

**INFLUENCE OF PRINCIPALS MANAGEMENT  
PRACTICES ON QUALITY OF EDUCATION IN PUBLIC  
SECONDARY SCHOOLS IN MOIBEN SUB COUNTY,  
KENYA**

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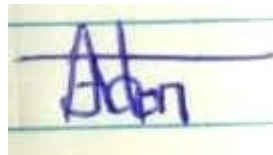
**A Research Project Submitted in Partial Fulfillment of the Requirements  
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## DECLARATION

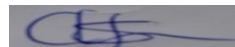
This research project is my original work and has not been submitted for an award of degree in any other university. The research has been completed with referenced sources duly acknowledged and references cited using the current APA system and following anti-plagiarism regulations.



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This Research project has been submitted for presentation with our approval as university supervisors.



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## **DEDICATION**

I wish to dedicate this work to my parents, Christopher Komen and Peris Kiptoo, who have played a big role in supporting me throughout my education. Your support during difficult times is much valued and acknowledged. Knowing that you were ready to provide financial support to help me complete this course was a huge source of comfort and relief. Also, to my siblings, Asenath, Amos, Stephen, and Enock, for their continuous encouragement.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CSO</b>	Curriculum Support Officer
<b>HRM</b>	Human Resource Management
<b>ICT</b>	Information and Communication Technology
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>QASO</b>	Quality Assurance and Standards Officer
<b>SDGs</b>	Sustainable Development Goals
<b>SFM</b>	School Financial Management
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization

## ABSTRACT

The study aimed at the influence of principal management practices on the quality of education in public secondary schools in the Moiben sub-county, Kenya. The research objectives sought to determine the influence of principal supervision of learning activities, principals' human resource management practices, principal's financial management practices and principal setting of goals and objectives on the quality of education in public secondary schools in Moiben sub-county, Kenya. The study used the effective school theory model by Lezotte (2010). This model states that a school is effective if it can demonstrate quality and equality in assessed student accomplishment. The study adopted a descriptive design. The target population was 33 public secondary schools in Moiben subcounty, 491 teachers, the QASO, and 1 CSO. The researcher used a sample of 9 principals from 9 public secondary schools and a sample of 98 teachers in Moiben sub-county. Random sampling was used to select schools from each educational zone, that is, Chepkoilel, Sergoit, Moiben, Meibeki, and Karuna. The 98 teachers were then selected at random in the subcounty. The study had a response rate of 88.78% (87 teachers), 77.78% (7 principals), and 100% for the QASO and the CSO, which was considered appropriate for research. Questionnaires and interview schedules were used to collect data. Data was analyzed using descriptive statistics, and the findings were displayed using frequency distribution tables, bar graphs, and pie charts. Bivariate analysis was used to develop the chi-square and the correlation. The qualitative data obtained from the interview schedule was then analyzed and presented in narrative form. The study's findings concluded that on the principal supervision of learning activities, principal checking class attendance has no significant association with the student's performance (chi square=0.786, p=0.37), the principals checking the class attendance has a significant association (chi square=10.564, p value=0.001) with the transition rate, (chi square=13.906, p=0.000), student performance (chi square= 0.57, p =0.811), transition rate (chi square=12.985, p=0.000) on record of work and performance (chi square=0.60, p=0.806), transition rate (chi square=9.063, p=0.003) on checking of student progress report, on the principal's human resource management practices, students performance (chi square=4.304, p=0.38) and transition rate (chi square=1.036, p=0.309) on principals rewarding teachers, (chi square= 4.816, p=0.028) and (chi square=0.439, p=0.508) on compensation, the principal's financial management practices, (chi square=15.414, p=0.000), and transition rate (chi square=5.724, p=0.017) on curriculum support material, students performance. On the principal's setting of the goals and objectives (student performance, chi square=1.749, p=0.186), students performance (chi square=1.728, p = 0.189) and transition rate (chi square=67.809, p=0.000) all influenced the quality of education. The following recommendations were made from the study: The principals should ensure that they conduct routine supervision of learning activities. School principals should ensure that there is proper management of the financial resources available. The principals should ensure that all the targeted areas are provided with the needed funds, for example, libraries, laboratories, and ICT. The principals also ought to supervise and monitor the utilization of the funds in the school that are provided by the government and that are sourced from other The Board of Management and the principals should ensure that the teachers are well compensated. The ministry of education should ensure that all the schools in each sub-county should have the school's long-term and short-term goals; this will play a big role in ensuring that quality is met as the school works towards the achievement of the set goals and objectives. The school principals should ensure that all the stakeholders are involved in the process of setting goals and objectives because ownership and diversity of values will be met.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Quality pertains to consumers' requirements, wants, and expectations and focuses on the satisfaction of all stakeholders, both now and in the future. A comprehensive and open definition of customers is sometimes essential. In the context of Education, where quality is determined by students' present-day and future-day skills, various stakeholders, including parents, schools, employers, and society, must be considered when defining consumers. (Bergman, et al 2019). This research looks at the quality of education in terms of students' academic performance; the performance, as mentioned, deals with the present-day achievement and that of the future, which includes the students' transition rate to colleges and universities in Kenya. Defining or rating the quality of Education in an evolving community where future people's needs are uncertain is challenging. According to David Stephens' report to UNESCO, various factors are considered when determining what constitutes high-quality Education, including efficiency, capacity for improvement, value-added, and equity (particularly regarding gender disparities). "A learning environment that vibrates with positive energy and in which both the learner and the learned are actively involved in comprehending and communicating through a knowledge production process is a quality educational environment, and the learner is the center of attention (Bergman et al., 2019).

Thus, when resources are used to benefit both the student and society, Education is said to be of high quality. Therefore, primary Education,

postsecondary Education, skill development, and lifelong learning should all be covered by quality in Education, in addition to the promotion and delivery of solid quality ideas, methods, and technologies (Pedro Saraiva, 2015). While addressing the subject of education quality, Three significant factors are pertinent and deserving of consideration in educational services. Studying, marketing, and assessing various strategies for instructing, training, and learning excellent principles, strategies, and instruments are required for this. The standard of Education refers to how well educational systems, procedures, and results are done. This includes investigating, promoting, and assessing various strategies for improving the standard of instruction, training, and learning-strategy, which outlines how to carry out the first two elements. Depending on the degree of study being conducted, this may entail the level of a particular area, a school, or a specific class, instructor, or student. This ensures that the appropriate instructors are educated on quality improvement to properly teach and incorporate the associated concepts (Bergman et al., 2019).

This idea of quality education may be taken even further if one wants to understand how to enhance society and the globe via better education. More affluent families sometimes arrange for their children to attend "better schools" in regions with weak educational systems or teaching methods that do not foster a creative attitude. This brings up issues with equity and access to high-quality education that need to be addressed. Bergman, et al (2018).

The quality of education may be managed by utilizing a multiscale paradigm, encompassing expanded global views and standards, as with other quality-related topics. Pedro Saraiva, (2015). Examples include those related to rankings and the Economic Co-operation and Development Programme for International Student Assessment results, which can be applied to local environments and communities, as well as individual schools, classes, or even a single student/teacher interaction, before moving down to national levels, where education policies can not only play a significant role but can also apply to individual schools, classes, or even a single student/teacher interaction. Therefore, this multiscale paradigm also includes minor spatial scales, which are just as significant as larger ones. To a significant part, quality in education is a task that must be identified and addressed at the school or local level Bergman, et al (2018).

Different people from various regions of the world or with different responsibilities may have different ideas about what quality in education means. The issue extends beyond only education; it also affects a wide range of other areas, including politics and the economy. However, problems with education must be addressed in order to assist society in effectively fulfilling future requirements within the ever-changing environment that affects the educational process. This complex combination of components and interconnections makes suggesting answers even more difficult.

For all facets of American society to compete fairly in the United States, the enormous achievement gap between underprivileged and privileged kids must



be closed. Professional success in a global market depends on an excellent education. Vanderbilt University scholars argue with highlighted emphasis that setting "high standards and challenging learning goals" is the first step in a school. To be more precise, they state that "the research literature over the last 25 years has consistently supported the idea that having high expectations for everyone, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students."

In America, Fullan's (2007) research highlighted the significance of instructional supervision procedures that resulted in high-quality instruction and methodical material delivery that improved academic achievement. He indicated that head teachers who were unaware of what was happening in the classroom were to blame for the low performance of pupils in public secondary schools. He proved that certain pupils' delinquent behavior was caused by insufficient instructional monitoring and that failure in their national exams followed.

Principals are the executives of their schools; thus, it's difficult to overestimate their significance. They affect all aspects of a school's operations, including the curriculum, culture, finances, and physical facilities. Accordingly, new research suggests that principals may be more essential to a school's operations than previously thought.

The Management Functions of School Principals in the US involve The possible return on investment, which makes sense given the extensive range of

a principal's responsibilities and influence. They oversee several operational aspects, such as leadership, teacher assessment, and student welfare. This entails assuming an almost astounding number of positions, including, but not limited to, leader, coach, trainer, mentor, disciplinarian, confidant, parent, and community liaison. The leader of the school, as noted in this ThoughtCo. The piece is the principle, and everyone follows their lead.

The Wallace Foundation made an effort in 2021 to compile findings from two decades of research on how administrators affect their schools. The results confirmed and, in some cases, even beyond expectations about the significance of solid principle leadership. The report claims that "improving school leadership has the highest ceiling on its potential return of any investment in K–12 education." This claim emphasizes the tremendous benefit that effective administrators can provide to all school community members.

Even from a structured, organizational standpoint, principals are heavily involved. They strategically manage other resources and significantly influence school budgets and finances. In addition, hiring supervising teachers is a crucial aspect of the job since it promotes morale and fosters a stimulating learning environment. In actuality, the Wallace Foundation study demonstrates that principals directly impact staff development and retention.

According to research literature, in the UK, a successful principal is essential to school performance and student accomplishment (Krasnoff, 2015). This person must be recruited, chosen, and developed. The evolving principal educational leadership standards (Council of Chief State School Officers

(CCSSO), 2008; National Policy Board for Educational Administration (NPBEA), 2015; Oregon Department of Education (ODE, n.d.)) demonstrate that a principal's role includes responding to contextual needs in the school and district, managing systems and resources, and providing instructional leadership. The three main stages of human resource management (HRM) are recruiting, selection, and development.

The majority of UK residents value teachers highly. Many individuals think that teachers don't get paid enough. The general public thinks that teachers work too hard for their pay since their workload is higher than that of many other professions. The demands of teaching can be great, and the financial benefits sometimes don't appear to match the time and effort most instructors put into their work. Even while teaching may be delightful and rewarding, there will still be moments when your passion wanes and you feel like you could use some more drive.

Studies show that employees of any organization want to trust in management, satisfaction with work/job, involvement in decision-making, a climate of relationships between management and employees, satisfaction with pay, job challenge, and a sense of achievement from work. Engaging managers and leaders is essential, according to the Engaging for Success study, which was commissioned by the UK government in 2009. They must be prepared to give up authority in favor of a partnership built on mutual respect. Effective leadership is essential. According to Linda Holbeche (2018), four main areas may be used to analyze engagement: connection, support, voice, and scope.

In South Africa, the school principals are the managers and critical delivery agents in our education system; school principals are the most essential partners in Education. The biggest driver of better education outcomes is the school manager, the principal. School academic performance is highly correlated with the abilities and commitment of the principal. Mestry (2006) discovered an absence of head teachers in South Africa with managerial skills. Due to inadequate preparation, the head teachers were unprepared for the duties they were expected to do. Because most head teachers lacked financial expertise, widespread corruption and financial mismanagement existed. Academic performance in public secondary schools suffered due to the principal's bad financial management, which reduced the quality of Education.

In general, the relevant stakeholders involved in financial management decision-making in schools require continuous training from the Department of Basic Education (DBE). Such support will help with the effective performance of their functions and empower them to carry out the additional functions expected from them, as recommended in earlier studies. Principals also need to be knowledgeable about and have an understanding of current accounting software. Therefore, it is recommended that the DBE and the provincial education departments, who employ the principals, should also train them in the use of the latest accounting software and assist them to acquire specific accounting skills. This will empower them to successfully monitor what school financial managers do with regard to school finances.

In Uganda, Schools and teachers cannot be made more accountable for results without also receiving sufficient autonomy and resources and the opportunities to build capability. Conversely, schools cannot be given autonomy unless they are given clear objectives and regular assessments of progress (Hebert, (1997). To achieve educational goals, politicians and policy, either autonomously or through the pressure of citizens, must provide adequate resources (Abenawe,2022). To learn effectively, children need affordable access to infrastructure, inputs, and instruction – far from the case in many countries. The compact between policy makers and organizational providers should create an environment in which all schools have the means and motivation to provide high-quality learning. Abenawe, (2022).

Establishing a vision must also look at the capabilities and internal conditions of the organization. The school's vision is an agenda of goals as an achievement that must be achieved in school activities. The process of formulating a vision begins with creative ideas or by creating new ideas by exploring the demands of the environment. (Palah et al 2022). If the vision has been formulated, then the mission statement and mission statement are formulated as a reference for preparing school plans and programs. School mission is a description of what is to be achieved and for whom. (Palah et al 2022).

Goal setting, in its broadest sense, is the process of establishing distinct and practical targets, or goals, for Education. According to goal theory, learners can embrace one of two main goal orientations: a task-focused approach with an intrinsic emphasis on learning and advancement or a capacity perspective

with an extrinsic concentration on extrinsic motivators such as performing better than other learners). The previous is known as learning, task engagement, or mastering objectives, whereas the latter is known as achievement or ego-involving goals (Elliott & Dweck, 1988). Setting effective goals helps to be prepared and make informed decisions regarding the task. In all, setting effective goals not only increases motivation but allows for measuring the progress achieved, and it helps align focus and behavior.

The Ministry of Education is responsible for ensuring that quality and relevant Education is provided to all citizens. The discussions on the Curriculum reform process began with the recommendations of the Taskforce on the Realignment of the Education and Training Sector to the Kenyan Constitution (2010). The policy is organized into five thematic areas. The first discusses the issue of access to quality and relevant Education; the second deals with competency-based curriculum; the third focuses on the pedagogical approach for all learners; the fourth deals with the issue of assessment, while the fifth deals with resource mobilization and management. Each theme spells out the goal, the policy statement, and strategies for implementing the curriculum reform process. The policy has formalized the responsibilities of various actors involved directly and indirectly in the curriculum reform, development, and implementation process. The policy strategies herein become part of the daily tasks and responsibilities of actors within the education sector.

In Kenya, the principal's responsibility is to lead, direct, and coordinate activities inside the school. The principal's significant goals should be to

improve teaching and Learning at their school and to create and sustain successful educational programs. The principal must oversee the everyday operations and activities within a school. Their primary responsibilities include counseling or punishing pupils, reviewing teachers' curricula, and ensuring students and staff are safe in the learning environment. According to Osman and Mukuna (2013), principals in Kenya are supposed to have an appropriate degree of education-related experience. Principals collaborate with Quality and Assurance Officers from the Ministry of Education to engage in reflective Learning and get advice on efficient practices.

In secondary schools, principals are in charge of overseeing all extracurricular and academic activities. They are the leaders of the administrative staff and are in charge of everything in the school. In terms of a child's education, principals play a crucial role in the administration of secondary education in Nigeria, according to Odumodu (2011). Principals are managers by virtue of their roles, and a big part of what makes them successful or unsuccessful is how well they manage. It is the responsibility of principals to provide educators and other staff members with the necessary managerial assistance to enable them to do their tasks efficiently. Once again, secondary school administrators are in charge of the daily operations of the institution in order to meet academic goals. Secondary education, which offers pupils who have dropped out of elementary school further instruction and training, has been established with certain goals in mind.

Moiben constituency is a county with 33 public secondary schools, and the principals conduct the managerial tasks. Proposals to improve teacher training, provide more supplies and structures to aid capacity, and curriculum reform are largely underway. The lack of transparency surrounding financing and the pile of unresolved and pressing issues within the education sector, especially at the primary level, makes this sound more like hot air than a carefully thought-out plan. There are rising cases that show that there is a drop in the performance of learners in the Moiben constituency. Generally, the performance of the public secondary schools is below expectations. Academic performances in the Moiben sub-county have been an issue of concern to the stakeholders of Moiben Sub County following the decline of the academic performance in (KCSE). There is a need to understand where the problem lies, which is why there is a need to research the principal management practices because the principal plays a very big role in the school's activities. Concerns about how principals of public secondary schools in Kenya run their institutions are prevalent. Different principals operate their schools in distinctive and various ways. It's vital to consider the issue seriously. The primary decision-makers in secondary schools are the school principals, who oversee all operations in the institutions. For example, they manage the school's budget, the entire teaching and Learning process, and the teachers. They also inspire the teachers to ensure the quality of instruction (Ismail et al.,2022).The KCSE performance recorded for the last 4 years is shown in the table below,



**Table 1. 1:KCSE results recorded in Moiben sub-county**

YEAR	CANDIDATES			MEAN SCORE	DEV	% of transition to university, above C+
	BOYS	GIRLS	TOTAL			
2022 KCSE	1327	1393	2720	3.97	0.728	11.62%
2021 KCSE	1305	1096	2401	3.242	-1.114	11.7%
2020 KCSE	1168	1104	2272	4.356	0.353	14.66%
2019 KCSE	1142	984	2126	4.709		14.91%

Source: Moiben sub-county 2022KCSE Analysis school order of merit, 2023

According to Table 1 above, the quality of education was being negatively impacted by the Moiben Sub County's KCSE mean results on national exams, which were continuously falling. This trend in performance has been blamed on the principal's management practices. Thus, this study needed to look at how the principal's management practices in public secondary schools in Moiben sub-county County affected students' academic performance.

## **1.2 Statement of the Problem**

KCSE results at public secondary schools in Moiben Constituency, Uusingishu County is affected and has resulted in low university enrollment rates. The minimum criterion for admission to postsecondary institutions and further skill training is secondary education (MOE, 2005). The secondary school performance in the sub-county jeopardizes students' opportunities to enroll in colleges and universities, jeopardizes their prospects of finding employment,

and, in most circumstances, lessens their ability to contribute to national growth actively. Following the poor student's academic performance, there is a need to understand where the problem lies, which is why there is a need to research the principal management practices because the principal plays a very big role in the school's activities. Concerns about how principals of public secondary schools in Kenya run their institutions are prevalent. Different principals operate their schools in distinctive and various ways. It's vital to consider the issue seriously. The primary decision-makers in secondary schools are the school principals, who oversee all operations in the institutions. It is then important for the principals to understand their management roles well.

Quality education may be indicated by the student's academic performance in Moiben constituency; therefore, this study then sought to understand the influence of principals' management practices on the quality of Education in public secondary schools in Moiben Sub-County, Kenya.

### **1.3 Purpose of the study**

The study focused on determining the influence of principals' management practices on the quality of Education in public secondary schools in Moiben Sub-County, Kenya.

#### **1.4 Objectives of the study**

The following objectives guided the study:

- i) To establish the influence of principals' supervision of learning activities on the quality of Education in public secondary schools in Moiben Sub County, Kenya.
- ii) To find out the influence of principals' human resource management practices on the quality of Education in public secondary schools in Moiben Sub County, Kenya.
- iii) To investigate the influence of principals' financial management practices on the quality of Education in public secondary schools in Moiben Sub County, Kenya.
- iv) To find out the influence of principals' setting goals and objectives on the quality of Education in public secondary schools in Moiben Sub County, Kenya.

#### **1.5 Research questions**

- i) How do principals' supervision of learning activities influence the quality of Education in public secondary schools in Moiben Sub County, Kenya?
- ii) To what extent does the influence of principals' human resource management practices on the quality of Education in public secondary schools in Moiben Sub County, Kenya?
- iii) To what extent do the principals' financial management practices influence the quality of Education in public secondary schools in Moiben Sub County, Kenya?

iv) To what extent do principals' setting goals and objectives influence the quality of Education in public secondary schools in Moiben Sub County, Kenya?

### **1.6 Significance of the Study**

To the County of Uasingishu, the study findings may help to know the management factors affecting the quality of education in the sub-County and come up with solutions to curb the problem. This will be applied throughout the County.

The Ministry of Education may use the findings of this study to organize workshops, seminars, and refresher courses to enhance principals' understanding of management practices in public secondary schools.

The study's findings may also benefit the ministry because it will help in understanding how the principals' management practices affect the quality of Education.

The research findings may be helpful to school administrators and education policymakers, guiding them to improve, formulate, and implement policies that are conducive to the improvement of quality in secondary public schools. This is due to related decisions to the subject should be based on happenings and facts in schools.

These research findings ought to help the County to allow the principals to understand their particular management roles and apply them effectively, and it will also help the entire country.

### **1.7 Limitations of the study**

The respondents-primarily the teachers were unwilling to provide accurate information out of concern that their identities may be discovered, endangering their employment and were reluctant to criticize their principals; this challenge was addressed by ensuring the teachers not to write their details on the questionnaire therefore ensuring that none of the respondents were exposed.

The busy schedule of the principals was another constrain because most principals were not available for an interview. This was addressed by employing the use of questionnaire because they could fill at their free time.

### **1.8 Delimitations of the study**

Moiben sub-county, Uasingishu County, Kenya was the site of this research. The study focused on 33 public secondary schools. The subcounty contains single-sex schools for both boys and girls, mixed schools, and day schools. The sub-county's schools share characteristics with other schools in the County. Principals and teachers from the sampled schools comprised the respondents. Since private schools do not have comparable management approaches, they were not utilized. The study focused on how principals supervise learning activities, human resources management practices, and financial management practices and set goals and objectives.

### **1.9 Basic assumptions of the study**

The study assumed the following:

- i) All the respondents would understand clearly the management practices of a school principal.
- ii) All the respondents would be cooperative.
- iii) The respondents would give Objective information on the principal's management practices.

### **1.10 Definition of significant terms**

**Academic performance** refers to a student's performance in the national examination as represented by KCSE examination results.

**Human Resource Management** addresses all of the costs that the educational institution has incurred. Consequently, HRM's job is to provide opportunities—like incentives, perks, and pay—so that employers can draw in more workers in order to meet their objectives.

**Principal management practice** refers to the management practices of principals pertain to the implementation of their initiatives aimed at improving academic performance in public secondary schools and enhancing teaching and learning in secondary education.

**Public secondary schools** refer to the post-primary educational establishments in Moiben sub-County that are funded by the government and bound by its regulations.

**Quality of Education** refers to a measure of efficiency in education, that is, the effectiveness of an educational process. Raising educational standards may contribute to breaking the cycle of poverty and inequality. People who get a high-quality education live longer, healthier lives and contribute to the development of a more harmonious community.

**School** refers to the public secondary institutions where teaching and Learning takes place.

**School principals** refers to the leader of the secondary school, who is in charge of the day-to-day running of the school.

**Supervision in Education** refers to the administrative personnel's job responsibilities in the field of education. Supervisors of education ensure that the establishment runs smoothly and complies with all applicable laws and regulations.

### **1.11 Organization of the study**

Chapter one, the study's introduction, includes the study's background, the problem's statement, purpose, research objectives, research questions, the significance of the study, limitations and delimitations, basic assumptions, and definitions of significant terms. Chapter two entails a review of the related literature on the concept of the quality of Education. Chapter three describes the method to be used in the research. This includes research design, target population, sampling technique and sample size, research instrument, validity and reliability, data collection procedure, and data analysis techniques. Chapter four consists of data analysis, presentation, and interpretation of findings, while chapter five provides the summary of the study, conclusions, recommendations, and suggestions for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter is a review of literature on the principal management practices under the following subheadings: The concept of quality education, {principals' supervision of learning activities, principals' human resource management practices, and principals' financial management practices, setting of goals and objectives and the respective influence on the quality of Education.}

#### **2.2 The concept of quality of education**

“Quality education is a learning situation which vibrates with positive energy and where the learner and the learned both are eagerly absorbed in understanding and communicating through a knowledge construction process. (Bergman, et al 2019). Principal management describes the rules, ideologies, strategies, and instructional techniques that principals use to regulate students' behavior and academic goals. (Principal's management strategy - [jehdnet.com](http://jehdnet.com)). Principal management includes planning curriculum organization, technique, style, and resources. In addition, it entails creating an atmosphere that encourages productivity, monitoring teachers' and students' growth, and anticipating problems in the future (Okumbe, 1998). Competent principals create situations that can benefit teaching and Learning, unlike ineffective principals who typically cause turmoil. It is common for teachers to



deal with issues brought on by a single student or the entire class, which drives them to devise creative solutions.

Due to the changing environment in which secondary schools function, management is growing more difficult (Bouchamma et al., 2014). If schools want to give students a decent education, they must have capable managers and leaders. The management of schools and the attainment of their goals depend heavily on principals as the leaders of these institutions. The character of the principal's leadership and their capacity for maintaining control over, directing, and guiding instructors and pupils determines the school's quality of Education (Kiptum, 2016). The principal's capacity to coordinate and oversee the execution of the authorized school curriculum is also a factor (Wango, 2009).

Quality assurance is a potent tool that may increase Education's efficacy, as reiterated by UNESCO in 2005. Its guiding idea is that increasing educational performance is the responsibility of the critical players at the forefront of Education, including teachers, head teachers, etc. The cost-effectiveness of sustaining teachers accounts for more than 60% of the entire cost of Education. Teachers are crucial components of the school organization.

Since principals play a significant role in secondary school administration in Kenya, they have a significant influence on whether a school succeeds or fails. According to Campbell (2007), administrators should, therefore, use the necessary management techniques to support good academic attainment in secondary schools. According to the Teachers Service Commission's (2018)

career progression guidelines, in order to become a school principal, an individual must fulfill specific requirements, including obtaining a satisfactory rating on their performance appraisal, demonstrating their ability to supervise and mentor other teachers, completing relevant teacher professional modules, and fulfilling any additional requirements deemed necessary by the commission. A school principal oversees the implementation of the curriculum, acts as the accounting officer for the school, advocates for the responsible use of financial resources in the classroom, purchases goods and services, promotes the welfare of staff and students through personal development and motivation, and interprets educational policies to the staff, among other duties. Academic accomplishment remained low in several public secondary schools even after school administrators were chosen based solely on merit, casting questions on the degree to which their management strategies affected student performance.

### **2.3 Principals' supervision of learning activities on the quality of education**

The responsibilities of school principals have significantly altered from the early 1900s to contemporary society. When schools developed and bureaucracy rose with point people in schools, the principal's function also grew. According to the period's politics, cultural changes and expectations, the rise of trade unionism, and principals' organizations in the 1960s, the roles have changed. Being a boss instead of a coworker was a noticeable transition, and as the years passed, she eventually became the public face of the school Board of Management (BOM). This has been increasingly common as

authority and control have been further centralized at the expense of other instructors (Blasé, Blasé, & Philips, 2010).

As instructional supervisors, administrators, according to Wekesa and Ongunya (2016), should make it a practice to routinely contact students and request their exercise books to verify that they are receiving assignments from their subject instructors and that their books are being examined, marked, and corrected. These documents should thus be accessible and straightforward. Principals focus their administrative efforts on issues related to instruction, student learning, and school advancement to produce high marks after the students' study session.

According to Kiptum (2018), the type of instructional supervision that principals give determines the quality of Education. The principals' duty has brought on the mismatch between the office and the teacher as instructional supervisors. As they are required to appease several cadres in the competitive workplace and, as a result, respond to various social needs and expectations, the added duties have reduced morale. These results support the claims made by Kirui and Osman (2012) and Namunga (2017) that instructional supervision aims to enhance classroom learning and that the principal should be well-versed in supervisory knowledge and skills to carry out this process to inspire teachers and influence their mode of instruction. When teaching is strengthened, instructional programs are created, which enhances teacher instructions (Malunda et al. 2016).

Principals, the primary change agents, must acknowledge teachers as partners on an equal footing in the instructional supervision process. Because the availability of teaching and instructional materials enhances student performance, administrators should provide teachers with the necessary resources and instructional assistance for instructional supervision to be effective (Glickman, 2010; Dangara, 2015). According to Mugambi (2017), instructional materials make instructions understandable for students by making them practical.

One of the methods used to accomplish educational goals is instruction supervision (Bendikson, Robinson, & Hattie, 2012). Instruction supervision is crucial To improve the teaching and learning environments in educational institutions (Oyewole & Alonge, 2013). It serves as a source of guidance and interest stimulation for instructors and students.

According to research examined by Ismailet al. (2022), the majority of administrators kept an eye on their teachers' attendance in class, which had a beneficial impact on their performance. As a result, there was a correlation between supervision and academic success. School principals failed in their administrative roles when they were not adequately supervised. Odumbe (2016) discovered that a significant proportion of head teachers did not attend classrooms to watch instructors in action, which resulted in subpar performance on national exams.

#### **2.4 Principals' human resource management practices on the quality of Education**

HRM procedures significantly influence the effectiveness of employees in practically all institutions. By reaching targeted employee performance goals, human resource management helps firms achieve expected organizational performance and competitiveness (Armstrong, 2010). Various major human resource management practices should be integrated into the plan of an institution. A few of these include finding and selecting potential employees (recruiting and selection), training and developing employees so they can do their jobs well and prepare for the future, compensating employees (compensation), and fostering a safe and positive work environment (safety) (Dessler, 2011).

According to Tiwari and Saxena (2012), "human resource management practices" are organizational actions aimed at controlling the pool of human resources and ensuring that they are used to further organizational objectives. Through the use of policies and practices that concentrate on hiring, developing talented staff, and maximizing their contribution within the organization's resource pool, effective HRM practices have the potential to create organizations that are more intelligent and adaptable than their rivals (Saeed, Afsar, Hafeez, Khan, Tahir & Afridi, 2019). They are intended to raise overall employee performance inside the company, which will ultimately raise overall organizational performance.

Onyango, Aloka, and Raburu (2018) contend that human resource management has an impact on how well schools perform. HRM practices, such as training and development, management style, performance and reward

management, and compensation, influence the performance of teachers at such institutions. In the educational system, motivational techniques ensure quality control. Motivational processes such as staff training and development, promotion, remuneration, working conditions, status, and participatory decision-making created barriers to attaining quality assurance in the educational system. (V. Onjoro et al. 2015). The study used the reinforcement theory, which only examines the connection between behavior and its results since it is based on Thorndike's Law of Effect. According to Thorndike's rule of impact, employees are more likely to repeat acts with a positive outcome than those with a negative one (E. R. Watters, 2021). This theory emphasizes altered behavior. Specific issues had a detrimental impact on the suggestions and motivation of the teachers. These recommendations included strengthening staff training, retraining, and development as one of teachers' motivational needs/strategies to promote teachers' productivity, efficiency, and performance for quality outcomes as well as government recognition of teachers' motivational needs, such as promotion, good salaries, and remuneration to achieve quality assurance. (Onjoro,et al 2015).

According to research evaluated by Omebe (2014), human resource management methods in Nigeria were considered as a formal system's design for an organization that enabled the effective and efficient use of human capabilities to achieve organizational goals. Recruitment, employee welfare, upkeep, training and retraining, placement, motivators, remuneration, transfers, and staff punishment were all concerns of human resource management methods. As a result, every organization's human resource

management procedures affect how well its employees perform. Staff should be hired appropriately, overseen, and compensated in an educational institution. They became dedicated to their job as a result of achieving their educational objectives.

According to a reviewed research conducted in South Africa by McEwan (2003), good academic success among students happened when school leaders assisted and supported instructors. He went on to say that teaching and non-teaching personnel should have unique rights and fringe benefits from the institution. He underlined the need for the institution to have a benefits program for locals. The school created an incentive scheme because of this, which included retirement packages, competition prizes, certificates of appreciation, and awards. Nonetheless, Ndinza (2015) discovered in his research that underpaid employees lacked motivation, which in turn caused low academic achievement in schools.

In order to effectively implement human resource management, managers had to encourage the best knowledge and execution of practices related to hiring, working conditions, professional growth, and the health, safety, and well-being of their staff. Research conducted in the United States by Maeroff, Callan, and Usdan looked at student leadership in Washington, D.C. Maeroff et al. (2001). According to the research, the principal of the school has to be a leader in order for there to be learning. Serving as the principal's leader means collaborating with educators to develop their capacities, which in turn boosts students' academic achievement.

Omebe researched human resource practices in education in Nigeria. Omebe, (2014). According to the research, human resource management is seen as a formal system designed inside an organization to guarantee the effective and efficient use of human capabilities in order to achieve organizational objectives. Therefore, hiring, employee welfare, maintenance, training and retraining, placement, motivators, compensations, transfers, and staff discipline are all covered by human resource management methods in the education sector. Consequently, employee performance in every firm is determined by human resource management procedures. Employees in an educational institution must be fairly hired, managed, and compensated. They were dedicated to their job as a result, reaching their academic objectives.

### **2.5 Principals' financial management practices on the quality of education**

It is no secret that the Kenyan government has invested significantly in Education, intending to improve both access and standard of instruction (Ngigi & Tanui, 2019). Understanding how school administration and the management of financial resources connect to performance is crucial. Planning, organizing, leading, reporting, and evaluating were among the significant responsibilities under the investigation of educational administration (Ngigi& Tanui,2019)

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), achieving the fourth Sustainable Development Goal (SDG) is a goal, a method, and a vital instrument. It is necessary to give adequate financial resources to achieve SDG objective four. As a result, the



dynamic tandem of money and Education determines whether the ultimate aim of expanding the educational system is achieved. Amounts are allocated from the available cash to buy or invest in initiatives that will ultimately boost school academic performance. According to Lee (2006), a school's performance in terms of Education is often judged on its pupils' effectiveness, efficiency, service quality, discipline, and academic performance. According to Kimula et al. (2001), performance in the educational system includes access to Education, which is gauged by the population of students who are old enough to attend school, enrollment rates, the number of schools, and the size of the classes. Performance at a school is improved by employing efficient finance management techniques.

Effective financial management procedures can assist school administrators in holding those responsible for funding Education accountable. Every educational system needs sound financial management to direct suitable choices, create plans or budgets, maintain financial stability (Crowther, 2004), and manage cash flow (Mestry & Grobler, 2002). Financial control theory emphasizes human functions more than structures, activities, processes, and methods used to improve financial management (Ostman, 2009).

As a result, given their position, school administrators view school finance management (SFM) as a performance activity (Joubert & Bray, 2007). As a result, educational supervision and management mediate the beneficial association between fiscal administration methods and performance in institutions of Learning. Decentralization has improved the administration of

money in secondary schools by ensuring the use of their resources (Crouch & Winker, 2008). According to the agency theory, every organization, including schools, has agents and principals (Jensen & Meckling, 1976).

For example, Crouch and Wrinkler (2008) discovered in France that the majority of nations decentralized the management of finances in their educational institutions, hence fostering accountability and openness. They also disclosed that school principals had the duty of organizing the school budget to meet goals and ensure efficient financial management. Although financial resources are crucial for implementing necessary changes and providing services, they are sometimes mishandled, which has an impact on academic attainment in public schools.

Mgbodile (2000) discovered that among the things contributing to inadequate financial management in Nigeria were the delayed distribution of cash in public institutions and the lack of training of educational administrators. Furthermore, Bua and Adzongo (2014) demonstrated that financial mismanagement and an inability to produce income domestically were the leading causes of Benue state's poor educational conditions, which had a detrimental impact on academic success in public institutions.

## **2.6 Principals' setting goals and objectives on the quality of education**

The principal's responsibility is to set clear objectives and high standards, focusing on the most critical priorities and outcomes. The conceptual, strategic, and tactical objectives all go under the heading of "shaping a vision of high standards and academic success for all students." Goal selection and

the goal-setting process are both crucial. Principals must win the staff onto the objectives by tying the goals to staff values and student achievements. Staff must feel like partners in the process, together with other stakeholders (parents, community). Considering each school's resources and capabilities, goals must be reasonable and doable. Goals must also be precise and quantifiable. SMART goals are an abbreviation for specified, measurable, attainable, realistic, and time-bound objectives (Donley et al., 2020).

Mayse (2016) defines goals as the objective that guides one's efforts. They are the result of having a clear vision, outlining goals, and then successfully pursuing those goals via planning. Every aspect of life, including organizations, schools, and military service, has goals. Setting goals helps individuals and organizations follow them and makes their ideas a reality. According to the research, any successful institution or organization should have well-defined objectives that are intended to bring out the best in both individuals and groups. It also suggests that setting and maintaining objectives is a great approach to inspiring others and aiding oneself to succeed. The most important prerequisite for achieving objectives is dedication. People may work toward and achieve their goals in life when they have goals.

Khan (2017) conducted descriptive research limited to secondary school teachers employed in Karachi about the impact of goal setting on teachers' performance. The research found that goal-setting increases teachers' efficacy and efficiency. The data came from a survey of 200 instructors in the sample. Furthermore, the research found that goal-setting improves productivity at

work. Ultimately, the research found that setting goals is essential to raising instructors' productivity, as without them, employees won't be able to provide their best effort.

Goal-setting is a widely accepted process in organizational contexts and a highly esteemed topic in working environment literature, according to Heather (2017). However, its significance is reduced in advanced education when it comes to instruction. The study's findings suggest that instructors' objectives may influence their ability to develop professionally and provide education effectively. The research concluded that there would be no meaningful development if one is not committed to achieving their objectives. Research on the nature and use of goal-setting in teacher evaluation was conducted by Dobson (2016). According to the research, in order for teachers to succeed, they must first think that their objectives are worthwhile and that they are capable of achieving them. According to Ingram et al. (2016), goal-setting instruction is a good strategy for increasing academic engagement. Despite this, educators believe they are unprepared to make objectives. The research concludes that goal-setting is a useful strategy for raising teacher effectiveness and student academic progress.

## **2.7 Summary of literature review**

The literature review on the study goals is compiled in this chapter. Secondary school principal oversight is crucial since it aids in monitoring all activities occurring inside the school setting. When an issue is found, the principal can take the appropriate measures. By closely observing everything that happens

in the classroom, it will be possible to guarantee that everything runs smoothly and raise the standard of instruction. Additionally, encouraging the teaching and non-teaching personnel will help them give their all in all they do. Employees are more likely to repeat actions that result in a favorable consequence than those that result in a bad one, according to Thorndike's rule of effect (Watters, 2021). The principal handles the institution's available finances and has the authority to buy furnishings, instructional materials, and other items that are necessary for the learning process. In directing the operations of the institution, the principal's involvement in establishing the goals and objectives is crucial. The greatest goals are SMART ones since they can be accomplished and guarantee excellence. This is seen in the process of the development of the improvement plan and strategic plans. These are goals that propel an institution, hence ensuring quality in education.

## **2.8 Theoretical framework**

The Effective Schools theory Model by Lezotte (2010) was the study's foundation. This model states that a school is effective if it can demonstrate quality and equality in assessed student accomplishment. Instructional solid leadership, a clear and focused mission, safe and orderly schools, a culture of high expectations for success, frequent monitoring of student progress, positive home-school relations, and the opportunity to learn/time on task are the seven correlates of effective schools, according to Lezotte (2010). Instructional solid leaders are proactive and seek assistance in developing team leadership and a culture that is supportive of Learning and professional development, according to Lezotte (2010). The principal and other

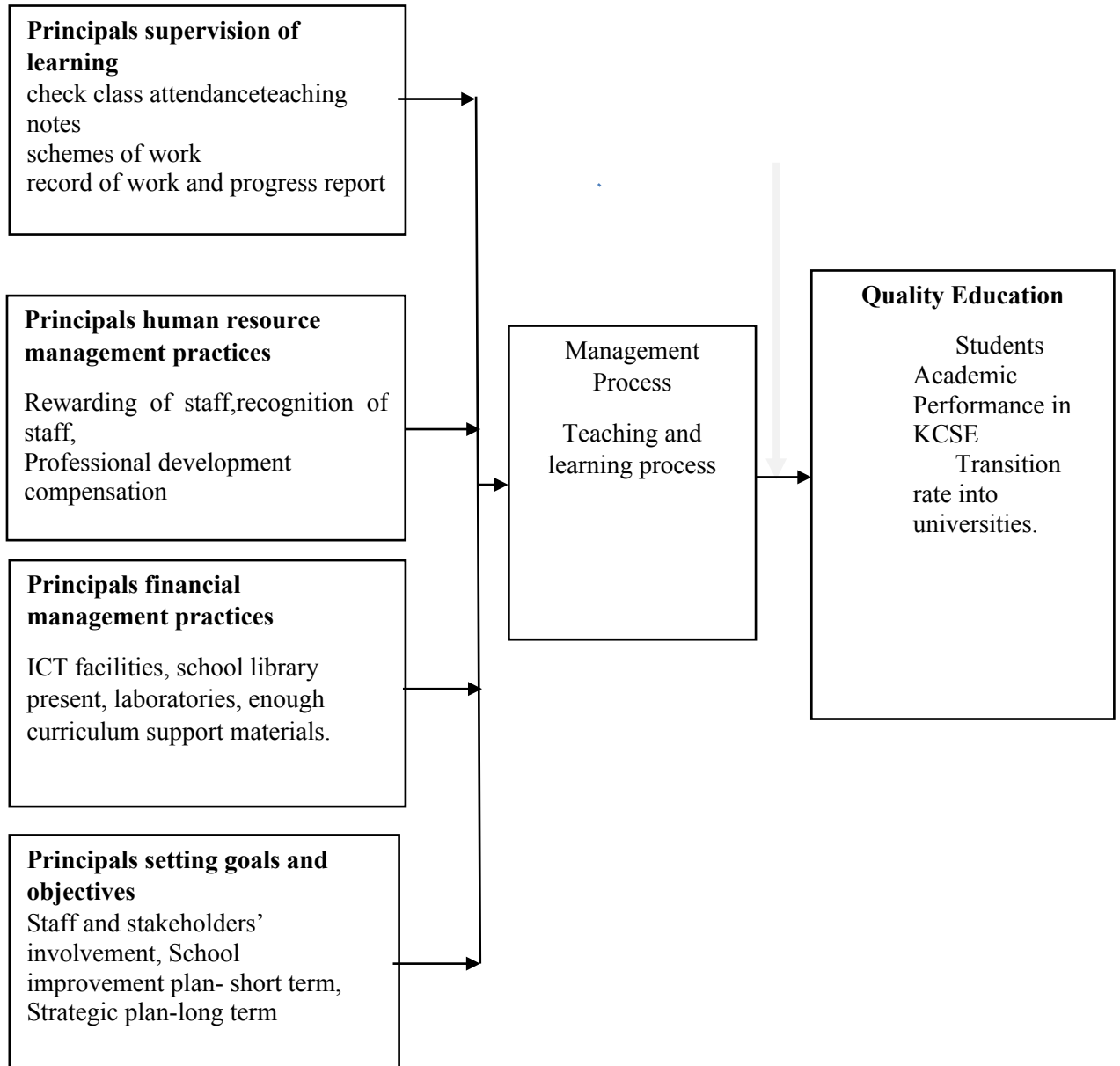
instructional leaders at an effective school effectively and persistently convey and exemplify the school's mission to staff, parents, and students.

The seven correlates of an effective school are initiated and influenced by the principal; hence, the seven correlates may be referred to as the principals' management practices, which serve as the dependent variable in this study. According to Lezotte (2010), a successful school has quality and equality regarding how students' achievements are judged. The study's independent variable is that a successful school supports high-quality Education. This may be accomplished by inspiring the instructors and establishing goals and objectives by pointing out the initial three elements that Lezotte (2010) says make up a good school: directing the curriculum, concentrating on the purpose, and fostering order and safety. This will guarantee that educational activities are adequately supervised and resources are used wisely in the school.

Several researchers, including Waweru and Nyagosia (2013), have employed this hypothesis and believe principals should consider it essential to improve the quality of education. It is relevant in any school context, according to Koskey (2015).

## 2.9 Conceptual framework

### Conceptual Framework Showing the Relationship Between



**Figure 2.1: Conceptual framework showing the relationship between variables on the influence of principal management practices and quality of education**

The conceptual framework 1 above clearly describes the four elements that determine education quality in public secondary schools in the Moiben district. They include principal supervision of learning activities, human resource management practices, management of financial resources to institutions, and establishing goals and objectives. These characteristics contribute to the smooth operation of the school by the principals, which ensures improved student academic performance in KCSE and a high transition rate to universities and colleges and, as a result, ensures quality education in the sub-county.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**



This chapter describes the research methodology used to carry out the study. It covers the following areas: introduction, research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques, and ethical considerations

### **3.2 Research design**

According to Ismail et al. 2022, research design is considered in the form of its description and interpretation without modification. According to Kothari (2008), descriptive research will be utilized because it allows the researcher to explain the features of a specific person or group. Additionally, according to Mugenda and Mugenda (2011), descriptive survey design aids in gathering, summarizing, presenting, and interpreting data for clarity. Any research project has significant financial implications. Hence, this design will be chosen specifically for the study since it enables speedy data collection at a reasonably low cost (Grinnell, Yvonne, 2013). Survey research will be used, with the quality of Education as the dependent variable and the principals' management practices as the independent variable. This will be done because the researcher will be interested in the present state of affairs in the area. Throughout the research, no other factors will be altered.

### **3.3 Target population**

The target population consists of all individuals, instances, or objects that have certain characteristics and to which the researcher wants to generalize the study's findings Mugenda and Mugenda (2012). The target population for the study was 33 public secondary schools in the Moiben sub-county, which has

491 teachers, 288 being female and 203 being male (Moiben subcounty secondary school data). The quality assurance and standards officer and the Curriculum Support Officers in the Moiben subcounty were also my target population.

### **3.4 Sampling technique and sample size**

A sample is a collection of items drawn from a population to characterize that population (Cresswell 2013). According to Mugenda & Mugenda (2003), a representative sample encompasses 10% and 30% of the target population; hence, 20% of the total population will be good for analysis for teachers. I used 20% of the total number of teachers in the sub-county. 20% of the total population of the teachers will give a total of 98 teachers. I used 30% of the entire population for the principals, which is a total of 33, making it a total of 9 principals. I also interviewed the quality assurance and standards officer and 1 curriculum support officer of the Moiben sub-county.

### **3.5 Research instruments**

A questionnaire for the teachers and the principals served as a tool in this study. The researcher employed a questionnaire with both qualitative and quantitative data. The teacher's and principals' opinions on the impact of the principals' management practices on the quality of education will be asked in the questionnaire, and for the principals, the questionnaire aims to assess the management practices the principals implement and how they affect the quality of Education. For the quality assurance and standards officer and the CSO, I employed the use of an interview schedule. For the quality assurance

officer, the interview schedule generally looks at how the principal's management practices affect the quality of education and expounds on the roles of the principals in the sub-county. The tools will be selected due to their secrecy while answering sensitive questions. Additionally, it saves time and gathers a lot of data. Additionally, it allows for the use of standardized, simple-to-complete questions and procedures (orodho 2009).

### **3.6 Validity and reliability of research instrument**

The study used validity and reliability tests to ensure the meaningfulness and consistency of the results

#### **3.6.1 Validity of the instrument**

The validity of an instrument refers to the capability of the research collection tool or technique to measure what is intended to be measured.(Sounders, Lewis & Thornhill, 2007). According to Mugenda and Mugenda (1999), the usual procedure for assessing the content validity of a measure is to use a professional or expert in a particular field, which helps in discovering question content, correction in the wording and the sequencing problems before the actual study as well as exploring ways of improving the overall quality of the study. In this study, I got to seek opinions from the lecturers and panel of specialists from the Department of Educational Administration, curriculum, and Policy in order to determine the validity of the questionnaire and the use of interview schedules. This helped facilitate modification and revision of the tools to make sure the items suitably represent the topic area to be examined, therefore enhancing validity.

### 3.6.2 Reliability of the instrument

The reliability of the data collection instrument is the consistency of measurement and is frequently assessed using test-retest reliability method Knapp & Mueller (2010). Reliability enabled the researcher to identify the ambiguities and inadequate items in the research instrument, where the instrument reliability is the dependability, consistency, or trust of a test.

According to Bell (2010), it is the consistency with which it measures the target variable. If a study's findings can be replicated, that is what reliability is all about. The researcher will use the internal consistency technique suggested by Knapp & Mueller (2010) using Cronbach's coefficient.

It is computed as follows;

$$\alpha = \frac{k}{k-1} \times [1 - \frac{\sum (S^2)}{\sum S^2 \text{ sum}}]$$

Where:  $\alpha$  = Cronbach's alpha  $k$  = Number of responses 26  $\Sigma$

$(S^2)$  = Variance of individual items summed up  $\Sigma S^2 \text{ sum} =$

Variance of summed up scores

A reliability of 0.70 is generally considered a minimum threshold for reliability, and 0.80 is regarded as outstanding

### 3.7 Data collection procedure

The questionnaire was administered to the teachers and the principals by the researcher. The respondents were given a time frame within which they were required to respond to the questionnaire, whereby secrecy was assured. The data from the quality assurance officer and the CSO from the interview guide was also acquired, whereby interviews were conducted. Upon completion, the researcher collected the questionnaires and ensured a high completion rate and

return of the completed questionnaires and the interview feedback. Secondary data was recorded; it involved data that was collected from other past data that will have been collected and tabulated through graphs, charts, and reports. This type of data was collected from reference materials, which have vital information and will be helpful to this research study.

### **3.8 Data analysis technique**

Data analysis involves making meaning of enormous amounts of data required, which consists of reducing the amount of information, identifying key patterns, and creating a framework for presenting the evidence of what the data showed (Best & Kahn, 2004). The filled questionnaires and interview feedback were checked for completeness at two levels, where the researcher verified that they were complete. This was done to ensure that any anomalies detected were corrected immediately before the questionnaire was taken from the respondent. Data analysis began once all the data were captured. Closed-ended questions were analyzed using nominal scales into mutually exclusive categories and frequencies by employing descriptive statistics using the statistical package for social sciences (SPSS V 20.0) and MSEXcel. Open-ended questions were analyzed using conceptual content analysis. Analysis involves the production and interpretation of frequency counts and tables that describe and summarize the data. The study also applies means, correlations, and factor analysis to provide conclusions and comparisons on the variables. The hypothesis was tested using the Chi-Square in order to determine the difference between the expected and observed data.

### **3.9 Ethical considerations**

This study focuses on people; thus, while seeking further knowledge, the researcher ensures that their subjects are safeguarded from any potential harm brought on by their work. Given the often sensitive relationships between researcher and respondents, reasonable safeguards were built in this study based on ethical considerations and requirements. A research permit and authorization to conduct research in schools, MOE, and the TSC offices were obtained. Informed consent was obtained from teachers, the principal, the QASO, and the CSO after they were made aware of the research's purpose. Respondents' names were left out on the questionnaire and the interview schedules to protect the teachers and principal from harm.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents an analysis of the research findings on the influence of principals' management practices on the quality of education in Moiben sub-county, Uasingishu County, Kenya. Presented are the findings from the field. The findings are based on the objectives set: how principals' supervision of learning activities influences the quality of education in public secondary schools, how principals' human resource management influences the quality of education in public secondary schools, how principals' financial management practices affect the quality of education in public secondary schools and how principals' setting goals and objectives influence the quality of education in public secondary schools. Data is computed by use of the Statistical Package for Social Sciences (SPSS) computer program.

#### 4.2 Questionnaire return rate

**Table 4. 1: Questionnaire return rate**

<b>Respondents</b>	<b>Expected number</b>	<b>Returned</b>	<b>Percentage %</b>
Teachers	98	87	88.78
Principals	9	7	77.78
QASO	1	1	100
CSO	1	1	100

Table 4.1 shows that the response rate was high at 87 teachers (88.78%), 7 principals giving a percentage of 77.78%, 1 QASO, and 1 CSO both at 100%.

A return rate of 60% and higher is considered appropriate, according to Kothari (2019). This makes the return rate of the questionnaires for the teachers and the principals effective as it meets 60%. The use of interview guides for the quality assurance and standards officer and the curriculum support officer played a significant role in the research because it gave a vast knowledge of the variables that significantly boosted the questionnaire, hence making the research effective. A questionnaire was administered to the principals because of the tight schedule in the preparation for exams. The overall return rate was 88.07%.

### **4.3 Demographic data of principals and teachers**

Background information was sought from the respondents to give insights into their characteristics. The study found fit to have the information on the gender of the teachers and the principals as well as the years of experience in the teaching career. This information was deemed fit in this study because it will be able to guide decision-making that will help in improving the quality of education in the Moiben sub-county, Uasingishu County, Kenya. The teachers' demographic data is shown below.

#### **4.3.1 Distribution of respondents by gender**

The teachers were asked to state their gender in the questionnaire, that is, whether male or female; the pie chart below shows the gender of the teachers.



### 4.3.1.1 Gender of the teachers

Table 4. 2: Gender of the teachers

Gender of the respondent				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	48	55.2	55.2	55.2
Valid female	39	44.8	44.8	100.0
Total	87	100.0	100.0	

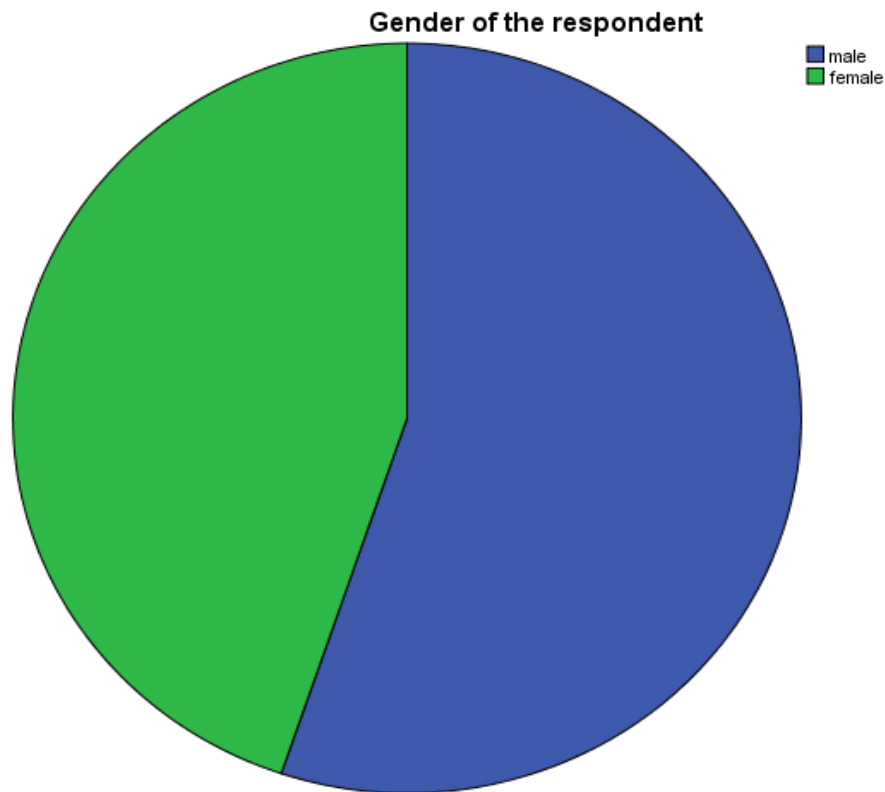


Figure 4. 1: Gender of the respondents

The male teachers were at 55.2%, and the female teachers who responded were a total of 44.8%. This shows that there were more male teachers than the

female teachers implying that there are both genders in the sub-county which ensures that there is equity especially when dealing with the different genders of the learners hence assuring quality.

#### 4.3.1.2 Gender of the Principals.

**Table 4. 3: Gender of the principals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	4	57.1	57.1	57.1
	female	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

This implies that there were more male respondents than female respondents in administrative positions showing that both the genders have a role to play in ensuring quality of education. There are both genders in administrative positions showing that all genders have a role to play in ensuring quality because they are trained equally.

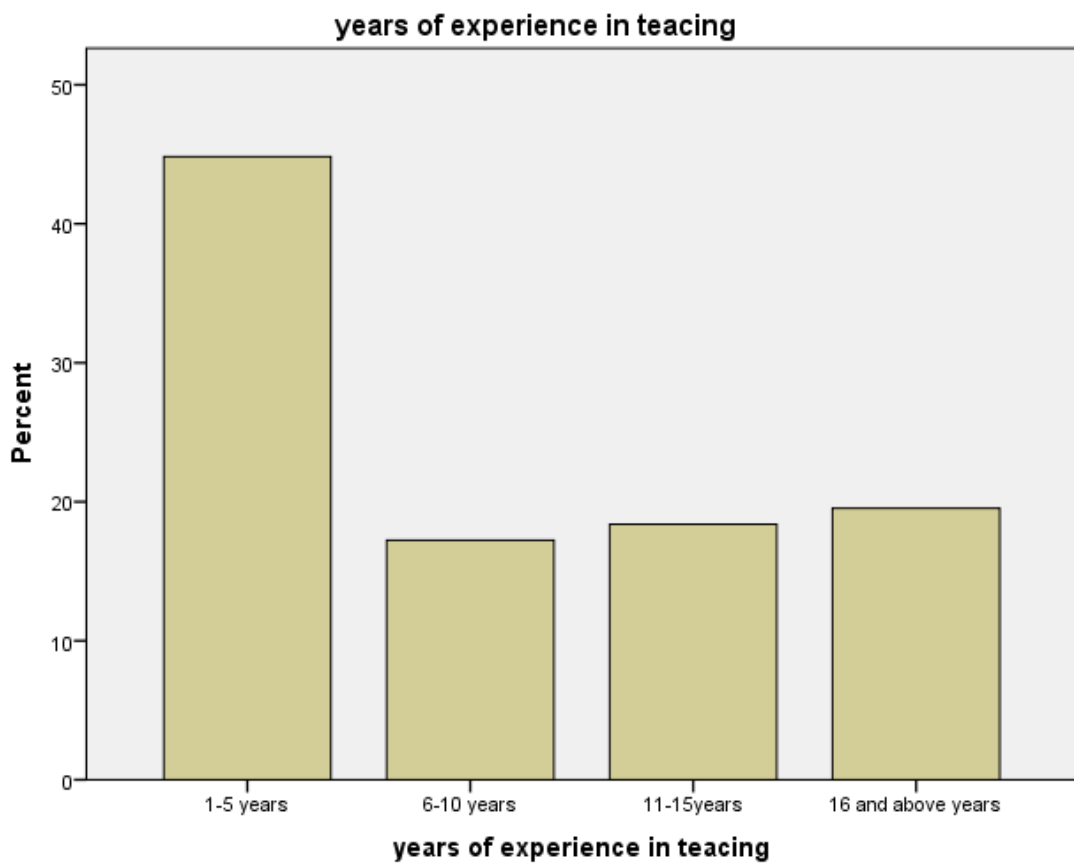
#### 4.3.2 years of experience of the teachers and the principals who responded

##### 4.3.2.1 years of experience of the teachers in teaching

**Table 4. 4: Years of experience in teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	39	44.8	44.8	44.8

6-10 years	15	17.2	17.2	62.1
11-15years	16	18.4	18.4	80.5
16 and above years	17	19.5	19.5	100.0
Total	87	100.0	100.0	



**Figure 4. 2: Bar graph showing the teachers' years of experience.**

This implies that the years of experience of the teachers influence the quality of education because the more time of experience the more the knowledge gained. The statement agrees with (Mbiti, 2007) who stated that the years of experience of both principals and teachers is an essential factor in school

administration as it influences authority. (Mbiti, 2007). Teachers' years of experience are well distributed.

#### 4.3.2.2 years of experience of the principals in teaching

**Table 4. 5: Years of experience in teaching**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16 and above years	7	100.0	100.0	100.0

For the principals, the years of experience is above 16 years implying that they have served in the profession for long enough, showing that they have gained enough knowledge on ensuring the quality of education in schools. This is in line with (Mbiti, 2007). The years of experience of both principals and teachers is an essential factor in school administration as it influences authority.

#### 4.3.3 Highest Level of Education

##### 4.3.3.1 Teachers' Level of Education

**Table 4. 6: Teachers' Level of Education**

		Frequency	Percent
Valid	Bachelors degree	66	75.9
	masters	19	21.8
	PhD	2	2.3

Total	87	100.0
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The table 4.6 above shows that 66(75.9%) have bachelors degree, 19(21.8%) masters and 2(2.3%) phd. This implies that teachers are trained and have the required qualification as stipulated by the Teachers Service Commision. The results showed that the majority of the respondents had a bachelor's degree and were then professionally trained; therefore, the responses were deemed acceptable.

#### 4.3.3.2 Principal's level of education.

Table 4. 7: **Principal's level of education.**

	Frequency	Percent
Valid	Bachelors degree	14.3
	masters	71.4
	PhD	14.3
	Total	100.0

Table 4.7 above showsthat 1 (14.3%) had a Bachelor’s degree in education,5(71.4%)of the principals had a Master’s degree, and 1 (14.3%) had a PhD. This implies that teachers are trained and have the required qualifications as stipulated by the Teachers Service Commission

#### 4.4 Principals' supervision of learning activities on the quality of education

The researcher sought to determine the influence of principal supervision of learning activities on the quality of education. Descriptive statistics such as

frequencies, percentages, Means, and Standard Deviation were utilized. The rating was based on the Likert Scale where 1=SA, 2=A, 3=N,4=D, and 5= SD. The results of objective one are presented in Table 4.8, which shows the distribution of supervision of learning activities on the quality of education.

**Table 4. 8Teacher’s response on the principal’s supervision of learning activities on the quality of education**

statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Standard deviation	perception
The principal Checks the class attendance	36 (41.4)	34 39.1	13 (14.9)	4 (4.6)		1.83	.852	Low perception
Principal Check the teaching notes	25 (28.7)	23 (26.4)	18 (20.7)	8 (9.2)	13 (14.9)	2.55	1.387	High perception
Principal Check the lesson plan and schemes of work	44 (50.6)	33 (37.9)	10 (11.5)			1.61	.688	Low perception
Principal Check the record of work	37 (42.5)	30 (34.5)	18 (20.7)	2 (2.3)		1.83	.838	Low perception
Principal Checks the student's progress report.	59 (67.8)	13 (14.9)	10 (11.5)	5 (5.7)		1.55	.912	Low perception

NOTE: N=87, SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree  
Decision=weighted average= $9.37/5=1.874$

The data analysis in the table above shows that the respondents appear to have a low perception that the principals checking class attendance affects the quality of education. Respondents 36 (41.4) of the respondents strongly agreed that the principals check the class attendance for the learners. The results were in line with those of Mutinda (2016), who discovered that excellent performance was influenced by the principals who reviewed students' attendance records on a weekly basis. 34 (39.1%) agreed, 13 (14.9%) were neutral, and 4 (4.6) disagreed with a mean of 1.83. Also, the respondents have a high perception that the principals checking the teaching notes influences the quality of education. With a mean of 2.55, 25 (28.7% ) of the teachers strongly agree that the principals check the teaching notes, 18 (26.4%) of the teachers agree, 8 (20.7%) are neutral, 13 (9.2%) disagree, and 13 (14.9%) strongly disagree. The results corroborated those of Odumbe (2016), who discovered in his research that administrators routinely reviewed professional records to ensure effective instruction and, therefore, better performance.

On the role of the principal, Checking the lesson plan and schemes of work, there is a low perception that it affects the quality of education 44(50.6% ) of the teachers strongly agree, 33 (37.9%) agree, 10 (11.5%) were neutral, with a mean of 1.61 that the principals check the lesson plan and schemes of work. This supports what Ismail et al. (2022) said about the importance of the principals checking the lesson plan schemes of work as well as checking the teaching notes. Checking the supervision of learning will ensure that there is good performance of the learners, Ismail et al. (2022)

On the role of the principals checking the record of work, 37(42.5%) strongly agreed, 30 (34.5%) agreed, 18 (20.7%) neutral, and 2 (2.3%) disagreed with a mean of 1.83. there is a low perception that the principals checking the record of work influences the quality of education.

On the principal Checking the student progress report, 59 (67.8%) of the teachers strongly agreed that the principal checks the student progress report, 13 (14.9%) agreed, 10 (11.5%) were neutral, and 5(5.7%) disagreed with a mean of 1.55; this implies that the principals play their supervisory role of checking the student's progress report. Teachers who are under the principal's supervision identify their professional requirements. This agrees with Archbong (2010) and Tsegaye and Moges (2014); performance improves when a principal oversees instruction.

The table below shows the principals' responses.

**Table 4. 9: Principals’ response on the principals’ supervision of learning activities on the quality of education**

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Standard deviation
the principal Check the class attendance	1 (14.3)	5 (71.4)	1 (14.3)			1.71	.756
Principal Check the teaching notes	1 (14.3)	5 (71.4)	1 (14.3)			2.00	.577
Principal Check the lesson plan and schemes of work	3 (42.9)	4 (57.1)				1.57	.535
Principal Check the record of work	3 (42.9)	3 (42.9)	1 (14.3)			1.71	.756
Principal Checks the	2	3	2			2.00	.816



student's progress report. (28.6) (42.9) (28.6)

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NOTE: N=87, SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree. The weighted mean is 1.798.

On the principals checking the class attendance, 1(14.3%) strongly agreed, 5(71.4%) agreed, 1(14.3%) were neutral . the mean of 1.71 is below the weighted mean, showing a low perception that the checking of class attendance affects the quality of education. On the teaching notes being checked, 1( 14.3%) strongly agreed, 5( 71.4%) agreed, and 1 (14.3%) was neutral with a mean of 2.00. the mean is above the weighted mean, implying that the teaching notes being checked play a significant role in the quality of education.

On the checking of the record of work from the findings, 3(42.9%)strongly agreed, 3(42.9%)agreed, and 1(14.3%)were neutral with a mean of 1.71. the mean is below the weighted mean, implying that checking the record of work has a minimal influence on the quality of education.

Lastly, on the checking of the progress report, 2 (28.6%) strongly agreed, 3 (42.9%)agreed, and 2(28.6%) were neutral, with a mean of 2.00. the mean is above the weighted mean, given that the respondents have a high perception that the checking of the student's progress report has an impact on the quality of education. With a mean of 1.71,2.00, 1.57, 1.71, and 2.00, principal respondents agreed that they conduct the supervision in the school.

On the interview schedule conducted for the two officers, they fully agreed that supervision of learning activities is a mandatory role for the principals. One officer insisted that supervision will help improve the efficiency of the learners, improve the learning outcomes, and ensure proper curriculum implementation. The results were consistent with Mwangi's (2014) research, which revealed that supervision was a crucial duty of a school principal and that tight monitoring of teachers was necessary for successful instruction. Consequently, administration had a direct impact on students' academic progress. This implies that supervision greatly affects the quality of education. This statement also agrees with some scholars. According to Muasa et al. (2021), In response to questions about how frequently they managed teacher professional records, principals stated that they did it on a weekly and term basis. When records were routinely reviewed, teachers gladly and on time prepared their professional records, schools reported high grades, and vice versa.

#### **4.5 Principals' human resource management practices on the quality of Education**

The researcher sought to determine the influence of principals on human resource management practices on the quality of education. Descriptive statistics such as frequencies, percentages, Means, and Standard Deviation were utilized. The rating was based on the Likert Scale where 1=SA, 2=A, 3=N, 4=D, and 5= SD. The results of objective one are presented in Table 4.10, which shows the distribution of human resource management practices on the quality of education.

**Table 4. 10: Teachers’ responses on the principals’ human resource management on quality of education**

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Standard deviation
Does the principal Reward teachers	22 (25.3)	2 (2.3)	29 (33.3)	8 (9.2)	26 (29.9)	3.16	1.524
Does the principal Recognize the staff	46 (52.9)	26 (29.9)	6 (6.9)	4 (4.6)	5 (5.7)	1.80	1.129
Does the principal Support professional development like mentorship programs	38 (43.7)	30 (34.5)	9 (10.3)	1 (1.1)	9 (10.3)	2.00	1.239
Does the principal compensate the teachers	2 (2.3)	24 (27.6)	14 (16.1)	25 (28.7)	22 (25.3)	3.47	1.209

NOTE: N=87, SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree. This is the weighted mean  $10.43/4 = 2.6075$

On the role of the principals in rewarding the staff, 22 (25.3%)strongly agreed, 2 (2.3%) agreed, 29 (33.3%) were neutral, 8(9.2%) disagreed, and 26 (29.9%) strongly disagreed the mean is 3.16, which is above the weighted mean, therefore showing that the respondents perceive that the reward of the teachers highly affects the quality of education.

On the role of recognizing the staff, 46 (52.9%)strongly agreed, 26 (29.9%) agreed, 6 (6.9%) were neutral, 4 (4.6%) disagreed, and 5 (5.7%) strongly disagreed, with the mean is 1.80; therefore, below the weighted mean of

2.6075, this shows that the principals recognition of the teachers do not significantly impact on the quality of education.

On the role of the principal's Support professional development like mentorship programs, 38 (43.7%)strongly agreed, 30 (34.5%) agreed, 9 (10.3%) were neutral, 1(1.1%) disagreed, and 9(10.3% )strongly disagreed with a mean of 2.00, this implies that there is a low perception that this factor significantly impact on the quality of education. Wanjala (2021) asserts that principals provide mentorship programs, therefore improving teacher professional development.

On the principal's role of compensating teachers, 2 (2.3%) strongly agreed, 24 (27.6%) agreed, 14 (16.1%) were neutral, 25(28.7%) disagreed, and 22 (25.3%) strongly disagreed with a mean of 3.47. this means that there is a high perception that the compensation of teachers has a significant impact on the quality of education. The principals who may not compensate the teachers when there is a need may affect the quality of education, therefore affecting the quality of education.

Wanjala (2021) agreed with the principal management practice of human resource management. Who asserted that Principals of schools could improve their schools' performance by implementing efficient HRM procedures. Effective human resource management encourages employees to put in more effort in order to see increased academic success in their schools.

The table below shows the principal's responses to their role in human resource management.

**Table 4. 11: Principal responses on the principals' human resource management on quality of education**

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Standard deviation
Does the principal Reward teachers	3 (42.9)	3 (42.9)	1 (14.3)			2.00	1.000
Does the principal Recognize the staff	3 (42.9)	4 (57.1)				1.71	.571
Does the principal Support professional development like mentorship programs	3 (42.9)	4 (57.1)				1.57	.286
Does the principal compensate the teachers	4 (57.1)	3 (42.9)				2.43	.286

NOTE: N=87, SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree

The weighted mean=1.9275

With a mean of 2.00, 1.71, 1.57, 2.43, they agreed that they ensure that human resource management is well catered for, that is, the recognition, rewarding, professional development programs, and support programs that support the teachers. This implies that the management of human resources greatly affects the quality of education.

The interview schedule conducted with the officers proves that human resource management helps play a big role in the influence of quality education. One officer said that “mentorship programs should be provided for the teachers in order to ensure they benchmark on what other people are doing in the area of interest.” he went ahead and said, “ Work procedures should be drawn for the teachers to ensure that there is a proper job description for the staff, and staff welfare programs should be put in place to ensure that teachers are stable in case of an emergency.” The QASO also added that “ the teachers on BOM should be paid well in order to ensure that they deliver well in class because they will be well motivated.” Most of the teachers on board are underpaid, and they end up teaching haphazardly, therefore affecting the quality of education. Additionally, the results corroborated those of Makuto (2014), who discovered in his research that 75% of instructors participated in staff development programs, which had a favorable effect on students' performance.

#### **4.6 Principals' financial management practices on the quality of education**

The researcher sought to determine the influence of management of the Institution's financial resources on the quality of education. Descriptive statistics such as frequencies, percentages, Means, and Standard Deviation were utilized. The rating was based on the Likert Scale where 1=SA, 2=A, 3=N,4=D, and 5= SD. The results of objective one were presented in Table 8, which shows the distribution of management of the Institution's financial resources on the quality of education.

**Table 4. 12Teachers responses on the principal financial management practices on the quality of education**

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Standard deviation	perception
There are enough curriculum support materials	38 (43.7)	19 21.8	21 (24.1)	8 (9.2)	1 (1.1)	2.02	1.078	Low perception
The school has working laboratories	44 (50.6)	10 (11.5)	14 (16.1)	19 (21.8)		2.09	1.245	Low perception
The school has functional ICT facilities.	2 (2.3)	14 (16.1)	26 (29.9)	25 (28.7)	20 (23.0)	3.54	1.087	High perception
The school has a functional library.	14 (16.1)	36 (41.4)	13 (14.9)	17 (19.5)	7 (8.0)	2.62	1.203	High perception

NOTE: N=87, SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree. The weighted mean is  $10.27/2=2.5675$

The respondents have a low perception that the curriculum support materials in the school affect the quality of education; the mean of 2.02 is below the weighted mean of 2.5675. 38 (43.7%) strongly agreed, 19 (21.8%) agreed, 21 (24.1%) were neutral, 8 (9.2%) disagreed, and 1 (1.1%) strongly disagreed.

38 (43.7%) of the respondents strongly agreed that the principals play their role in the provision of the curriculum support materials.

On the other hand, 44(50.6%) of the respondents strongly agree that the laboratories are working, 10 (11.5%) agree, 14 (16.1%) are neutral, and 19(21.8%) disagree. With a mean of 1.245, which is below the weighted mean, it implies that there is a low perception. This shows that the presence of laboratories in schools affects the quality of education.

On the issue of the school having functional ICT facilities, 2 (2.3%) strongly agreed, 14 (16.1%) agreed, 26 ( 29.9% ) were neutral,25 (28.7%) disagreed and 20 (23.0%)strongly disagreed. The mean is 3.54, showing that there is a high perception that the ICT facilities are not put in place, therefore affecting the quality of education since technology plays a big role currently in the education sector.

On the issue of the schools having a functional library, 14 (16.1%) strongly agree that a library is put in place, 36 ( 41.4%) agree, 13 (14.9%) are neutral, 17 (19.5%) disagree, 7 (8.0%) strongly disagree. The mean is 2.62, which is higher than the weighted mean. This shows that there is a high perception that the schools lack working libraries, which clearly affects the quality of education. This agrees with Munge et al. (2016), who discovered that effective financial resource management was important for organizational success in his research on the variables impacting financial management in public secondary schools in Nakuru.



The table below shows the responses of the principals on the financial management practices.

**Table 4. 13: Teachers' responses on the principal financial management practices on the quality of education**

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Standard deviation	perception
There are enough curriculum support materials	1 (14.3)	5 (71.4)	1 (14.3)			2.00	.577	Low perception
The school has working laboratories	3 (42.9)	2 (28.6)	2 (28.6)			1.86	.900	Low perception
The school has functional ICT facilities.	1 (14.3)	3 (42.9)	3 (42.9)			2.29	.756	High perception
The school has a functional library.	1 (14.3)	1 (14.3)	2 (28.6)	3 (42.9)		3.00	1.155	High perception

NOTE: N=87, SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree

The weighted mean is 2.2875

On the provision of teaching and learning materials, the principal's responses have a mean of 2.00, 1.86, 2.29, and 3.00. the principals agreed that they ensure that there is the availability of teaching and learning materials, that is, the curriculum support materials, laboratories, libraries, and ICT facilities; this

implies that the provision of teaching and learning resources, therefore helping in the student achievement potentialities, therefore, improving the quality of education.

Wanjala, (2021) asserts that efficient financial management led to the construction of physical school facilities like labs, libraries, and classrooms, as well as the motivation of human resources, all of which enhanced academic achievement.

According to the interview schedule conducted, the officers agreed that the principal plays a big role in the utilization of the available resources. One officer stated that it is the role of the principal to ensure that the budgeting is done well and that all the targeted areas are provided with the funds needed, for instance, labs and curriculum support materials. Another respondent stated that there should be prudent utilization of the resources and ensure transparency and accountability when reporting the financial undertakings. One officer touched on a very key issue regarding the sourcing of the funds; he mentioned that the principal ought to source funds from maybe well-wishers, donations, etc, that will help in the running of the school. Financial management is very important in the schools from the findings, which agrees with Wanjala, (2021); student's mean scores on the KCSE were high for principals whose schools scored well on financial management techniques. As a result, financial management was crucial to the academic and infrastructure development of educational institutions. Thus, efficient financial management led to the construction of physical school facilities like labs, libraries, and

classrooms, as well as the inspiration of human resources, all of which enhanced academic achievement.

#### 4.7 Principals' setting goals and objectives on the quality of education

The researcher sought to determine the influence of Principals' Setting Goals and Objectives on the quality of education. Descriptive statistics such as frequencies, percentages, Means, and Standard Deviation were utilized. The rating was based on the Likert Scale where 1=SA, 2=A, 3=N,4=D, and 5= SD. The results of objective one are presented in Table 8, which shows the distribution of Principals' Setting Goals and Objectives on the quality of education.

The tables below show the teachers' responses to the analysis of the principals' role in setting the school's goals and objectives.

**Table 4. 14: Teacher’s responses on the principals setting goals and objectives on the quality of education**

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Standard deviation	perception
Does the principal involve the staff and stakeholders	4 (4.6)	20 (23.0)	27 (31.0)	9 (10.3)	27 (31.0)	3.40	1.271	High perception
The principal plays a role in the development of an improvement plan-	5 (5.7)	50 (57.5)	25 (28.7)	7 (8.0)		2.39	.721	Low perception

short-term

The principal plays a role in the development of strategic plans, term	8	45	34	2.30	.631	Low perception
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NOTE: N=87, SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree

The weighted mean is  $8.09/3=2.697$

On the role of the principals involving the staff and the stakeholders, 4 (4.6%) strongly agreed, 20(23.0%) agreed, 27 (31.0%) were neutral, 9 (10.3%) disagreed, and 27(31.0%) strongly disagreed. The mean is 3.40, showing that there is a high perception, and this implies that the principal does not involve the staff and the stakeholders in the process of setting the school goals and objectives; therefore, the values of the stakeholders are not considered, which then, in turn, affects the quality of education.

The role of developing the school's improvement plan is a short-term document that shows the achievements that ought to be accomplished. 5(5.7%) of the respondents strongly agreed, 50(57.5%) agreed, 25 (28.7%) were neutral, and 7 (8%) disagreed. The mean is 2.39, showing a low perception because the mean is below the weighted mean. This implies that principals do not fully set the improvement plans for the school, therefore affecting the quality of education.

On the role of the principal in developing a school strategic plan, that is, the long-term goals and objectives, that give the vision of the school, 8 (9.2%) strongly agreed, 45 (51.7%) agreed, and 34 (39.1%) were neutral. The mean is 2.30, showing a low perception, implying that the principals set the strategic plan for the school and may not assist in the achievement of the targets; this greatly affects the quality of education. The table below shows the principal's responses on the role of the principals in setting the goals and objectives in the school.

**Table 4. 15: Principals' setting goals and objectives on the quality of education**

	SA	A	N	D	SD	Mean	Standard	perception
statement	(%)	(%)	(%)	(%)	(%)		deviation	
Does the principal involve the staff and stakeholders	1 (14.3)	3 (42.9)	3 (42.9)			2.29	.756	High perception
The principal plays a role in the development of an improvement plan- short-term	2 (28.6)	4 (57.1)	1 (14.3)			1.86	.690	Low perception
The principal plays a role in the development of	2 (28.6)	5 (71.4)				1.71	.488	Low perception

strategic plans, term

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NOTE: N=87, SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree

The weighted mean=1.9533

On the involvement of the staff and the stakeholders' involvement, 1 (14.3%) strongly agreed, 3 (42.9%) agreed, and 3 (42.9%) were neutral, with a mean of 2.29, implying that there is a high perception that the staff and stakeholders involvement has a high impact on the role of the setting of the goals and objectives, therefore, a significant impact on the quality of education. On the development of the school improvement plan, 2 (28.6%) of the respondents strongly agreed, 4 (57.1%) agreed, and 1 (14.3%) were neutral, with a mean of 1.86, implying a low perception of its impact on quality of education. Furthermore, on the development of the strategic plan, 2 (28.6%) strongly agreed, and 5 (71.4%) agreed with a mean of 1.71, which is below the weighted mean, implying that there is a low perception of its influence on the quality of education.

The principals agreed that they develop an improvement plan and a strategic plan and are neutral on the issue of involving the staff and the stakeholders in the process of setting goals and objectives in the school. This implies that these factors affect the normal running of the school functions and, therefore, have an effect on the student's performance, resulting in top-quality education. From the interview schedule set for the QASO and the CSO, they greatly insisted that the principal should involve the staff and the stakeholders in the

process of setting the goals and objectives. One officer said, "Stakeholder involvement is very important to be put in place to ensure that there is ownership of the purpose; this is because the values and varied ideas of the stakeholders will be put in place." The role of the principals in setting the improvement plan and the strategic plan goes a long way to ensure that when followed, it will promote the quality of education.

This implies that the principal's management role in the setting of goals and objectives impacts the quality of education. The principal role of setting goals and objectives is backed up by Danbaba & Panshak (2021), who assert that the majority of a leader's influence is attributed to the leadership behaviors covered in Setting Directions in a school system. Employees are frequently inspired by objectives that they find fascinating, difficult yet attainable, and demanding. Staff members may better understand their work and develop a sense of self within the work environment by knowing these aims thanks to administrators' sense of direction, which helps the school achieve its goals.

#### **4.8 Bivariate analysis of the influence of the principal management practices on the quality of education**

##### **4.8.1 Principals' supervision of learning activities on the quality of education**

The relationship between the principals' supervision of the learning activities and the quality of education is shown in Table 4.16 below.

##### **Table 4. 16: Principals' supervision of learning activities on the quality of education**

Item	Students Performance			Transition Rate		
	Chi-square	DF	P values	Chi-square	DF	Pvalues
the principal Check the class attendance	0.786	1	0.375	10.564	1	0.001
Principal Check the teaching notes	13.906	1	0.000	0.834	1	0.360
Principal Check the lesson plan and schemes of work	87.00	1	0.000	5.649	1	0.017
Principal Check the record of work	0.57	1	0.811	12.985	1	0.000
Principal Checks the student's progress report.	0.60	1	0.806	9.063	1	0.003

The study findings from Table 17 above show that the principal checking class attendance has no significant association with the student's performance (chi square=0.786, p=0.37), showing that the student's performance is not affected by the principal checking the class attendance. Furthermore, the principals checking the class attendance has a significant association (chi square=10.564, p value=0.001) with the transition rate, showing that the checking of class attendance affects the transition rate.

On the teaching notes, there is a significant association (chi square=13.906, p=0.000) on the student's performance, implying that there is evidence that checking teaching notes affects the students' performance. Furthermore, the principal checking of teaching notes has no significant association (chi square=0.837, p=0.360) with the transition rate, implying that checking of the teaching notes does not affect the transition rate.

The principal checking the lesson plan and schemes of work shows a significant association between the student performance (chi



square=87.00,p=0.000) and transition rate (chi=5.649, p=0.017), showing that the principal who checks the lesson plan and schemes of work play a big role in ensuring the quality of education in the school. Consequently, from the table, there is no significant association between checking the record of work (chi square= 0.57,p =0.811) and the student's performance. There is a significant association between the principal checking the record of work( chi square=12.985, p=0.000) and the transition rate, showing that the checking of the record of work plays a big role in determining the quality of education. Lastly, on the role of checking the student's progress report, there is no significant association(chi square=0.60, p=0.806) on the student's performance, showing that the checking of student progress report does not obviously determine the achievement of the quality of education. There is also a significant association between the student progress report( chi square=9.063, p=0.003) and the transition rate; this implies that the principals who check the student progress report ensure quality of education. This agrees with Wanjala(2021), who determined that academic performance records from schools with administrators who successfully implemented and oversaw academic programming were excellent. For students to succeed academically, instructors' implementation of the curriculum was essential.

#### **4.8.2 Principals' human resource management practices on the quality of education**

The relationship between the principal's human resource management practices and the quality of education is shown in Table 4.17.

**Table 4. 17: Principals' human resource management practices on the quality of education**

Item	Students Performance			Transition Rate		
	Chi-square	DF	P values	Chi-square	DF	Pvalues
the principal rewards the teachers	4.304	1	0.38	1.036	1	0.309
Principal recognizes staff	0.60	1	0.806	0.000	1	1.000
Principals support professional development	0.22	1	0.881	2.155	1	0.142
Principal compensates staff	4.816	1	0.028	0.439	1	0.508

From the findings in Table 4.17 above on the principal's management of the human resources, there is no significant association between the principals rewarding teachers on the quality of education, that is, student performance( chi square=4.304, p=0.38) and transition rate( chi square=1.036, p=0.309). Furthermore, on the principals' recognition of staff and support of professional development, there is no significant association with the quality of education. This is shown by the  $p > 0.05$  on both. This shows that there is no association between the two indicators of the student's performance and the transition rate. On the compensation of teachers, there is a significant association( chi square= 4.816, p=0.028)on the student's performance; this implies that the teachers that are compensated well perform their roles effectively, therefore ensuring that there is quality education. Furthermore, there is no significant association(chi

square=0.439, p=0.508) on the transition rate; therefore, Compensation does not differ significantly concerning the transition rate.

Generally, from the findings, it is agreed that the human resource management practices by the principals affect the quality of education; the statement was agreed by Wanjala, J. W. (2021), who asserted that Principals of schools could improve their schools' performance by implementing efficient HRM procedures.

#### 4.8.3 Principals' financial management practices on the quality of Education

**Table 4. 18: Principals' financial management practices on the quality of Education**

Item	Students Performance			Transition Rate		
	Chi-square	DF	P values	Chi-square	DF	Pvalues
The school has curriculum support materials	15.414	1	0.000	5.724	1	0.017
The school has equipped laboratories	18.489	1	0.000	26.583	1	0.000
The school has ICT facilities	0.530	1	0.467	3.829	1	0.50
The school has libraries	10.417	1	0.001	27.182	1	0.000

From the findings in Table 4.18 above, the availability of curriculum support materials shows a significant association with the quality of education ( $p < 0.05$ ), student performance (chi square=15.414,  $p=0.000$ ), and transition rate (chi square=5.724,  $p=0.017$ ). This implies that there is quality education in schools that have sufficient curriculum support materials as opposed to the

schools that do not. Regarding the availability of laboratories in the schools, there is a significant association with the quality of education because the p-value is less than 0.05. students performance( chi square=15.414, p=0.000), transition rate( chi square=26.583, p=0.000). this implies that the schools that have working laboratories will be able to provide quality education because they have all the facilities required for practicals.

Furthermore, on the availability of ICT facilities, there is no significant association between the quality of education, student performance(chi square=0.530, p=0.467), and transition rate(chi square=3.829, p=0.50). Lastly, the availability of libraries on quality education shows a significant association with student performance( chi square=10.417,p=0.001) transition rate( chi square=27.182, p=0.000). This implies that the schools that have libraries that are well stocked with books have quality education because the students can carry out their studies with ease as opposed to the schools that lack libraries. This agrees with Wanjala, J. W. (2021), who asserts that financial management is crucial to the academic and infrastructure development of educational institutions. Thus, efficient financial management led to the construction of physical school facilities like labs, libraries, and classrooms, as well as the inspiration of human resources, all of which enhanced academic achievement.

#### 4.8.4 Principals' setting goals and objectives on the quality of education

**Table 4. 20: Principals' setting goals and objectives on the quality of education**

Item	Students Performance			Transition Rate		
	Chi-square	DF	P values	Chi-square	DF	Pvalues
The principal involves the staff and stakeholders in setting the goals	1.74	1	0.186	0.259	1	0.611
The principal develops an improvement plan	1.368	1	0.242	19.377	1	0.000
The principal develops a strategic plan	1.728	1	0.189	67.809	1	0.000

From the findings in Table 4.20 above, the principal involving the staff and the stakeholders in setting goals and objectives does not have a significant association with the quality of education. The  $p > 0.05$  that is, ( student performance, chi square=1.749,  $p=0.186$ ), (transition rate, chi square=0.259,  $p=0.611$ ). Furthermore, on the principals developing a school improvement plan on the student's performance, there is no significant association (chi square=1.368,  $p=0.242$ ). This implies that the development of the improvement plan does not affect the student's performance significantly. On the development of the improvement plan on the transition rate, the results show a significant association( chi square=19.377,  $p=0.000$ ). This shows that

the presence of an improvement plan ensures that there is quality education because it will affect the transition rate of learners, showing that the presence of an improvement plan is significant when it comes to quality education. Lastly, on the development of the school's strategic plan, there is no significant association with the student's performance (chi square=1.728, p = 0.189). Furthermore, on the transition rate, there is a significant association (chi square=67.809, p=0.000). This implies that the development of a strategic plan in schools has an association with quality education. Principals who set a strategic plan help the schools have a plan that they may need to achieve, therefore ensuring that there is quality in education.

The principal's setting of the school's goals and objectives plays a significant role in ensuring the quality of education since the performance of the students will be improved once the goals and objectives are set and aimed to be achieved. This agrees with Ingram et al. (2016), who stated that a useful tactic for raising student involvement in the classroom is goal-setting education. Educators still feel unprepared to set goals in spite of this. The study concludes that goal-setting is a helpful tactic for improving student academic achievement and teacher effectiveness.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter gives a summary of the study findings, conclusions, recommendations, and suggestions for further research.

#### **5.2 Summary of the Study**

The study investigated the influence of principal management practices on the quality of education in the Moiben sub-county, Uasingishu County, Kenya. Four objectives guided the study: the influence of the principal's supervision of learning activities on the quality of education, the influence of human resource management on the quality of education, the principal's financial management practices, and the influence of the principals on the setting of goals and objectives on the quality of education. The literature review focused on the appropriate objectives, theoretical framework, and conceptual framework. The study was anchored to the theory of the effective school model theory by Lezotte (2010). This model states that a school is effective if it can demonstrate quality and equality in assessed student accomplishment.

The study used a descriptive survey research design as it allowed the researcher to describe the characteristics of an individual or group as they really are. The study targeted 9 public secondary schools, which comprised 9 principals and 98 teachers in the Moiben sub-county, Uasingishu County, Kenya. The public secondary schools were selected from the five educational zones in the sub-county, that is, Chepkoilel, Sergoit, Moiben, Meibeki, and

Karuna. Schools were randomly selected, atleast from each zone. The teachers were randomly selected in the subcounty.

The interview schedule was conducted with the QASO, and the CSO and data were analyzed to give it meaning. The Statistical Package for Social Sciences (SPSS) version 20 was used to code and enter the data onto a computer for analysis following data cleaning. Descriptive statistics, including frequencies, percentages, averages, and standard deviation, were used to analyze the quantitative data. The method used to handle qualitative data was content analysis for transcription and categorization of open-ended questions and interview transcripts. The results were either verbatim narratives or frequency tables.

### **5.3 Summary of the findings.**

This section gives a summary of the findings.

#### **5.3.1 To establish the influence of principals' supervision of learning activities on the quality of Education**

The study findings show that the principal checking class attendance has no significant association with the student's performance( chi square=0.786, p=0.37), showing that the student's performance is not affected by the principal checking the class attendance. Furthermore, the principals checking the class attendance has a significant association (chi square=10.564, p value=0.001) with the transition rate, showing that the checking of class attendance affects the transition rate.



On the teaching notes, there is a significant association (chi square=13.906, p=0.000) on the student's performance, implying that there is evidence that checking teaching notes affects the students' performance. Furthermore, the principal checking of teaching notes has no significant association (chi square=0.837, p=0.360) with the transition rate, implying that checking of the teaching notes does not affect the transition rate.

The principal checking the lesson plan and schemes of work shows a significant association between the student performance (chi square=87.00, p=0.000) and transition rate (chi=5.649, p=0.017), showing that the principal who checks the lesson plan and schemes of work play a big role in ensuring the quality of education in the school. Consequently, from the table, there is no significant association between checking the record of work (chi square= 0.57, p =0.811) and the student's performance. There is a significant association between the principal checking the record of work (chi square=12.985, p=0.000) and the transition rate, showing that the checking of the record of work plays a big role in determining the quality of education. Lastly, on the role of checking the student's progress report, there is no significant association (chi square=0.60, p=0.806) on the student's performance, showing that the checking of student progress report does not obviously determine the achievement of the quality of education. There is also a significant association between the student progress report (chi square=9.063, p=0.003) and the transition rate; this implies that the principals who check the student progress report ensure quality of education. This agrees with Wanjala (2021), who determined that academic performance records from

schools with principals who successfully implemented and oversaw academic programming were excellent. This implies that supervision greatly affects the quality of education. This shows that the supervision of the principals greatly affects the quality of education as depicted in the student's performance.

From the interview conducted, it is clear that the principal plays a big supervisory role in the school that will ensure the smooth running of all the school activities. This is supported by the statement of a researcher who asserts that checking the supervision of learning will ensure that there is a good performance of the learners, Ismail et al. (2022).

### **5.2.2 To determine the influence of principals' human resource management practices on the quality of Education**

The second objective was to find out the influence of human resource management practices on the quality of education. From the findings on the principal's management of the human resources, there is no significant association between the principals rewarding teachers on the quality of education, that is, student performance( chi square=4.304, p=0.38) and transition rate( chi square=1.036, p=0.309). Furthermore, on the principals' recognition of staff and support of professional development, there is no significant association with the quality of education. This is shown by the  $p > 0.05$  on both. This shows that there is no association between the two indicators of the student's performance and the transition rate. On the compensation of teachers, there is a significant association( chi square= 4.816, p=0.028)on the student's performance; this implies that the teachers that are

compensated well perform their roles effectively, therefore ensuring that there is quality education. Furthermore, there is no significant association(chi square=0.439, p=0.508) on the transition rate; therefore, Compensation does not differ significantly concerning the transition rate.

Generally, from the findings, it is agreed that the human resource management practices by the principals affect the quality of education; the statement was agreed by Wanjala (2021), who asserted that Principals of schools could improve their schools' performance by implementing efficient HRM procedures. The teachers ought to be in a good mental position in order to be able to deliver to the learners. The principal needs to reward staff, recognize the staff, support professional development activities, and provide compensation. From the interview with one of the officers, it came out clearly that the principals manage the behavior of the teachers, and it is important to allow them to attend mentorship programs and benchmark others so that they may be able to deliver to the learners effectively. The principals ought also to ensure that work procedures are well drawn and will help in content delivery, hence promoting the learner's performance.

The academic performance of pupils is impacted by the human resource management strategies used by administrators, claim Wanjala et al. (2022). As a result, principals of schools that use strong HRM strategies see an improvement in student achievement. Practices in human resource management that inspire school personnel to work hard also help students achieve academic success. School administrators are advised to use efficient human resource management strategies, including competitive hiring, staff

professional development, rewarding employees, and staff welfare programs, in light of the study's findings. Additionally, the Ministry of Education, Science, and Technology has to establish procedures for elevating educators, particularly those who excel in their fields of expertise. It is important to move quickly on work group promotions to prevent teacher stagnation in certain job groups. Wanjala et al. (2022).

HRM practices from the interview with the quality assurance and standards officer and the curriculum support officer stated that the teachers ought to be well compensated, rewarded, and recognized. These practices help the teachers be in the right state when teaching, therefore ensuring quality education.

### **5.2.3 To assess the influence of principals' financial management practices on the quality of Education**

The third objective was to assess the influence of principals' management of the institution's available financial resources on the quality of Education. From the findings, the availability of curriculum support materials shows a significant association with the quality of education ( $p < 0.05$ ), student performance (chi square=15.414,  $p=0.000$ ), and transition rate ( chi square=5.724,  $p=0.017$ ). This implies that there is quality education in schools that have sufficient curriculum support materials as opposed to the schools that do not. Regarding the availability of laboratories in the schools, there is a significant association with the quality of education because the p-value is less than 0.05. students performance( chi square=15.414,  $p=0.000$ ), transition rate(

chi square=26.583,  $p=0.000$ ). this implies that the schools that have working laboratories will be able to provide quality education because they have all the facilities required for practicals.

Furthermore, on the availability of ICT facilities, there is no significant association between the quality of education, student performance(chi square=0.530,  $p=0.467$ ), and transition rate(chi square=3.829,  $p=0.50$ ). Lastly, the availability of libraries on quality education shows a significant association with student performance( chi square=10.417, $p=0.001$ ) transition rate( chi square=27.182,  $p=0.000$ ). This implies that the schools that have libraries that are well stocked with books have quality education because the students can carry out their studies with ease as opposed to the schools that lack libraries. This agrees with Wanjala, J. W. (2021), who asserts that financial management is crucial to the academic and infrastructure development of educational institutions. Thus, efficient financial management led to the construction of physical school facilities like labs, libraries, and classrooms, as well as the inspiration of human resources, all of which enhanced academic achievement.

The principals play a big role in the management of finances in the school. They are mandated to budget, prudent utilization, sourcing of funds as well, and giving reports on the utilization. Wanjala (2021),In budgeting, it is important to ensure that all the targeted areas are provided with the needed funds. They are mandated to ensure that the schools have sufficient curriculum support materials, working laboratories, ICT facilities, and equipped libraries.

The principals ought to ensure that the resources are utilized effectively. The teachers and the principals agreed in their responses that these teaching and learning resources significantly affect the student's performance.

From the interview schedule with the QASO, it was clear that the presence of the instructional materials and physical facilities will ensure effective learning, therefore resulting in better performance, which in turn ensures that there is quality education.

#### **5.2.4 To assess the influence of principals' setting goals and objectives on the quality of Education**

The last objective was to assess the influence of principals' setting goals and objectives on the quality of Education. From the findings, the principal involving the staff and the stakeholders in setting goals and objectives does not have a significant association with the quality of education. The  $p > 0.05$  that is, ( student performance, chi square=1.749,  $p=0.186$ ), (transition rate, chi square=0.259,  $p=0.611$ ). Furthermore, on the principals developing a school improvement plan on the student's performance, there is no significant association (chi square=1.368,  $p=0.242$ ). This implies that the development of the improvement plan does not affect the student's performance significantly. On the development of the improvement plan on the transition rate, the results show a significant association (chi square=19.377,  $p=0.000$ ). This shows that the presence of an improvement plan ensures that there is quality education because it will affect the transition rate of learners, showing that the presence of an improvement plan is significant when it comes to quality education. Lastly, on the development of the school's strategic plan, there is no

significant association with the student's performance (chi square=1.728, p = 0.189). Furthermore, on the transition rate, there is a significant association (chi square=67.809, p=0.000). This implies that the development of a strategic plan in schools has an association with quality education. Principals who set a strategic plan help the schools have a plan that they may need to achieve, therefore ensuring that there is quality in education.

The principal's setting of the school's goals and objectives plays a significant role in ensuring the quality of education since the performance of the students will be improved once the goals and objectives are set and aimed to be achieved. This agrees with Ingram et al. (2016), who stated that a useful tactic for raising student involvement in the classroom is goal-setting education. Educators still feel unprepared to set goals in spite of this. The study concludes that goal-setting is a helpful tactic for improving student academic achievement and teacher effectiveness.

The principals agreed that they develop an improvement plan and a strategic plan and are neutral on the issue of involving the staff and the stakeholders in the process of setting goals and objectives in the school. The school principals' responses implied that the setting of the goals and objectives is significant, as well as playing the role of assisting in the achievement of the targets. The findings of the study show that there is a significant association between the principal role of setting goals and objectives and the quality of education. The principal role of setting goals and objectives is backed up by Danbaba & Panshak (2021), who assert that the majority of a leader's influence is

attributed to the leadership behaviors covered in Setting Goals in a school system.

The CSO and the QASO from the interview stated that most principals do not involve the stakeholders in the process of setting the school goals and objectives, hence affecting the quality of education because individual values are not taken into consideration.

#### **5.4 Conclusion**

From the findings, the study concluded that on the principals' role of supervision of learning activities, it is important for the principals to supervise all the learning activities. The principals ought to check the class attendance, teaching notes, lesson plan and schemes of work, record of work, and student progress report. A principal that generally checks all these learning activities ought to ensure that the teachers will perform their tasks effectively and ensure focus among the students. The principal is informed of the need for capacity improvement through supervision of learning activities. This will result in better performance in exams and a high transition rate to universities, resulting in quality education.

The study also concluded that human resource management affects the quality of education. The principals should reward teachers when they do an exemplary thing, recognize the staff, support professional development like organizing mentorship programs, and compensate the staff by ensuring that there is a kitty that caters to the teachers in challenging situations. These activities will enable teachers to teach and be able to effectively evaluate the



students, therefore ensuring that there is excellent performance resulting in quality education. Consequently, it was determined that in order to attain positive outcomes in their schools, administrators have to implement efficient human resource management strategies. Effective HRM techniques inspired employees to put in more effort in order to see increased academic success in their schools.

The study concluded that the principals' financial management practices affect the quality of education. When there is an absence of curriculum support materials, laboratories, ICT facilities, as well as a functional library, the student's performance will be affected because these are mandatory facilities that are required in learning. This implied that when the learning resources are available, the quality of education will be assured.

The study also concluded that the setting of the school's goals and objectives has an impact on the quality of education. It was concluded that the goals and objectives are the targets that propel a school. When the principals involve the staff and stakeholders and set the school's improvement plan on time as well as the school's strategic plan, it will drive the school to its destination, therefore ensuring quality education.

### **5.5 Recommendations for study**

The following recommendations were made for the study:

1. The principals should ensure that they conduct routine supervision of learning activities. The principal, being in the top position, should ensure that they support the departments' programs that will boost the quality of

education. The principal needs to enhance the internal audits by the teachers who are trained in quality assurance, quality assurance, and standards officers. Regular assessments, regular monitoring and evaluation, and constant reports will ensure that the quality of education is assured.

2. School principals should ensure that there is proper management of the financial resources available. The principals should ensure that all the targeted areas are provided with the needed funds, for example libraries, laboratories, and ICT. The principals also ought to supervise and monitor the utilization of the funds in the schools that the government provides. It is also important for the principals to mobilize funds from other sources other than only depending on the government, like well-wishers, donations, and income-generating activities.
3. The Board of Management and the principals should ensure that the teachers are well compensated. Especially the teachers on BOM, they should be given a stipend that will motivate them as they teach, this will help ensure quality of education. The principal should also ensure that there are adequate teachers in the schools that are certified in order to ensure quality.
4. The Ministry of Education should come up with policies that ensure that all the schools in each sub-county have the schools' long-term and short-term goals; this will play a big role in ensuring that quality is met as the school works towards the achievement of the set goals and objectives.

5. The school principals should ensure that all the stakeholders are involved in the process of setting goals and objectives because ownership and diversity of values will be met. The principals should ensure that they create synergies among all the stakeholders. The board of management, for instance, should be trained in order to understand their roles, therefore avoiding conflicts.

### **5.6 Recommendation for Further Research**

The following are suggestions for further study:

1. Given that the study was conducted on public secondary schools in Moiben sub-county, the same research should be conducted in private secondary schools in the subcounty.
2. The study focused on students' performance and transition rate as the measures of quality of education, and other measures should also be looked into in other areas.
3. Comparative research to investigate principal management practices on the quality of education between private and public secondary schools should be done.

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**APPENDICES**

**APPENDIX A: LETTER OF INTRODUCTION**

University of Nairobi

Department of Educational Management, Policy and Curriculum Studies

P.O. Box 30197

Nairobi

Date.....

To The Principal,

..... Secondary school.

Dear Sir/Madam,

**RE: PARTICIPATION IN RESEARCH**

I am a postgraduate student at the School of Education, University of Nairobi.

I am working on a research project on the **Influence of Principals Management Practices on Quality of Education in Public Secondary Schools in Moiben Sub County, Kenya**. The purpose of the study is purely academic. I request that you allow me to gather data from your school because it has been selected for the study. The identity of respondents will be confidential.

Many thanks for considering my request.

Yours faithfully

Abigael Jebet Ngetich



Does the principal Check the class attendance?					
Does the principal Check the teaching notes?					
Does the principal Check the lesson plan and schemes of work?					
Does the principal Check the record of work?					
Does the principal Check the student progress report?					

**Section 3 The influence of principals' human resource management practices on the Quality of Education**

The following statements indicate the objective of The influence of principals' human resource management on the staff on the quality of Education. Kindly tick in the spaces provided to show your agreement with the statement given principals' provision of teaching and learning resources and their influence on academic performance. In a rating of (1: Strongly agree; 2: Agree; 3: Neutral 4: disagree and 5: strongly disagree)

<b>Rating Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Does the principal Reward teachers					
Does the principal Recognize the staff?					
Does the principal Support professional development like mentorship programs?					
Does the principal compensate the teachers?					

**Section 4: The Influence of Principals' management of the Institution's financial resources on the quality of Education**

The following statements indicate the objective of The Influence of Principals' management of the Institution's financial resources on the quality of Education. Kindly tick in the spaces provided to show your agreement with the statement given the principals' management of the Institution's financial resources and the influence on the quality of Education. In a rating of (1: Strongly agree; 2: Agree; 3: Neutral 4: disagree and 5: strongly disagree)

Rating scale	1	2	3	4	5
There are enough curriculum support materials.					
The school has working laboratories.					
The school has functional ICT facilities.					
The school has a functional library.					

**Section 5: The Influence of Principals' Setting Goals and Objectives on the Quality of Education**

The following statements indicate the objective of The Influence of Principals' management of the Institution's financial resources on the quality of Education. Kindly tick in the spaces provided to show your agreement with the statement given the principals' management of the Institution's financial resources and the influence on the quality of Education. In a rating of (1: Strongly agree; 2: Agree; 3: Neutral 4: disagree and 5: strongly disagree)

Rating scale	1	2	3	4	5

Does the principal involve the staff and stakeholders?					
The principal plays a role in the development of an improvement plan- short-term.					
The principal plays a role in the development of strategic plans, term.					

**Section 6: Quality of Education.**

A rating of (1: Strongly agree; 2: Agree; 3: Neutral 4: disagree and 5: strongly disagree) shows whether these indicators determine the quality of education.

Rating scale	1	2	3	4	5
Student's performance indicates quality of education.					
The transition rate indicates the quality of education.					

## APPENDIX C: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is meant to collect data on “ Influence Of Principals Management Practices On Quality Of Education In Public Secondary Schools In Moiben Sub County, Kenya.” Kindly fill in answers by ticking the appropriate box [] or filling in the blank spaces provided. This questionnaire is meant to gather information for academic purposes only. Please do not write your name or the name of your institution on it.

### Section 1: General information

1. Please indicate your gender below by ticking on the corresponding box

Male [  ] Female[  ]

2. You are requested to tick on the boxes below the number of years of teaching

experience you have attained.

Years of experience

1-5[  ] 6-10[  ] 11- 15[  ] 16- and above[  ]

3. What is your highest professional qualification?

1. Diploma [  ] 2. Bachelors Degree [  ] 3. Master [  ] 4. PhD [  ]

### Section 2: The influence of principals' supervision of learning activities on the quality of Education

The following statements indicate competence in the principals' supervision and influence on the quality of education. Kindly tick in the spaces provided to indicate your level of agreement with the statement. In a rating of 1: strongly agree; 2: Agree; 3: Neutral 4: disagree 5: strongly disagree.

Rating scale	1	2	3	4	5
--------------	---	---	---	---	---

Does the principal Check the class attendance					
Does the principal Check the teaching notes					
Does the principal Check the lesson plan and schemes of work					
Does the principal Check the record of work					
Does the principal Check the student progress report.					

**Section 3 The influence of principals' human resource management practices on the Quality of Education**

The following statements indicate the objective of The influence of principals' human resource management on the staff on the quality of Education. Kindly tick in the spaces provided to show your agreement with the statement given principals' provision of teaching and learning resources and their influence on academic performance. In a rating of (1: Strongly agree; 2: Agree; 3: Neutral 4: disagree and 5: strongly disagree)

<b>Rating Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Does the principal Reward teachers					
Does the principal Recognize the staff?					
Does the principal Support professional development like mentorship programs.					
Does the principal compensate the teachers					



**Section 4: The Influence of Principals' management of the Institution's financial resources on the quality of Education**

The following statements indicate the objective of The Influence of Principals' management of the Institution's financial resources on the quality of Education. Kindly tick in the spaces provided to show your agreement with the statement given the principals' management of the Institution's financial resources and the influence on the quality of Education. In a rating of (1: Strongly agree; 2: Agree; 3: Neutral 4: disagree and 5: strongly disagree)

Rating scale	1	2	3	4	5
There are enough curriculum support materials.					
The school has working laboratories.					
The school has functional ICT facilities.					
The school has a functional library.					

**Section 5: The Influence of Principals' Setting Goals and Objectives on the Quality of Education**

The following statements indicate the objective of The Influence of Principals' management of the Institution's financial resources on the quality of Education. Kindly tick in the spaces provided to show your agreement with the statement given the principals' management of the Institution's financial resources and the influence on the quality of Education. In a rating of (1: Strongly agree; 2: Agree; 3: Neutral 4: disagree and 5: strongly disagree)

Rating scale	1	2	3	4	5

Does the principal involve the staff and stakeholders?					
The principal plays a role in the development of an improvement plan- short-term.					
The principal plays a role in the development of strategic plans, term.					

**Section 6: Quality of Education.**

A rating of (1: Strongly agree; 2: Agree; 3: Neutral 4: disagree and 5: strongly disagree) shows whether these indicators determine the quality of education.

Rating scale	1	2	3	4	5
Students' performance indicates the quality of education.					
The transition rate indicates the quality of education.					

**APPENDIX D: INTERVIEW SCHEDULE FOR QUALITY**

**ASSURANCE AND STANDARDS OFFICER**

This interview schedule is meant to collect data on the “ Influence Of Principals Management Practices On Quality Of Education In Public Secondary Schools In Moiben Sub County, Kenya.” This interview schedule is meant to gather information for academic purposes only. Please do not write your name on it.

1. How does principal supervision of learning activities help to ensure the quality of education in public secondary schools in the Moiben sub-county?

.....  
.....

2. How are human resource management practices utilized to ensure the quality of education in public secondary schools in the Moiben sub-county?

.....

3. How does principal management of financial resources help in ensuring quality in education?

.....

4. How do setting the school's goals and objectives help ensure the quality of education in public secondary schools?

.....

5. In your own opinion generally, how can we improve the quality of Education in Moiben sub-

county.....

.....

**APPENDIX E: INTERVIEW SCHEDULE FOR CSOs**

This interview schedule is meant to collect data on the “ Influence Of Principals Management Practices On Quality Of Education In Public Secondary Schools In Moiben Sub County, Kenya.” This interview schedule is meant to gather information for academic purposes only. Please do not write your name on it.

1. How does principal supervision of learning activities help to ensure the quality of education in public secondary schools in the Moiben sub-county?

.....  
.....

2. How are human resource management practices utilized to ensure the quality of education in public secondary schools in the Moiben sub-county?

.....

3. How does principal management of financial resources help in ensuring quality in education?

.....  
.....


4. How do setting the school's goals and objectives help ensure the quality of education in public secondary schools?

.....


5. In your own opinion generally, how can we improve the quality of Education in Moiben sub-county

.....

**APPENDIX F: RESEARCH PERMIT**




**REPUBLIC OF KENYA**



**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

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**RESEARCH LICENSE**




**This is to Certify that Ms. Abigail Jebet Ngetich of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: INFLUENCE OF PRINCIPALS MANAGEMENT PRACTICES ON QUALITY OF EDUCATION IN PUBLIC SECONDARY SCHOOLS IN MOIBEN SUB COUNTY, KENYA for the period ending : 25/October/2024.**

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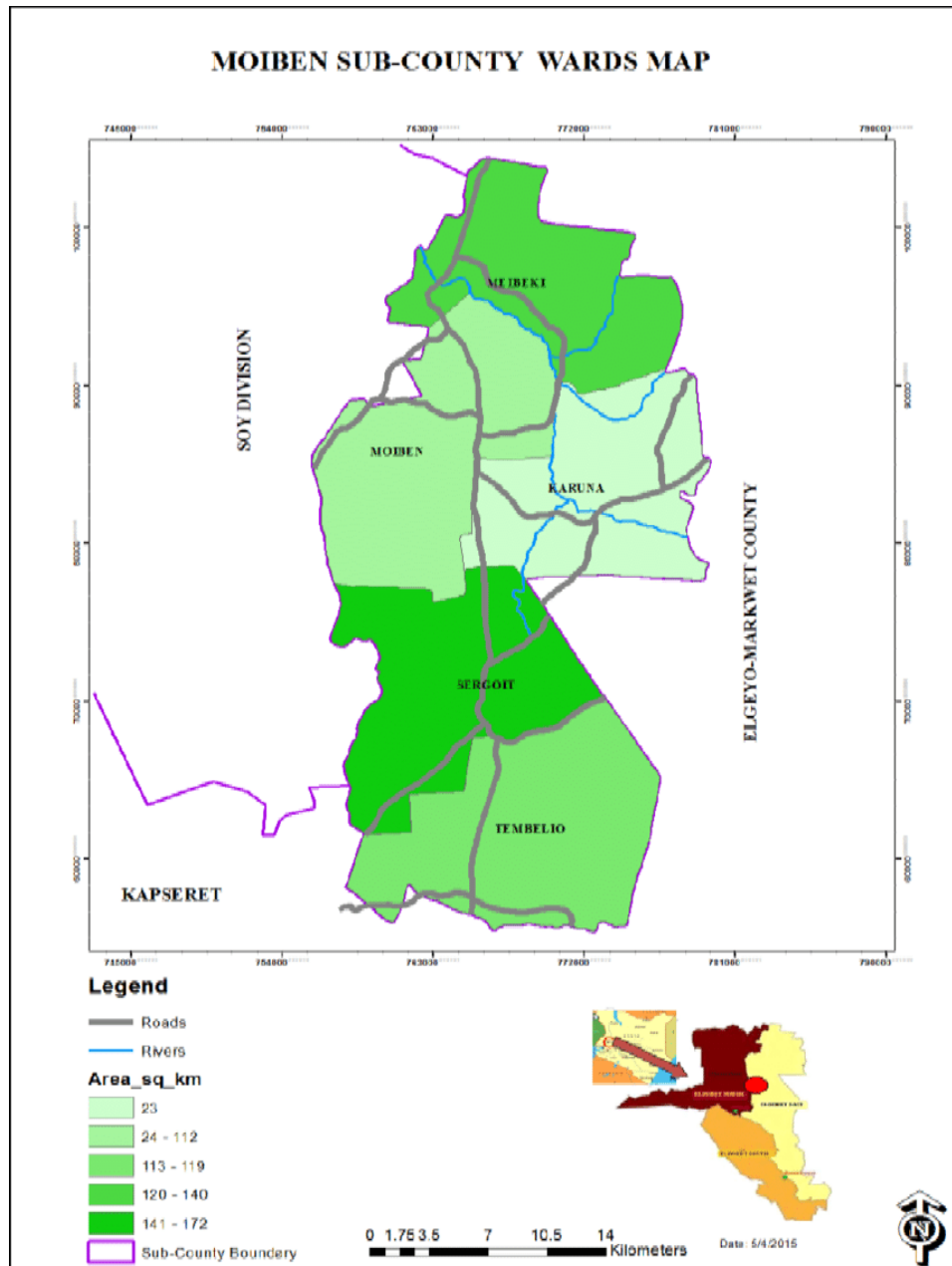
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## APPENDIX G: MAP OF MOIBEN SUBCOUNTY.



Source [https://www.researchgate.net/figure/Moiben-Sub-county-map-37\\_fig1\\_343905643](https://www.researchgate.net/figure/Moiben-Sub-county-map-37_fig1_343905643)