratic leader will have to know how to put his foot down and make a decision.

2.3 Review of Empirical Studies

An administrative skill of principals` is the most critical component for improving students' achievement and closing achievement gaps. This section seeks to give an in-depth presentation of the available studies about different themes regarding the administrative skills of principals on students' performance in schools.

2.3.1 Administrative Skills Are Adopted by Principals to Enhance Students' Academic Performance

School leaders are confronted with several challenges daily. For example, managers deal with personnel problems, improving schools, structural changes, educational problems, budget reductions, and parent concerns (Watkins & Moak, 2011). In addition, the academic achievement of all learners is confronted by educational rulers (Hildebrand, 2012; Hughes & Jones, 2010-2011). There is growing proof that management in schools makes a difference. A few scholars have made sustained contributions to the question of how formal leadership from principals affects a variety of school outcomes, but many others have contributed to the accumulation of evidence that principals do make a difference.

In 2005, in the United States of America, a study was conducted by the Wallace Foundation to examine the relationship between school leadership and student achievement. Data for this research were from 2005 and teacher surveys were created for a U.S. research project in 2008, the sampling design involved participants in 180 schools nesting in 45 districts nesting in

nine countries, in turn. The results showed that the connection between school leadership and student academic achievement is significantly positive (Louis, Dretzke, & Wahlstrom, 2010).

Even in the United States of America, another study was conducted to determine the correlation between leadership practices, school culture, and student accomplishment to build leadership capacity. A correlation design was used to determine the relationship in elementary, middle and high schools between major leadership practices, culture, and achievement. The Leadership Practices Inventory and School Culture Survey was finished by a total of 216 educators in 31 classrooms. A significant correlation was found between (a) leadership practices and culture of school and (b) culture of school and achievement of students. There was no connection between the methods of management and school culture.

The findings suggested that through the creation of a favorable school culture, school leaders using transformational leadership methods indirectly affect student accomplishment. It is suggested that major preparation programs revamp management curriculum to develop leadership that can generate favorable cultures for schools and handle reform attempts (Deris & Johnson, 2015).

The two studies, although much as it stresses on school leadership and students' achievement, fails to give a clear managerial responsibility of school leaders.

In Pakistan, Ijaz (2014) research was conducted to investigate the effect of leadership behavior of secondary school leaders on the academic achievement of the 10th-grade students from public and private sector schools in Punjab. This study also examined whether there was any difference in the effect of principals ' leadership behavior as described by them and as described by the observers on the academic achievement of the students. A study was carried out using the Inventory Self and Observers of Leadership Practices (LPI-Self & LPI-Observers). These

inventories consisted individually of 30 products. LPI-Self was served by over 64 heads of secondary school and LPI-Observer was served by over 128 students of secondary school who were observers of the prevalent procedures. Regression Analysis was performed to determine the impact leadership behavior, and statistics were used to determine any distinction between the two perceptions

There was an impact of principals ' leadership behavior on the academic achievement of learners, but there was a significant distinction between leaders ' and observers ' views on this effect, there was a significant contrast between observations of the impact of leadership behavior on the accomplishment of learners as outlined by the principals themselves and as defined by the observers (Tatlah, Iqbal, Amin, & Quraishi, 2014). The research instrument used for the study in Pakistan gives a gap that this new study will address the use of survey using Leadership Practices Inventory Self and Observers is not sufficient to conclude such a study.

In Malaysia, for example, Raman, Mey, Don, Daud, and Khalid (2015) conducted a study to identify the relationship between principals' transformational leadership style and secondary school teachers' commitment in the southern zone of Sungai Petani district in Kedah. The study was guided by four research questions which sought to identify the level of principal leadership practice based on transformational leadership theory, identify the differences in terms of principals' level of education and level of principals' transformational leadership practice, identify the relationship between principals' transformational leadership and teachers' commitment in secondary schools in the district of Sungai Petani, Kedah and finally identify principals' transformational leadership dimension that has the most dominant relationship towards teachers' commitment. A questionnaire was used for this study. Teachers who were randomly selected from ten schools in the southern zone of Sungai Petani district, Kedah. Were 235. A pilot

study was conducted on 20 teachers randomly selected from a secondary school in the southern zone of Sungai Petani district.

The findings revealed a significant positive relationship between the transformational leadership of principals and the commitment of teachers in secondary schools in Sungai Petani district's southern zone. Further research found that the transformation leadership of principals has a positive impact on work satisfaction and the commitment of teachers to the school. A principal who practices transformational leadership can inspire and stimulate the intellect of teachers while at the same time taking care of the well-being of teachers.

The researchers recommended that the results of the findings could be used as guidelines for future research. School administration is a crucial element in developing quality students and schools that can compete globally. Thus, the researchers hoped that the study findings would be used as guidelines for the school principals to practice leadership in their organizations so that they can be effective leaders and increase the commitment of their staff towards the organization. The study did not state the research design that was used, which creates some doubt on how the findings arrived. The current study used a mixed-method research design in order to get a comprehensive view of the topic. Also, the study used only questionnaires as an instrument for data collection, which the current researcher considers limited. The current study included an interview guide for principals who are the pillars of educational administration. This made the researcher delved into an investigation of leadership skills adopted by principals to improve students' academic performance.

In South Korea, for example, Campbell (2018) conducted a study, transformational leaders are those leaders who are effective in developing strong and loyal teams with high productivity. This is because transformational leaders lead with vision and are able to interact and

execute this vision with their teams to the organisation. Similar study undertaken by Baesu, Bejinaru, Sasikala & Anthonyraj (2015) in Romania indicates that leaders who are willing to link emotionally with team members are better placed to motivate their team members and thus increase efficiency.

Regionally, studies have been carried out in different parts of Africa to establish the leadership skills that principals adopt in enhancing teachers' retention. In South-West Nigeria, Bolanle (2013) conducted a study seeking to find out the leadership skills of public high school principals in South-West Nigeria and the relationship between these leadership skills and the effectiveness of school in terms of student academic achievement. The study used a research design descriptive of the survey.

Findings disclosed that in southwestern Nigeria, secondary school principals possessed technical, interpersonal, conceptual and administrative abilities. There was a significant relationship between the leadership skills of the principal and the efficiency of the school. The recommendation was that there should be training for possession and exercise of principals' leadership skills at sufficient levels to influence school effectiveness. This researcher used a descriptive survey while the present study used a mixed-method design comprising both interviews and questionnaires which generated overall results and provided in-depth information on the leadership skills adopted by principals in enhancing students' performance.

Aunga and Masare (2017) conducted a study in the Arusha District of Tanzania. This study focused on investigating the effect of leadership styles on the performance of teachers in Arusha District primary schools. The study used two research questions to determine the leadership style that was prevalent among Primary Schools in Arusha District and to determine the perceived level of teachers' performance among Primary Schools in Arusha District. A

sample size of 140 respondents was used. The study was quantitative, using a descriptive design of the survey. Using questionnaires, data was gathered. The analysis was carried out using the Statistical Package for Social Sciences (SPSS) and displayed using frequency distribution tables. In order to determine the existing relationship among variables, the researcher used Pearson's product-moment correlation.

The study found out that there was an excellent performance of teachers in the primary schools in Arusha district. Further results revealed an important relationship between the style of transformational leadership and the performance of teachers. The researcher recommended that headteachers should use democratic and transformational leadership styles because they increase students' performance. While the study was performed in primary schools, the current study will be conducted, in public secondary schools, in Langata constituency, Nairobi, Kenya. The current study also made use of a Convergent Mixed Method research design and in addition to questionnaires; interview guide for principals in public secondary schools in Langata constituency, Nairobi will be used. This brought out comprehensive results regarding the leadership skills that principals need to adopt to enhance students' academic performance.

In Nigeria, Adeyemi and Adeyemi (2014) research was conducted to investigate institutional factors as predictors of students' achievement in colleges of education in southwestern Nigeria. Using survey design and multiple regression model, the study employed the ex post facto design. The sample used for the study consisted of 1,100 national certificates of education students in federal, state, and private institutions in southwestern Nigeria using stratified sampling techniques. The study found that several institutional factors: The student-teacher ratio, the interest and engagement of the lecturers, the stability of the college calendar and, to a lower degree, the technique of teaching were important predictors of the

academic achievement of the learners in the sampled schools. The research provided several suggestions for enhancing quality instructional policy results aimed at enhancing the academic performance of learners and thus enhancing the accomplishment of national economic goals (Moradeyo & Babatunde, 2014). This study, however comprehensive, dwelt more in the colleges which has different goals from those of secondary education. This leaves a gap to fill in order to bring the results of that study to the context of secondary education with the focus on school managers and managerial responsibilities.

Regionally, studies have been carried out in different parts of Africa to establish the managerial skills that principals enhancing students' academic performance. In Southern Western Nigeria, Bolanle, (2013) conducted a study which sought to find out the managerial skills possessed by principals of public secondary schools in South Western Nigeria and the relationship between these managerial skills and school effectiveness in terms of student academic achievement. The study used a descriptive survey research design.

Findings disclosed that South West Nigeria secondary school principals had technical, interpersonal, conceptual and administrative skills. There was a significant relationship between the administrative skills of the principal and the efficiency of the school. The recommendation was that there should be training for possession and exercise of principals' administrative skills at sufficient levels to influence school effectiveness. This researcher only used a descriptive survey which is may not give comprehensive results. This present study used a mixed method design comprising both interviews and questionnaires which generated comprehensive results and provided in-depth information on the administrative skills adopted by principals in enhancing students' academic performance.

In Kenya, a study conducted in 2015 by Ongeri to analyzed significant functions of the Board of Management in facilitating quality education of public education secondary schools in Kajiado North District, Kenya. The research examined Board of Management's efficiency as a key prerequisite for school achievement in all fields of operations to develop an enabling atmosphere for effective school management that would enhance educational standards and deliver quality education.

The study introduced a descriptive survey design in which a population of 161 BOM participants, 23 schools, two head teachers in the 23 schools, two teachers from each college and DEO were chosen using both purposeful and simple random sampling techniques. The research discovered that most members of the BOM did not participate properly in financial management. However, it was thought that their active involvement in providing the schools with physical equipment and material resources had enhanced learning circumstances. With regard to student discipline and staff management, BOM members have been effective in roles such as school counseling sessions, motivating teachers and non-teaching staff, and funding teachers to attend refresher courses (Ongeri, 2015). The study focused on one aspect of managerial responsibilities, which is quality education. So, the finding though pointing out the vital issue cannot be used as a basis for generalization.

Wambui (2014) conducted a study in Nairobi County, Kenya, to investigate the leadership behaviors of principals in relation to teacher job satisfaction at public high schools. A correlational research design was adopted by the study. The study used all the principal and teachers in Nairobi County's public secondary schools as the target population. The sample consisted of 270 participants selected from 45 schools. Principals and teachers were selected using purposive and simple random sampling techniques, respectively. Questionnaires were the

main tool used to collect information. Both descriptive and inferential statistics were used to analyze data.

According to the findings, most of the principals showed achievement-oriented leadership behavior. A small percentage showed supportive and achievement-oriented behavior. Findings showed that a good number of teachers were satisfied in their jobs. The study recommended that principals' endeavor to use leadership behaviors that give teachers job satisfaction. The study used Correlational research design which may not be able to reveal which variable influences the other since a third and unknown variable might be causing both. This present study used a mixed-method design which brought out comprehensive results to the study and also helped to reveal how principals' leadership skills help to enhance students' academic performance in Langata constituency, Nairobi County.

Kiboss and Jemiryott (2014) conducted a study in Kenya by examining the relationship between leadership styles of principals and teachers' job satisfaction in Kenyan public secondary schools. The path-goal theory, which suggests that a group's performance, satisfaction and motivation may be affected by the existing leadership style, was used. The descriptive survey research design was adopted, which enabled the researcher to gather data from 138 respondents selected from 501 teachers in Nandi district. Questionnaires were the main instruments used for the collection of data. Cronbach alpha has been used to assess the instruments ' reliability. The collected data was analyzed using frequencies, percentages, mean and standard deviation. The research results indicated that the leadership styles of teachers have a important effect on a school's working atmosphere and subsequently on the academic performance of learners.

Further research found that the dominant leadership style in Nandi South District was Democratic leadership style and that the majority of educators were satisfied with their

employment in regards to the leadership style in place. The study employed only one research instrument, questionnaires, which may not give the participants enough room to express the reality of the problem. The interview guide was used for the principals and deputy principals to ask probing questions to gain more insight into the research problem. The current study made use of several research instruments like the questionnaires, the interview guide for principals and Snowball for ex-teachers in order to gain an in-depth understanding of how principals' leaderships can enhance students' academic performance in Langata constituency, Nairobi. The current study equally made use of a mixed-method research design which gave a broader perspective on the research topic.

Budohi, (2014) conducted a study in Kenya by examining the principals play a significant role in determining the academic performance in secondary schools due to their varied tasks and roles together with their constant supervision of their teachers determined to a great extent the level of teacher input and students' academic achievement. Many of them have failed in school leadership because of many management problems relating to institutional planning, human relations, discipline, instructional supervision and community relations experienced which ultimately impact on students' academic performance.

2.3.2 Preparedness of School Principals Influence Students' Academic Performance

One reason that has always been advanced for poor results in schools is that principals are not appropriately skilled and trained for school management and leadership, and as a result, some call for the professional development of school principals. A secondary school principal plays a crucial role in the education system's qualitative development and qualitative enhancement. Secondary education is a very significant education system sub-sector; therefore, active leadership is a prerequisite for attaining required goals. The head of a secondary school's professional

development enhances by means of professional competency, which contributes to system improvement. The present era of information technology has made the role of the head of secondary school more complex and crucial than ever before because today the head has to face the challenges of changing the world's scenario constantly. The head of secondary school is supposed to play a dual role in the system of education. On the one hand he / she produces a middle-level workforce for the economy and on the other he / she provides a higher education pathway. Because of this role, secondary education is important for the country's socio-economic development (National Education Policy, 1998-2010).

A study was designed in Pakistan, Retallick and Mithani (2013) to investigate the impact of professional development on manager performance, in this case secondary school heads. The sample included 31 secondary school principals in Rawalpindi. Each school head in the sample completed a specific questionnaire and statistically analyzed their responses to each item. The study finding suggests that the professional development of school heads or managers, considered to be the general managers of their respective schools, through pre-service training has a positive impact on their performance of the various duties and responsibilities of their job with regard to school management, academic management, staff management, financial management, relations with the community and decision making

With regard to in-service training, the findings stated that there are limited opportunities available for the professional development of this sample of Pakistani heads of schools through in-service training, despite the positive effect it may have on these principals-general managers in their respective schools. (Shah, Hussain, Nareed, Sabir, & Imtiaz, 2011). This study by Shah (2011) despite bringing out these positive elements of professional development on the performance of managers, were concerned with the professional development of school heads but

not a professional qualification of school heads. The setting where the research was carried out is different from that of the current study. Apart from this, the study never specified clearly whether it was carried out among headteachers in public schools or in private.

In the United States of America, a study was conducted by Solnet, Kralj, Moncarz & Kay in 2010 in order to study the influence of formal education on lodging management success, opinions of 246 senior and middle-level executives from 28 states across the US were obtained. Success is measured in terms of the development of skills, and four highly relevant areas of knowledge, skills and abilities (KSAs) are investigated: financial management, leadership and management, marketing, and customer focus. In line with the restricted previous studies in this region, the results of the present studies show that the experts of today's industry perceive formal education as having only a mild effect on the achievement of lodging management. Study results have consequences for teachers, practitioners, and business by offering opportunities for improved education delivery and achieving successful lodging management.

In Malaysia for example, Raman, Mey, Don and Khalid (2015) conducted a study to identify the relationship between principals' transformational leadership style and secondary school students' academic performance in the southern zone of Sungai Petani district in Kedah. The study was guided by four research questions which sought to identify the level of principal leadership practice based on transformational leadership theory, identify the differences in terms of principals' level of education and level of principals' transformational leadership practice, identify the relationship between principals' transformational leadership and students' academic performance. A questionnaire was used for this study. 235 students were randomly selected from ten schools in the Southern zone of Sungai Petani district, Kedah. A pilot study was conducted on

twenty students randomly selected from a secondary school in the southern zone of Sungai Petani district.

The findings revealed that there is a positive significant relationship between principals' transformational leadership and students' academic performance in secondary schools in the southern zone of Sungai Petani district. A principal who exercises transformational leadership can inspire and encourage the academic performance of students.

Akinola (2013) and Olaleye (2013) conducted in Nigeria to find out the leadership skills of Southwestern Nigerian Principals of Public Secondary Schools and the relationship between these leadership skills and school effectiveness in terms of student academic achievement. For the study, the descriptive research design of the survey was used. 154 Principals and 770 selected teachers participated in the study. Findings revealed that secondary school principals in southwestern Nigeria possessed technical, interpersonal, conceptual, and administrative skills. A significant relationship was found between principals' leadership skills and school effectiveness. There was no examination of the level of adequacy of leadership skills for effectiveness in school. It was recommended to train for the possession and exercise of leadership skills at sufficient levels to influence the effectiveness of school. Within school, barriers to the influence of principals' leadership skills on school effectiveness were also recommended for removal (Akinola, 2013).

Massawe conducted a study in Tanzania in 2014 to evaluate leadership practices of school heads as a factor affecting the academic performance of students in community secondary schools. The important results were that school heads in sampled community secondary schools were unable to articulate and involve educators and students in the achievement of school objectives and mission. It was also observed that they did not properly monitor teaching and

learning operations. Furthermore, as leaders, the heads of schools were gradually losing their typical traits because they have withdrawn from teaching and curriculum-related responsibilities. The study recommended that school heads closely oversee the implementation of curricula in the schools they administer and design ways and mechanisms for monitoring the attendance of teachers and students as well as fulfilling their tasks. School heads are supposed to adopt the collaborative structure and leadership styles that provide space for stakeholders to take part in school-wide decision-making.

In Kenya, Ayiro (2014), a study was conducted on advancing and expanding research on emotional intelligence and transformational leadership in schools. This study was conducted using a mixed-methods research design. The target population for this study consisted of principals of high schools, deputy principals, and heads of department in Kenya. These 103 principals were identified through (i) an Executive master's degree program in educational leadership and policy studies offered at one of the public universities in Kenya (ii) participation in a performance improvement/turnaround initiative in one of the counties in the country. The findings in this study support the idea that teacher agencies should select people who have high a level of emotional intelligence for it is predictive of having the potential to become transformational leaders. In their quest for transformational leaders, agencies like the Kenya Education Management Institute can build emotional intelligence training into their principal training programs (Ayiro, 2014).

Another research undertaken by Githiari in Kenya in 2017 attempted to discover methods for directors to obtain the leadership skills needed to manage secondary schools effectively in Nairobi County. The study findings showed that leadership skills were acquired through training in pre-service, in-service and on - the-job. In pre-service training, the principals who had a

bachelor's degree had been exposed to a one-unit course in education administration in the universities. The unit was also provided to those principals who had master's degrees as a specialization area at the master's level in public and private universities.

2.3.3 Ways Do Principals Administrative Skills Enhance Students' Academic Performance

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examinations, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision- making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Owojori and Asaolu, 2010). All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2012). The principal is the person on whose shoulders rests the entire administration, success or failure of the school. Uyanga (2008) in his study on the principal and education reform agenda of the Nigerian economic empowerment development strategy (NEEDS) and the millennium developmental goals (MDGs) noted that the principal identifies and sets goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and shares responsibilities of the staff according to specialization and expertise (Uyanga, 2007).

In Kenya, Chiriswa, (2012) stated that some of the administrative tasks that the school principals perform include the management of school finances. The principal is the chief

executive and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilisation of PTA levy.

Another task is that of motivation. The principal is a motivator. In their study, Ajayi and Oguntoye (2006) opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guide and control administrative processes. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process. Motivation enhances job performance (Ajayi & Oguntoye, 2006). The principal is a curriculum and instructional supervisor. The functions of the school principal as a supervisor include: obtaining and making available for teachers all educational information; visiting classrooms often to observe his teachers teaching; inspecting teachers lesson notes and class registers, diaries and teaching aids and offering professional advice for their improvement. The school principal is also a change facilitator. When it comes to efforts to improve the quality of school, the principal is the critical person in making change to occur.

In Nigeria, Akinsolu (2011) stated that since a school is known to be an instrument of change and reforms in the society, the principal is said to be the pivot of such reforms and changes. This responsibility is very obligatory and the principals are expected to deploy the managerial skills in adapting to this change and effecting it in the school system.

2.3.4 Challenges Encountered by School Managers to Perform Managerial Responsibilities

Schools are a type of organization that aims to improve teenagers' minds, teach them to become responsible adult, and prepare them for the future with new knowledge. A principal must be in a position to guide and provide guardian knowledge in the creation of curriculum, techniques of teaching and assessment, as well as oversight of human and material resources. The

principal must be able to use all possible means to maintain a good atmosphere for learners, employees and the general public to work well. Thus, as a principal, who is a school's chief executive, should direct and inspire the students to satisfy their jobs. It also sets policy direction, acceptable norms for students ' academic and behavioral accomplishment, creates a friendly school environment and affects the dedication of all stakeholders in society to achieving educational objectives (Olowoselu & Aishatu, 2015).

In the United States of America, Burkhauser, Gates, Hamilton and Ikemoto (2012) conducted a study to examine first-year principal actions and working conditions (those who are new to their school, irrespective of prior experience as a principal) and how these factors relate to student achievement and main retention. The research used first-year principal experiences in six districts: Memphis City Schools; Chicago Public Schools; New York City (NYC) Public Schools; Washington, DC, Public Schools; Baltimore City Public Schools; and the Unified School District of Oakland [California]. Using district data, surveys and case studies for the 2007–2008 and 2010–2011 school years, the researchers examined the relationships between student achievement, the likelihood of new principals staying in their schools and their reports on their practices, attitudes and perceptions of school and district conditions. The study found that while the newest principals remained at their schools, many left in the first year or two, and only a few factors related to retention and success could be identified. They also found that outcomes achieved through first-year principals varied greatly, but they saw little evidence that those outcomes were determined by the characteristics of a school, such as student demographics or the previous achievement level of the school. This study focused on first-timers or new principals and fails to give a clear direction of management challenges of principals in general. The setting of this study is different from what the researcher will seek to find out.

Terosky (2014) study of 18K-12 public schools in New York City found that most school principals face the challenges of news roles in addition to teaching roles. School leaders are asked to tackle problems such as socio-emotional problems (e.g., personality training, anti-bullying policies, student. Internet use during and after college hours, parenting rules), health and dietary problems (e.g., eye screening, vaccine administration, childhood obesity, and environmental and green projects (e.g., mandated recycling programs, school gardens). This may lead the principals to jeopardize the instructional responsibility because, although the tusks are added, the added roles are not trained or supported. The study found that the policies that guide the principal are not very clear, making it difficult for the principal to balance instructional responsibility and the added responsibility.

The study used both qualitative and quantitative approach and collected the data through the interview, observation and data analysis. The study's target population was the urban school principal. The study left a gap as it did not collect the teachers ' data to understand whether or not they were supported by the principal. The research also only looked at the school principal's instructional role. Unlike the current study, the study was conducted in public urban schools.

In Zimbabwe, Tichaona (2014), a study was conducted to find out the challenges faced by school heads in the management of school finances in Nkayi District. Random sampling was used to develop a sample of ten (10) schools from which 40 respondents were selected purposively. A descriptive survey design has been embraced by the research. The study found that most heads lacked the accounting literacy needed to manage school finances effectively and that there was little or no supervision of financial management issues from the Department of Finance of the Ministry of Primary and Secondary Education. The study recommends capacity building programs for school heads, deputy heads and school development committee members. The

Primary and Secondary Education Ministry should increase both announced and unannounced school visits to monitor the use of school finances (Tichaona, 2014). This study addressed challenges faced by principals in the management of finances, which is an aspect of management so it cannot be used as a general point of what principals are facing.

Tsegaye and Moges (2014) study roles and challenges of secondary school instructional leadership in some selected schools in South Gondar, Ethiopia, to achieve student learning. The research discovered that failure by the government to provide continuing teacher training and growth was a major challenge facing the principals on their role of improving the efficiency of teachers. The research discovered that most teachers used the traditional technique of teaching, where learning is teacher-centric rather than learner-centric. The research did not examine whether the principal was able to mitigate the issue. The current study attempted to bridge the gap by establishing the role of the main transformational leadership on the performance of the teachers. The study above used the design of the descriptive survey and collected data through questionnaire and interview. The sample consisted of eight secondary school principals, unit leaders, teachers, and students.

In Kenya, Nyaga (2015) conducted a study to find out administrative challenges faced by primary school headteachers in the management of pupils in Embakasi district Nairobi county found out that majority of the headteachers had never attended any training on school administration. The head teachers experienced administrative challenges in the management of the students, including lack of parental cooperation in providing students with learning needs, as parents thought that everything was covered in the free primary education programme, high school dropout rates, high teacher-student ratio, high teaching burden, insufficient textbooks and other learning resources, insufficient classrooms and furniture and poor sanitation. The research

proposes that government and other stakeholders tackle the bottlenecks in implementing school strategies such as employing more teaching staff, constructing more schools which are major administrative difficulties facing head teachers in the management of students.

Abaya (2016) study of the challenges faced by the heads of public secondary schools in their leadership roles in south-western Kenya along the Nyanza and Rift Valley border regions highlighted various challenges both at home and abroad. While the location of the research has the insecurity challenge owing to the social-culture of the surrounding groups, the study discovered that absence of funds is a significant challenge for the heads of the school. This means that the teachers are not in a situation to provide materials for teaching and learning. The study found the government subsidy is not sufficient for the principal to effectively run the school. The research did not present difficulties encountered by various school classifications. Current study focused on the County schools in particular. This made it possible to point out the issues specifically encountered in this category's schools. The location of the current study was in a peaceful county, in Langata County there were no ethnic war problems.

The above study used the method of qualitative research and sampled purposefully the principals who have been in school since 2007. The target group was only the principal, and from 2007, only six principals qualified the criterion of being in schools. The research is crucial for the present research because it highlighted the absence of funds in schools, one of the issues faced by most leaders in developing nations (Bush & Glover, 2016). A mixed method approach was used by the current study. The study, however, did not demonstrate the principal's role in mitigating the issue. As Adan and Keiyoro (2017) stated, secondary schools in Kenya were encouraged to initiate income-generating projects as public subsidies are not sufficient. These projects are needed in today's classrooms for microeconomic dynamics. The researcher was conscious of the

complexity of mobilizing funds in government high schools. The opinion of this research was the principal must never lose the goal of developing improved learning circumstances that eventually improve the success of learners.

2.3.5 Managerial Strategies Employed by Principals to Enhance Academic Performance

Innovation is a significant driver of the growth, success, and profitability of organizations and nations. Innovation is not the only growth driver. Employees should be recruited, retained and strategically supported by leaders (Agrawal, 2012). Culture has become a prevalent perception within an organisation that sets the tone (Marga, 2010). A factor affecting employee performance is the strategy of management within an organisation. The way employees are treated by organizational leaders and the respect shown to employees can set the atmosphere for a whole change. Managers with bad attitudes can decrease the efficiency of staff and retention could be an issue for organisations when staff are disconnected and leave (Kwon, Chung, Roh, Chadwick, & Lawler, 2012).

In Turkey, Ates, Haydar, and Artuner, Gülbanu (2013) conducted a study on the importance of school management has been increasing in student academic success, based on International Exams. They have studied based on international exams. One of the international exams is the PISA (Program for International Student Assessment), which gives countries the opportunity to regularly check the extent to which they approach their educational goals in primary education and share the results and evaluation of factors affecting their educational systems. TALIS (International Survey of Teaching and Learning) is also one of these reviews which identifies issues and makes suggestions for solving these issues in certain sub-areas. This research used descriptive and qualitative techniques. The primary school management is the leading research area. Because international examinations attempt to determine the outputs and

efficiency of primary school education while assessing the level of the graduate student on basic knowledge and providing some input to compare the education systems of countries. The international exams' reports, the reports on countries' education systems, and the evaluation papers based on those reports are taken care of while collecting data. In this context, the outputs of OECD PISA report, the reports and research papers on the Finland education system, as the most successful country in this exam, the ERG and other institutions reports, Turkish Minister of Education reports, and the special report (Preparing teachers and developing school leaders for the 21st century) from 2012 International Summit on the Teaching Profession.

First, the data was grouped in a theme-based approach to analyze the data, and then based on it, data analysis was performed. In this context; in addition to the duties related to general management, the roles of school management in academic success were considered and evaluated to clarify the student evaluation system, the courses to be given, the textbooks, the coverage of courses, and the percentage of OECD countries ' school management responsibilities. The school administrators in the school system, together with other factors, play an essential role in the student's academic success, according to the assessments and reports prepared by the above-mentioned organizations.

In Hong Kong, by Shun-wing and Szeto (2015) conducted a study to determine the professional development needs of newly appointed principals to enhance students' academic performance. The study was an exploratory type and also qualitative in nature. The target population of the study included thirty-two newly appointed principals from secondary schools. Questions that guided the study focused on the role of the new principals and their needs and expectations on the school leadership development. Programs that contents of existing development programmes could be improved to meet their needs.

Findings demonstrated that the newly appointed principals expected to be equipped with the administrative skills of human resource management such as empowering middle leaders and helping staff that do not perform up to standard. The present study made use of a mixed method research, and combined both qualitative and quantitative data which brought out comprehensive results on the leadership skills principals enhancing students' academic performance.

In Ethiopia, Allen (2015) also conducted a similar study on effective school management and supervision: imperative for quality education service delivery. This research examines the twin ideas of managing and supervising schools as essential variables in offering quality education services. The paper proposed having the necessary qualification and experience to work optimally for school administrators. Education industry managers were also advised to attend conferences, seminars and workshops, among others, to enhance their skills in school management and supervision. Effective school management and supervision is found to focus on improving the school system's teaching skills and general well-being. This invariably has a positive impact on the accomplishment of learners and the society's academic growth. Therefore, the rationale for effective instructional services in schools is underlined without proper school management and supervision.

Olaleye (2013) studied on principals' organizational management and students' academic achievement in secondary schools in Ekiti State, Nigeria. This study investigated the principal's managerial roles in the academic performance of the students in the Ekiti State school certificate examination. The study was a descriptive survey-type research design aimed at obtaining information from school principals and teachers on how organizational management of principals affects students ' academic achievement. Eighty-five secondary schools were randomly selected out of 175 secondary schools in the state. Questionnaire tagged (PATQ) principals' administrative

technique questionnaire was the tool used for data collection. The study's population consisted of all the Ekiti State principal and teachers. Sampled schools comprised 85 principal and 850 randomly selected teachers.

The collected data were analyzed using the number of frequencies, percentages and means. The research also used the outcome of the school examination inventory. The study result showed that selected school principal adopts quality improvement measures, encourages teamwork with staff and students, participates in academic activities that influenced the school's academic achievement. Principals were engaged in students ' academic activities by overseeing the work of teachers and students, disciplining and discouraging malpractice of examination.

Another study in Nigeria by Mbon (2017) was conducted to investigate headteachers' managerial behavior and teachers' task performance in public primary schools in Calabar-South L.G.A. of Cross River State. The survey research design for the study was adopted. The study population comprised all the headteachers and deputy headteachers in the twenty-one (21) public primary schools in Calabar-South L.G.A. The result of the study revealed that headteachers' decision-making strategy and headteachers' leadership style has a significant influence on teachers' task performance in the sampled schools. Moreover, that headteachers' communication skills significantly relate to teachers' task performance in the area. Based on this result, it was recommended that headteachers should adopt appropriate managerial behavior to boost teachers' morale towards high task performance.

In Tanzania, Ndyali (2013) conducted research analyze the roles of the head of schools in the achievement of student's academic performance in community secondary schools in Mbeya Urban. The findings of the CSEE indicate that performance each year has deteriorated. Despite the extensive research studies carried out by different scholars, little is known about the roles of

the heads of the school in relation to the academic performance of the students. Different methodologies have been used to collect information. To begin with, a survey was conducted with sixty (60) students to obtain information on how academic performance is affected by school leadership. In addition, thirty (30) teacher were interviewed and surveyed.

In addition, DEO, ZSCI, and six (6) school heads were interviewed to understand how academic performance of students is affected by the execution of the school heads roles. Finally, a focused group discussion was held with parents in order to evaluate their involvement. The findings of this research showed that many difficulties surround the school heads, making school management unbearable. Their roles were hampered by unfriendly operating circumstances where schools function under the shortage of professors, equipment, resources, and absence of stakeholder engagement. This research concludes that the bad academic performance of learners in the context of the positions of school heads in community secondary schools' results from an educational scheme that yields poor predetermined outcomes.

In Kenya, Wakoli (2014) conducted a study was conducted to investigate principals' management strategies and impact on student performance in Mount Elgon Sub County Secondary schools. The study was guided by the Max Weber theory on the division of labor. The study findings showed that key management strategies influence student performance in KCSE exams. For the past five years, student performance in KCSE exams has been below average. The principals were found to use bureaucratic and autocracy management style in their schools, and this prevented the participation of teachers and stakeholders in the management of schools, thus affecting negatively the performance of students' schools.

The findings of the study also showed that supervision and assessment of teachers was not regularly conducted in schools, and this influenced performance. The study found that an

inadequate number of teachers, low student fees and inadequate teaching and learning facilities influenced management styles, and this subsequently affected student performance in KCSE. The study recommends that Principal adopt a democratic and participative style of management to accommodate all stakeholders in decision making, teachers and principal to go for in-service training courses and teachers to be evaluated on merit-based performance of students. All these strategies are considered to improve students ' performance in national exams.

In Kenya, Samoei's (2014) study was on ' Instructional, supervisory role of principal and its impact on academic achievement of learners in public secondary schools in the Nandi North district Nandi County Kenya. ' This study attempted to examine the impact of the principal's instructional and supervisory roles on academic achievement of students in the Nandi North District, Nandi County Kenya. Cross-sectional survey and naturalistic phenomenology designs was used. A total of 117 participants were selected through sampling procedures for probability and non-probability. Data collection was done using questionnaires, interview guides and document analysis guide. To summarize information obtained from the field, descriptive statistics such as frequencies were used. It was provided in frequency and percentage. Qualitative data were classified into themes guided by research questions and presented as narratives and direct quotes.

The findings established that principals' orient new teaching staff supervise curriculum timetabling and monitor students' academic progress. They were highly rated as frequently performed roles. Principals have been found to refrain from visiting lesson observation classrooms and have rarely provided teacher in-service training. Lack of finances, insufficient staffing, elevated teacher turnover, and inter-relationship difficulties included the significant difficulties facing principals. The study recommended that sufficient time for instructional supervision in schools be set for principals. Furthermore, the research proposed that QASO

organize clinical conferences seminars and collegial supervisory techniques. They are also intended to encourage visits to the classroom and provide teacher with feedback.

Mugambi (2015) also conducted a study on the role of principals to promote students' achievement. Because of the persistent poor performance in Kenya Certificate of Secondary Education exams in many secondary schools in Tigania West Sub-county, the researcher was prompted to carry out this study. The study's objectives were: to determine the instructional leadership activities that the principal engages in improving the academic performance of students, to determine the main uses of supervising instruction to improve student performance, to determine the extent to which the principal involves teachers in decision making to improve student performance, and to determine the extent to which the principal involves teachers in decision making to improve student performance. The study was guided by the system theory of organizations that postulates that schools are like open systems and emphasizes both the relationships between the school and its environment and what happens within the school. The study used a descriptive survey research design.

The study sample composed of 2 schools in the Sub-county. Each school yielded five teachers and two principals. The researcher used questionnaires to collect the data. Based on descriptive and inferential statistics, data were analyzed and presented using frequency distribution tables, bar graphs, and pie charts. The study found there was an association between the performance of the school and it is the instructional management practices of the principal.

In Kenya, Nzoka and Orodho (2014), secondary school management includes applying certain administrative principles and strategies in the design, development and implementation of resources to achieve academic objectives. This also has great impact on students' academic performance. Evidence demonstrates that schools with a common sense of purpose and a

powerful community organization with collegial interactions between employees and favorable student relationships are effective in encouraging a variety of educational and social results that reflect the engagement of students.

2.4 Summary of the Review of Related Literature and the Identification of Knowledge Gaps.

The study reviewed the literature related to administrative skills of principals on students' performance in schools from the global perspective in general as well as the regional and local perspective in Kenya and the knowledge gap that has been established is that, no particular research study from the literature review that shows that a particular study was done on the administrative skills of principals on students' academic performance in public secondary schools.

From the reviewed literature, it is clear that the administrative skills of principals' influence students' performance. However, there are other issues that may limit the administrative skills of principals in schools. Most of the cited sources and their findings, though shedding light on the influence of administrative skills of principals on students' performance, did not agree on the influence of administrative skills of principals on students' performance. This lack of agreement gives the current study an opening to go out into the field and research more about how administrative skills of principals' influence students' performance with specific reference to Kenya.

In summary, the current study appreciates the efforts and works of various scholars who have written on the issue of administrative skills of school managers on students' performance. Their efforts reveal that there is a significant body of knowledge in this area and the current study is not the first one and it will borrow much from the wisdom of past scholars with the aim of

filling the knowledge gaps left behind in order to explore in-depth the issue administrative skills of school principals on students' performance in public schools in Langata constituency.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research designs to be used in the study. The chapter comprises of research design, target population, and describes the sample selected from the large population, sampling procedures, research instruments, description of data collection procedures, data analysis procedures, and ethical issues.

3.2 Study Locale

The study conducted in Langata Constituency is in Nairobi County, Kenya, one of seventeen constituencies in the county. It consists of southern and southwestern areas of Nairobi. Langata constituency has common boundaries wit Kibera Division of Nairobi. It was known as Nairobi South Constituency at the 1963 elections but since 1969 elections it has been known as Langata Constituency.

3.3 Research Design

The researcher used a Convergent Parallel Mixed Method Research Design (qualitative and quantitative) to collect information on principals' administrative skills on students' academic performance in Langata constituency. This is because as stated by Creswell (2007), mixed method research provides more comprehensive evidence for studying research problem than either qualitative or quantitative research alone. In quantitative design, the researcher used a cross-sectional survey research design. Orodho (2009) asserts that a survey design is the most commony used descriptive method in educational research. Its aim to describe the existing conditions, identifying the standards against which the existing conditions can be compared and determining

the relationship between specific events. It is the best method for collecting descriptive data regarding the characteristics of population. Cross sectional survey research design was used in this study to obtain data at one point from various samples at different public secondary schools. Cross sectional survey is appropriate for getting information at one point in time so as to describe the current characteristics of randomly selected samples from each of the components at the same time.

The study used phenomenology design for qualitative research. Qualitative inquiry accepts the complex and dynamic quality of the social world (Cronbach,1975). The qualitative research methods would offer in-depth and useful insights regarding principals' administrative skills and influence students' academic performance in public secondary schools in Langata Constituency. It is concerned with the people with experiences and feelings from the perspective of the principals and BOM.

3.4 Target Population of the Study

A target population is a population to which the researcher intends to generalize the results of the study (Fredric and Elizabeth, 2015). The target population for the study comprised of all school principals, teachers, students, and board of members in all these public secondary schools in the constituency. Principals were targeted because the researcher was interested in the influence their administrative skills on students' academic performance. The teachers were targeted because they are on the receiving end of the various administrative skills employed by principal.

3.5 Sample and Sampling Procedures

The sampling procedure is the process that the researcher used to select the subjects from a population of interest that was included in the study to generalize the result to the whole population (Chakraborty, 2010). In this study, the researcher used both probability sampling and

non-probability sampling. The study utilized simple random techniques and purposeful sampling techniques. The simple random technique is crucial because it is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. On the other hand, purposive sampling is necessary because it focuses on a group of interest who possesses relevant information concerning the subject of the study.

3.5.1 Sampling of Schools

The study purposively sampling five schools to participated in the study in Langata constituency, Nairobi County because the researcher believes that each school is capable of giving reliable information about administrative skills.

3.5.2 Sampling of Principals

The school principals of the sampled schools were automatically included as respondents. The sample size for principals was the same for schools which is 83% of the population of public secondary schools in Langata constituency, Nairobi County.

3.5.3 Sampling of Teachers

Teachers were selected through a random sampling technique and proportional stratified sampling technique. The proportional stratified sampling technique was used so that the proportion of sample within each school reflects the proportions in the sampling frame. This reduced the temptation to over sample teachers that are more in each school. Proportional stratified sampling ensures that the sampling weights are all equal and have an equal representation of the population from which it is drawn. To achieve this, the researcher took the total number of teachers in each school and multiply it by the actual sample then divides it by the target population. A simple random sampling technique was used to get the exact number of teachers from each school. To achieve this, the researcher wrote the names of the teachers in each

school on a piece of paper and assigns them numbers. She folded the papers and mixes them thoroughly so that each teacher will have an equal chance of being selected to participate in the study. The respondents then picked the papers blindly at random until the desired representatives of the teachers were reached.

3.5.4 Sampling of Students

A proportionate stratified sampling was used to select the number of student participants in each school. A total number of 75 students, constituting 5% of the student population of 150, were selected from the 5 target schools. The total number of the student population (TPS) in the five schools was calculated from school lists. After knowing the TPS, a stratification procedure was done to know a proportionate number of participants (PSi) to be selected from each school compare to the total population of students TPS. Knowing the number of the participants in each school, a simple random sampling from the list was used. If necessary other stratification measures were taken if some important homogeneous groups for the study were finding in the school. This could imply the gender, the courses combination or the economic and social factors. From the above process therefore, the number of participants to be taken from each stratum was given by:

$$PSi = \frac{TSSi}{TPs} x\ SN$$, where:

PSi = the participants from school (i)

TSSi = the total number students in School (i),

TPs = total population of students in all the schools

SN = sample number of the students involved in the study

After allocating the number of students to participate in the study from a particular school, a simple random sampling will be used to select them PSi (Participants from school (i)) from the list provided by the administration.

3.5.5 Sampling of BOM Members

The school BOMs of the sampled schools were automatically included as respondents. The sample size for BOM were the same for schools' principals which is 100% of the total population of public secondary schools in Langata constituency, Nairobi County.

Table 1

Sampling Matrix

Category	**Target Population**	**Sample Size**	**Sampling Technique**	**Percentage**
Schools	6	5	Purposive	83%
BOMs members	6	5	Cluster/ Simple Random	83%
Principals	6	5	Purposive Sampling	83%
Teachers	210	50	Stratified Sampling Random sampling	29%
Students	450	150	Stratified sampling	33%
Total	**678**	**215**		

Source: *Education Office, 2018*

3.6 Description of Research Instruments

Kumar (2014) defines instruments as tools by which data is collected. Interview guides and open ended questions used to collect qualitative data from principals and BOM members. Also closed ended questionnaires were used to obtain quantitative data from the teachers and students using a Likert scale as research instruments for collecting data from the sampled schools.

3.6.1 Questionnaire for Teachers

A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis (Mutai 2000). The researcher used a questionnaire for teachers. The questionnaires will follow a thematically approach from the research questions. The questionnaires consisted of sections A to F. Section A focused on demographic information of the teachers. This included the gender, age, diploma in education, teaching experience, the length of the current school. Section B looked at the administrative skills adopted by principals in enhancing students' academic performance. Section C dwelt more on the level of preparedness of school principals to enhance students' academic performance. Section D looked at the ways that principals' administrative skills adopted in enhancing students' academic performance. Section E focused on challenges encountered by school principals in Langata Constituency when improving students' academic performance. Section F looked at the managerial strategies employed by principals in Langata Constituency to enhance students' academic performance.

3.6.2 Interview Guides for Principals, BOM Members

According to Cohen, Manion & Morrison (2007), an interview guide is a flexible tool for data collection, enabling multisensory channels to be used; verbal, non- verbal, spoken, and heard. He further explains that the interview may be controlled while still giving space for

spontaneity, and the interviewer can ask for responses about complex and profound issues. In this study, principals and BOM members will be interviewed. The interview consisted of sections A to F. Section A focused on demographic information of the principals and BOM members. This included the gender, age, academic qualification. Section B looked at the administrative skills adopted by principals in enhancing students' academic performance. Section C dwelt more on the level of preparedness of school principals to enhance students' academic performance. Section D looked at the ways that principals' administrative skills adopted in enhancing students' academic performance. Section E focused on challenges encountered by school principals in Langata Constituency when improving students' academic performance. Section F looked at the managerial strategies employed by principals in Langata Constituency to enhance students' academic performance.

3.7 Validity, Pilot Testing, and Reliability of Research Instruments

Research instruments validity and reliability were done to control the quality of the research outcome. The pilot study was carried out on the questionnaire.

3.7.1 Validity of Research Instruments

Validity refers to the degree to which the accuracy of data obtained in the study yields exact results representing the variables of the study (Kombo &Tromp, 2006). According to their argument, validity is determined mainly by the presence or absence of systematic error in data. Hence, the measure of systematic error in the instrument should be minimized as much as possible. Cooper and Schindler (2003) comment that there are many descriptions of the different types of validity, but they all have to do with threats and biases, which can undermine the meaningfulness of the study. The core issue about validity is to ensure that research findings reflect accurately the information present in the data in an unbiased manner.

To ensure the validity of the questions and interview guides, all were developed with the guidance of the study's research questions. Accordingly, the researcher kept consulting supervisors to establish and maintain content validity to improve on the items in the instruments. Also, the researcher used the experts in research at the Catholic University of Eastern Africa and worked with the feedback given. Further, the researcher used colleagues by sending them a copy of the questionnaire to get their responses and detect any contradiction.

3.7.2 Pilot Testing of Research Instruments

According to Teijlingen and Hundley (2001), conducting a pilot testing might give a warning about where the primary research project could fail, where the research protocols may not be followed, or whether proposed methods or instruments are appropriate or too complicated. For this study, the researcher conducted a pilot of questionnaires using one neighboring secondary school with somewhat similar principals' administrative skills and students' academic performance in public secondary schools. The pilot secondary schools were from a different Sub-County, and the respondents/school in the piloting exercise will not be involved in the main study.

3.7.3 Reliability of the Research Instruments

Reliability is the extent to which results are consistent over time and are an accurate representation of the total population under study (Joppe, 2000). In quantitative research, reliability refers to the consistency of a measure. A questionnaire is considered reliable if the same result is obtained repeatedly when the questionnaire is re-administered (Muller, 2006).

Siegle added that when the items on an instrument are not scored right versus wrong Cronbach's Alpha is often used to measure the internal consistency. This is often the case of attitude instruments that according to Siegle (2001), there are three major categories of reliability for most instruments; test-retest, equivalent form, and internal consistency. Each of them

measures consistency in its way, and a given instrument need not meet the requirements of each. Test-retest measures consistency from one time to the next. Equivalent form measures consistency between two versions of an instrument. Internal consistency measures consistency within the instrument (consistency among the questions). The test-retest technique of reliability testing was employed whereby the pilot questionnaires were administered twice to the respondents, with a one-week interval, to allow for reliability testing. Then the scores were correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient. A correlation coefficient of 0.83 was obtained and accepted, as recommended by Mugenda and Mugenda (1999).

3.7.4 Trustworthiness of Qualitative Research Instruments

In qualitative research, reliability can be thought of as the trustworthiness of the procedures and data generated. It is concerned with the extent to which the results of a study or a measure are repeatable in different circumstances (Bryman, 2001). According to Shenton (2004), there are four criteria for assessing the trustworthiness of reliability in qualitative research, which is, credibility, transferability, dependability, and conformability.

According to Creswell (2014), qualitative validity means that the researcher checks for the accuracy of the findings by employing specific procedures. He recommends that in order for a researcher to enhance the validity of qualitative research, he or she must have a prolonged and engagement and persistent observation in the field.

The researcher triangulated various data sources by examining proof from the sources and using it to create a coherent justification for themes. Additionally, the researcher used peer review or debriefing and member check through taking the final report or specific descriptions or themes back to participants and determine whether the participants feel that they are accurate.

3.8 Description of Data Collection Procedures

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research and evaluate outcomes. For the study to be carried out successfully, the appropriate protocol first observed. Thus, after defending the proposal, the researcher was given a letter from the postgraduate department of Education of the Catholic University of Eastern Africa. Then the researcher sought a research permit from NACOSTI, which would enable the smooth collection of data. The next procedure would be getting an appointment from interviewers, where the respondents face-to-face based on the question that will be set. As the interview is going on the researcher took notes in a notebook. During the interview, the researcher probed for more answers and clarified any misunderstandings on the questions.

After this, the researcher did questionnaires. The questionnaires would have space for the respondents to give out them recommend their opinions to the research. The questionnaire would be carefully worded, using simple and straight forward vocabulary. Care would be taken to make sure that the overall appearance of the questionnaire is attractive and of the highest quality. The questions were short and answerable. Any ambiguous, complicated, and vague questions were avoided.

3.9 Description of Data Analysis Procedures

It refers to examining what will be collected in the survey or experiment and making deductions and inferences. Bryman (2008) describes data analysis as the process of bringing order to the data, organizing what's in it into patterns, categories, and descriptive units, and searching for their relationship. Kimalu and Marimba, (2014) add that in quantitative

research there is a numerical representation and manipulation of observations for the purpose of describing and explaining a phenomenon that those observations reflect.

Data was analyzed using Statistical Package for Social Sciences (SPSS) version 20.0 presented such as bar graphs, and histograms, tabulation such as frequencies and numerical such as mean, in order to depict and present the findings of the research. For the qualitative information, the raw data obtained were organized according to the themes already established from the literature review and will be in line with the objectives. Each theme analyzed concerning people's experience that would be given during the interview.

3.10 Ethical Considerations

According to Mugenda and Mugenda (2003), ethical considerations are critical for any research. Leedyand Ormrod (2005), affirm that most ethical issues in research fall into four categories: protection from harm, informed consent, right to privacy, and honesty with professional colleagues. Before embarking on data collection and during and after data collection, the researcher put into considerations several ethical issues. First, the researcher got a permission Faculty of education at the Catholic University of Eastern Africa to conduct the study. At the same time, the researcher got a permit from Langata Sub -County Director of Education. The researcher avoided plagiarism and fraud.

To promote ethical consideration, the researcher sought the consent of the study participants before administering the research instruments. Kombo and Tromp (2013), asserts that the researcher must ensure voluntary participation of subjects in the study. Therefore, the principle of voluntary consent considered. The researcher assured the participants of their freedom to pull out should they feel like without threatening them. The principle of anonymity was observed by asking the participants not to indicate their names on the questionnaires. Kombo

and Tromp (2013) emphasize that the researcher must maintain confidentiality all the time. The researcher ensured that the information given during data collection would be kept confidential, and all sources were acknowledged. The researcher avoided plagiarism and fraud.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.1 Introduction

The chapter examined the administrative skills of principals` on students` academic performance in public secondary schools in Langata Constituency Nairobi, Kenya. It presented the results from interview guides from school principals, and board of governors was analyzed according to the research questions, while the data from questionnaires for teachers and students were presented in tables and bar charts.

4.1.1 Respondents Return Rate

In this section, the researcher came up with the number of questionnaires was distributed to principals, teachers, students and BOM and those returned.

Table 2

Distribution of the Respondents

Category	**Survey distributed**	**Return**	**Not Return**	**Percentage %**
Principal	5	5	-	100
Teacher	50	41	9	82
Student	150	141	9	94
BOM	5	2	3	40
Total	**210**	**189**	**21**	**90**

The respondents' questionnaires return for the teachers were 82 %, and students were 94 %. Interviews for principals 100 % and BOM were 40 %. A response rate of 70 percent and above is very good, according to Mugenda and Mugenda (2003). For this study, the return rate of questionnaires is higher lead to a higher probability of a sample being representative of the population being studied. As indicated in Table 2, the survey distributed 210 respondents, but only 189 (90 %) respondents participated. This showed that the researcher was able to get enough credible information to carry out this study. Out of 50 teachers who were given the questionnaire to fill in, nine surveys were returned unanswered. Out of 150 students who were given the questionnaire to fill in, nine surveys were returned unanswered. Out of 5 BOM members, only 2 of them were available to do the interview. All principals participated in the interview session.

4.2 Demographic Information

To gauge the demographic background of the participants, the researcher requested the participants to respond to questions on gender, age, class, education qualification, and teaching experience. This was done to seek demographic characteristics of the participants and their reliability in providing the relevant data for this study. The gathered information is vital as it enhances understanding and gives precise information. Data was collected from principals, teachers, students, and BOM.

4.2.1 Demographic Information of Principals in the Study

The researcher interviewed principals from the five public secondary schools in Langata Constituency.

Table 3

Distribution of Principals, Teachers by Gender, Teaching Experience, Time as Principal, Education Level and Duration in the Current School: (Principals (n-5), Teachers n-41)

Variable	**Principals**		**Teachers**	
Gender	**Frequency**	**%**	**Frequency**	**%**
Male	1	20	19	46
Female	4	80	22	54
Teaching Experience				
<1 year	-	-	16	39
1-5 years	-	-	15	37
6-9 years	-	-	4	10
10-15 years	-	-	1	2
>16 years	5	100	5	12
Education Level				
Diploma	-	-	2	5
B.E.D	2	40	37	90
M.E.D	3	60	2	5
Duration in the Current School				
<1 year	-	-	24	59
1-5 years	4	80	14	34
6-9 years	-	-	1	2.3
10-15 years	1	20	1	2.3
>15 years	-	-	1	2.3
Total	**5**	**100**	**41**	**100**

Out of five principals, four principals (80%) were female, and one (20%) was male. There are more females than male principal. This shows the existing gap between professional male and

female in administration positions trend in educational institutions in the sub-county. This could be due to factors such as a high degree of job satisfaction and viewed themselves as effective in their jobs.

As for their teaching experience, all principals (100%) had been in the teaching field for more than 16 years. This means that they are professionally qualified teachers, have sufficient knowledge in the educational field. They can make sound school policies relating to such areas as curriculum goals, assessment, homework, and provision of students with learning difficulties as well as expected teaching and learning behavior of teachers and students. It is tough for public secondary schools to be useful if the principals are ignorant of what is expected to be done to improve instruction and therefore, to improve students' academic performance.

The researcher was interested in knowing the duration in years that the principals have taken in the current station. This element was vital because it was an indicator of academic performance of students if they have improved during their administrative skills. Four principals (80%) had stayed in their current work station between one and five years, and one principal (20%) had stayed in his/her current school between 10-15 years. This shows that eighty percent of principals were in office for less than five years, meaning that eighty percent of principals did not have a thorough knowledge of the challenges and issues in their respective schools. The longer one stayed in a school, the easier it was to improve on its performance because they were able to set long term goals and accomplish them. Low academic performance was observed in public secondary schools could be because students needed time to build rapport with their new principals. They needed someone to protect and understand them; this could have negatively influenced their academic performance.

4.2.2 Demographic Information of Teachers in the Study

The researcher sought to establish teachers' education qualification, teaching experience, and duration of teaching in the current school. The teachers' demographic information is crucial in the study because teachers were expected to act as second parents to the child when he/she is at school. Teachers have the responsibility for guiding and shaping the students, which can improve students' academic performance. This was also considered very important as it is certain that the level of education and teaching experience could be a factor in determining professional development and improving the academic performance of students in Langata Constituency's public secondary schools. Table 3 summarizes the results.

The findings indicate that the study involved 41 teachers. By gender, twenty-two teachers were female, while 19 teachers were male. Thus, more teachers who participated in this study were female. This could be due to factors such as embracing caregiving teaching, transforming hearts, and nurturing young brains.

Thirty-seven teachers were B.E.D holders. Two teachers were a diploma, and two teachers were masters' holders as teachers in the study are professionally trained as teachers and therefore should have a positive effect on the students' academic performance in public secondary schools in Langata Constituency.

According to the findings in Table 3 on the teaching experience of teachers, sixteen teachers had been in the teaching field for less than one year, while fifteen teachers had taught for one and five years. Four teachers had prepared for six and nine years. Only one teacher had prepared for ten and fifteen years, and lastly, five teachers had trained more than sixteen years. A majority of teachers who were 16 had experience of less than one year in the profession. This shows that many teachers are fresh from universities and were employed immediately after their

studies as a result of the shortage of teachers in public secondary schools in Langata Constituency.

Twenty-four teachers had taught in their current schools for less than one year. This may be due to the high rate of teacher turn over from one school to another, which is not healthy in the education sector. Fourteen teachers had taught in their current schools for one and five years. Only three teachers had trained more than five years in their current school. Since the majority of teachers in sampled schools in Langata Constituency have less than five years in teaching, this can be one of the factors influencing negatively to the students' academic performance in public secondary schools.

4.2.3 Demographic Information of Students in the Study

The students' questionnaires also elicited information on their age and class level because these variables could influence the students' ability to supply credible information about the variables which were involved in the study. The results on these are summarized in Table 4.

Table 4

Distribution of Students by Gender, Age and Class Level (n-141)

Variable	**Frequency**	**Percentage**
Gender		
Male	72	51
Female	69	49
Age		
<13 years	1	1
14-16 years	100	71
17-19 years	40	28
Class Level		
Form One	40	28
Form Two	73	52
Form Three	10	7
Form Four	18	13
Total	**141**	**100**

Table 4 shows that all of the class levels participated in this study. Table 4 shows that seventy-two students (51%) were boys, whereas sixty-nine students (49%) were girls. The majority of these students were aged between 14-16 years were 100 students (71%), whereas 40 students (28%) were between 17-19 years. Only one student (1 %) was less than 13 years. These findings show that all students who participated in the study were all the class levels. This

indicates that students from different classes have their ideas and comments for administrative skills on academic performance in public secondary schools.

4.2.4 Demographic Information of BOM in the Study

The researcher interviewed the 2 of BOM members (40%) in the secondary section. Most of the time, BOM members were not at school; that is why it was difficult to find all of them.

Table 5

Distribution of BOM by Gender, Age and Education Level (n-2)

Statements	**Frequency**	**Percentage**
Gender		
Male	1	50
Female	1	50
Age		
30-40 years	1	50
41-50 years	1	50
Education Level		
Graduate	1	50
Master	1	50

Table 5 shows that one BOM member was male (50%), and the other one was a female (50%). Regarding academic qualification one has attained a master degree, and the other one is a bachelor graduate. The data also shows that 1 (50%) of BOM and 1 (50%) belongs to 30-40 years

and the other one belongs between 41-50 years. According to researcher BOM members are important because they play a crucial role in the decisions making for the school.

4.3 Administrative Skills are adopted by Principals to Improve Students' Academic Performance

The researcher sought to find out the administrative skills utilized by principals to enhance students' academic performance. Nine statements were given and presented in Table 6.

Table 6

Teachers responses about the Administrative Skills are adopted by Principals to improve Students' Academic Performance (n-41)

Statements	**Frequencies (%)**									
	SA		**A**		**NS**		**DA**		**SD**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Teachers are included in decision making	6	15	22	54	5	12	3	7	5	12
Principals give teachers a sense of autonomy	8	20	17	41	10	24	3	7	3	7
Principals take time to listen to teachers and students	7	17	18	44	11	27	3	7	2	5
Training is organized for teachers occasionally to update knowledge (In-service training)	6	15	11	27	13	32	5	12	6	15
Principal encourages and supports teacher professional development/scholarship programs	8	20	12	29	12	29	5	12	4	10
Use of awards/ recognition for excellent performance	10	24	12	29	4	10	11	27	5	12
Induction and mentoring programs for new teachers	7	17	19	46	6	15	6	15	3	7
Regular supervision by the principal	12	29	23	56	3	7	2	5	1	2
Provision of teaching and learning materials on time	12	29	21	51	5	12	3	7	-	-

Findings from Table 6 reveals that 22 teachers (54%) agreed that teachers are included in decision making, 6 (15 %) strongly agreed that teachers are involved in decision making. In

aggregate, 28 (69%) indicating that the majority of the respondents believed that teachers are involved in decision making. Three teachers (7 %) disagreed, and 5 (12%) strongly disagreed that teachers are involved in decision making. Only five teachers (12%) are not sure that teachers are involved in decision making. In analyzing that, 17 teachers (41%) are agreed that principals give teachers a sense of autonomy while ten teachers (24%) were not sure for principals give teachers a sense of autonomy. Eight of the teachers (20 percent) agreed strongly that teachers are given a sense of autonomy by principals. Three teachers (7%) disagree for principals give teachers a sense of autonomy. The study by Ismail (2012) supports the findings that principals give teachers absolute autonomy to make the right decisions in the classroom. From the results, it indicates that principals do give teachers a sense of autonomy, a leadership skill that helps to enhance student academic performance.

Considering the principals take time to listen to teachers and students, 18 teachers (44%) agrees while seven teachers (17%) strongly agree that principals take time to listen to teachers and students. Eleven teachers (27%) were not sure that principals to take time to listen to teachers and students. Only a few teachers disagree for principals take time to listen to teachers and students. Therefore, the results show that principals make excellent use of interpersonal skills by listening to their teachers and students, a leadership skill that helps improve academic performance of students.

Concerning the training is organized for teachers occasionally to update knowledge is the majority of the teachers 13(32%) were not sure, and 11 teachers (27%) were agreed for training is organized for teachers occasionally to update knowledge. This was followed by six teachers (15%) are strongly agree, and six teachers (15%) strongly disagree for training is organized for

teachers occasionally to update knowledge. This shows that most of the teachers, even no idea for training is held for teachers sometimes to update knowledge.

Principal encourages and supports teacher professional development/scholarship programs that 12 (29%) teachers agreed and 12 teachers (29%) were not sure. Only eight teachers (20%) were firmly accepted for principal encourages and supports teacher professional development/scholarship programs. Totally nine teachers (22%) disagreed for the principal encourages and supports teacher professional development/scholarship programs. The findings are in line with what Sutcher, Darling-Hammond, and Carver –Thomas (2016) found that teachers who have received little pedagogical training are two to three times more likely to leave after their first year than teachers who have received extensive training. This suggests that principals do not fully encourage teachers to have professional development in their specific study areas, which may be the cause of teacher attrition in Langata Constituency's public secondary schools.

The sixth factor which indicated that use of awards/ recognition for excellent performance were agreed for 12 teachers (29 %) and 11 teachers (27%) disagreed for the use of grants/ recognition for an excellent performance. Ten teachers (24%) were firmly agreed, and four teachers (10%) were not sure for the use of grants/ recognition for an excellent performance. More than half of the teachers, 22 (53%) agreed that the principal recognizes with appreciation and rewards the efforts of their teachers, which accounts for this positive response. This is the use of motivation as a skill to enhance student academic performance by a principal indication.

In determining whether teachers are entitled to induction and mentoring programs for new teachers, 19 teachers (46%) agreed that they have the opportunity to undertake mentoring and induction programmes. Six teachers (15%) were not sure and disagreed for induction and mentoring programs for new teachers. The researcher wanted to know if principals regularly

supervise teachers to enhance teachers' retention. Twenty-three teachers (56%) were agreed, and 12 teachers (29%) strongly agreed. 3 (7%) of the respondents were not sure, and two teachers (5%) disagree, only one teacher (2%) strongly disagree with induction and mentoring programs for new teachers. The results show that in sum, 35(85 percent) of the total participants were positive that students were frequently supervised by principals. The results contradict the work of Abdul Rasheed and Bello (2015), who discovered from his study in Nigeria that principals were not actively involved in school supervision; instead, they delegated it to the senior staff in their various schools. The findings indicate that their teachers are regularly supervised by principals at public secondary schools in Langata Constituency, a leadership skill that improves student academic performance.

As for the provision of teaching and learning materials on time, 21 teachers (51%) agreed, and 12 teachers (29%) strongly agreed. 5 (12%) of the respondents were uncertain. Only 3 (7%) teachers disagree, and no respondents strongly disagreed. From this analysis, the findings indicate that 33 (80%) teachers accepted that teaching and learning materials were given to them on time. This demonstrates that principals provide adequate teaching and learning materials to the teachers to enhance student academic performance.

Table 7

Students responses about the Administrative Skills are adopted by Principals to Students Academic Performance (n= 141)

Statements	Frequencies (%)									
	SA		A		NS		DA		SD	
	F	%	F	%	F	%	F	%	F	%
Teachers are included in decision making	70	50	61	43	4	3	5	4	1	1
Principals give teachers a sense of autonomy	45	32	44	31	18	13	20	14	14	10
Principals take time to listen to teachers and students	58	41	40	28	24	17	9	6	6	4
Training is organized for teachers occasionally to update knowledge (In-service training)	42	30	35	25	46	33	8	6	10	7
Principal encourages and supports teacher professional development/scholarship programs	40	28	39		40	28	11	8	7	5
Use of awards/ recognition for excellent performance	60	43	24	17	13	9	22	16	20	14
Induction and mentoring programs for new teachers	49	35	44	31	12	9	23	16	13	9
Regular supervision by the principal	83	59	41	29	5	4	6	4	6	4
Provision of teaching and learning materials on time	55	39	33	23	10	7	27	19	16	11

Findings from Table 7 reveals that half of the students 70 (50%) were strongly agreed that teachers are included in decision making, this follows 61 students (43%) were agreed for teachers are involved in decision making. This indicates that teachers and students think the same things. Majority of the students 89 (63%) were agreed that principals give teachers a sense of autonomy. Eighteen students (13%) were not sure about it.

In determining whether principals take time to listen to teachers and students, 58 students (41) strongly agreed and 40 students (28%) agreed. Twenty-four respondents (17%) were not sure, and only a few students disagreed for principals take time to listen to teachers and students. This point highlights Bolanle's (2013) findings in South-West Nigeria, which stated that high school principals possessed technical, interpersonal, conceptual and administrative skills that created a significant relationship between the leadership skills of principals and the effectiveness of schools.

To determine training is organized for teachers occasionally to update knowledge, majority of the respondents 46 (33%) were not sure. It follows with 42 students (30%) strongly agreed and 35 students (25%) agreed for training is organized for teachers occasionally to update knowledge. Totally 18 students (13%) disagreed. This indicates that most teachers are not updating their knowledge. For the principal encourages and supports teacher professional development/scholarship programs, 40 students (28%) were not sure, 40 students (28%) strongly agreed, and 39 students (28%) agreed. Eleven respondents (8%) disagreed. Having no opportunity for professional development indicated that teachers could not advance in higher positions.

Use of awards/ recognition for excellent performance was also one item that the researcher wanted to know if it affects students' academic performance. The findings indicated that 60 students (43%) strongly agreed and 24 students (17%) agreed. Thirteen students (9%) were not sure. Forty-two students (30%0 disagreed for Using of awards/ recognition for an excellent performance.

This is an indication that motivation is mainly used as a skill to improve the academic performance of students. Brophy (2011), said that rewarding system is the right way of motivating students because it maximizes achievement outcome in a school.

In determining whether induction and mentoring programs for new teachers, 49 students (35%) strongly agreed, 44 students (31%) agreed. Those who disagreed were 23 respondents (16%) disagreed and 13 respondents (9%) strongly disagreed. The findings indicate that in sum, 93 respondents (66%), More than half of the respondents were positive that new teachers ' induction and mentoring programs were being conducted. The researcher wanted to know whether the principal supervises the teachers regularly in order to improve the academic performance of the students. Eighty-three respondents (59%) strongly agreed, and 41 respondents (29%) agreed. Five of them (4%) were not sure, and only a few of the respondents disagreed. This shows that majority of the students 124 (88%) agreed principal do regular supervision to their classes.

As for the provision of teaching and learning materials on time, 55 respondents (39%) strongly agreed and 33 respondents (23%) agreed. Ten students (7%) were not sure. Forty-three students (30%) disagreed. Most students agreed to receive teaching and learning materials on time, indicating that the principal provides sufficient teaching and learning materials to improve the academic performance of the students.

The table 8 show principals' responses about the administrative skills are adopted by principals to students' academic performance.

Table 8

Principals responses about the Administrative Skills are adopted by Principals to Students Academic Performance (n = 5)

Statements	**F**	**%**
Teamwork	3	60
Communication	2	40
Delegation and Empowerment	1	20

The findings in Table 8 indicated that most of the principals 3 (60%) replied that teamwork is the best one for leadership skills adopted by principals in enhancing students' academic performance. Two of the principals (40%) responded that communication affects the leadership skill and only 1 principal (20%) replied that delegation and empowerment is the leadership skills adopted by principals in enhancing students' academic performance.

The Table 9 show principals' responses other administrative skills are adopted by principals to students' academic performance.

Table 9

Principals responses Other Administrative Skills are adopted by Principals to Students Academic Performance (n=5)

Statements	**F**	**%**
Inspiration and Motivation	2	40
Optimism and Positivity	2	40
Accountability	1	20
Honesty and Integrity	1	20

For other administrative skills adopted by principals to students' academic performance, 2 of the principals (40%) said inspiration and motivation According to Getange (2016), the achievement of quality education rests squarely on the shoulders of teachers who need appropriate motivation to produce the desired educational productivity. Given that education is one of the critical factors that contribute to rapid social and economic development in any given nation, it cannot be the role of principals and teachers. However, concerted attempts are always produced by the school principal to guarantee the productivity of educators in the school system through effective and efficient motivational approaches. Two of the principals (40%) thought optimism and positivity. Only one teacher (20%) said that accountability, one principal said (20%) honesty and integrity responded that other administrative skills are adopted by principals to students' academic performance. Generally, the majority of the principals who were

interviewed said the following in regards to the other administrative skills are adopted by principals to students' academic performance.

> They motivate their students through positive feedback. Motivation and inspiration are a constant activity we engage in our school. They give awards to deserving students. They try to organize motivational seminars for students and teachers to enhance students' academic performance (Interviewer, 17 July 2019).

The table 10 show BOM responses about administrative skills are adopted by principals to students' academic performance.

Table 10

BOM responses about Administrative Skills are adopted by Principals to Students Academic Performance (n = 2)

Statements	**F**	**%**
Delegating duties to teachers and being an example	1	50
Communication skills and Accessible to students	1	50

For the BOM members' answers, one BOM member (50 %) responded that delegating duties to teachers & being an example. The other BOM member (50%) said that the principal should develop his /her communication skills to conduct with the teachers and students in a proper way. In determining the administrative skills are adopted by principals to students' academic performance, half of the BOM member had this to say:

> They believe that communication is the best skill that can enhance students' academic performance. Constant communication with their students helps to build trust and

harmony. They added that communication ensures trust between them. People want to be treated with trust and confidence (Interviewer, 18 July 2019).

4.4 Levels of Preparedness of School Principals to Enhance Students' Academic Performance

In this section, the researcher sought to find out levels of preparedness of school principals to enhance students' academic performance. Teacher participants were requested to tick the extent to which they agreed with the statement using a scale SA=Strongly Agree, A=Agree, NS= Not Sur, D=Disagree and SD= Strongly Disagree. Their responses are presented in Table 11.

Table 11

Teachers responses about Levels of Preparedness of School Principals to Enhance Students' Academic Performance (n=41)

	Frequencies (%)									
Statements	**SA**		**A**		**NS**		**D**		**SD**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
The school has enough teachers	7	17	15	37	6	15	10	24	2	5
The school has enough teaching and learning materials	6	15	15	37	6	15	10	24	3	7
The textbook/pupil ratio is as per the standard	16	39	14	34	3	7	3	7	2	5
The school has enough textbooks	18	44	12	29	3	7	3	7	3	7
The educators use appropriate teaching aids	7	17	22	54	5	12	6	15	-	-
Teaching aids are provided in the school	11	27	16	39	4	10	6	15	1	2

In Table 11, teachers' responses about levels of preparedness of school principals to enhance students' academic performance is by seven teachers (17%) strongly agreed and 15

teachers (37%) agreed for the school has enough teachers. Six teachers (15%) were not sure, and totally 12 teachers (29%) disagreed. Most of the teachers, 22(54%), but also 12 teachers (29%), was not agreed. This is not a small number. It shows that still, some schools do not have enough teachers.

The findings indicated that six teachers (15%) strongly agreed, six teachers (15%) were not sure, and 15 teachers (37%) approved for the school has enough teaching and learning materials. Ten teachers (24%) disagreed and three teachers (7%) strongly disagreed for the school has enough teaching and learning materials. When 21 teachers (52%) was agreed, and the rest of them not sure or disagreed. This shows that almost half of the schools have enough teaching and learning materials. Katana (2007), notes that the lack of enough teaching and learning materials contribute to poor academic performance.

Majority of 16 teachers (39%) strongly agreed, and 14 teachers (34%) approved for the textbook/pupil ratio is as per the standard. Three of the teachers (7%) were not sure, three teachers (7%) disagreed, and two teachers (5 %) strongly disagreed for the textbook/pupil ratio is as per the standard. Three teachers (7%) were not sure, three teachers (7%) disagreed and three teachers (7%) strongly disagreed for the school has enough textbooks. Eighteen teachers (44%) strongly agreed, and 12 teachers (29%) agreed for the school has enough books. This shows that most of the schools have enough books. The findings agree with that of Tomlinson (2011,) who said that proponents of the course book argue that it is the most convenient form of presenting materials, it helps to achieve consistency and continuation, it gives learners a sense of system, cohesion and progress and it helps teachers prepare and learners revise.

As for the educators use appropriate teaching aids seven teachers (17%) strongly agreed, 22 teachers (54%) agreed. Five teachers (12%) were not sure; six teachers (15%) disagreed. No

respondent strongly disagreed. More than half of the respondents, 27 teachers (66%) agreed for teaching aids are provided in the school. Four teachers (10 %) were not sure, and seven teachers (17%) disagreed. This shows that most of the students agreed that the teaching aids are provided in the school while some of teacher participants disagreed. It means that if principals do not provide adequate teaching learning materials, student will not acquire the right knowledge.

The participating teachers were asked to state other levels of preparedness of preparedness of school principals to enhance students' academic performance. Their responses are shown in Table 12.

Table 12

Teachers responses to other levels of Preparedness of School Principals to Enhance Students' Academic Performance (n=32)

Statements	**F**	**%**
Support library and ICT materials	14	44
Academic Trips	10	31
Seminars	8	25

The analysis shows that 14 teachers (44%) replied that support library & ICT materials are necessary for preparedness of school principals to enhance students' academic performance. Kimani, Kara, and Njagi (2013) noted that the main reason schools do not have teaching and learning materials is because of how their needs are prioritized. Principals as transformational leaders need the teaching resources priorities that enhance the pedagogical performance of the individual teacher. In addition, emphasis should be placed on the use of ICT materials during teaching and encouraging teachers to be creative. Ten teachers (31%) said that educational trips

are essential, and lastly eight teachers (25%) mentioned that seminars are essential for preparedness of school principals to enhance students' academic performance.

The participating students were requested also to indicate the level of preparedness school principals to enhance students' academic performance. Student participants were requested to tick the extent to which they agreed with the statement using a scale SA=Strongly Agree, A=Agree, NS= Not Sur, D=Disagree and SD= Strongly Disagree. Their responses are presented in Table 13.

Table 13

Students responses about Levels of Preparedness of School Principals to Enhance Students' Academic Performance (n=141)

	Frequencies (%)									
Statements	**SA**		**A**		**NS**		**DA**		**SD**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
The school has enough teachers.	46	33	49	35	5	4	25	18	16	11
The school has enough teaching and learning materials	48	34	36	26	16	11	31	22	11	8
The textbook/pupil ratio is as per the standard.	56	40	37	26	15	11	22	16	9	6
The school has enough textbooks	51	36	36	26	14	10	26	18	12	9
The educators use appropriate teaching aids.	49	35	52	37	18	13	14	10	9	6
Teaching aids are provided in the school	67	48	37	26	16	11	15	11	7	5

In Table 13, students' responses about levels of preparedness of school principals to enhance students' academic performance is by forty-six teachers (33%) strongly agreed and 49 teachers (35%) agreed. Five of the students (4%) were not sure. Twenty-five students (18%) disagreed, and sixteen students (11%) strongly disagreed for the school has enough teachers. This means that most of the students agreed for enough teachers but also some students disagreed. It means that some of the schools do not have enough teacher; maybe this one could be a reason to affect students' performance.

Forty-eight students (34%) strongly agreed, and thirty-six students (26%) agreed that the school has enough teaching and learning materials. Sixteen students (11%) were not sure. Thirty-one student (22%) disagreed and 11 students (8%) strongly disagreed. Vandiver (2011) emphasized that in providing quality equitable and efficient education for students, educators must take consideration the role of the school facilities play in the educational and learning environment. He says that facilities that need to facilitate teaching and learning in an educational institution include, classroom, offices, libraries, laboratories, and other buildings as well as furniture items and sports equipment.

When students were asked if the textbook/pupil ratio is as per the standard, the majority of the students fifty-six (40%) strongly agreed, and thirty-seven students (26%) agreed. Fifteen students were not sure. Twenty-two students (16%) disagreed, and nine students (6%) strongly disagreed for the textbook/pupil ratio is as per the standard. Considering the school has enough textbooks fifty-one students (36%) strongly agreed and thirty- six students (26%) agreed. Fourteen students were not sure. Thirty-Eight students (27%) disagreed for the school has enough textbooks. This could be another reason that some students do not have their books and affect their academic performance. One of the students said that:

"Due to inadequate funds, public schools do not have adequate textbooks, and this has hindered excellent performance. The schools which have textbooks particularly private and boarding primary schools have been posting good results. It should be provided for all the schools".

Looking at the educators use appropriate teaching aids, forty-nine students (35%) strongly agreed, and fifty-two students (37%) agreed. Eighteen students (13%) were not sure. Fourteen students (10%) disagreed and nine students (6%) strongly disagreed. Majority of the students one hundred and four (74%) agreed that teaching aids are provided in the school. Sixteen students (11%) were not sure for teaching aids are provided in the school. Fifteen students (11%) disagreed and seven students (5%) strongly disagreed. The finding is similar to that of Moyo and Haebe (2018) who found that most of the teachers in Zimbabwe do not use the teaching aids like IT in teaching in the classroom.

In addition, students mentioned other levels of preparedness of school principals to enhance students' academic performance as shown in in Table 14.

Table 14

Students Responses Other levels of Preparedness of School Principals to Enhance Students' Academic Performance (n=48)

Statements	**F**	**%**
Encouragement and Guide for their academic career	23	48
Extra preparation with their teacher	13	27
Good food	12	25

The analysis shows that twenty –three (48%) replied that encouragement & guide for their academic career is necessary for preparedness of school principals to enhance students' academic performance. The findings therefore show that encouragement and guide for students' academic career are major levels of preparedness of school principals to enhance students' academic performance. Thirteen students (27 %) said that extra preparation with their teachers are essential and lastly twelve teachers (25%) mentioned that good food is vital for preparedness of school principals to enhance students' academic performance. According to Dudley (2015), healthy eating by primary to secondary school aged children is important for good health and development. Schools can play an important role in the education and promotion of healthy eating among children.

The school principals were also requested to indicate their levels of preparedness in principals in enhancing students' academic performance. Principals' responses are shown in Table 15.

Table 15

Principals responses about the Preparedness of School Principals to Enhance Students' Academic Performance (n= 5)

Principals	**Responses**
Principal One	Prepared training and practice
Principal Two	Experience
Principal Three	80 % prepared
Principal Four	Accountability
Principal Five	Master degree

Principal one responded that prepared training and practice is affecting the preparedness of school principals to enhance students' academic performance. The above findings on the preparedness of school principals to enhance students' academic performance in public secondary schools in Langata Constituency, Kenya were supported by the findings by Webster, Blatchford, Bassett, Brown, Martin and Russell (2011) in England and Wales who found out that majority of principals in schools lacked initial training, and that was a major barrier to helping teachers stay in their schools and the teaching profession. The findings also support the earlier work of Wirba (2015) who found out that principals in both public and nonpublic schools in Cameroon had no formal training in leadership before their appointment as principal. They were all trained as teachers in their various fields of studies and, in some cases, some of them served as vice principals or discipline masters as well as head of various departments. Principal two responded that experience is the way for preparedness of school principals to enhance students' academic performance. Principal three responded that 80% of students prepare for the exams, and principals give encouragement. Principal four mentioned that accountability is the only way for principals' preparedness to enhance students' academic performance. The above findings on the preparedness of school principals to enhance students' academic performance in public secondary schools in Langata Constituency, Kenya were supported by the findings collected from an interview given on this question were summarized in the following paragraphs. During the interview with principals, they revealed that principals could solve a problem if they cannot diagnose it, and it is not fair for parents of students not to be informed of how their schools perform relative to other schools and how their children perform relative to other children. Principal five responded that who is in administration should be a master degree at least. He said that it is always good to improve yourself as a principal to contribute to students' academic performance.

The table 16 show principals' responses about the other preparedness of school principals to enhance students' academic performance.

Table 16

Principals' responses about the other Preparedness of School Principals to Enhance Students' Academic Performance (n= 5)

Principals	**Responses**
Principal One	Commitment
Principal Two	Motivation
Principal Three	Agility and Adaptability
Principal Four	Sacrifice
Principal Five	Facing students' needs

Principal one responded that commitment is the only way for principals' preparedness of school principals to enhance students' academic performance. His responses were as follows: Effective principals are responsible for establishing a school-wide vision of commitment to high standards and the success of all students.

Principal two said that motivation is other preparedness of school principals to enhance students' academic performance. Even students replied that they want encouragement and motivation from their teachers and principal. The finding is in line with that of Ezeugbor et al., (2018) who found that teachers appreciated different motivation methods and methods to be more productive in promoting their professional growth. The finding concurs with the transformation

theory of Bass (1985); that leaders allow followers to seek higher needs rather than focus on personal gain.

Principal three responded that agility and adaptability could be for preparedness of school principals to enhance students' academic performance. Principal four advocated for principals' sacrifice bring good students' academic performance. Lastly, principal five responded that facing students' needs is another level of preparedness of school principals to enhance students' academic performance.

The Table 17show BOM responses on other areas of preparedness of school principals to enhance students' academic performance.

Table 17

BOM responses about the other Preparedness of School Principals to Enhance Students' Academic Performance (n=2)

Variable	**F**	**%**
Problem-solving skills	1	50
Communication skills	1	50

From the findings table 17, one of the BOM members (50%) believed that problem solving when they encounter a problem, and you think critically for what they can do. Also, another BOM member (50%) agreed that excellent communication is the way and follows for students and teachers and brings students' academic performance. The finding concurs with those of Komba (2008) that communication is essentially a process that involves sharing of information.

4.5 Ways in which Principals Administrative Skills Enhances Students' Academic Performance

The study investigated on ways principals' administrative skills enhanced students' academic performance. Teacher participants were requested to tick the extent to which they agreed with the statement using a scale SA=Strongly Agree, A=Agree, NS= Not Sur, D=Disagree and SD= Strongly Disagree. Their responses are presented in Table 18.

Table 18

Teachers responses for Ways the Principals Administrative Skills Enhance Students' Academic Performance (n= 41)

Statements	Frequencies (%)									
	SA		A		NS		DA		SD	
	F	%	F	%	F	%	F	%	F	%
Principal encourages continual improvement in teachers' performance	16	39	21	51	2	5	-	-	1	2
Providing all the teaching & learning resources	13	32	17	41	5	12	5	12	-	-
Principal encourages & builds cordial relationship with teachers	11	27	19	46	6	15	2	5	2	5
Visiting students in classroom	12	29	22	54	4	10	1	2	-	-
There is consultation in addressing school problems	12	29	19	46	5	12	1	2	2	5
Principal demonstrates confidence teachers' ability to meet most objectives	17	41	17	41	3	7	2	5	1	2
Principal maintains definite standards of performance	11	27	20	49	6	15	2	5	-	-
Principal involves teachers in decision making	9	22	17	41	10	24	1	2	3	7
The principal looks out for the personal welfare of teachers	7	17	20	49	10	24	1	2	2	5
Every member in the school feels treated fairly & with dignity	10	24	10	24	13	32	5	12	2	5
Principal delegates administrative tasks	12	29	17	41	7	17	2	5	2	5

Table 18 indicate that majority of the respondents, thirty-seven (90%) agreed that the principal encourages continual improvement in teachers' performance. The finding supports those of Graham, Hudson & Willis (2014) in Australia who found that principals' relational skills. Such as valuing staff, being approachable, being consistent with staff interactions, having excellent interpersonal skills & developing staff strengths, were noted to have specific impacts on teachers work commitment. The reviewed work of Sherissa (2016) highlights this point as she states that high quality, job-embedded professional development for teachers and leaders, support the teaching-learning process, and increase teachers' commitment. Effective leadership, especially in improving teacher professional development, is crucial in creating a school climate that enhances students' academic performance.

Providing all the teaching & learning resources, thirteen teachers (32%) strongly agreed, seventeen teachers (41%) agreed. No respondent for strongly disagreed, who was not sure and disagreed is the same number. Five teachers (12%) were not sure and disagreed. This shows that most of the teacher responded that they agreed for providing all the teaching & learning resources, but still some teachers disagreed and were not sure. This is an agreement finding of Nyakweba (2010) contends that schools with better educational, physical facilities register better results in national examinations than schools deprived of those facilities. These findings underline the importance of all the teaching & learning resources as one way of improving the quality of teaching.

Majority of teachers' thirty teachers (73%) agreed that the principal encourages & builds a cordial relationship with teachers. This aspect supports what Ingersoll (2001) stated that teachers often identify the quality of administrative support and encourage so that they can give some things to students. Thirty-four teachers (83%) agreed for visiting students in the classroom, which

is a whole number. Only one teacher (2%) disagreed. Four teachers (10%) were not sure. This means that most of the principals visit the classroom, which can also have a good effect on the students' academic performance.

In looking at the consultation in addressing school problems, twelve teachers (29%) strongly agreed, and nineteen teachers (46%) agreed. Five teachers (12%) were not sure. Consulting teachers' opinions in matters of the school make them feel cherished, wanted to be respected and recognized, which can increase their commitment.

In ascertaining if the principal demonstrates confidence teachers' ability to meet most objectives, seventeen teachers (41%) strongly agreed and also seventeen teachers (41%) agreed. Three teachers (7%) were not sure. Three teachers (7%) disagreed. In looking at the principal maintains specific standards of performance, thirty-one teachers (76%) agreed. This indicates that consistent maintenance of a certain standard of performance in schools helps to enhance students' academic performance. The finding is in line with what Sherissa (2016) stated that the quality of teaching and leadership makes a significant impact on student learning and academic performance.

More than half of the respondents, which is twenty-six (63%) agreed for principal involves teachers in decision making. Ten teachers (24%) were not sure. One teacher (2%) disagreed and three teachers (7%) strongly disagreed for principal involves teachers in decision making. In this aspect, the teachers are indicating that when principals involve teachers in decision making, it shows another skill for the principal.

Looking at principals' concern for the personal welfare of teachers, ten teachers (24%) were not sure. Three teachers (7%) disagreed, and twenty-seven teachers (66%) agreed. This

shows that one of how principals to enhance students' academic performance indirectly because when principal concern teachers, teachers concerns students.

Majority of the teachers, which is thirteen (32%) were not sure for every member in the school feels treated relatively & with dignity. Ten teachers (24%) agreed, and ten teachers (24%) strongly agreed that every member in the school feels treated relatively & with dignity. Seven teachers (17%) disagreed. Every person on earth has a God-given dignity right from creation, and when it is not recognized, people feel hurt and degraded. It is the same with teachers and students. Treating teachers and students with fairness and respecting their dignity would help to enhance students' academic performance.

Majority twenty-nine teachers (70%) agreed that principal delegates administrative tasks which keep teachers busy and responsible. The findings disagree with that of Trudy and Van (2010) conclusion that school teachers feel increasingly insufficient in the face increasing expectations, which also impacts the academic performance of the students. Teachers also suggested various ways in which principals' administrative skills enhances students' academic performance as shown in Table 19.

Table 19

Teachers responses for in Ways by Principals Administrative Skills to Enhance Students' Academic Performance (n = 38)

Statements	**F**	**%**
Encouragement talent ones	12	32
Job training workshops	10	26
School discipline	7	18
Motivation	6	16
Revision classes	3	8

Majority of the teacher, twelve (32%) responded that encouragement talent ones are the crucial way by principals' administrative skills to enhance students' academic performance. Secondly, ten teachers (26%) responded that job training workshops are ways by principals' administrative skills to enhance students' academic performance so that the principal can raise the quality of teaching. This is line with the earlier work of Huma (2014) who found out that the critical training needs towards enhancing teacher motivation include adequate training on the subject matter and pedagogical preparation. Seven teachers (18%) responded that school discipline is another way for administrative skills to enhance students' academic performance. A school cannot think without discipline. Six teachers (16%) responded that motivation is a vital role for principals' administrative skill to enhance students' performance. Lastly, three teachers (8%) responded that the principal should arrange revision classes to enhance students' academic performance.

Student participants were asked on ways in which principals enhance their academic performance. Their responses are shown on Table 20.

Table 20

Students responses for in Ways by Principals Administrative Skills to Enhance Students' Academic Performance (n= 100)

Statements	**F**	**%**
Encouragement for students	23	23
Rewarding students	15	15
Motivation	11	11
Giving advice	9	9
Teachers assist students	8	8
Making study groups	7	7
Educational trip & activities	6	6
Guide & counseling	6	6
Good food	5	5
Speed tests	4	4
Organizing clubs	3	3
Being a role model	2	2
Taking competitions	1	1

Majority of the respondents, twenty-three (23%) said that encouragement is very crucial for principals' administrative skills to enhance students' academic performance. When we look at the teachers and students' responses, both of them want encouragement from the administration. It gives both motivations. Secondly, fifteen students (15%) responded that rewarding students is vital for their academic performance. Eleven students (11%) responded that they want motivation

from their principal and teachers. Further discovery into the responses revealed that motivating factors like giving of awards, appreciation, encouragement ways that enhance students' academic performance.

Nine students (9%) responded that they want advice from their teachers or principal. They want to hear their success stories to get motivation. Eight students (8%) responded that they need extra preps and ask their questions to the teacher. They want to find their teachers in class or staffroom. Seven students (7%) responded that they want to do study groups for each subject. They believe that with this group discussion, they understand better. Six students (6%) responded that educational trips or activities ways by principals' administrative skills to enhance students' academic performance. They believe that they understand better with activities and educational trips. Six students (6%) responded that guiding and counseling is the way for principals to enhance students' academic performance. Majority of them even do not know what to be in the future. They want to hear what they are expecting for. Especially teenagers need more advice and guidance for their academic career.

Five students (5%) replied that getting good food from school is the way for the principal to enhance academic performance. They complained that for lunch they eat at school. They said that they could not concentrate their lesson with an empty stomach. Bundi, Recge, Riungu, and Mbugua (2012) argue that hunger and nutritional problems lead to decreased concentration and learning. For the speed tests, four students (4%) responded that it is crucial the way for principals to enhance students' academic performance. Three students (3%) responded that organizing clubs at school would affect the students' academic performance. Students believe that doing club times during school time gives extra motivation for them. Only two students (2%) believes that being a role model is vital to enhance students' academic performance. Lastly, one student (1%)

responded that taking students competitions is the way to enhance students' academic performance so that they see other schools are doing and can compete with them. Table 21shows principals' responses.

Table 21

Principals responses for in Ways by Principals Administrative Skills to Enhance Students' Academic Performance (n = 5)

Statements	**F**	**%**
Communication Skill	2	40
Workshop training	1	20
Collaboration	1	20
Extra lessons	1	20

Two of the principals (40%) responded that communication skill with students and teachers is the way by principals' administrative skills to enhance students' academic performance. They believe that excellent communication opens all the door and also enhance students' academic performance. Only one principal (20%) responded that workshop training is the ways by principals' administrative skills to enhance students' academic performance. When principal arrange workshop training for teachers, they will be helpful for students' academic performance. Kwara, Suleiman, Hanafi, and Taslikhan (2017) surveyed in Nigeria to examine the effect on academic performance of teacher capacity building. The study found that building capacity through workshops and seminars increases the academic performance of teachers as they enable teachers to acquire new knowledge and skills and to perfect their skills. The study noted

that the workshop quality is very important. The workshop must provide the necessary knowledge and skills to teach the teacher well. The research observed that providing teachers ' seminars does not translate into favorable educational results on the students they teach in the classroom. Teachers need to gain skills and knowledge that will allow them to motivate and attract the students ' attention in the classroom. One principal (20%) responded that collaboration is crucial for students' academic performance. Lastly, one principal (20%) responded that arranging extra lessons for students shows the administrative skills to enhance students' academic performance. Table 22 shows principals' responses on other levels their administrative skills.

Table 22

Principals responses for other levels in Ways by Principals Administrative Skills to Enhance Students' Academic Performance (n=5)

Principals	**Responses**
Principal A	Collaboration with the community
Principal B	Using ICT laboratories
Principal C	Motivation of teachers
Principal D	Good working environment
Principal E	Cost management

Principal A replied that collaboration with the community which are parents and BOG members shows that other levels of administrative skill for principals to enhance students' academic performance. When the principal gets support from parents and BOM members, she/ he handles most of the problems. Principal B responded that using ICT laboratories and any other equipment shows other levels of administrative skill to enhance students' academic performance.

> In my school, there are no laboratories, chemicals or equipment. Students have never attempted any practical. These can be one of the factors influencing negatively in their academic performance (Principal B, personal communication, 15/8/2019).

It was also established that most of the public secondary schools in Langata Constituency lack of ICT laboratories and reference books. Without these tools, the teaching and learning facilities enhance learning. Chinapah (2000) who states that resources and services enable teachers to enrich their classroom teaching. So, the lack of such basic fundamental needs must be addressed to attain a reasonable students' academic performance. Principal C responded that the motivation of teachers is a skill for principals to enhance students' academic performance. When the teachers motivated, they can even motivate their students, and thus enhances students' academic performance. Principal D replied that pleasant working environment is another way skill for principals to enhance students' academic performance. When teachers and principal work in a pleasant environment, it affects the students' academic performance. Lastly, Principal E responded that cost management is another level of administrative skill for principals to enhance students' academic performance. The principal also should follow the income and expense budget to continue for his/her school.

Table 23

BOM members' responses for in Ways by Principals Administrative Skills to Enhance Students' Academic Performance (n= 2)

Statements	**F**	**%**
Communication Skill	1	50
Critical thinking	1	50

One of the BOM members (50%) responded that communication skill is of the way for principals' administrative skill to enhance students' academic performance. Another BOM member (50%) responded that critical thinking is the way by principals' administrative skills to enhance students' academic performance. According to DeAngelo (2013), from primary to secondary school, critical thinking is an oft-cited focus or key competency. Table 24 presents other ways BoM pointed out as other levels of administrative skills.

Table 24

BOM members' responses for other levels in Ways by Principals Administrative Skills to Enhance Students' Academic Performance (n= 2)

Statements	**F**	**%**
Problem-solving	1	50
The principal should improve themselves	1	50

The result in table 24, indicate that one BOM member (50%) responded that problem-solving could be any other level by principals to enhance students' academic performance. The findings agree with that of Mioduser and Kipperman (2012) proposed that problem solving can be characterized as a multifaceted course of action in which informed doing-and-evaluation loops gradually advance the generation of the solution. Another BOM member (50%) responded that the principal should improve themselves as much as possible so that they can help to enhance students' academic performance.

4.6 Challenges Encountered by School Principals to Enhance Students' Academic Performance

The study dealt with challenges encountered by school principals to enhance students' academic performance. The analysis is presented in Table 25.

Table 25

Teachers responses about challenges encountered by school principals to enhance students' academic performance (n=41)

Statements	Frequencies (%)									
	SA		A		NS		DA		SD	
	F	%	F	%	F	%	F	%	F	%
Lack of cooperation from the teachers	3	7	6	15	4	10	18	44	9	22
Staff incompetence	3	7	-	-	2	5	17	41	18	44
Lack of water, electricity	5	12	5	12	4	10	11	27	15	37
Lack of assistance in doing homework	3	7	4	10	11	27	13	32	9	22
Lack of financial	5	12	10	24	11	27	6	15	8	20
Lack of playing ground	7	17	7	17	2	5	13	32	11	27
Inadequate staffroom, furniture, chalkboards	5	12	5	12	4	10	16	39	10	24
Gross indiscipline from teachers and students	-	-	6	15	3	7	17	41	14	34
Lack proper management training of some principals	2	5	8	20	7	17	11	27	11	27

Most teachers, eighteen (44%) disagreed and nine teachers (22%) strongly disagreed for lack of cooperation from the teachers. Four teachers (10%) were not sure. The earlier reviewed

work of Abdul Rasheed and Bello (2015) which revealed that principals had lesser authority to discipline teachers, who were not committed to their duties based on obvious inference from the secondary school board, sheds more light on this point. These indicate that when teachers perceive a principal as a 'toothless bulldog ' who is incapable of disciplining them, they do not cooperate with the principals to build up the school.

The respondents who disagreed that staff incompetence is a challenge faced by principals in enhancing students' academic performance were thirty-five (85%). Those who agreed were only three (7%) indicating a significant variance in the views of the respondents.

Five teachers (12 %) strongly agreed, and five teachers (12%) disagreed for lack of water, electricity. Four teachers (10%) were not sure. Twenty-six teachers (64%) disagreed for lack of water, electricity at their school is a challenge encountered by school principals to enhance students' academic performance. This affects students' concentration in their studies and can lead to poor performance.

For the lack of assistance in doing homework, eleven teachers (27%) were not sure. Seven teachers (17%) agreed, and twenty-two teachers (54%) disagreed for lack of assistance in doing homework. As indicating the lack of financial, majority of the teachers, which is eleven respondents (27%), were not sure. Ten teachers (24%) agreed for lack of financial. Their responses were as follows:

They have limited finances to run the school properly. The lacking finances to run the school poses a significant challenge to them. The working conditions are deplorable. Also, the lack of finances to run the school inhibits many developments in school (A teacher, personal communication 29/7/2019).

To determine lack of playing ground, seven teachers (17%) strongly agreed, and again seven teachers (17%) agreed. Two teachers (5%) were not sure. Twenty-four teachers (59%) disagreed. In determining whether inadequate staffroom, furniture, chalkboards, five teachers (12 %) strongly agreed, and five teachers (12%) agreed. Twenty-six teachers (63%) disagreed. This is in agreement with what Mbiti (2007) states that a curriculum is void of practical meaning without supporting materials. Equipment and supplies for any given school must, first of all, be up to date, appropriate and in line with the current syllabus, he adds that the supply of the materials should be adequate and available on time. Teachers cannot be expected to teach well, no matter how qualified they are, without supplies. Learning materials provide the teacher with information, organize the scope and sequence of the information, present and provide opportunities, for students to use what they have learned.

No respondent strongly agreed for gross indiscipline from teachers and students. Only six teachers (15%) agreed. Three teachers (7%) were not sure. Thirty-one teachers (75%) disagreed for gross indiscipline from teachers and students. Ten teachers (25%) agreed for lack of proper management training of some principals. Seven teachers (17%) were not sure. Twenty-two teachers (54%) disagreed for lack of proper management training of some principals. Table 26 shows other challenges encountered by principals in schools.

Table 26

Teachers responses about other challenges encountered by school principals to enhance students' academic performance (n=40)

Statements	**F**	**%**
Irrelevance of parents	15	38
The high number of students	12	30
Absenteeism	8	20
Low ratio of teachers to students	5	12

The findings indicated that fifteen teachers (38%) responded that the irrelevance of parents is a challenge for principals in enhancing students' academic performance. Parents are critical stakeholders in any school and contribute either negatively or positively to the school academic performance. There is, therefore, need for the schools to involve parents in the well-being of their schools. Most of the teachers complained of lack of support from parents who neither follow their children's progress at school nor attend the open days to discuss the academic issues of their children.

Alam (2011) states that the principal sensitizes the parents on importance of helping the teachers in students' academic performance. Twelve teachers (30%) responded that the high number of students is another way for principals' challenges to enhance students' academic performance. For the absenteeism, eight teachers (20%) responded, and they think that absenteeism for students and teachers is a big challenge for principal and affect students' academic performance. These findings agreed with the study by Bundi, Rache, Riungu & Mbugua (2012) on factors contributing to poor performance in Kenya certificate of secondary education in

Mwimbi Division, Maara District, Kenya that lack of support from parents, absenteeism to poor performance. Lastly, five students (12%) responded that the low ratio of teachers to students.

Table 27

Students responses about challenges encountered by school principals to enhance students' academic performance (n=115)

Statements	**F**	**%**
Lack of enough resources in school	25	22
School fees	20	17
Misbehavior for students	13	11
Lack of space in classrooms	12	10
Absenteeism	11	10
Lack of laboratory	10	9
Student laziness	8	7
Lack of discipline	7	6
Lack of dining hall	6	5
Drug issues	3	3

The findings indicated that twenty-five students (22%) responded that the lack of enough resources in school. Twenty students (17%) responded that the school fees challenge encountered by school principals to enhance students' academic performance. Thirteen students (11%) responded that misbehavior for students is another challenge for principals enhancing students'

academic performance. They said that some students are obscene for their teachers and principal. It can be challenges for principals enhancing students' academic performance. Twelve students (10%) responded that lack of space in classrooms. They complained that classes are too much with students. It also affects students' academic performance. Eleven students (10%) responded that absenteeism is a challenge for principals enhancing students' academic performance. They believe that if students do not come to school, automatically their academic performance will be weak. Ten students (9%) responded that a lack of laboratory is a challenging way for principals enhancing students' academic performance. Students were complaining that they did not do practical for their science lessons. This can be another reason for students' poor academic performance.

Eight students (7%) responded that student laziness is a challenge for principals enhancing students' academic performance. Some students do not care for their teachers and principals' advice. Seven students (6%) responded that lack of discipline is the challenge for principals enhancing academic performance. Six students (5%) responded that the lack of dining hall is another reason affects students' academic performance. Students complained that with an empty stomach, they could not concentrate their lessons. Three students (3%) responded that drug issues are a challenge for principals enhancing students' academic performance. They realized that some students use the drug, and it gives a challenge for principals in enhancing academic performance. From the findings, this shows that lack of resource in schools is the biggest challenge encountered by school principals to enhance students' academic performance.

Table 28

Students other responses about challenges encountered by school principals to enhance students' academic performance (n=65)

Statements	**F**	**%**
School fees	20	30
Students rude behavior	16	24
Learning materials	13	20
Lack of storybooks & textbooks	8	12
Drug issues	5	8
Poor pressure	4	6

Finding from Table 28 reveals that twenty students (30%) responded that school fees are a challenge for principals in enhancing students' academic performance. There are many reasons, including the difficulty in getting to school and schooling costs. Even when tuition is free, lunch, uniforms and exam fees are often charged. In addition, since the quality of education is often poor, parents are compelled to pay for extra tutoring so that their kids can pass exams. When parents do not pay school fees on time, students are sending home, and it affects their academic performance. Some of the students were complained and said:

It does not seem fair. Education is supposed to be free to everyone (25th July. 2019).

Secondly, sixteen students (24%) complained that some of the students' rude behavior to principal and teachers. Thirteen students (20%) responded that learning materials are a challenge

for principals in enhancing students' academic performance. From interview, one principal said that they cannot afford to get new materials.

Eight students (12%) responded that lack of storybooks & textbooks in their library. Five students (8%) responded that drug issues are a challenge for principals in enhancing students' academic performance. Some of the students stated:

> The experimentation with drugs and alcohol provides the young person with a sense of belonging to the group of friends (Personal communication, 29th, July 2019).

Four students (6%) responded that poor pressure is a challenge for principals in enhancing students' academic performance.

Table 29

Principals responses about challenges encountered by school principals to enhance students' academic performance (n=5)

Principals	**Responses**
Principal A	Financial delayed
Principal B	Students negative attitude
Principal C	Classrooms are overcrowded
Principal D	Uncooperative from parents
Principal E	Lack of instructional facilities

Principal A responded that financial delayed is a challenge for the principal in enhancing students' academic performance. When students do not pay school fees on time, it gives a

challenge for principals. This finding is in line with the study conducted by Atieno and Simatwa (2012), who stated that principals in public secondary schools' face challenges in managing students, teachers, finance, support staff, and those arising from parental involvement in school activities. Principal B responded that students' negative attitude is a big challenge for them. Principal C responded that classrooms are overcrowded, which is around sixty students in one classroom. The findings were also consistent with Wahab's submission (2009) that a teacher requires personal interaction with students / pupils in order to contribute to the physical development of the student and strengthen his behavior; thus, when the classroom has overcrowded the chances of achieving this is usually slim. Principal D responded that they do not get any support from their parents.

> Students do not have supportive parents who encourage them to study hard. A lot of parents, especially those who live in town, are jam-packed and usually come home late, so they are unable to follow up their children's progress at school. Teachers may try hard to help students at school, but they also need help at home (Principal D, personal communication, 12/8/2019).

These findings agree with the study findings Richardson (2011) that parent involvement is a vital part of the education process. It must start from early childhood and carry all the way high school and beyond. Lack of parents' involvement in following up the education process of their children frustrated teachers and had significant implications for their children, the teachers, and the community of the large. Principal E responded that the lack of instructional facilities gives a terrible time for teachers and students. He also added that:

Effective teaching and learning to be sufficient infrastructural facilities like school building, chalkboard, playing field, waste paper baskets, notice board, etc. must be available as an instructional facility.

The table below show principals other responses about challenges encountered by school principals to enhance students' academic performance.

Table 30

Principals other responses about challenges encountered by school principals to enhance students' academic performance (n=5)

Principals	**Responses**
Principal A	Lack of laboratories
Principal B	Absenteeism
Principal C	Lack of funds
Principal D	Indiscipline
Principal E	Inadequate teaching staff

Principal A responded that the lack of laboratories is a challenge for principals enhancing students' academic performance. They said that some of the science teachers do not do practical lessons because of faulty equipment. Principal B responded that absenteeism is another challenge for principals. It is a vital problem for teachers and students. Both affect academic performance of the students. Student absenteeism is the order of the day; every day, you will find that ten students or more are not in school, especially at the end of the week (Principal B, personal communication, 22/7/2019).

Principal C responded that the lack of funds plays an essential role for principals enhancing students' academic performance. Principal D responded that indiscipline for students is a challenge for principals enhancing students' academic performance. Principal E responded that inadequate teaching staff gives many challenges for the principal. One of the principal stated that:

> Our teachers are very few with the present number of students. I always sympathize with them in topics that require more teacher participation, but I have nothing to do with them. I tried to employ even non-registered teachers, particularly in science, but they are not available. We have only one computer teacher in this school, for example, and all students want to do computers (Principal, interview, July 25, 2019).

This is a problem of both developed and developing worlds as noted by the (Makori & Onderi, 2013). However, as Adhiambo (2016) has mentioned, teacher shortages are more common in schools in sab-Saharan countries. The finding showed that public schools in Langata Constituency suffer the same fate as insufficient teachers.

Table 31

BOM Members responses about challenges encountered by school principals to enhance students' academic performance (n=2)

Statements	**F**	**%**
Absenteeism	1	50
Drug and Substance Influence	1	50

From the findings Table 31, one of the BOM members (50%) responded that absenteeism is a challenge encountered by school principals to enhance students' academic performance. This point is similar to the findings of Evans, Bosire, and Ajowi (2016) who revealed that lateness,

laziness, lack of teamwork and absenteeism were some of the major challenges faced by principals in the management of staff and support staff. Other BOM member (50%) responded that drug & substance influence is a challenge encountered by school principals to enhance students' academic performance.

Table 32

BOM Members other responses about challenges encountered by school principals to enhance students' academic performance (n=2)

Statements	**F**	**%**
Students are overcrowded	1	50
Lack of resources	1	50

Looking at the responses, one of the BOM members (50%) responded that students are too many in the classes; this is a challenge for principals encountered students' academic performance. The other BOM member (50%) responded that lack of resources such as science and ICT laboratories and insufficient of the library is a challenge by principals encountered students' academic performance. The findings concurred with Bush & Glover (2016) since the lack of resources in schools has been pointed out, it is one of the problems faced by most principals in developing countries.

4.7 Managerial strategies Employed by School Principals to Enhance Students' Academic Performance

The study dealt with managerial strategies employed by school principals to enhance students' academic performance. The analysis is presented in Table 33.

Table 33

Teachers responses about managerial strategies employed by school principals to enhance students' academic performance (n=41)

Statements	Frequencies (%)									
	SA		A		NS		DA		SD	
	F	%	F	%	F	%	F	%	F	%
Visiting students in classroom	9	22	28	68	-	-	1	2	2	5
Providing all the teaching and learning resources needed for improved performance	13	32	16	39	7	17	2	5	2	5
Staff appraisal meetings to discuss strengths, weaknesses, and opportunities for academic improvement	13	32	21	51	3	7	2	5	1	2
School climate is appropriate for teaching and learning.	10	24	21	51	2	5	5	12	2	5

Majority of teachers, thirty-seven (90%) agreed for visiting students in the classroom affects managerial strategies employed by school principals to enhance students' academic performance. No respondents mentioned that they were not sure. Only three teachers (7%) disagreed. Thirteen teachers (32%) strongly agreed to provide all the teaching and learning resources needed for improved performance for managerial strategies employed by school principals to enhance students' academic performance. Sixteen teachers (39 %) agreed on to provide all the teaching and learning resources needed for improved performance for managerial strategies employed by school principals to enhance students' academic performance. Seven

teachers (17%) were not sure providing all the teaching and learning resources needed for improved performance for managerial strategies employed by school principals to enhance students' academic performance. Thirty-four teachers (83%) agreed for staff appraisal meetings to discuss strengths, weaknesses, and opportunities for academic improvement managerial strategies employed by school principals to enhance students' academic performance. Only three teachers (7%) disagreed for staff appraisal meetings to discuss strengths, weaknesses, and opportunities for academic improvement managerial strategies employed by school principals to enhance students' academic performance.

Majority of teachers, thirty-one (75%) agreed for school climate is appropriate for teaching and learning for managerial strategies employed by school principals to enhance students' academic performance. Two teachers (5%) were not sure for school climate is appropriate for teaching and learning for managerial strategies employed by school principals to enhance students' academic performance. Seven teachers (17%) disagreed for school climate is appropriate for teaching and learning for managerial strategies employed by school principals to enhance students' academic performance.

Table 34

Students responses to managerial strategies employed by school principals to enhance students' academic performance (n=134)

Statements	**F**	**%**
Guidance and Counselling	29	22
Time management	18	13
Games and Clubs	15	11
Supervision	13	10
Professional employment of teachers	12	9
Enough materials	11	8
Extra preps	9	7
Encouragement	8	6
Benchmarking	7	5
Speed test	5	4
Study groups	4	3
Listening to students' problems	3	2

Majority of students, twenty-nine (22%) responded that guidance and counseling is a managerial strategy employed by school principals to enhance students' academic performance. This shows that students need someone whom they can trust and give advice for their future. Eighteen students (13%) responded that time management is a managerial strategy employed by school principals to enhance students' academic performance. They complained that most of the students could not use their time correctly. Fifteen students (11%) responded that games and clubs

are essential as managerial strategies employed by school principals to enhance students' academic performance. Some students complained that they do not play a game or do a club because teachers are hurry to finish the syllabuses. Thirteen students (10%) responded that supervision shows that is a managerial strategy employed by school principals to enhance students' academic performance. Teachers should supervise students; principal should supervise teachers. Shengnan, Philip and Daming (2016) studied the essence of learning-centered leadership in mainland China schools and teachers are confident that the main leadership affects the teachers ' professional growth, making the teacher more competent in pedagogical skills. Professional growth allows the mastery of content by teachers. Main style of leadership determines how supervision is perceived by teachers. Principal encourages teachers to plan the lesson, use the time effectively allocated, and be able to be innovative about teaching aids and media choices and use. The study used a cross-sectional survey design and the data was collected in primary and secondary schools. In 41 primary and secondary schools, 1259 teachers were involved. The study did not distinguish the more influential primary and secondary school principal. The current study used only the same level of secondary school, County schools.

Twelve teachers (9%) responded that the professional employment of teachers is a managerial strategy for school principals. Eleven students (8%) responded that providing enough materials are managerial strategies for school principals, enhancing students' academic performance. Nine students (7%) responded that for managerial strategies shows with arranging extra preparation enhancing students' academic performance. Eight students (6%) responded that encouragement from teachers and principal shows that managerial strategies for school principals enhancing students' academic performance. Seven students (5%) responded that benchmarking with other schools, arranging competitions is managerial strategies for school principals. Five

students' (4%) responded that doing speed tests for school principals shows managerial strategies enhancing students' academic performance. Students' exam hours should arrange according to national exam hour duration so that students speed test will be much better.

Four students (3%) responded that study groups for each subject show managerial strategy for school principals enhancing students' academic performance. Lastly, three students (2%) believed that listening to students' problems shows managerial strategies for school principals, enhancing students' academic performance.

Table 35

Principals responses about managerial strategies employed by school principals to enhance students' academic performance (n=5)

Principals	**Responses**
Principal A	Time management
Principal B	Encouraging students
Principal C	Textbooks, revision materials
Principal D	Involving the staff and students
Principal E	Monitory lessons attendance by both teachers and students

Principal A responded that time management is a managerial strategy employed by school principals to enhance students' academic performance. Wallace, (2013) emphasized that "as one support for school leaders on the job is to enable principals to devote sufficient time to improving instruction and to making the best use of that time." Put differently; time is all it takes to improve

in any activity if judiciously used, especially teaching and learning. Principal B responded that encouraging students is a managerial strategy employed by school principals to enhance students' academic performance. Toshalis & Nakkula (2012) adds that student's voice leads to an increased likelihood that students will experience self-worth, engagement, and purpose in school. The more educators can give their students choice, control, challenge, and opportunities for collaboration, the higher their motivation and engagement will be. This can impact a student's level of effort and persistence, which is one of the most critical factors that affect achievement. Principal C responded that textbooks, revision materials are essential for managerial strategies employed by school principals to enhance students' academic performance. Principal D responded that involving the staff and students is a way of strategy for school principals enhancing students' academic performance. Principal E responded that monitory lessons attendance by both teachers and students is an effective way for managerial strategies employed by school principals to enhance students' academic performance.

The Table 36 presents principals' other responses about managerial strategies employed by school principals to enhance students' academic performance.

Table 36

Principals other responses about managerial strategies employed by school principals to enhance students' academic performance (n=5)

Principals	**Responses**
Principal A	Reward & punishment
Principal B	Parents involvement
Principal C	The motivation of teachers and students
Principal D	Meetings with stakeholders
Principal E	Financial mobilization

Principal A responded that rewards and punishments are other responses to managerial strategies employed by school principals to enhance students' academic performance. Obonyo et al. (2017) found that most of the principal schools are using the style of transformational leadership. In influencing the performance of teachers, however, the contingent reward was found to overlap the individualized consideration and intellectual stimulation. The study showed that most teachers prefer transformational leadership and transactional leadership because of the rewards. Principal B responded that parent involvement is crucial for school principals' managerial strategy enhancing students' academic performance. Principal C responded that the motivation of teachers and students shows school principals managerial strategy.

The finding agrees with that of Kimani et al. (2013)'s that monetary incentive approach is the most efficient way of enhancing the performance of teachers. The finding concurs with the findings of Ezeugbor et al., (2018) who found that teachers appreciated different methods of

motivation and those methods which promote their professional growth to be more productive. The finding concurs with Bass (1985) transformation; that instead of focusing on personal gain, leaders enable followers to seek higher needs. Principal D responded that meetings with stakeholders' other responses about managerial strategies employed by school principals to enhance students' academic performance. Principal E responded that financial mobilization is vital for school principals' managerial strategy.

Table 37

BOM Members responses about managerial strategies employed by school principals to enhance students' academic performance (n=2)

Statements	**F**	**%**
Master degree	1	50
Benchmarking	1	50

First BOM member (50%) responded that principals should get a master degree for managerial strategy employed by school principals to enhance students' academic performance. The findings agree with what Sutcher, Darling-Hammond, and Carver-Thomas (2016) identified that principals attained master degree are two or three times more likely to use their managerial skills to improve students' academic performance than those did not do. The other BOM member (50%) responded that benchmarking shows that managerial strategy employed by school principals to enhance students' academic performance. The BoM mentioned other managerial strategies to enhance students' academic performance as shown in Table 38.

Table 38

BOM Members other responses about managerial strategies employed by school principals to enhance students' academic performance (n=2)

Statements	**F**	**%**
Teaching experience	1	50
Identify the gaps	1	50

One of the BOM responded that it is vital for school principals enough teaching experience for managerial strategy enhancing students' academic performance. Other BOM responded that identify the gaps between teachers and students. In conclusion, teachers and students' suggestions seemed to be almost the same in many aspects. The challenges needed to be solved by using suggestions which were given both by teachers and students by the appropriate authorities to enhance students' academic performance in public secondary schools in Langata Constituency in Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter summarized the findings of the Langata Constituency, Nairobi, Kenya study on the administrative skills of principal on the academic performance of students in public secondary schools. It also draws conclusions based on the study's research questions. Recommendations were made based on the study findings.

5.2 Summary

The aim of this study was to examine the administrative skills of the principal on the academic performance of students in secondary schools in Langata Constituency, Nairobi, Kenya. The study made use of mixed method research using mostly cross-sectional survey research and phenomenology design. The target population was teachers, students, principals, and BOG members in public secondary schools in Langata. Forty-one teachers, one hundred and forty-one students, were sampled using purposive sampling technique. Five principals were also sampled by purposive sampling technique. Two BOG members were sampled using cluster and simple random sampling technique.

The five public secondary schools were purposively sampled. Data were collected using two instruments: questionnaires and interview guides. Descriptively, quantitative data were evaluated using frequencies and percentages while qualitative data were analyzed thematically.

This study used five research questions. The first question was that administrative skills are adopted by principals to enhance students' academic performance in Langata Constituency. The study about the teachers and students' supervision by school principals shows that administrative skills are adopted by principals to enhance students' academic performance in

Langata Constituency. The findings further revealed that teachers are involved in decision making. The research shows that the principals focused and emphasized teamwork as its more flexible and generates new ideas.

Moreover, people from different background of teaching give new perspectives to teaching methodologies. Further, they elaborated motivation and inspiration plays a vital role. If teachers are appreciated work, they do automatically they are motivated. Motivation is a chain cycle which in return affects the students as well. If the school principal inspires the staff, the same energy reflected in students' academic performance.

For a smoothly run educational institute, the educational and teachings aids are vital. Teachers are an institute themselves, but to enhance their skills, we need basic teaching facilities. The educational aids include ICT labs, laboratories, and workshops for teachers after every term. Providing these facilities means we are given them a new gateway to the academics. Regular subject workshops can be arranged in collaboration with other schools to keep them up to date with the ongoing teaching methodologies. Libraries should be provided with reference books, encyclopedias for research. If proper materials are provided, then the interest can be generated among the students.

Encouragement is the key to bring remarkable changes in the teachers and students. If the talented teachers are rewarded by the top management, it motivates them to do more for students' academic performance. Moreover, it opens a new window for the other teachers to participate actively in projects. The administration can arrange teaching competitions, projects to create an atmosphere of positive competitions. If the principals are visiting classes an inquiring about their problems, improve their academics and extra-curricular activities, it can give them an accurate

and comprehensive idea what needs to be improved. Awarding the scholarship to the bright students can generate a sense of encouragement and positive motivation.

Lack of resources in schools often leads to a dissatisfied environment. If there are no facilities like labs, library, or playgrounds, you cannot get the desired results. Students' involvement in every activity is necessary, but if the facility is not there, the response is nil. Moreover, parents need to participate actively in all circumstances. They should make it sure that they attend all parent-teacher meetings and other functions arranged by the school administration. Sometimes cases are overcrowded and duty lack of funds, more construction cannot be done. For this, the school management needs to be more active. Individual attention is every student right, and if the classes are overcrowded, this means lack of attention, which leads to students' low academic performance.

To improve students' academic performance, individual class discussions (ICD), can be held weekly. In this way, each students test, quiz performance can be judged in all subject teachers can give suggestions about the improvement of each student. However, more fruitful results can be drawn by giving them counseling session. Often students complained that they could not manage time. They cannot give time subject that they are weak. If there are proper guidance and counseling for the students, they can follow the right track. A student development department can help the situations. If the management keeps in touch with students, like visiting classes twice in a month, it can produce a good result. They can openly discuss their issues and problems related to their academic performance.

5.3 Conclusion

The following conclusions were drawn on the basis of the research findings. First, the administrative skills are adopted by principals to enhance students' academic performance. This

can be with team work and decision making for teachers about the school issues. In terms of preparedness of school principals' affects students' academic performance. The study concluded that teacher need to be appropriate teaching materials like ICT and science laboratories and be trained to use them. This will enhance students' academic performance.

In ways do principals' administrative skills enhance students' academic performance, the study concluded that this can be made through the visiting of students while teaching process is going on, job training workshops for teachers.

On challenges encountered by principals' in enhancing students' academic performance, the study concluded that this is due to the fact that, lack of cooperation from teachers and parents, overcrowded classes, lack of funds for school

Finally, on strategies that were adopted by principals' in enhancing students' academic performance. The study concluded that principal should be a good communication skill with stakeholders. Also, should prepare appropriate good school climate for teaching and learning.

5.4 Recommendation

The researcher recommends the following based on the research findings; The recommendation focused on the principals, the BOM, the teachers, the parents and the students. On the base of the research findings, the following recommendations were made primarily focusing on administrative skills of principals` on students` academic performance:

5.4.1 The Principals

Principals should be aware that they play a significant role in the school. As action talks louder than words, they should guide by instance. They should be a model for the students of higher performance. They also need to use various techniques that are inexpensive and accessible to improve academic achievement for students. Methods such as encouraging, motivating and

counseling in the technique of cooperative learning can greatly help the academic achievement of students.

5.4.2 The Board of Management

The management board of the school should concentrate on enabling students to perform well. They should prioritize the programs that enable students' academic performance. They should also provide proper facilities are provided to both teachers and students. Well-built infrastructure helps the students to explore more of themselves, and it includes fully equipped laboratories, libraries, and well-planned playgrounds. Subject specialists trained in education programs should be hired. Students' development programs should be supported and some organized at school-based. This will enable students continues development successfully.

5.4.3 The Teachers

Teachers take the teaching profession more as a vocation called to impart knowledge, touch hearts and transform the lives of the young people. For their own development and growth, they should play on the front line. This will allow them to perfect their skills in pedagogy. Teachers should be active in acquiring new knowledge and skills. Overcrowded classrooms should be avoided, as it affects the students' academic performance. The teacher and students unable to pay individual attention, and as a result, the student is overlooked. If the strength of the classroom keeps on increasing, the management should also increase the faculty. So the workload is equally divided. The overburdened teacher cannot deliver well in the class.

5.4.4 Students

Student development and counseling department should be set up. The job of this department must be to encourage the students and to guide them on how to manage their time for

studies. They can also act as psychologists to listen to the problems of the students often faced during the academic year.

5.4.5 The Parents

With the necessary support, parents should support the school. This will allow smooth running of the school programs. The parents should also help the principal to ensure the academic achievement of the learners**.**

5.5 Areas for Further Studies

The researcher, based on the findings recommends that further studies be carried out on the following topics:

I. Challenges faced by school principals enhancing students' academic performance in public secondary schools in Langata Constituency.

II. Investigation of whether or not teaching and learning facilities influence students' academic performance in Langata Constituency.

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APPENDICES

APPENDIX I: TEACHERS' QUESTIONNAIRE

Dear respondent,

I am Selma Cakir, a student at the Catholic University of Eastern Africa (CUEA) pursuing masters degree in Educational Administration and Planning. I am required to conduct a research on **"Administrative Skills of Principals` on Students` Academic Performance in Public Secondary Schools in Langata Constituency. Nairobi, Kenya''**, in partial fulfillment for the award of Masters Degree in Education. I kindly request you to fill this questionnaire as honestly as possible in so that the research could be completed. The information given is for research purposes only. Confidentiality will be ensured.

Thank you.

Instructions

 Please tick (√) against the most appropriate response applicable to you or fill in the blank spaces.

 Do not write your name anywhere on this questionnaire

Section A: Demographic Information

1. Gender: (a) Male [ ]

   (b) Female [ ]

2. Age:

Under 25years [ ]

26 – 30 years [ ]

31 – 35years [ ]

36 – 40 years [ ]

Over 41years [ ]

3. Qualification Level:

Diploma in education [ ]

B. Ed [ ]

M. Ed [ ]

Others [specify] …….

4. Teaching experience:

Below 1 year [ ]

1 – 5 years [ ]

6 – 9 years [ ]

10 – 15 years [ ]

Over 16 years [ ]

5. How long have you been at your current station?

Below 1 year [ ]

1 – 5 years [ ]

6 – 9 years [ ]

10 – 15 years [ ]

Above 15 years [ ]

Section B: Administrative skills adopted by principals in enhancing students' academic performance

6: Please tick (√) to indicate your honest opinion on the leadership skills adopted by principals in enhancing students' academic performance

1=Strongly Agree, 2=Agree, 3= Not sure, 4= Disagree, 5= Strongly Disagree

Administrative skills adopted by principals in enhancing students' academic Performance	**SA**	**A**	**NS**	**D**	**SD**
	1	**2**	**3**	**4**	**5**
Teachers are included in decision making					
Principals give teachers a sense of autonomy					
Principals take time to listen to teachers and students					
Training is organized for teachers occasionally to update knowledge (In-service training)					
Principal encourages and supports teacher professional development/scholarship programs					
Use of awards/ recognition for excellent performance					

Induction and mentoring programs for new teachers					
Regular supervision by the principal					
Provision of teaching and learning materials on time					

7: Kindly indicate other administrative skills adopted by principals to enhance students' academic performance?

8: Section C: How Does Preparedness of School Principals to Enhance Students' Academic Performance

Please tick (√) to indicate your honest opinion on the Level of Preparedness of School Principals to Enhance Students' Academic Performance

1: SA=Strongly 2: A=Agree, 3: UD=Undecided, 4: D=Disagree, 5: SD=Strongly Disagree

No.	**ITEMS**	**1**	**2**	**3**	**4**	**5**
i-	The school has enough teachers.					
ii-	The school has enough teaching and learning materials					
iii-	The textbook/pupil ratio is as per the standard.					
iv-	The school has enough textbooks					
v-	The educators use appropriate teaching aids.					
vi-	Teaching aids are provided in the school					

9. Kindly indicate other levels of Preparedness of School Principals to Enhance Students' Academic Performance

Section D: Ways that Principals' administrative skills adopted in enhancing students' academic performance

10. Please tick (√) to indicate your honest opinion on the impact of principals' leadership skills in enhancing students' academic performance,

1=Strongly Agree, 2= Agree, 3=Not Sure, 4=Disagree, 5= Strongly Disagree.

Ways in which Principals' administrative skills adopted in Enhancing Students' Academic Performance	**SA**	**A**	**NS**	**D**	**SD**
	1	2	3	4	5
Principal encourages continual improvement in teachers 'performance					
Providing all the teaching and learning resources					
Principal encourages and builds a cordial relationship with teachers					
Visiting students in the classroom					
There is a consultation in addressing school problems					
Principal demonstrates confidence teachers' ability to meet most objectives					
The principal maintains definite standards of performance					

Principal involves teachers in decision making.					
The principal looks out for the personal welfare of teachers					
Every member in the school feels treated fairly and with dignity					
Principal delegates administrative tasks					

11. In what ways do the principals' administrative skills have an impact on students' academic performance in your school?

Section E: Challenges Encountered by School Principals in Langata Constituency When Improving Students' Academic Performance

12: Please tick (√) to indicate your honest opinion on the following challenges encountered by principals in enhancing students' academic performance in schools.

1=Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

No.	**ITEMS**	**1**	**2**	**3**	**4**	**5**
i-	Lack of cooperation from the teachers					
ii-	Staff incompetence					
iii-	Lack of water, electricity					
iv-	Lack of assistance in doing homework					
v-	Lack of financial					

vi-	Lack of playing ground					
vii-	Inadequate staffroom, furniture, chalkboards					
viii-	Gross indiscipline from teachers and students					
ix-	lack proper management training of some principals					

13: In your view, which other challenges are encountered by Principals in enhancing students' academic performance?

Section F: Managerial Strategies Employed by Principals in Langata Constituency to Enhance Students' Academic Performance

14: Please tick (√) to indicate your honest opinion on the following managerial strategies employed by principals in enhancing students' academic performance in schools.

1: SA=Strongly 2: A=Agree, 3: UD=Undecided, 4: D=Disagree, 5: SD=Strongly Disagree

No.	**ITEMS**	**1**	**2**	**3**	**4**	**5**
i-	Visiting students in the classroom					
ii-	Providing all the teaching and learning resources needed for improved performance					
iii-	Staff appraisal meetings to discuss strengths, weaknesses, and opportunities for academic improvement					
iv-	School climate is appropriate for teaching and learning					

15. In your view, which other managerial Strategies Employed by Principals in Langata Constituency to Enhance Students' Academic Performance?

16. In your opinion, what other managerial strategies employed by principals in Langata constituency to enhance students' academic performance?

THANK YOU FOR PARTICIPATION

APPENDIX II: STUDENTS' QUESTIONNAIRE

Dear respondent,

I am Selma Cakir, a student at the Catholic University of Eastern Africa (CUEA) pursuing masters degree in Educational Administration and Planning. I am required to conduct a research on **"Administrative Skills of Principals` on Students` Academic Performance in Public Secondary Schools in Langata Constituency. Nairobi, Kenya''**, in partial fulfillment for the award of Masters Degree in Education. I kindly request you to fill this questionnaire as honestly as possible in so that the research could be completed. The information given is for research purposes only. Confidentiality will be ensured.

Thank you.

Instructions

 Please tick (√) against the most appropriate response applicable to you or fill in the blank spaces.

 Do not write your name anywhere on this questionnaire

Section A: Demographic Information

1. Gender: (a) Male [ ]

   (b) Female [ ]

2. Select your age bracket

Below 13 years ( ) 14-16 years ( ) 17-19 ( ) Over 20 years ( )

3. Indicate your class……

Section B: Administrative skills adopted by principals in enhancing students' academic performance

4: Please tick (√) to indicate your honest opinion on the leadership skills adopted by principals in enhancing students' academic performance

1=Strongly Agree, 2=Agree, 3= Not sure, 4= Disagree, 5= Strongly Disagree

Administrative skills adopted by principals in enhancing students' academic Performance	**SA**	**A**	**NS**	**D**	**SD**
	1	**2**	**3**	**4**	**5**
Principal provides teaching/learning materials					
Principal employs enough teachers for all subjects.					
Principals take time to listen to teachers and students					
Principal supports teachers to attend academic seminars and workshops e.g. SMASSE.					
Principal encourages and supports teacher professional development/scholarship programs					
Principal rewards students who do well in examinations.					
Principal visits our classrooms to observe a teacher teaching.					
Principal communicates things he/she will do to improve academic performance of our school.					
Principal provides provision of teaching and learning materials on time					

Section C: How Does Preparedness of School Principals to Enhance Students' Academic Performance

5.Please tick (√) to indicate your honest opinion on the Level of Preparedness of School Principals to Enhance Students' Academic Performance

1: SA=Strongly 2: A=Agree, 3: UD=Undecided, 4: D=Disagree, 5: SD=Strongly Disagree

No.	**ITEMS**	**1**	**2**	**3**	**4**	**5**
i-	The school has enough teachers.					
ii-	The school has enough teaching and learning materials					
iii-	The textbook/pupil ratio is as per the standard.					
iv-	The school has enough textbooks					
v-	The educators use appropriate teaching aids.					
vi-	Teaching aids are provided in the school					

6. Kindly indicate other levels of Preparedness of School Principals to Enhance Students' Academic Performance

Section D: In what ways do principals' administrative skills enhance students' academic performance?

7.In what ways do principals' administrative skills enhance students' academic performance?

Section E: What challenges are encountered by principals' in enhancing students' academic performance?

8.What are the challenges Encountered by School Principals in Langata Constituency When Improving Students' Academic Performance

9. In your view, which other challenges are encountered by Principals in enhancing students' academic performance?

Section F: What strategies are adopted by principals' in enhancing students' academic performance?

10. What are the managerial strategies employed by Principals in Langata Constituency to Enhance Students' Academic Performance.

THANK YOU FOR YOUR CO-OPERATION

APPENDIX III: INTERVIEW GUIDE FOR PRINCIPALS

Dear respondent,

I am Selma Cakir, a student at the Catholic University of Eastern Africa (CUEA) pursuing masters degree in Educational Administration and Planning. I am required to conduct a research on **"Administrative Skills of Principals` on Students` Academic Performance in Public Secondary Schools in Langata Constituency. Nairobi, Kenya''**, in partial fulfillment for the award of Masters Degree in Education. I kindly request you to fill this questionnaire as honestly as possible in so that the research could be completed. The information given is for research purposes only. Confidentiality will be ensured.

Thank you.

Section A: Background Information

1.Gender: (a) Male [ ]

(b) Female [ ]

2. Age

3. What is your highest academic qualification?

4. For how long have you been in the teaching profession?

5. How long have you been a principal in your current school?

Section B: Administrative skills adopted by principals in enhancing students' academic performance

4: What are the administrative skills adopted by principals in enhancing students' academic performance

5: Are there any other administrative skills adopted by school principals to enhance students' academic performance?

Section C: Preparedness of School Principals Influence Students' Academic Performance

6: Is there any other level of Preparedness as a School Principals to Enhance Students' Academic Performance?

Section D: Ways that Principals' administrative skills adopted in enhancing students' academic performance

7: What are the ways adopted by principals in Langata Constituency to Enhance Students' academic ?

8: Are there any other ways adopted by principals' administrative skills in enhancing students' academic performance?

Section E: Challenges encountered by school Principals in enhancing students' academic performance

9: What are the challenges Encountered by School Principals in Langata Constituency When Improving Students' Academic Performance

10: In your view, which other challenges are encountered by Principals in enhancing students' academic performance?

Section F: Managerial Strategies Employed by Principals in Langata Constituency to Enhance Students' Academic Performance

11: What are the managerial strategies employed by Principals in Langata Constituency to Enhance Students' Academic Performance

12: What other managerial strategies employed by Principals in Langata Constituency to enhance students' academic performance?

13: In your opinion, what other managerial strategies employed to enhance students' academic performance?

THANK YOU FOR YOUR CO-OPERATION

APPENDIX IV: BOARD OF MANAGEMENTS' INTERVIEW GUIDE

Dear respondent,

I am Selma Cakir, a student at the Catholic University of Eastern Africa (CUEA) pursuing masters degree in Educational Administration and Planning. I am required to conduct a research on **"Administrative Skills of Principals` on Students` Academic Performance in Public Secondary Schools in Langata Constituency. Nairobi, Kenya''**, in partial fulfillment for the award of Masters Degree in Education. I kindly request you to fill this questionnaire as honestly as possible in so that the research could be completed. The information given is for research purposes only. Confidentiality will be ensured.

Thank you.

Section A: Background Information

1.Gender: (a) Male [ ]

(b) Female [ ]

2. Age:

3. Academic qualifications:

Section B: Administrative skills adopted by principals in enhancing students' academic performance

4: What are the administrative skills adopted by principals in enhancing students' academic performance?

5: What are some of the principals' administrative skills adopted in improving students' performance in schools?

Section C: How does the preparedness of school principals influence students' academic performance

6: Is there any other level of Preparedness as a School Principals to Enhance Students' Academic Performance?

Section D: Ways that Principals' administrative skills adopted in enhancing students' academic performance

7: What are the ways adopted by principals in Langata Constituency to Enhance Students' academic Performance?

8: Are there any other ways adopted by principals' leadership skills in enhancing students' academic performance?

Section E: Challenges encountered by school Principals in enhancing students' academic performance

9: What are the challenges Encountered by School Principals in Langata Constituency When Improving Students' Academic Performance

10: In your view, which other challenges are encountered by Principals in enhancing students' academic performance?

Section F: Managerial Strategies Employed by Principals in Langata Constituency to Enhance Students' Academic Performance

11: What are the managerial strategies employed by Principals in Langata Constituency to Enhance Students' Academic Performance

12: What other managerial strategies employed by Principals in Langata Constituency to Enhance Students' Academic Performance

13: In your opinion, what other managerial strategies employed to enhance students' academic performance?

END OF INTERVIEW-THANK YOU

APPENDIX V: Letter from the Faculty of Education

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/007/July 2019

10th July 2019

The Director,
National Commission for Science, Technology and Innovation (NACOSTI)
NAIROBI, KENYA

RE: SELMA CAKIR – REG. NO.MED/1029764

I am writing to introduce to you **Selma Cakir** who is a final year MED student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Selma's Master's Degree in Education specialization is Educational Administration and Planning. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly, Selma's research topic has been approved. She will conduct research on the following topic:

"Administrative Skills of Principal's on Students' Academic Performance in Public Secondary Schools in Langata Constituency Nairobi, Kenya"

Thanking you in advance for any assistance you give to Selma.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION
10 JUL 2019
P. O. Box 62157-[illegible] NAIROBI

Prof. Marcella Momanyi
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

APPENDIX VI: Authorization Letter from the National Commission for Science, Technology and Innovation



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 249425

Date of Issue: 13/August/2019

RESEARCH LICENSE

This is to Certify that Ms.. SELMA CAKIR of Catholic University of Eastern Africa, has been licensed to conduct research in Nairobi on the topic: ADMINISTRATIVE SKILLS OF PRINCIPALS' ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN LANGATA CONSTITUENCY NAIROBI, KENYA for the period ending : 13/August/2020.

License No: NACOSTI/P/19/117

249425

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

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The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

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2. The License any any rights thereunder are non-transferable
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6. NACOSTI may monitor and evaluate the licensed research project
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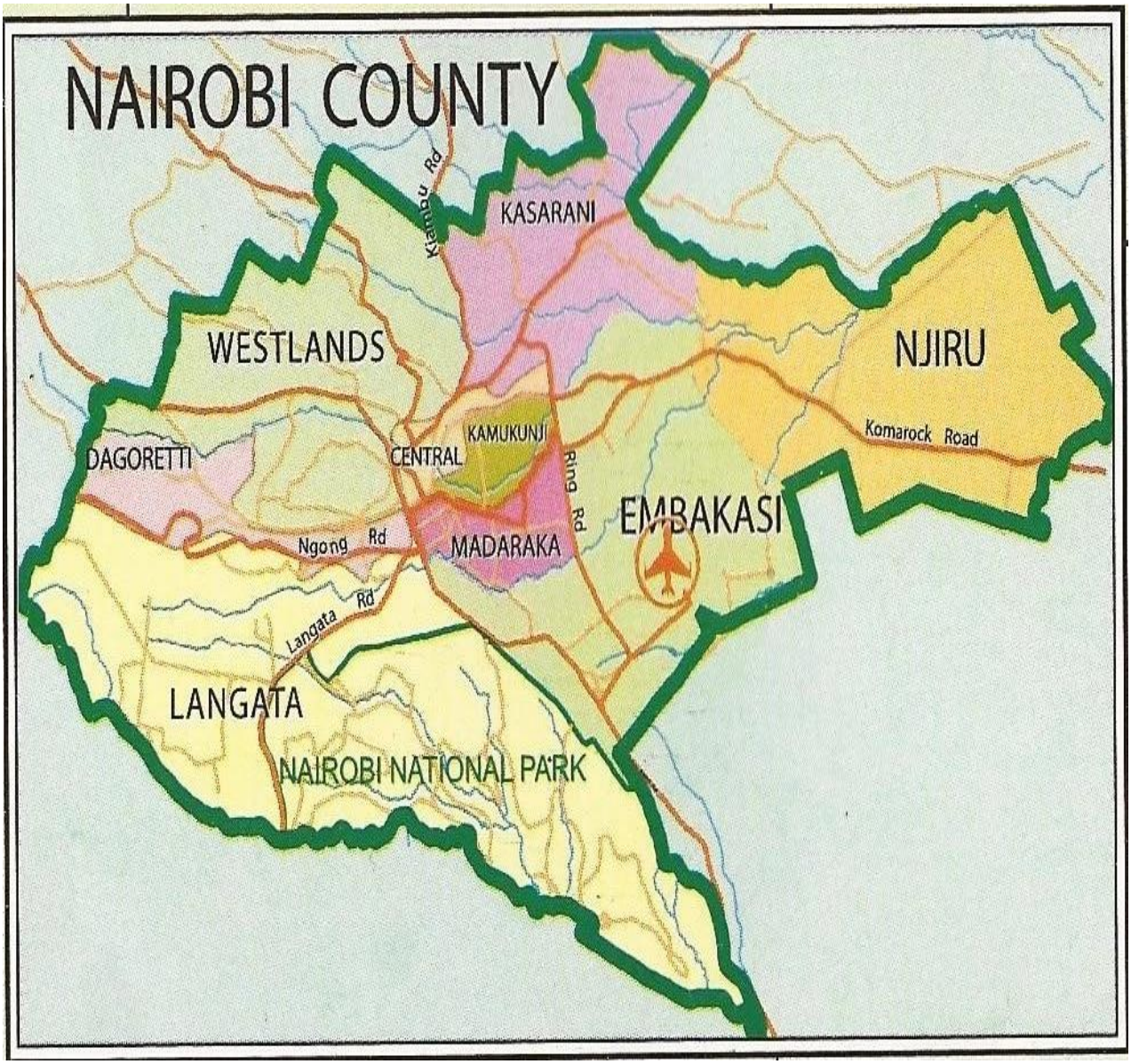
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX VII: MAP OF KENYA



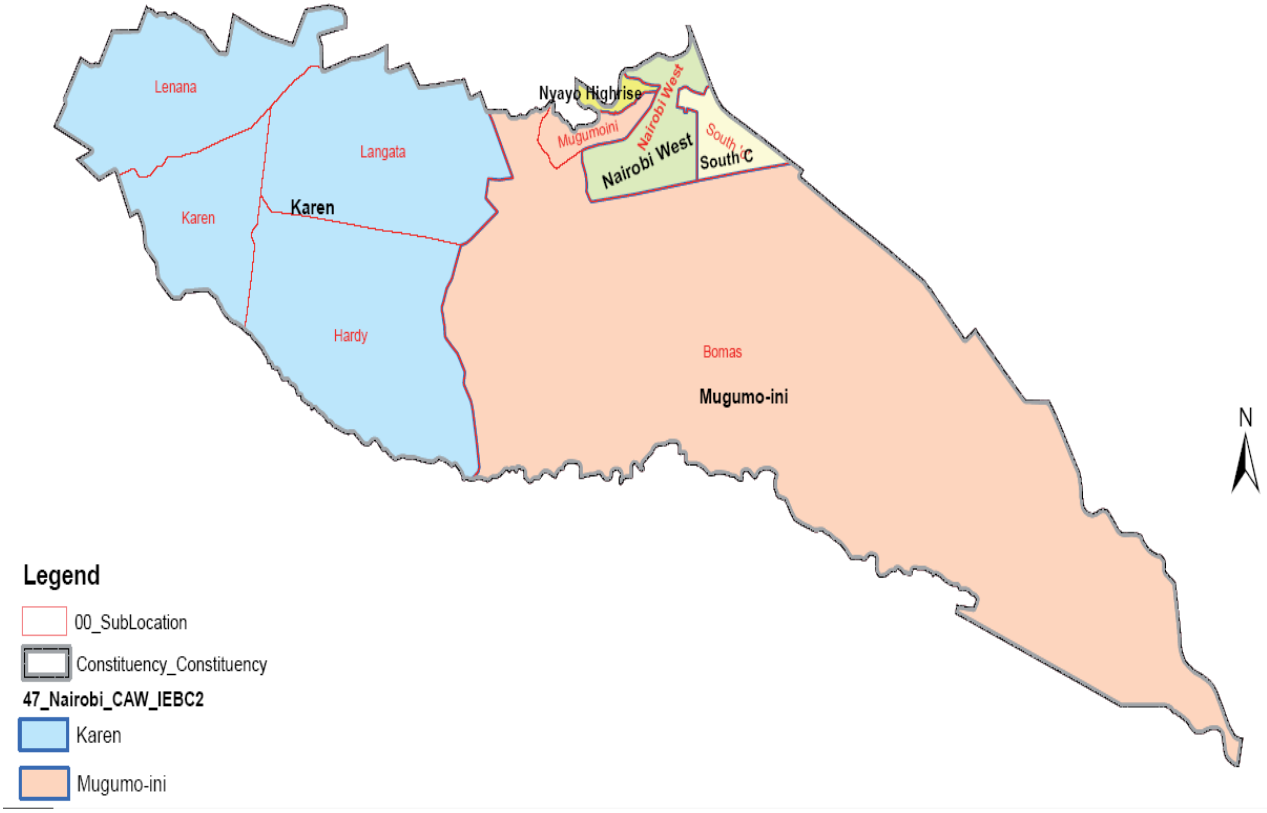
Source: https://www.roughguides.com/maps/africa/kenya/

APPENDIX VIII: MAP OF NAIROBI



Source https://www.tuko.co.ke/261934-constituencies-nairobi-county-their-mps.html

APPENDIX IX: MAP OF LANGA'TA CONSTITUENCY



Source https://informationcradle.com/kenya/langata-constituency/