

**PRINCIPALS' MANAGEMENT PRACTICES AND ACADEMIC
ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA EAST
SUB - COUNTY, KENYA**

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**A thesis Submitted in Partial Fulfillment of the Requirements for the Award of
a Master's Degree in Educational Management and Policy Studies of Masinde
Muliro University of Science and Technology**

MAY, 2021

DECLARATION

This thesis is my original work prepared with no other than the indicated sources and has not been presented elsewhere for the award of a degree or any other award.

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled “Principals’ Management Practices and Academic Achievement in Public Secondary Schools in Bungoma East Sub-County, Kenya”.

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DEDICATION

To Lydia who helped me a great deal during the entire process of preparing this thesis.

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ABSTRACT

The success or failure of a school in academic achievement is determined to a large extent by principal's management practices. Therefore the purpose of this study was to investigate influence of principals' management practices on academic achievement in public secondary schools in Bungoma East sub County. The objectives of the study included: to determine the influence of financial management practices on academic achievement, to assess the influence of communication practices on academic achievement, to examine the influence of human resource management practices on academic achievement and to establish the influence of instructional supervision practices on academic achievement in public secondary schools. The study employed embedded mixed method of research design. The schools were stratified according type and category and a proportionate representative sample drawn by simple random sampling technique. Target population was 480 respondents which comprise 60 principals, 60 deputy principals and 360 heads of departments in 60 public secondary schools of the sub-County. The heads of department were proportionately sampled while the principals and deputy principals were purposively included in the sample. The sample size comprised of 167 respondents which comprised of 33 principals, 33 deputy principals and 101 heads of departments in 33 public secondary schools. Data from heads of department and deputy principals was collected using questionnaires while interview schedule collected data from principals. Document analysis collected data on school mean scores. A pilot study was conducted in 3 schools at an interval of two weeks using test- retest technique to establish reliability of instruments while experts at the department Educational Planning and Management Masinde Muliro University of Science and Technology enhanced validity of instruments. Descriptive statistics used to analyze data from closed ended items while data from open ended items was organized into themes and analyzed. Findings were presented using tables. Inferential statistics adopted multiple linear regression and spearman rank order correlation to test hypotheses at an alpha significance level of 0.05 to allow researcher reject or not reject hypothesis. The study findings revealed that principal' financial, communication practices and instructional supervision practices were not significant therefore did not directly influence schools academic achievement. However principals' human resource management practices were significant therefore directly influenced schools academic achievement. Based on findings of the study, it was concluded that principals' management practices influenced students' academic achievement. Therefore, the study recommended that school principals should employ appropriate and effective management practices for improved academic achievement in their schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	-	Board of Managers
FPE	-	Free Primary Education
FSE	-	Free Secondary Education
H.O.D	-	Head of Department
ICT	-	Information Communication and Technology
KCSE	-	Kenya Certificate of Secondary Education
KEMI	-	Kenya Education Management Institute
MOE	-	Ministry of Education
PPAD	-	Public Procurement and Disposal
TSC	-	Teachers Service Commission
UNESCO	-	United Nation Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Principals occupy a central position in management of secondary schools in Kenya, therefore the success or failure of a school is to a large extent determined by them. Therefore principals should provide needed management practices to promote positive academic achievement in secondary schools according to Campbell (2007). To qualify as a school principal one must meet the following requirements such as obtaining satisfactory performance appraisal rating, demonstrating ability to supervise and mentor other teachers, having successfully undertaken relevant teacher professional modules and any other requirement deemed necessary by the commission according to career progression guidelines of Teachers Service Commission (2018). A school principal performs the following duties thus supervise curriculum implementation, serve as school accounting officer and promotion of prudent utilization of financial resources in schools, procurement of goods and services, promotion of staff / learners welfare through motivation and personal growth, interpretation of education policies to the staff among other responsibilities. Despite school principals being appointed on merit, academic achievement remained poor in some public secondary schools rising doubt to what extent their management practices influenced academic achievement.

In America Allis (2004) found out that no organization ever succeeded without financial resources. Therefore if finance was well utilized it was an important factor in enhancing

positive academic achievement in learning institutions. Further he said that financial management is concerned with organizations decisions on how to source funds, financial controls, prudent allocation of financial resources and accountability which ensures success of the organization. Fung (2015) argued out that the rationale for financial management was to raise funds for short term and long term use.

In France Crouch and Wrinkler (2008) found out that most countries decentralized financial management in their schools which promoted transparency and accountability. Further they revealed that school principals were charged with responsibility of planning school budget in order to achieve school objectives and effective financial management. In spite of essence placed on financial resources in bringing about needed change and service delivery, sometimes this resource was mismanaged affecting academic achievement in public schools.

In Nigeria Mgodile (2000) found out that delayed disbursement of funds in public institutions and lack of training of educational heads were among the factors that led to poor management of funds. Further Bua and Adzongo (2014) established that the poor state of schools in Benue state was a result of financial mismanagement and inability to generate revenue internally therefore this negatively affected academic achievement in public institutions.

In South Africa Mestry (2006) found out that the country had a shortage of head teachers with management skills. The head teachers were not well prepared for the tasks they were to undertake due to insufficient training. Most head teachers lacked financial skills which led to massive corruption and financial mismanagement. Such poor performance by head teachers in finance management led to negative academic achievement in public secondary schools.

In Zimbabwe Caldwell (2004) found out that management of funds by school principals remained a challenge. He further found out that school heads in Mashonaland province had cases of financial mismanagement and abuse of teacher's incentives. The author noted that administrators in public secondary schools lacked financial skills needed for prudent management of school funds which negatively affected academic achievement in public schools.

In Kenya Mito and simatwa (2012) found out that poor budgeting by head teachers in public secondary schools made it difficult for them to manage finance effectively. This led to overspending or underspending on some vote heads. Budget making was a hierarchical process which started at the bottom with heads of department and ended up at the apex by the school budget committee that compiled the final school budget. Magak (2013) further established that in most public secondary schools did not have any room for departmental input during budget making process which became a loophole for denying the school quality services and goods therefore negatively affecting academic achievement.

According to the Public Procurement and Disposal Act 2015, all goods and services procured in public institutions should be tendered. The tendering process is managed by the tender committee. It is the duty of the school principal to induct them. However in most cases principals lacked capacity to induct committee members due to lack of adequate training therefore this would compromise tendering process.

Kenyan Education Act 2012 required that every school to keep records of accounts relating to finance, property and any other transactions and prepare such accounts as prescribed by the minister for accounting purpose. Mobegi et al (2012) established that most principals lacked financial and accounting skills. Therefore this led to financial mismanagement hence failure in achieving educational goals.

During auditing the school principal was required to produce all books of accounts and any other document together with other relevant information required by the auditor to carry out audit. Kahavisa (2003) established that there were no proper internal auditing mechanisms in schools therefore this led to misappropriation of funds. The purpose of auditing was to ensure prudent use of finance in schools in order to promote positive academic achievement. Magak (2013) pointed out that inadequate and irregular auditing led to some financial problems facing schools. He further noted that most principals faced challenges of mismanagement and misappropriation due to lack of financial management skills which negatively affected academic achievement in public secondary schools.

In America Gray (2004) found out that through communication practices the organizational capabilities were developed and enacted. Therefore communication in a school set up facilitated achievement of education goals. Sweeney (2012) argued out that school principals should be interested in what goes on in school. Through various communication practices they informed staff about events and activities in school, they further explained and clarified the objectives of the school to teachers and students and also modified attitude of teachers, students and whole school community towards academic achievement in public schools.

In Kenya Muyiera (2012) found out that communication was aimed at programming school activities, passing official announcements to teachers on contents of circular from ministry, discussing subject allocation and fostering friendship among staff. The school principal also used communication to provide students with direction in school using various forums such as parade and student forums. Odhiambo (2005) established that effective communication promoted positive academic performance among students in public secondary schools. Ndinza (2015) revealed that in low performing schools principal's communication practices were ineffective hence negatively affecting their academic achievement.

In America Jackson (2009) argued that human resource management practices such as training and staff development programs enabled teachers to acquire new techniques which

improved content delivery therefore positively promoting student performance. Further he established that human resource management practices increased productivity of staff which promoted positive academic achievement in schools.

In Nigeria Achimugu (2000) argued out that organization must train and develop skills of their workforce. Training enabled employees to acquire skills which improved student performance. Poor or lack of skills was one of the challenges that negatively affected performance of the organization. Omojunwa (2007) noted that maintaining improved educational standards was only possible through teachers. Therefore poor management of teachers reduced the extent to which the curriculum was delivered. Omebe (2014) argued that human resource management required managers to promote the best understanding and application of human resource practices which included recruitment, employment conditions, professional development, safety and staff welfare. Therefore human resource management in education is a process of motivating workers so as to maximize their output.

In Kenya Gladys (2012) indicated that education system was examination oriented therefore many teachers perceived staff development programs as key for enhancing their effectiveness in instructional process which led to improved student performance, Further she pointed out that professional development programs through in service training and other forums like workshops, seminar and indoor trainings increased teacher's mastery of subject matter which enhanced teacher's effectiveness on cognitive aspects of education. Therefore staff development programs impacted on teacher's effectiveness hence

influencing pupil's performance in examinations. Makuto (2014) argued out that few teachers attended staff development programs therefore majority did not which negatively affected academic performance in schools.

In America Fullan (2007) argued that instructional supervision practices led to high quality instruction and systematic delivery of content for continuous improvement of academic success. He attributed dismal performance of students in public schools to head teachers failing do know exactly what goes on in the classroom. He argued out that ineffective instructional supervision led to delinquent behavior among some students which led to failure in their national examinations.

In Nigeria Adeyemo (2012) revealed that one the most important role of a school principal was supervision of curriculum implementation and evaluation. School principals played an important role in frequently monitoring the teaching and learning process in schools through lesson attendance registers and class observations which contributed positively to student performance.

In Kenya Ayot and Briggs (2000) pointed out that principal's instructional supervision practices were linked to academic performance. Ineffective instructional supervision practices led to poor performance among. pupil's performance. Ayoo (2000) established that school principals supervised teaching in the schools by ensuring that early lesson

planning and preparation was always done. Therefore supervision was a major function that the school head carried out. Gregory (2011) noted that instructional supervision in Kenya was initially conducted by inspectors from Ministry of Education. This had been phased out and left to school principals according to Ministry of Education (2009). This new policy empowered principals as immediate supervisors of teachers during curriculum implementation and evaluation. Ngunjiri (2012) found out that effective instructional supervision practices enhanced student's performance in national examinations. Instructional supervision by principals provided them with opportunity to observe and evaluate teacher's shortcomings in the classroom and recommend necessary interventions. The principal also checked professional documents such as teachers' schemes of work, lesson notes, record of work and lesson plans. This was done personally or delegated to deputy head teacher. Violet (2015) revealed that timely preparations and checking of these professional records contributed to improved student performance. Mutinda (2016) revealed that majority of principals never frequently checked professional records which contributed to poor performance in national examinations. Makuto (2014) pointed out that poor performance in Kenya Certificate of Primary Education by pupils in Teso North District was related to weaknesses of management of schools by head teachers.

In Bungoma County, Bungoma East Sub County persistently performed poorly over the last five years in national examination as shown in Table 1.1

Table 1.1 Bungoma County KCSE Mean Score Analysis (2014-2018)

Sub-County	2014	2015	2016	2017	2018
Bungoma South	5.89	4.99	3.89	3.77	4.21
Bungoma Central	5.09	4.58	3.39	3.02	3.44
Bungoma East	4.81	4.51	3.38	3.12	3.37
Kimilili	4.84	4.77	4.83	4.47	3.63
Bumula	5.14	4.43	3.52	3.20	3.44
Cheptais	4.68	4.56	3.55	3.03	3.34
Bungoma North	5.02	4.55	3.42	3.08	3.40
Mt. Elgon	5.69	5.10	3.48	3.27	3.46
Bungoma West	5.95	4.28	3.08	3.02	3.57

Source: Bungoma County Examination Office, 2019.

Table 1.1 above indicated that KCSE mean scores for Bungoma East Sub County were persistently declining in national examinations. This trend in performance had been blamed on principal's management practices. Therefore there was need for this study to investigate the influence of principals' management practices on academic achievement in public secondary schools in Bungoma East Sub County.

1.2 Statement of the Problem

The government of Kenya heavily invests significant resources in education sector to support education of children. Furthermore they organize training of school principals in management courses offered by Kenya management institute and attending of workshops to enhance their management skills. Despite all these interventions academic achievement in public secondary schools in Bungoma East Sub County has remained poor over the last five years as shown by the following mean scores 2014 (**4.81**), 2015 (**4.51**), 2016 (**3.38**), 2017 (**3.12**) and 2018 (**3.37**) as compared to their neighbouring kimilili, Bungoma Central and Bungoma North Sub Counties illustrated in Table 1.1.

Following this trend very few students from the Sub County qualified to join universities. In view of this state of affairs there was need to carry out a study on possible factors which led to poor academic achievement by students in public secondary schools in Bungoma East Sub County. Related studies had been carried out on other factors affecting academic achievement however little information was known about how financial management, communication, human resource management and instructional supervision practices influence academic achievement in public secondary schools in Bungoma East Sub County. Therefore this study investigated how principals' management practices thus financial, communication, human resource management and instructional supervision influence academic achievement in public secondary schools in Bungoma East Sub County.

1. 3 Purpose of the Study

The purpose of the study was to investigate the influence of principals' management practices on academic achievement in public secondary schools in Bungoma East sub-county.

1. 4 Objectives of the Study

The objectives of the study were:-

- i. To determine influence of principals financial management practices on academic achievement in public secondary schools in Bungoma East sub-County, Kenya.
- ii. To asses influence of principals communication practices on academic achievement in public secondary schools in Bungoma East sub – County, Kenya.
- iii. To examine how principals human resource management practices influence academic achievement in public secondary schools in Bungoma East sub – County, Kenya.
- iv. To establish the influence of principals instructional supervision practices on academic achievement in public secondary schools in Bungoma East Sub – County, Kenya.

1. 5 Research Hypotheses

The research was guided by the following null hypotheses at an alpha significance level of 0.05.

Ho₁: Principals financial management practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

Ho₂: Principals communication practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

Ho₃: Principals human resource management practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya

Ho₄: Principals instructional supervision practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

1. 6 Significance of the Study

Findings of the research will contribute to address knowledge gap in the body of literature, further the findings will form basis of improving principals financial, communication, human resource and instructional supervision practices therefore improving performance in KCSE in public secondary schools. Moreover these findings formed a basis for organizing workshops / seminars / refresher courses by Ministry of Education to enhance principals' knowledge on management practices in public secondary schools. Lastly findings from study formed basis for further research studies.

1. 7 Assumptions of the Study

The following were assumptions of the study:

- i. Principals had at least undertaken a management course in education.
- ii. Kenya Certificate Secondary Education examination provided an accurate and reliable instrument for measuring student academic achievement.

1. 8 Scope of the Study

The study was limited to influence of principals' management practices on academic achievement in public secondary schools within Bungoma East sub-county because it was consistently posting low academic achievement. The study focused on the following management practices thus financial, human resource, communication and supervision. The study was also limited to Principals, Deputy Principals and heads of departments' as respondents since they were in school management team. The study was limited to embedded mixed method of research design and multiple linear regressions as a technique of data analysis. Further the samples of the study were drawn from public secondary schools in Bungoma East Sub County.

1. 9 Limitations of the Study

The embedded mixed method of research design is complex therefore requires more time and resources during implementation. Further data from quantitative and qualitative methods requires high skills during analysis and integrating for purpose of interpretation.

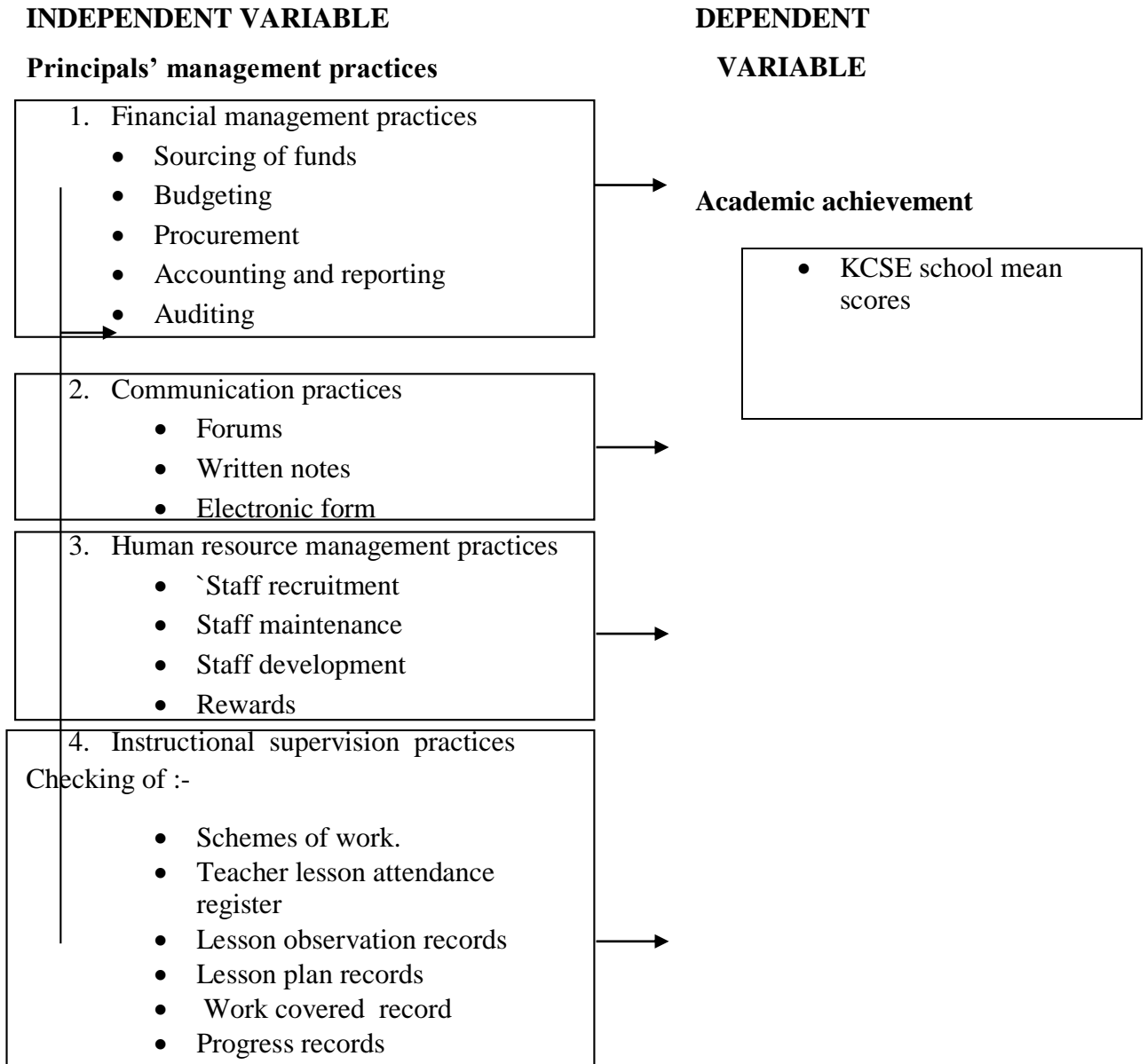
To overcome this it required seeking help from experts which increased the costs of the study. The multiple linear regression analysis technique only requires data from large samples to give valid results and multicollinearity if not well checked may affect the results. The study took place in Bungoma East Sub County therefore findings could not be generalized to the whole country.

1. 10 Theoretical Framework

The research was guided by Systems theory of education management developed by Kaufman (1972). He argued that a system is made up elements which possess some degree of independence but work collaboratively to achieve common goal. Further systems theory was proposed by Ludwig Von Bertalanffy (1974). The systems theory model comprises of three components which include input, processor and output. At school level the principal is the key manager, he manages finance, human resource, communication and supervision of curriculum implementation. These variables work collaboratively towards academic achievement in KCSE. The inputs for this study were management practices (Independent variable) which included financial, communication, human resource and instructional supervision practices. Finance was used in procurement of learning materials; communication was used as a medium for coordinating people's efforts towards a common goal, human resource for executing learning programs while instructional supervision for effective curriculum implementation. The instructional process was the processor which transformed learners who gave us products in terms of learning outcomes (Dependent variable). Therefore if one component fails the whole system fails. According to this theory, management is regarded as a system. The System's theory approach has advantage

of focusing on inclusivity and connectivity between various components and their coordination to function as a whole in order to achieve a common goal. Based on this advantage of the theory it was applicable to this study.

1.11 Conceptual Framework



Source: Researcher, 2021

Figure 1.1 Conceptual Framework showing Relationship between Principals Management Practices and Academic Achievement in Public Secondary Schools

The figure above showed the relationship between independent variable that's principals' management practices and dependent variable which was academic achievement in public secondary schools. The study examined the influence of principal's management practices on student academic achievement in public secondary schools. Principals' management practices were categorized as financial, communication, human resource management and instructional supervision practices.

Finance was key resource to effective running of schools, this enabled principals to procure goods and services and put in place necessary physical facilities to support the teaching / learning process hence promoting positive academic achievement. Communication practices involved passing of information to people in an organization both verbally and non-verbally. This involved making announcements on assemblies, use of notice boards, memo's and staff meetings. Through communication managers informed staff and students about activities and achievements in school directing people's behaviors towards improved academic achievement.

Human resource management practices involved hiring of qualified staff, maintaining it by providing enabling environment, developing its capacity and motivation through rewards. This practice ensured that people remained motivated and committed to their duties hence increased productivity which led to improved academic achievement in schools.

Instructional supervision practices involved checking of professional records and carrying out of lesson observation. Therefore instructional supervision was one of principal's major roles to ensure effective teaching is taking place in classrooms to enable students do well in their national examinations.

1.12 Operational Definition of Terms

Academic achievements – Used in the study to refer to KCSE mean scores obtained by the schools in national examination. They were obtained by document analysis.

Communication practices – Used in the study to refer to scores obtained by deputy principals and heads of department by scoring on a likert scale of items related to communication practices.

Financial practices – Used in the study to refer to scores obtained by deputy principals and heads of department by scoring on a likert scale of items related to financial management practices.

Human resource management practices – study to refer to scores obtained by deputy principals and heads of department by scoring on a likert scale of items related to human resource management practices.

Management practices – Used in the study to refer to scores obtained by deputy principals and heads of department on items related to financial, communication, human resource management and instructional supervision practices.

Instructional supervision practices – Used in the study to refer to scores obtained by deputy principals and heads of department by scoring on a likert scale of items related to instructional supervision practices.

Public secondary school – Used in the study to refer to secondary schools supported by public funds.

Principal – Used in the study to refer to head of the secondary school

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Principals' management practices play major role in academic achievement in public secondary schools. The chapter contains literature related to principal's management practices which included financial, communication, human resource and supervision practices and their influence on academic achievement in public secondary schools.

2.2 The Influence of Principals Financial Management Practices on Academic Achievement in Public Secondary Schools

In America a study conducted by Allis (2004) in his study on financial management found out that no organization had ever succeeded without financial resources. Therefore it was important for organizations to utilize their finances effectively in order to enhance their academic performance. Despite the importance of this resource to the organization Rosen et. al (2010) in their study found out that financial resources were prone to mismanagement and misappropriation by those in charge hence negatively affecting academic performance of schools. The studies adopted descriptive research design and were done in America while the current study was done in Kenyan public secondary schools particularly Bungoma East Sub County.

In France Crouch and Wrinkler (2008) in their study established that most countries had decentralized financial management in their schools which promoted accountability therefore this positively affected academic achievement in schools. In their study they

found out that prudent financial management practices positively influenced academic performance among institutions they surveyed. The financial resources were used to procure basic learning materials that supported learning therefore impacting positively on academic achievement.

In Nigeria a study conducted by Ogbonnaya (2000) in his study of foundation of education finance found out that the main purpose of financial management was to ensure that funds were sourced and utilized effectively. He argued that resources were scarce therefore it was the duty of educational administrators to optimally and prudently use available resources for promoting positive academic achievement. Further Mgbodilen (2000) in his study established that lack of adequate training of heads and negligence by school financial clerks contributed to poor performance in Nigerian institutions. Further Bua and Adzongo (2014) in their study found out that the poor state of schools in Benue state was a result of financial mismanagement and inability to generate revenue internally hence this affected negatively academic achievement in institutions. These reviewed studies were done in Nigerian schools however the current study was done in Kenya particularly in public secondary schools in Bungoma East Sub County.

In Zimbabwe a study reviewed by Caldwell (2004) showed that management of funds was a challenge. The school principals and school committees had failed to properly manage funds due to inadequate training hence negatively affecting student performance. This

reviewed study was done in Zimbabwe however the current study was done in Kenya particularly in public secondary schools in Bungoma East Sub County.

In Kenya a reviewed study by Olembo (2005) found out that school heads were responsible for effective management of school finance in order to promote service delivery. However, it was found out that more often than not most heads underperformed in financial management due to employing less qualified staff who were inefficient and not adequately trained in maintaining financial records, financial controls and failure to adhere to accounting procedures which negatively affected academic achievement in public schools.

Maronga et al. (2013) carried out a study on influence of government financial management on Kenyan public secondary schools: A case of Sameta Division in Gucha District. In the study he used descriptive research design and purposive sampling was used to select a sample of 30 head teachers and 30 bursars who participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation. The study findings indicated that government of Kenya was influencing financial management in public schools through financial regulations such as imp rest management policy, financial auditing, credit management policy and inventory management policy. This reviewed study used descriptive statistics which was not appropriate in explaining the cause – effect relationship, therefore there was need for a strong analysis technique to explain the relationship between the variables. The

current study employed embedded mixed method of research design and inferential statistics to adequately explain the relationship between variables.

Further a reviewed study by Magak (2013) summarized challenges that school administrators were facing regarding management of school funds. These included inadequate and irregular auditing, lack of accounting, supportive documents and inability to prepare end year financial statements hence led to financial mismanagement which negatively affected academic achievement. This reviewed study was carried out in public secondary schools in Kisumu East District while current study was carried out in public secondary schools in Bungoma East Sub County.

Munge et al. (2016) conducted a study on factors influencing financial management in public secondary schools in Nakuru County, Kenya. The study adopted cross – sectional survey research design. Stratified sampling was used to sample 78 head teachers and bursars who participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation. Inferential statistics involved parametric tests which included coefficient of determination and multiple linear regression analysis. The study findings indicated that finance was key resource in any organization. The current study employed embedded mixed method of research design and non-parametric test which involved spearman rank correlation analysis to help explain the relationship between variables.

2.2.1 Budgeting in Public Secondary Schools

In America Schick (1988) in his study found out that a budget guided planning and use of scarce financial resources in order to accomplish educational goals. Therefore school budgets were concerned with facilitating provision of goods and services to schools. Budgets were therefore aimed at controlling expenditure and guided actions managers.

In England a reviewed study by Bingham (2009) found out that an efficient budgeting making process involved various departmental heads incorporated in the process through various committees. Each department's specifications was included in the final school budget proposal before it was approved by the Board of management.

In Kenya a reviewed study by Munyiri (2008) revealed that budget making was normally a hierarchical process which started at departmental level and ended up at administrative level. It was therefore the school departments to prepare departmental budgets prior school budget committee meeting and compiling the final budget draft. However Magak (2013) in his study found out that in most public secondary schools, budget making process did not involve heads of department. This disadvantaged schools in getting quality services and goods hence negatively affecting academic achievement. This reviewed study was carried out in public secondary schools in Kisumu East District while the current study was conducted in public secondary schools in Bungoma East Sub County.

Mito and Simatwa (2012) did a study on financial management challenges facing newly appointed head teachers in public Day secondary schools in Siaya Sub County, Kenya. The

study adopted descriptive research design. Simple random sampling was used to sample 27 head teachers, 27 deputy head teachers and 27 accounts clerks who participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation. Qualitative data was organized into themes and reported. The study findings indicated that school principals were charged with the responsibility of planning school budget in order to achieve the objectives of the school through effective financial management practices. However poor budgeting was one of the major reasons that had derailed effective management of schools due to overspending or under spending on some vote heads which led to mismanagement of funds hence negatively affected school performance. This reviewed study used descriptive statistics which was not appropriate in explaining the relationship between variables therefore there was need for another analysis technique to explain the relationship between the variables. The current study employed embedded mixed method of research design and inferential statistics to explain the relationship between variables. Further the study was conducted in public secondary schools in Bondo District while the current study was done in public secondary schools in Bungoma East Sub County.

As end users of school resources, heads of department were to prepare their annual requirements. The budget projected cash to be received from approved sources by the ministry and estimated expenditure on projects prioritized by the Board of management. Therefore a budget was an essential tool for controlling finance therefore it was the responsibility of the school principal to ensure that it was prepared in time.

2.2.2 Procurement in Public Secondary Schools

Manual for public procurement in Secondary Schools and Colleges (2009) stipulated that expenditure of public money in all public education institutions should be transparent and managed by various committees at all levels of procurement. This was emphasized in Public Procurement and Disposal Act (2015) which required that all goods and services bought in public institutions should be tendered. Tendering process involved suppliers competing for bids to supply goods and services. The tendering process was managed by the tender Committee. Makuto (2014) conducted a study on influence of head teacher's management practices on pupil's academic performance in Kenya Certificate of Primary Education in Teso North District, Kenya. The study adopted descriptive research design. Stratified sampling was used to select a sample of 21 head teachers, 168 teachers and 294 pupils participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation while qualitative data was organized into themes and reported. The study findings found out that relevant stakeholders were not involved in the procurement process therefore lack of transparency in financial matters which affected learning process in schools. This reviewed study used descriptive statistics which was not appropriate in explaining the relationship, therefore there was need for a strong analysis technique to explain the relationship between the variables. The current study employed embedded mixed method of research design and inferential statistics to explain the relationship between variables. Further the study was carried out in public primary schools in Teso North District while the current study was conducted in public secondary schools in Bungoma East Sub County.

The school principal is required by law to give tender committee members appointment letters to ensure security of tenure. According to PPAD 2006 it was the duty of the principal to induct members of tender committee on their role as some or all were lacking technical knowledge. In most cases, principals lacked capacity to induct members of tender committee due to lack of adequate training hence this would compromise procurement process. According to PPAD 2006 the tender committee was to approve procurement plans by various departments in the school. The committee was also mandated to identify suitable supplier for goods and services for the school in a given financial year through competitive bidding.

A review of Kenya Education Management Institute manual (2011) revealed that procurement process when followed in an institution it minimized mismanagement of resources promoting academic achievement. The manual further revealed that this process promoted trust and good relationship between school principal and stakeholders especially the community since it gave equal opportunity when dealing with members of the community.

2.2.3 Reporting and Accounting in Public Secondary Schools

In South Africa a reviewed study by Kruger (2003) established that accounting was an important aspect of managing school funds. The school's book keeping could be delegated to a capable member of staff who had knowledge of accountancy. The school principal and Board of management however remained responsible and accountable for management of all the money collected and paid out by the school. However Mobegi et al (2012) conducted

a study on factors contributing to financial mismanagement and misappropriation in public secondary schools in Gucha District, Kenya. The study adopted descriptive research design. Stratified random sampling and purposive sampling were used to select a sample of 13 head teachers, 13 teachers and 1 Quality Assurance officer who participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation. Qualitative data was organized into themes and analyzed. The study found out that majority of principals had no financial and accounting skills therefore loss of funds which negatively affected learning in schools. Therefore most principals were not in a position to identify wrong entries in financial records made by bursars. The current study employed embedded mixed method of research design and inferential statistics to explain the relationship between variables. Further this reviewed study was done in public secondary schools in Gucha District while current study was done in public secondary schools in Bungoma East Sub County.

In South Africa a reviewed study by Bisschoff (2003) indicated that school principal was accountable to the Ministry of education, Boarding of management and parents. Financial management emphasized transparency and information sharing among all stake holders. The school principal and Board of management were to deal with school funds in a responsible manner. The school principal ensured that Monthly and Quarterly statements were kept. A final report on the income and expenditure for the financial year was submitted to Board of management for approval. It was noted that accounting and reporting were important aspects of financial practices in schools. Although accounting could be delegated to somebody who had book keeping knowledge, the school principal and Board of management were accountable for all income and expenditure at school. The system of

controlling and recording funds in a school was to be clear as it informed auditing of finances. However Kahavisa (2003) found out that there were no proper internal auditing mechanisms set up in public secondary schools therefore funds were misappropriated which negatively affected learning in schools. This reviewed study was done in public secondary schools in Kakamega while the current study was done in public secondary schools in Bungoma East Sub County.

According to Education Act (2012) required that every school board to keep proper all records of account relating to finance, property and any other transactions and prepare such accounts as prescribed by education minister for accounting purpose. It gave the Board of management power to administer and control school property and buildings including resources earned by the school. However Mito and simatwa (2012) in their study found out that most heads exhibited inadequate performance in financial management. Most principals were not well versed with accounting procedures mismanagement of funds which negatively affected learning in schools.

2.2.4 Auditing in Public Secondary Schools

In South Africa a study by Department of education (2002) revealed that every public school was required by law to have books audited every year. The purpose of auditing was to ensure that the school recorded and controlled its finances. The Board of management appointed an independent qualified person who was not a member of school staff or governing body to audit the books annually. The auditor checked documents such as

minutes of meeting, fee registers and departmental ledgers so as to perform proper auditing services.

Education Act (2012) in Kenya pointed out that the school board should produce and lay before the auditor all books of accounts and any other document together with other information required by the auditor to carry out auditing. Auditing of finance at schools was done at the end of each financial year as prescribed by law. A financial audited report was drawn from weekly or monthly statements and it was presented to the parents in annual general meeting. This was further submitted to the Ministry of Education annually. In his study Munyiri (2008) found out that Board of management was mandated by Education Act (2012) to audit and regulate expenditure by school administration. However Kahavisa (2003) in his study found out that there were no proper internal auditing set up in public secondary schools therefore this led to misappropriation of funds. The purpose of auditing was to ensure that school were recording and controlling its finances. Mutembei (2013) conducted a study on challenges facing head teachers in managing Day public secondary schools in Imenti South District, Meru County Kenya. The study adopted descriptive research design. Simple random sampling was used to select a sample of 10 BOM members, 10 principals, 10 deputy principals, 80 teachers and 800 students who participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation. The study found out that head teachers had inadequate financial management training hence faced challenges in financial management in schools hence negatively affecting performance in schools. This reviewed study used descriptive statistics which was not appropriate in explaining

relationship between variables therefore there was need for a strong analysis technique to explain the relationship between the variables. The current study employed embedded mixed method of research design and inferential statistics to explain the relationship between variables.

2.3 The Influence of Principals Communication Practices on Academic Achievement in Public Secondary Schools

Communication was central to everything we do in our schools. It facilitated awareness, understanding, involvement and learning. It was also used to boost morale of both teachers and students in schools. In school it fostered friendship among staff, students, non-teaching staff and whole school community. Communication was used both in and outside the classroom. Communication within institutions involved various modes such as use of assemblies, written notes, newsletters, notice boards and suggestion box.

In America, a study by Gray (2004) found out that through intense social communication processes, organizational capabilities were developed and enacted. Therefore communication was important for school's socialization, decision making, change management and problem solving. Further communication was used as a tool by which a manager carried out his duties, in education it was important to master all means of communication in order to be a successful leader. He further pointed out that school principals should be interested in what goes on in the classroom because that's where the customers were served to determine the quality of service provided which impacted on school academic performance in national examination.

In Kenya, Odhiambo (2005) conducted a study on head teachers communication strategies and their effect on academic performance in public secondary schools in Nyando District, Kenya. The study adopted descriptive research design. Simple random sampling was used to select a sample of 42 head teachers, 230 teachers and 321 students who participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation. The study findings indicated that ineffective communication led to poor academic performance in public secondary schools. She further revealed that most principals commonly preferred use of the following modes of communication included assemblies, holding open forums, use of memos, information communication technology and noticeboards. This reviewed study used descriptive statistics which was not appropriate in explaining the relationship between variables therefore there was need for a different analysis technique to explain the relationship between the variables. The current study employed embedded mixed method of research design and inferential statistics to explain the relationship between variables. Further the reviewed study was carried out in public secondary schools in Nyando District while the current study was conducted in public secondary schools in Bungoma East Sub County to ascertain the case.

Further Ndinza (2015) conducted a study on influence of head teacher's management practices on student academic performance in public secondary schools, Kitui County Kenya. The study adopted descriptive research design. Simple random sampling was used

to select a sample of 10 principals, 40 teachers and 150 students who participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation. The study findings found out that a manager informed his staff about events and activities through communication. Further through communication school principals explained and clarified the objectives of the school to teachers and students, program for examinations, make official announcements to teachers on contents of circular from Ministry, discussed subject allocation and fostered friendship among staff. The school principal also used communication to provide students with direction needed in school through various forums such as parades, academic meetings and student forums. Through communication they directed behavior of teachers and students towards academic achievement in schools. This reviewed study used descriptive statistics which was not appropriate in explaining the relationship between variables therefore there was need for a strong analysis technique to explain the relationship between the variables. The current study employed embedded mixed method of research design and inferential statistics to adequately explain the relationship between variables.

2.4 The Influence of Principals Human Resource Management Practices on Academic Achievement in Public Secondary Schools

Human resource management required that the managers promoted the best understanding and application of human resource practices which included recruitment, employment conditions, professional development, safety, health and wellbeing of their employees. In America a reviewed study by Usdan (2001) found out that for there to be learning, the school principal was to lead by working with other teachers and strengthening their skills

through capacity building which brought about improved students' academic performance. Good human resource management practices were linked to increased productivity, profitability and organizational performance.

In South Africa a reviewed study by Mwakaand, O. (2010) showed that teachers were critical resource for effective implementation and realization of educational objectives. Therefore poor management of teachers reduced the extent to which curriculum could be delivered effectively therefore negatively affecting student performance.

In Nigeria a reviewed study by Omebe (2014) found out that human resource management practices were seen as a design of formal system in an organization which ensured effective and efficient use of human talents to accomplish organizational goals. Human resource management practices were concerned with recruiting, staff welfare, maintenance, training and re-training, placement, motivators, compensations, transfer and discipline of staff. Therefore human resource management practices determined the performance of staff in any organization. In an education system, staff should be adequately recruited, supervised and adequately rewarded. These made them committed to their work hence attaining educational goals. Therefore human resource management in education was a process of motivating workers to maximize their performance in order to obtain maximum output starting from the day they are recruited. Every education system at every level depended heavily on human resource for execution of its programs. Human resource management practices in education therefore were involved in bringing about maintenance of staff in

school so that the school could achieve its purpose as well as attain its educational goals. The various human resource management practices included:-

2.4.1 Staff Recruitment in Public Secondary Schools

Normally teachers and parents believed that understaffing resulted in poor performance. According to (UNESCO 2005), the recommended teacher pupil ratio was 40:1. The enrolment in public schools had increased due to Free Day Secondary tuition while the number of teachers remained unchanged in schools. Therefore these big class sizes in public schools made it difficult for teachers to teach lessons effectively as compared to their colleagues in private schools.

In Kenya a reviewed study by Boy (2006) found out that over enrolment of students had negatively affected performance in public secondary schools. Teachers had complained of increased pupil teacher ratio. Many secondary schools were understaffed as a result of free day secondary program. From studies available suggested that high student to teacher ratio was one of the main reasons poor performance in national examinations. The challenge was seen where head teachers did not have adequate qualified teachers on staff which negatively affected academic achievement.

Human resource function starts with the process of recruiting staff by which educational institutions gets best personnel to interpret and implement the curriculum program. Staffing of schools is a job performed by the Ministry of education through its agent Teachers Service Commission. A study reviewed by Njuguna (2010) on human resource management practices in public secondary schools in Kiambu East District, Kenya. The

study adopted descriptive research design. Stratified and simple random sampling was used to select a sample of 4 senior heads, 6 middle level heads and 30 teachers who participated in the study. Quantitative data collected was analyzed using descriptive statistics while qualitative data was analyzed thematically. The study found out that rigorous selection of employees ensured that the right candidates entered the organization with appropriate skills, abilities, knowledge and experiences to fill vacant teaching posts hence promoting academic achievement in schools. This reviewed study used descriptive statistics which was not appropriate in explaining the relationship between variables therefore there was need for a stronger analysis technique to explain the relationship between the variables. The current study employed embedded mixed method of research design and inferential statistics to adequately explain the relationship between variables. Further the reviewed study was carried out in public secondary schools in Kiambu East District while the current study was conducted in public secondary schools in Bungoma East Sub County to establish this case.

2.4.2 Staff Maintenance in Public Secondary Schools

This was concerned with making the work environment of workers conducive through human resource practices such as promotions, motivations, staff safety, security and health services. For work to be done in the school the mood of the person was considered important. For maximum productivity of the staff, the school head should ensure the comfort and happiness of workers. This could be done through prompt payment of salary and ensuring a safe and healthy working environment. Njuguna (2010) in his study found out that if workers are given the impression that they are not valued they become demotivated. This makes them feel reluctant, therefore it is the duty of the school head to

provide a conducive working environment where everybody feels their contribution is valued hence this impacting positively on academic achievement. This reviewed study was conducted in public secondary schools in Kiambu East District while the current study was done in public secondary schools in Bungoma East Sub County.

2.4.3 Staff Development in Public Secondary Schools

In America a reviewed study by Jackson (2009) found out that training and staff development practices enabled teachers to develop themselves by acquiring new techniques which improved content delivery hence positively impacting on student performance. Further a study by Clotfelter (2006) found out that effective teacher management practices which included staff development programs were positively related to student performance. The achievement of an educational organization depends on the quality of staff members. This was done through training, conference, workshop and seminars. Staff development improved teachers' effectiveness by mastering relevant content areas in subjects on which national examinations were based on. Staff development helped the teacher to seek more knowledge on teaching as a profession. This study was carried out in public schools in America. However the current study was carried out in Kenyan public secondary schools in Bungoma East Sub County.

In Kenya, Gladys (2012) conducted a study on human resource factors influencing pupil's performance performance in Kenya Certificate Primary Education in Thika West District, Kiambu County Kenya. The study used descriptive research design. Purposive and simple random samplings were used to select a sample of 10 head teachers, 20 teachers together

with 270 students participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation while qualitative data was analyzed by content analysis. Inferential statistics involved use of Pearson product moment to assess' relationship between variables. The study findings indicated that professional development programs gave members of staff opportunity to learn new techniques which were important in improving their instructional process hence improved academic performance in schools. This reviewed study used descriptive statistics which was not appropriate in explaining the relationship between variables therefore there was need for a stronger analysis technique to explain the relationship between the variables. The current study adopted embedded mixed method of research design and inferential statistics was used for analysis in order to explain the relationship between variables. Makuto (2014) in his study found out that few teachers attended staff development programs therefore majority did not which led to poor performance by pupils in national examinations. This study was conducted in public primary schools in Teso North District while the current study was done in public secondary schools in Bungoma East Sub County.

2.4.4 Staff Rewards in Public Secondary Schools

This involved designing and giving of rewards for a good job performed. It was important that school principals took the issue of reward system seriously. Staff output increased according to how they compensated.

In England a reviewed study by Robbins (1988) found out that motivating human resource in any work place increased productivity. Rewards used were either monetary or non-monetary and were given on according to individual's effort and performance. Non-monetary motivation included verbal praises, letters of appreciation and presentation of gifts. Further the school principal also motivated by recommending teachers who had shown excellent performance for promotion which boosted their morale and productivity.

In South Africa a reviewed study by McEwan (2003) found out that high student academic achievement occurred when school principals facilitated and supported teachers. He further argued that the school should provide fringe benefits and exclusive privileges to teaching and non-teaching staff. He emphasized that the school should have benefit scheme for community members. This included retirement packages, competition prizes, certificates of recognition and awards, thus the school developed an incentive policy. However Ndinza (2015) in his study found out that the staff that was poorly remunerated was not motivated hence this led to poor academic performance in schools. Quantitative data was collected and analyzed using descriptive statistics while the current study used inferential statistics in order to adequately explaining the relationship between variables. Further this study was carried out in public secondary schools in Kitui County while the current study was conducted in public secondary schools in Bungoma East Sub County.

2.5 The Influence of Principal's Instructional Supervision Practices Academic Achievement in Public Secondary Schools

In America Fullan (2007) in his study revealed the importance of instructional supervision practices which led to high quality instruction and systematic delivery of content that led to improvement of academic success. He revealed that poor performance of students in public secondary schools was associated with head teachers who failed to know what exactly went on in the classroom. He established that ineffective instructional supervision led to delinquent behavior among some students which subsequently led to failure in their national examinations.

In Nigeria a reviewed study by Adeyemo (2012) found out that one most important role of a school principal was supervision of curriculum implementation and evaluation. School principals played a key role in planning instructional programs and frequently monitored teaching/ learning process in schools through lesson attendance registers and class visits which contributed positively to student performance.

In Ethiopia the supervisory practices began in 1941. Later there was a shift of name from inspection to supervision. In order to effectively and efficiently achieve objectives of education, there were two ways of supervision which involved internal and external supervision. Internal supervision was done within the school by the school principals while external supervision was conducted by education officers at various levels.

In Kenya according to Sifuna (1990) in his study revealed that instructional supervision was traced back to colonial period. This was after passing first ordinance in 1924 after recommendations by Phelps Stokes commission which demanded that all schools be registered and opens to inspection by director of education.

A reviewed study by Musungu and Nasong'o (2008) carried out a study on the head – teacher's role in academic achievement in secondary schools in Vihiga District, Kakamega. This study employed descriptive survey research design. Purposive and simple random samplings were used to select a sample of 44 principals, 369 class teachers and 369 class prefects participated in the study. The data collected was analyzed using frequency, percentage, mean and standard deviation while qualitative data was analyzed organized into themes and reported. The study findings indicated that effective administrators were those who were involved in proper instructional supervision which enhanced student performance. Those school principals who were highly visible in all parts of the school which improved performance. This reviewed study used descriptive statistics which was not appropriate in explaining the relationship between variables. The current study employed embedded mixed method of research design and inferential statistics to explain the relationship between variables.

A reviewed study by Gregory (2011) in his study revealed that the supervisor had to oversee, assess, evaluate and direct staff members to meet the stated goals through observation and evaluation of the lesson, documentation of teacher's performance and

advice on area of improvement. Checking teacher's professional records was another important role played by the school principal. Checking of professional documents helped to assess the level of teacher's preparedness. These documents included students report forms, schemes of work, attendance registers, lesson plans, progressive records and records of work.

A reviewed study by Odumbe (2016) on the influence of head teachers' instructional supervision practices on pupil's performance in Kenya Certificate Primary Education in Mwatate Sub County, Kenya. The study employed descriptive research design. Purposive and simple random samplings were used to select a sample of 84 head teachers participated in the study. The quantitative data collected was analyzed using descriptive statistics while qualitative data was analyzed using content analysis. The study found out that head teachers who checked professional documents regularly, this enhanced student performance. This reviewed study used descriptive statistics to analyze data in order to explain the relationship between variables hence there was need for a stronger analysis technique to explain the relationship between the variables. The current study used inferential statistics to explain the relationship between variables.

However a study by Mutinda (2016) on the influence of principals' instructional supervision practices on students' performance in Kenya Certificate Secondary Education in Yatta Sub County, Kenya. The study used descriptive research design. Purposive and simple random samplings were used to select a sample of 25 principals and 153 teachers

who participated in the study. The quantitative data collected was analyzed using frequency, percentages, mean and standard deviation while qualitative data was analyzed using content analysis. The study findings showed that majority of principals never frequently checked professional records which led to poor performance in national examinations. This reviewed study used descriptive statistics which was not appropriate in explaining the relationship between variables therefore there was need for a strong analysis technique to explain the relationship between the variables. The current study used inferential statistics to analyze and explain the relationship between variables. This reviewed study was done in public secondary schools in Yatta Sub County while the current study was conducted in public secondary schools in Bungoma East Sub County.

A study conducted by Mwangi (2014) on the influence of principals' instructional supervision practices on student performance in Kenya Certificate Secondary Education in Matuga District, Kenya. The study employed descriptive research design. Stratified and purposive samplings were used to select a sample of 18 principals, 100 teachers and 240 students who participated in the study. The data collected was analyzed using descriptive statistics which involved frequency, percentages, mean and standard deviation while qualitative data was analyzed by content analysis. The study findings showed that classroom visitation was one of the key duty of the school principal where he found out how learning was taking place in the classroom environment and made plans to improve teaching / learning process so as to achieve the educational goals. This reviewed study used descriptive statistics which was not appropriate in explaining the relationship between variables therefore there was need for a different analysis technique to explain the relationship between the variables. The current study adopted embedded mixed method of

research design and inferential statistics analyze and explain the relationship between variables.

A reviewed study by Violet (2015) found out that most principals monitored teachers class attendance which contributed positively to performance therefore supervision and academic achievement were related. Without proper supervision school principals failed in their administrative duties. Odumbe (2016) found out that majority of head teachers never visited classes to observe teachers during instructional process hence this led to poor performance in national examinations. This reviewed study was carried out in public primary schools in Mwatate Sub County while the current study was conducted in public secondary schools in Bungoma East Sub County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes research design, study area, target population, sampling technique, data collection instruments. The instruments were standardized by testing their validity and reliability. Finally the chapter also looked at data analysis in order to establish the relationship between variables being studied.

3.2 Research Design

Research design refers to a strategy that the researcher employs to seek for answers to the research questions. This study adopted mixed method research design. . Specifically, the study adopted the embedded mixed methods research design to collect both the qualitative and quantitative data concurrently to allow broad and deeper understanding of the phenomenon under study. In this study embedded research design involved a small number of qualitative aspects integrated into the main quantitative study (Creswell et all. 2011). Therefore the quantitative approach was dominant while qualitative aspects were less dominant in the study. For instance, most items in the questionnaire were structured. However, there were unstructured items which yielded qualitative data that helped in explaining the quantitative findings. As a result, qualitative aspects were embedded in the quantitative approach to enable comprehensive explanation of the relationships between variables. This research design was premised on Pragmatism research paradigm. According to this world of thought, truth is a function of an active process of engagement with the world and verification. In this study, the researcher engaged the participants in

order to get findings on principal's management practices and academic achievement in public secondary schools in Bungoma East Sub County. Pragmatists argue that truth cannot be discovered by just sitting in a room and thinking about it but rather through research.

3. 3 Study Location

This research was conducted in Bungoma East sub-county because its performance in national examinations was poor compared to the bordering Sub – Counties which included kimilili to North West, Bungoma central to west and South and Bungoma north to north as illustrated in Table 1.1. Therefore this study sought to investigate the influence of principal's management practices on school academic achievement in Bungoma East Sub-County.

3. 4 Target Population

Cozby (2007) defined Target population as a group of all individuals of interest to the researcher from which a sample was drawn upon which information was obtained in order to make generalizations and conclusions about a problem under study. The target population of the study involved 60 public secondary schools in Bungoma East Sub County. This study targeted 60 principals, 60 deputy principals and 360 heads of department in public secondary schools in Bungoma East Sub County.

3. 5 Sampling Techniques and Sample Size

According to Borg and Gall (2007), sampling is a research technique used for selecting a given number of subjects for study from a target population from which data is obtained

and analyzed. Probability and non- probability sampling procedures were used to select sample size of the study. Wiersema (2009) argued out that a sample should be large enough so as validity and reliability of the data could be achieved. The researcher used stratified and simple random sampling techniques to select school type and categories to be included in the sample.

3.5.1 Sampling of Schools

In Bungoma East Sub County there are 60 public secondary schools. The school types consist of 5 Boys, 6 Girls and 49 mixed secondary schools. These were further stratified according to the school categories which included 5 Extra County, 6 County and 49 Sub County secondary schools. This showed that most public secondary schools in Bungoma East Sub County were heterogeneous in nature. Stratified sampling technique was preferred because the target population of the schools was not homogenous. According to Kothari (2004) stratified sampling is the process of selecting a sample in such a way that the identified subgroups in the population are presented in the study sample in the proportion they exist in target population. For every 5 schools in each strata 3 were randomly picked and included in the sample, therefore the researcher picked 3 boy schools, 3 girl schools and 27 mixed secondary schools in that proportionality giving a sample size of 33 public secondary schools as illustrated in Table 3.1. This improved accuracy and representativeness of the results by reducing sampling bias.

Table 3.1 Sampling Matrix of Schools and Sample Size

TYPE OF SCHOOL	NUMBER OF SCHOOLS	SCHOOL CATEGORY				SAMPLE SIZE
		N	EC	C	SC	
BOYS	5	0	2	3	0	3
GIRLS	6	0	3	3	0	3
MIXED	49	0	0	0	49	27
TOTAL	60	0	5	6	49	33

Source: Researcher, 2021

3.5.2 Sampling of Principals

Principals were purposively included in the study from sampled schools. In public secondary schools they are key informants because they are in administrative position managing finance, communication, human resource and instruction supervision of curriculum implementation. Therefore 33 principals participated in the study.

3.5.3 Sampling of Deputy Principals

Deputy Principals were also purposively included in the study from sampled schools. In public secondary schools they deputise principals in school management therefore they have an idea on management of finance, communication, human resource and instructional supervision of curriculum implementation. Therefore 33 deputy principals participated in the study.

3.5.4 Sampling of Heads of Department

Random sampling was employed to select at least 3 heads of department from each of 27 sampled schools because of few departments and 5 heads of department were picked from each of remaining 6 schools because they had more departments to participate in the study giving a total of 101. In public secondary schools they have information about principal's management practices therefore they were in a position to respond to questionnaires. Therefore 101 heads of department participated in the study.

Table 3. 2 Sampling Frame of Respondents

Respondents	Target population	Sample size
Principals	60	33
Deputy principals	60	33
Heads of department	360	101
Total	480	167

Source: Researcher, 2021

3.6 Data Collection Instruments

To achieve the objectives of the study, primary data was collected using questionnaires, interview schedule and document analysis. Questionnaires were designed with statements related to research objectives. They had closed ended questions. Closed ended questionnaires facilitated easy collection of data across respondents' because they had standardized items. The questionnaires were used to collect data from heads of department and deputy principals on principals' financial, communication, human resource and

instructional supervision practices while interview schedule was used to collect data from school principals on financial, communication, human resource and instructional supervision practices. Document analysis collected data on school KCSE mean scores. The use of three instruments to collect data gave a researcher broad and deeper understanding of the problem under study.

3.6.1 Questionnaires

According to Creswell (2003) questionnaires were used because they provide efficient way of reaching a wide range of population with no extra personnel within a short time. Borg and Gall (2007) added that questionnaire was an important tool in collection data. Further he asserted that a questionnaire was economical and allowed a respondent to remain anonymous therefore suitable for research with a large population. Questionnaires provided responses that were easily quantifiable, analyzed and less time consuming. The questionnaires were developed using relevant information from reviewed literature basing on research objectives. The questionnaires for heads of departments and deputy principals collected quantitative data on principal's financial, communication, human resource management and instructional supervision practices. The questionnaires contained three sections thus section A sought demographic information of respondents while section B sought information on finance, communication, human resource and instructional supervision practices. This was attached as appendix A.

3. 6.2 Interview Schedule

The interview schedule had a set of open ended items which were filled by the researcher during interview session with the respondent. The instrument collected qualitative data on principal's financial, communication, human resource management and instructional supervision practices. The instrument had an advantage where the researcher was able to clarify ambiguous questions during data collection. The interview schedule further allowed researcher to enter into respondents point of view regarding principals management practices through direct interaction which led to revealing of in depth information to meet researchers objectives. This instrument collected qualitative data from school principals. This was attached as appendix B.

3.6.3 Document Analysis Guide

Best and Khan (2004) defined document guide as true record of what has occurred in the past. The instrument collected quantitative data on academic performance of public secondary schools in Bungoma East Sub County in KCSE in terms of school mean scores for the last five years from 2014 to 2018. This was attached as appendix C.

3.7 Validity of Research Instrument

The research instruments were validated by supervisors from the department. According to Mugenda & Mugenda (1999) defined validity as the degree to which a research instrument accurately measures what it intends to measure. Supervisors tested both face and content validity of the instruments. Face validity refers to likelihood of questions being misunderstood or misinterpreted while content validity refers to whether the instrument

adequately covers the content of the topic. The research instruments used in this study were validated through pilot administration of questionnaires to 3 deputy principals and 9 heads of department while interview schedules were administered to 3 principals. The participants were taken from three schools that were not part of the study. The feedback obtained was used to improve the instrument by making appropriate corrections and adjustments in the final instrument in order to increase level of validity. Therefore both face and content validity were enhanced by supervisors and experts at the Department of Educational Planning and Management Masinde Muliro University of Science and Technology in order to capture information from respondents to answer the research objectives of the study.

3. 8 Reliability of Research Instrument

According to Mugenda & Mugenda (1999) defined reliability of an instrument as a measure of a degree to which a research instrument gives consistent results after repeated use. When an instrument gives high reliability it means it there's little error in scores while low reliability it means it has a lot of errors in the scores (Macmillan, 2004). The purpose of reliability was to reduce bias and errors in the study. The test re-test technique was used in determining the reliability of the questionnaire. The questionnaires were administered to the same respondent in the pilot study within an interval of two weeks. The numerical score was assigned to items in the questionnaire that was administered at two different occasions.

The scores from two occasions were correlated to get coefficient of reliability. The scores from questionnaires were computed using Pearson's Product of moment formula. The reliability coefficient obtained was +0.7 for each questionnaire indicating that there was high overall internal consistency among items tested in the questionnaire hence acceptance of the instrument.

The reliability of interview guide and document analysis was tested to the extent to which they would give same information when used by different researchers at different occasions. The researcher used the instrument on three interviewees then checked consistency of information given by them. The researcher increased reliability by triangulation method of data collection.

3.9 Piloting of the Study

Piloting or pre-testing was carried out on three principals, three deputy principals and nine heads of department in three public secondary schools in the neighboring Sub County outside the targeted study area in order to find out the shortcomings of research tools. This enabled the researcher to rephrase the questions affected until they conveyed the intended meaning. The research instruments were pre-tested to in order to determine their validity and reliability. According to Gay (1992) and Orodho (2008) piloting enabled the researcher to correct any ambiguities detected in the research tools.

3.10 Data Collection Procedures

The letter of introduction for research was obtained from Masinde Muliro University of Science and Technology then a research permit was obtained from the National Council of Science and Technology before going to the field. The researcher visited Sub-County director of education to obtain letter of permission to visit sampled schools. The researcher made appointment with principals of sampled public secondary schools within Bungoma East Sub County and informed them about the study. Before administering the questionnaires the researcher assured respondents of confidentiality and later dropped questionnaires to be filled by deputy principals and heads of departments within three weeks. He booked appointment with principals in those respective schools for the interview which helped researcher to get first-hand information on principal's management practices within public secondary schools in Bungoma East Sub County. Researcher later thanked all those who participated in the study.

3.11 Data Analysis Techniques

According to Komp & Tromp (2006), data analysis refers to processing of collected data into useful information. The study yielded both quantitative and qualitative data. Descriptive and inferential statistics were used as tools of analysis to process data. Scoring of closed ended items on questionnaires was done on a five point likert scale to determine the weight of respondent's responses on principals' management practices which yielded quantitative data. Quantitative data obtained from demographic data, objectives one, two, three and four was analyzed using descriptive statistics which involved frequencies, percentages, means and standard deviation. Tables were developed for data presentation. Inferential statistics adopted spearman rank order correlation a non-parametric test and

multiple linear regressions to test the four hypotheses developed at an alpha significance level of 0.05 to allow the researcher reject or not reject hypotheses. The measurement of demographic data was on nominal scale, principal's management practices on ordinal scale and school academic achievement on continuous scale. The statistical package for social science (SPSS version 21.0) software was also used to data processing. According to Orodho (2007), SPSS is advantageous once the data has been entered accurately; arithmetic and transcription errors are eliminated. While qualitative data was derived from open ended items in the interview schedule. Data was categorized according to themes and analyzed qualitatively. This was presented in form of narrations according to research objectives. Both analyzed quantitative and qualitative data were integrated during the final phase of data interpretation. Data analysis was important because it provided a basis for interpretation, conclusion and recommendations of the study.

3.12 Ethical Consideration

Ethical consideration refers to considering the morals or the principles of morality, right or wrong of an action before acting. The researcher observed the rules or standards of right conduct or practice. Further he kept information collected from the respondents confidential and only used it for research purpose. The researcher sought permission to carry out research respondents and moreover, questionnaires did not bear the names of respondents included in the study.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The chapter presents, interprets and discusses the findings on principals' management practices and academic achievement in public secondary schools in Bungoma East Sub County, Kenya. The sources of the information of the study were deputy principals and heads of departments from the sampled schools.

4.2 Instrument Response Rate.

Table 4.1 presented findings on instrument's return rate.

Table 4.1 Instrument's Return Rate

Instrument	Number of Instruments Issued	Instruments Returned	Percentage return rate (%)
Questionnaire for heads of departments	101	89	89.0
Questionnaire for Deputies	33	33	100.0
Total	134	122	91.0

Source: Researcher 2021

In order to obtain data from respondents, three types of instruments were used for data collection. They included; questionnaires for heads of department and deputy principals, interview schedule for principals and document analysis guide. Table 4.1 indicated that out of one hundred and one questionnaires for heads of departments, a total of eighty nine were

filled and returned representing eighty nine per cent. All the thirty three questionnaires for deputy principals were filled and returned. In overall, a total of one hundred and thirty four instruments of data collection were administered to respondents. Out of these, a total of one hundred and twenty two instruments representing ninety one per cent were successfully filled and returned. Mugenda and Mugenda (2003) argue out that a fifty per cent response rate is satisfactory, sixty per cent response rate good and above seventy per cent response rate very good. Therefore a response rate of ninety one per cent was adequate indicating that the respondents were co – operative and findings were reliable.

4.3 Demographic Data for Respondents

Principals, deputy principals and heads of departments were involved in the study. These respondents are in the management team of the school hence were believed to be in better positions to provide data on principals’ management practices in their schools. Table 4.2 presented findings on respondents by gender distribution.

Table 4. 2 Distribution of Respondents by Gender

Gender	Principals		Deputy Principals		Heads of Department	
	F	%	F	%	F	%
Males	28	84.8	26	78.8	68	67.3
Females	5	15.2	7	21.2	33	32.7
Total	33	100	33	100	101	100

Source: Researcher 2021.

Findings indicated in Table 4.2 showed that a majority of the personnel in administrative positions in secondary schools were males. They were twenty eight male principals representing eighty four point six percent and twenty six male deputy principals representing seventy eight point eight percent. In the sampled schools we had sixty eight male heads of department representing sixty seven point three percent. Therefore majority of respondents who took part in the study were males.

Table 4. 3 Distribution of Respondents by School Type and Category.

Target Schools	Principals		Deputy Principals		Heads of Department	
	F	%	F	%	F	%
Boys	3	9.1	3	9.1	12	11.9
Girls	3	9.1	3	9.1	12	11.9
Mixed	27	81.8	27	81.8	77	76.2
Total	33	100.0	33	100.0	101	100.0

Source: Researcher 2021.

The findings illustrated in Table 4.3 showed that in sampled schools we had three boy secondary schools representing nine point one percent. From boy secondary schools we had three principals (nine point one percent), three deputy principals (nine point one percent) and twelve heads of department (eleven point nine percent) who participated in the study. Further we had three girl secondary schools representing nine point one percent in the sampled schools. From girl secondary schools we had three principals (nine point one percent), three deputy principals (nine point one percent) and twelve heads of department (eleven point nine percent) who took part in the study while the remaining secondary schools in the sample were from mixed public secondary schools. They were twenty seven representing eighty one point eight percent. We had twenty seven principals

(eighty one point eight percent), twenty seven deputy principals (seventy nine percent) and seventy seven heads of department (seventy six point two percent) participated in the study. These findings indicated that most public secondary schools in Bungoma East were mixed Sub County public secondary schools.

Table 4 . 4 Distribution of Respondents by Academic Qualifications

Qualifications	Principals		Deputy Principals		Heads of Department
	F	%	F	%	F
Diploma	3	9.1	1	3.0	8
Degree	25	75.8	26	78.8	77
PGDE	1	3.0	2	6.1	9
Masters	4	12.1	4	12.1	7
Total	33	100.0	19	100.0	101

Source: Researcher 2021.

Findings in Table 4.4 revealed that three principals representing nine point one percent had diploma, twenty five principals representing seventy five point eight percent had degrees, one principal representing three percent had post graduate diploma and four principals representing twelve point one percent had master’s degree. Further the findings

revealed that one deputy representing three percent had diploma, twenty six deputy principals representing seventy eight point eight percent had degrees. Two deputy principals representing six point one had post graduate diploma and four deputy principals representing twelve point one percent had master's degree. The findings further revealed that eight heads of department representing seven point nine percent had diploma, seventy seven heads of departments representing seventy six point two percent had degrees, nine heads of department representing eight point nine percent had post graduate diploma and seven heads of department representing six point nine percent had master's degree. The findings indicated that respondents were professionally trained and majority had bachelor's degree in terms of academic qualification, therefore their responses were acceptable.

4.4 The Influence of Principals Financial Management Practices on Academic

Achievement in Public Secondary Schools

This was objective one of the study showing responses of deputy principals and heads of department on items related principals financial management practices..

4.4.1 Deputy Principals Responses on Principals' Financial Management Practices and School Academic Achievement

Table 4.5 presented findings on principal's financial management practices as rated by deputy principals on five point likert scale.

Table 4.5 Deputy Principals Responses on Principals' Financial Management Practices and School Academic Achievement

ITEM	SA	A	U	D	SD	Mean	S.D
	F %	F %	F %	F %	F %		
The school organizes fund drives to raise financial resources	4(12.1)	18(54.5)	3(9.1)	8(24.2)	0(0.0)	3.5	1.0
The school involves its alumni in raising financial resources	0(0.0)	3(9.1)	25(75.8)	4(12.1)	1(3.0)	2.9	0.6
There are income generating projects in the school	5(15.2)	9(27.3)	9(27.3)	6(18.2)	4(12.1)	3.2	1.3
Principal encourages fees payment through bank	5(15.2)	24(72.4)	1(3.0)	3(9.1)	0(0.0)	3.9	0.7
The school gets funds from government grants and donations	4(12.1)	17(51.5)	7(21.2)	3(9.1)	2(6.1)	3.5	1.0
The school gets CDF funds to support projects	2(6.1)	15(45.5)	7(21.2)	7(21.2)	2(6.1)	3.2	1.1
The school follows tendering guidelines in procurement of goods and services	3(9.1)	22(66.7)	0(0.0)	8(24.2)	0(0.0)	3.6	1.0
Principal consults H.O.Ds before budgeting and procuring department requirements	0(0.0)	25(69.4)	4(12.1)	4(12.1)	2(6.1)	3.5	0.9

Tendering committee constituted in line with public procurement act of 2015	1(3.0)	19(57.6)	5(15.2)	8(24.2)	0(0.0)	3.4	0.9
Principal does not interfere with tendering process	2(6.1)	10(30.3)	2(6.1)	16(48.5)	3(9.1)	2.8	1.2
Principal communicates school financial projects and priorities at the beginning of the year	0(0.0)	13(39.4)	6(18.2)	12(36.4)	2(6.1)	2.9	1.0
Principal communicates to parents on lunch fee areas	0(0.0)	32(97.0)	1(3.0)	0(0.0)	0(0.0)	3.9	0.2
Principal monitors departmental expenditure for accountability and auditing purpose	9(27.3)	22(66.7)	2(6.1)	0(0.0)	0(0.0)	4.2	0.5
Principal involves teachers in fees collection	10(30.3)	13(39.4)	2(6.1)	8(24.2)	0(0.0)	3.8	1.1
Principal communicates reception of funds from government and other supporting agencies	0(0.0)	10(30.3)	9(27.3)	13(39.4)	1(3.0)	2.8	0.9

Principal follows Ministry's guidelines in giving teachers subsistence money when on school functions away from school	0(0.0)	6(18.2)	5(15.2)	21(63.5)	1(3.0)	2.5	0.8
Mean						3.4	0.9

Source: Researcher 2021.

The findings illustrated in Table 4.5 showed deputy principals response on whether schools organizes funds drives to raise financial resources or not, 4(12.1%) deputy principals strongly agreed with statement and 18(54.5%) agreed with statement that schools organized fund drives to raise school funds however 3(9.1%) deputy were undecided and 8(24.2%) disagreed with statement. The mean of score on five likert scale rating of statements was 3.5. Therefore this implied that most 22 (66.7%) deputy principals agreed with the statement that schools adopted this method of raising funds to supplement government funds.

Findings on whether the school sourced funds through alumni support or not, 3(9.1%) deputy principal agreed with the statement, 25(75.8%) deputy principals were undecided and 4(12.1%) deputy principals disagreed with statement and 1(3.0 %) deputy principal strongly disagreed with statement. The mean scores on five likert scale rating of statements 2.9. Therefore majority 25 (75.8%) of deputy principals were undecided on the statement implying that schools hardly relied on this method of raising funds.

Findings on whether principals sourced funds through income generating projects or not, 5(15.2%) deputy principals strongly agreed statement, 9(27.3%) deputy principals agreed with statement, 9(27.3%) deputy principals were undecided while 6(18.2%) deputy principals disagreed and 4(12.1%) deputy principals strongly disagreed with statement. The mean of score on five point likert scale rating of statements was 3.2. This mean was high implying that most schools adopted the method in sourcing funds.

Findings on whether the principals encouraged fee payment through bank or not, 5(15.2%) deputy principals strongly agreed with statement, 24(72.4%) deputy principals agreed with statement while only 1(3.0%) deputy principal disagreed with statement and 3 (9.1%) strongly disagreed with the statement. The mean of score on five point likert scale rating of statements 3.9. Therefore most 29 (94.7%) deputy principals agreed with the statement that most principals encouraged fee payment through banks. This was based on the fact that payment of fees through banks is more secure and reliable than paying through cash at school.

Findings on whether the school got funds from government grants and donations or not, 4(12.1%) deputy principals strongly agreed with statement, 17(51.5%) deputy principals agreed with statement, 7(21.2%) deputy principals were undecided, 3(9.1%) deputy principals disagreed and 2(56.1%) deputy principals strongly disagreed with statement. The mean score on five point likert scale rating of statements was 3.2. Therefore most 21

(63.6%) deputy principals agreed with the statement. This indicated that schools received grants as a way of raising funds. Makuto (2014) in his study strongly agreed with this current finding that 85 percent of the schools received ministry's grants. This implied that most schools received financial support from government therefore were able to acquire basic learning materials.

Findings on whether the schools benefited from CDF funds to support school projects or not, 2(6.1%) deputy principal strongly agreed with statement, 15(45.5%) deputy principals agreed with statement, 7(21.2%) deputy principals were undecided, 7(21.1%) deputies disagreed and 2 (6.1%) deputy principals strongly disagreed with the statement. The mean score on five point likert scale rating of statements was 3.2. Therefore 17 (51.5%) deputy principals only agreed with the statement implying few schools received funds from CDF for development purpose.

Findings from the study on whether schools followed tendering guidelines in procurement of goods and service or not, 3(9.1%) deputy principals strongly agreed with statement, 22 (66.7%) deputy principals agreed with statement while 8(24.2%) deputy principals disagreed with the statement. The mean score on five point likert scale rating of statements was 3.6. Therefore 25(75.8%) deputy principals agreed with the statement that principals followed tendering guidelines in procurement of goods and services.

Further findings on whether the principals consulted HOD'S on budgeting and procuring departmental requirements or not, 25(75.8%) deputy principals agreed with statement, 4(12.1%) were undecided, 4(12.1%) disagreed with statement while 2(6.1%) deputy principals strongly disagreed with statement. The mean score on five point likert scale rating of statements was 3.5. Therefore most 25 (75.8%) deputy principals agreed with the statement implying most principals consulted HOD'S during procurement of departmental requirements. However Makuto (2014) in his study disagreed with this current finding arguing that not all stakeholders were involved in the procuring process hence low level of transparency.

The findings on whether the tendering committees in schools were constituted in line with public procurement Act of 2015 or not, 1 (3.0%) deputy principal strongly agreed with statement, 19 (57.6%) deputy principals agreed with the statement, 5 (15.2%) deputy principals were undecided and 8 (24.2%) deputy principals disagreed with statement. The mean score on five point likert scale rating of statements was 3.4. Therefore 20(60.6%) deputy principals agreed with the statement that most principals followed the public procurement Act of 2015 when constituting tendering committees. This ensured fairness and transparency when sourcing goods and services.

The findings on whether the principal interfered with the tendering process or not, 2(6.1%) deputy principal strongly agreed with statement, 10 (30.3%) deputy principals agreed with statement, 2(6.1%) deputy principals were undecided, 16 (48.5%) deputy principals disagreed and 3(9.1%) deputy principal strongly disagreed with the statement. The mean

of score on five point likert scale rating of statements was 2.8. Therefore most 19 (57.5%) deputy principals disagreed with the statement implying that most principals never interfered with the tendering process therefore tendering committee enjoyed the independence of procuring goods and services.

Findings on whether the principal communicated school financial projects and priorities at the beginning of the year or not, 13 (39.4%) deputy principals agreed with statement, 6(18.2%) deputy principals were undecided, 12(36.4%) deputy principals disagreed with statement and 2 (6.1%) deputy principals strongly disagreed with statement. The mean score on five point likert scale rating of statements 2.9. Therefore 14(42.4%) deputy principals disagreed with statement. This implied that most principals' never communicated school financial projects and priorities earlier at the beginning of the year.

The findings on whether the principal communicated to parents on lunch fee or not, 32 (96.9%) deputy principals agreed with statement while 1(3.0%) deputy principal disagreed with statement. The mean score on five likert scale rating of statements 3.9. Therefore majority 32 (96.9%) deputy principals agreed with statement implying that most principals' communicated to parents on lunch fee arrears in time to minimize sending students home.

Further findings on whether the principal monitored departmental expenditure for accountability and auditing purpose or not, 9(27.3%) deputy principals strongly agreed with statement, 22 (66.7%) deputy principals agreed with statement and 2(6.1%) deputy principal was undecided. The mean of score on five point likert scale rating of statements was 4.2. Therefore majority 32 (96.9%) of deputy principals agreed with the statement therefore most principals monitored departmental expenditure for accountability purpose on any school money given out. This finding agreed with Munge et. al (2013) who found that there was monitoring of financial expenditure by principals.

The findings on whether the principal involved teachers sometimes in fee collection or not, 10(30.3%) deputy principals strongly agreed with the statement, 13 (39.4%) deputy principals agreed with statement, 2(6.1%) deputy principal was undecided and 8 (24.2%) deputy principals disagreed with statement. The mean score on five point likert scale rating of statements was 3.8. This implied that most 23 (69.9%) deputy principals agreed with statement. Therefore most principals sometimes involved class teachers in fee collection.

Findings from the study on whether Principal communicated receiving funds from government and other supporting agencies or not, 10 (30.3%) deputy principals agreed with statement, 9(27.3%) deputy principals were undecided, 13(39.4%) deputy principals disagreed with statement while 1(3.0%) deputy principal strongly disagreed with the statement. The mean of score on five point likert scale rating of statements was 2.8. This implied that 14 (42.4%) deputy principals never agreed with the statement therefore most

principals' did not communicate reception of funds from government and other supporting agencies.

The findings on whether the Principal followed Ministry's guidelines in giving teachers subsistence money when on school functions away from school or not, 6(18.2%) deputy principals agreed with statement, 5 (15.2%) deputy principals were undecided, 21 (63.5%) deputy principals disagreed and 1 (3.0%) deputy principal strongly disagreed with the statement. The mean score on five point likert scale rating of statements was 3.5. This implied that 22 (66.7%) of deputy principals disagreed with statement that most principals followed Ministry's guidelines when giving teachers subsistence money on school functions away from school.

The overall deputy principals mean on of score on a five point likert scale rating of statements on principals financial management practices was 3.4 which was above average. This meant that deputy principals rated most items high with regard to principal's financial management practices. The standard deviation of 0.9 implied that deputy principals tended to concur in most items rated on principal's management practices. Therefore this implied that most school principals practiced most of the above financial management practices. These current findings agreed with Maronga et al., (2013) who found out that the government of Kenya was keen on financial management in public schools through financial regulations such as imp rest management policy, financial auditing to ensure effective and prudent management of school financial resources.

4.4.2 H.O.D's Responses on Principals Financial Practices and School Academic Achievement

Table 4.6 presented findings on principal's financial management practices as rated by heads of department on five point likert scale.

Table 4. 6 H.O.D's Responses on Principals Financial Practices and School Academic Achievement

ITEM	SA	A	U	D	SD	Mean	S.D
	F %	F %	F %	F %	F %		
The school organizes fund drives to raise financial resources	16(15.8)	36(35.6)	13(12.9)	26(25.7)	10(9.9)	3.2	1.3
The school involves its alumni in raising financial	2(2.0)	14(13.9)	36(35.6)	31(30.7)	18(17.8)	2.5	1.0
There are income generating projects in the school	15(14.9)	44(43.6)	22(21.8)	14(13.9)	6(5.9)	3.5	1.1
Principal encourages fees payment through bank	43(42.6)	45(44.6)	9(8.9)	2(2.0)	2(2.0)	4.2	0.9
The school gets funds from government grants and donations	39(38.6)	51(50.5)	6(5.9)	4(4.0)	1(1.0)	4.2	0.8

The school gets CDF funds to support projects	5(5.0)	31(30.7)	24(23.8)	27(26.7)	14(13.9)	2.9	1.1
The school follows tendering guidelines in procurement of goods and services	34(33.7)	49(48.5)	4(4.0)	12(11.9)	2(2.0)	4.0	1.0
Principal consults H.O.Ds before budgeting and procuring departmental requirements	36(35.6)	37(36.6)	6(5.9)	17(16.8)	5(5.0)	3.8	1.2
Tendering committee constituted in line with public procurement act of 2015	19(18.8)	41(40.6)	14(13.9)	15(14.9)	12(11.9)	3.4	1.3
Principal does not interfere with tendering process	8(7.9)	29(28.7)	20(19.8)	39(38.6)	5(5.0)	3.0	1.1
Principal communicates school financial projects and priorities at the beginning of the year	26(25.7)	32(31.7)	18(17.8)	22(21.8)	3(3.0)	3.6	1.2
Principal communicates	28(27.7)	57(56.4)	4(4.0)	8(7.9)	4(4.0)	4.0	1.0

to parents on lunch fee arrears								
Principal monitors departmental expenditure for auditing and accountability purpose	39(38.6)	44(43.6)	10(9.9)	8(7.9)	0(0.0)	4.1	0.9	
Principal involves teachers sometimes in fees collection	40(39.6)	43(42.6)	2(2.0)	16(15.8)	0(0.0)	4.1	1.0	
Principal communicates reception of funds from government and other supporting agencies	26(25.7)	42(41.6)	16(15.8)	15(14.9)	2(2.0)	3.7	1.1	
Principal follows Ministry's guidelines in giving teachers subsistence money when on school functions away from school	7(6.9)	42(41.6)	11(10.9)	29(28.7)	12(11.9)	3.0	1.2	
Mean						3.57	1.0	

Source: Researcher 2021.

The findings illustrated in Table 4.6 showed heads of department response on whether schools organizes funds drives to raise financial resources or not, 16 (15.8%) Heads of department strongly agreed with statement and 36(35.6%) Heads of department agreed with statement,13 (12.9%) Heads of department were undecided, 26 (25.7%) Heads of department disagreed with statement and 10 (9.9%) Heads of department strongly disagreed with statement. There mean of score on five point likert scale rating of statements 3.2. This implied that most 52(51.4%) Heads of department agreed with the statement. Therefore most schools raised funds through fund drives.

Findings on whether the school sourced funds through alumni support or not, 2(2.0%) Heads of department strongly agreed with statement, 14 (13.9%) Heads of department agreed with statement, 36 (35.6 %) Heads of department were undecided, 31(30.7%) Heads of department strongly disagreed with the statement and 18 (17.8%) Heads of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements 2.5. However majority 49 (48.5%) of Heads of department disagreed with the statement. Therefore most schools hardly depended on their alumni for funds.

Findings on whether principals sourced funds through income generating projects or not, 15(14.9%) Heads of department strongly agreed with the statement, 44(43.6%) Heads of department agreed with the statement, 22 (21.8%) Heads of department were undecided while 14(13.9%) heads of department disagreed and 6(5.9%) Heads of department strongly disagreed with statement. The mean of score on five point likert scale rating of statements

3.5. Therefore majority 59(58.5%) heads of department agreed with the statement implying that most schools had income generating projects which were source of income to schools.

Findings on whether the principal encouraged fees payment through banks or not, 43(42.6%) Heads of department strongly agreed with the statement, 45(44.6%) Heads of department agreed with statement, 9(8.9%) Heads of department were undecided, 2(2.0%) disagreed with statement and 2 (2.0%) strongly disagreed with the statement. This implied that 88 (87.2%) Heads of department agreed with the statement. There mean of scores on a five point likert scale rating of statements 4.2. Therefore most principals encouraged payment of fees through banks. This was a safe method of fee payment at school.

The findings on whether the school got funds from government grants and donations or not, 39(38.6%) Heads of department strongly agreed with statement, 51(50.5%) Heads of department agreed with the statement, 6(5.9%) Heads of department were undecided, 4(4.0%) Heads of department disagreed with statement and 1(1.0%) Heads of department strongly disagreed with statement. There mean of scores on a five point likert scale rating of statements was 4.2. This implied that most 90 (89.1%) heads of department agreed with the statement. Therefore most schools received government grants. This finding agreed with Makuto (2014) who found out that 85% percent of schools received government grants. This meant that most schools were able to buy basic learning materials.

Findings on whether the schools benefited from CDF funds to support school projects or not, 5(5.0%) Heads of department strongly agreed with statement, 31(30.7%) Heads of department agreed with the statement, 24(23.8%) Heads of department were undecided, 27(26.7%) Heads of department disagreed and 14(13.9%) heads of department strongly disagreed with statement. The mean score on five point likert scale rating of statements 3.2. Therefore majority 41(40.6%) heads of department disagreed with the statement that CDF assisted most schools financially.

Findings from the study on whether schools followed tendering guidelines in procurement of goods and service or not, 34(33.7%) Heads of department strongly agreed with statement, 49(48.5%) Heads of department agreed with statement, 4(4.0%) Heads of department were undecided while 12(11.9%) Heads of department disagreed with the statement and 2 (2.0%) Heads of department strongly disagreed with statement The mean score on five point likert scale rating of statements was 4.0. This implied that most 82 (82.2%) heads of department agreed with the statement therefore most schools followed tendering guidelines in procurement of goods and services.

Further findings on whether the principal consulted HOD'S on budgeting and procuring departmental requirements or not, 36 (35.6%) Heads of department strongly agreed with statement, 37 (36.6%) agreed with the statement, 6 (5.9%) Heads of department were undecided, 17(16.8%) Heads of department disagreed with statement and 5(5.0%) Heads of department strongly disagreed with the statement. The mean scores five point likert scale rating of statements was 3.8. This implied that 71 (72.2%) heads of department agreed with

the statement therefore most principals' consulted HOD'S during procurement of departmental requirements since they know what is most needed in the department.

The findings on whether the tendering committees in schools were constituted in line with public procurement Act of 2015 or not, 19(18.8%) Heads of department strongly agreed with statement, 41(40.6%) Heads of department agreed with statement, 14(13.9%) Heads of department were undecided, 15 (14.9%) Heads of department disagreed with statement while 12 (11.9%) Heads of department strongly disagreed with statement. There mean score on five point likert scale rating of statements was 3.4. Therefore majority 60(59.4%) Heads of department agreed with the statement implying that most principals followed the public procurement Act of 2015 when constituting tendering committee.

The findings on whether the principals interfered with the tendering process or not, 8(7.9%) Heads of department strongly agreed with the statement, 29(28.7%) Heads of department agreed with statement, 20 (19.8%) Heads of department were undecided, 39 (38.6%) heads of department disagreed with statement and 5(5.0%) Heads of department strongly disagreed with statement. The mean score on five point likert scale rating of statements 3.0. Therefore most 44(43.6%) heads of department disagreed with the statement that most principals did not interfere with the tendering process. This implied that tendering process was interfered with by principals.

Findings on whether the principal communicated school financial projects and priorities at the beginning of the year or not, 26 (25.7%) Heads of department strongly agreed with statement, 32(31.7%) heads of department agreed with statement, 18 (17.8%) Heads of department were undecided, 22(21.8%) Heads of department disagreed with the statement while 3 (3.0%) Heads of department strongly disagreed with statement. The mean score on five point likert scale rating of statements 3.6. Therefore most 58 (57.4%) heads of department agreed with the statement. This meant that most principals communicated school financial projects and priorities earlier at the beginning of the year.

The findings on whether the Principals communicated to parents on lunch fee or not, 28 (27.7%) heads of department strongly agreed with statement, 57(56.4%) heads of department agreed with statement, 4(4.0%) heads of department were undecided, 8(7.9%) heads of department disagreed with the statement and 4 (4.0%) heads of department strongly disagreed with statement. The mean score on five point likert scale rating of statements 4.0. Therefore 85(84.1%) heads of departments agreed with the statement therefore most principals communicated to parents on lunch fee arrears avoid sending students home for fees.

The findings out whether the Principal monitored departmental expenditure for accountability and auditing purpose or not, 39(38.6%) Heads of department strongly agreed with the statement, 44 (43.6%) heads of department agreed with the statement, 10(9.9%) Heads of department were undecided, 8(7.9%) disagreed with statement and 4(4.0%) strongly disagreed with the statement. There mean score on five point likert scale rating of

statements 4.1. This implied that most 83(82.2%) heads of department agreed with the statement therefore most principals' monitored departmental expenditure for accountability purpose on any school money given out.

The findings on whether the principal involved teachers sometimes in fee collection or not, 40(39.6%) Heads of department strongly agreed with statement, 43 (42.6%) Heads of department agreed with statement, 2(2.0%) Heads of department were undecided and 16 (15.8%) heads of department disagreed with statement. There mean of scores on a five point likert scale rating of statements 4.1. This meant that most 83(82.2%) Heads of department agreed with the statement. This implied that sometimes the principal involved class teachers in fee collection.

Findings on whether Principals communicated receiving funds from government and other supporting agencies or not, 26 (25.7%) Heads of department strongly agreed with the statement, 42(41.6%) Heads of department agreed with the statement, 16 (15.8%) Heads of department were undecided, 15(14.9%) heads of department disagreed with the statement while 2(2.0%) Heads of department strongly disagreed with the statement. There mean of scores on a five point likert scale rating of statements 3.7. This implied that most 68(67.3%) Heads of department agreed with the statement therefore most principals' communicated on receiving funds from government and other supporting agencies for the purpose of transparency and accountability.

The findings on whether the Principal followed Ministry's guidelines in giving teachers subsistence money when on school functions away from school or not, 7 (6.9%) strongly agreed with the statement, 42 (41.6%) Heads of department agreed with the statement, 11(10.9%) Heads of department were undecided, 29(28.7%) Heads of department disagreed and 12 (11.9%) Heads of department strongly disagreed with the statement. There mean of scores on a five point likert scale rating of statements was 3.0. Therefore majority 49 (48.5%) Heads of department agreed with the statement that principals followed Ministry's guidelines in giving teachers subsistence money when on school functions away from school.

The overall mean on principal's financial management practices 3.57 which above average on five point likert scale. The standard deviation of 1.0 implied that heads of department tended to concur on most items rated on the principals financial management practices. This implied that most items were rated high by heads of department with regard to principals' financial management practices. This meant that most school principals practiced most of the above financial management practices.

4.4.3 Findings on Interview Schedule by Principals on Principals' Financial Management Practices in Public Secondary Schools

When principals were asked on whether attending some training on financial management, 33 (100%) principals agreed with the statement. The current finding agreed with Makuto (2014) who found out in his study that 78 percent attended in service training which

updated their knowledge and skills for efficient management of finance. This was based on the fact that training in financial management was an added advantage when handling financial matters. However, majority 20 (60.6%) of principals stated that the training was inadequate in preparing them to manage school financial resources. Majority of the heads stated financial management is a broad field that required comprehensive training.

4.4.4 The Relationship between Principals Financial Management Practices Mean and School Academic Achievement

Table 4.7 presented findings on principals financial management practices as rated by heads of department on likert scale.

Table 4.7 The Relationship between Principals Financial Practices Mean and School Academic Achievement KCSE Mean

KCSE SCHOOL MEAN RANGE	GRADE	NO. OF SCHOOLS	FINANCIAL PRACTICES MEAN
2.5-3.4	D	4	3.17
3.5-4.4	D+	10	3.55
4.5-5.4	C-	14	3.56
5.5-6.4	C	3	3.91
6.5-7.4	C+	2	4.15
		33	3.67

Source: Researcher 2021.

The study sought to find out the influence of principals financial management practices on academic achievement in secondary schools. Findings in Table 4.7 showed that 4 schools

in the study that had low KCSE mean within range of 2.5 – 3.4, had also low mean of 3.17 on likert scale on items related to principals financial management practices. In these schools principals' did not prudently managed funds by involving heads of department in budgeting and procurement of goods and services, did not strictly monitor of financial expenditure in schools as well as attend workshops and trainings on financial management while unlike those schools that recorded high mean scores within range of 6.5 – 7.4 in academic achievement (KCSE) had good financial management practices. Therefore good financial management practices by principals' had an influence on their school academic achievement in KCSE examination. The current study finding agreed with Munge et al. (2016) who revealed that prudent financial resource management was key to organizational performance.

4.4.5 Testing of Hypothesis (HO₁)

In order to test this hypothesis spearman rank order correlation tool was used in this study. It is a non – parametric test was used to measure the strength and direction of association between the two variables. To test whether the mean differences were significant between principals financial management practices and schools' academic achievement, the null hypothesis which stated; Principals financial management practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya. Table 4.8 Presented findings on the relationship between principals' financial management practices and student academic achievement in public secondary schools in Bungoma East Sub County.

Table 4. 8 Principals Financial Management and School Academic Achievement in Public Secondary Schools in Bungoma East Sub County, Kenya

Variable	Academic achievement (Mean KCSE)
Financial management practices	Rho =0.301 P=0.081

Source: Researcher 2020.

Spearman correlation coefficient indicated a positive correlation between principals financial management practices and academic achievement (Mean KCSE) though not statistically significant (Rho=0.301, p=0.081). Since p-value was greater than 0.05, Null hypothesis was not rejected and it was concluded that principals' financial management practices did not significantly influence academic achievement in public secondary schools. The above finding disagreed with Ahmed et al (2010) who found out in his study that prudent management of financial resources among the institutions he surveyed in Pakistan significantly influenced academic achievement of students. Further Munge et al (2016) in his study on factors influencing financial management in public secondary schools in Nakuru found out that management of financial resources was significant for organizational performance.

4.5 Influence of Principals Communication Practices on School Academic

Achievement in Public Secondary Schools

This was objective two of study showing deputy principals and heads of department responses on items related to it.

4.5.1 Deputy Principals Réponses on Principals Communication Practices and School Academic Achievement

Table 4.9 Presented findings on principals communication practices as rated by deputy principals on a five point likert scale.

Table 4. 9 Deputy Principals Réponses on Principals Communication Practices and School Academic Achievement

ITEMS	SA	A	U	D	SD	Mea	S.D
	F %	F %	F %	F %	F %	n	
Holds open forums for discussion with students	8(24.2)	16(48.5)	3(9.1)	6(18.2)	0(0.0)	3.8	1.0
Clarifies education policies/goals during staff meeting/briefs	9(24.3)	23(69.4)	0(0.0)	0(0.0)	1(3.0)	4.2	0.7
Addresses school during assemblies	16(48.5)	16(48.5)	0(0.0)	1(3.0)	0(0.0)	4.4	0.7
Uses memos to pass information	6(18.2)	5(15.2)	0(0.0)	18(54.5)	4(12.1)	2.7	1.4

Uses notice boards to pass information	1(3.0)	15(45.5)	2(6.1)	8(24.2)	7(21.2)	2.8	1.3
Use suggestion box to collect information	4(12.1)	17(51.5)	0(0.0)	12(36.4)	0(0.0)	3.4	1.1
Uses newsletters to pass information to parents	8(24.2)	16(48.5)	0(0.0)	9(27.3)	0(0.0)	3.7	1.1
Hold person to person talks with students/teachers	12(36.4)	21(63.6)	0(0.0)	0(0.0)	0(0.0)	4.4	0.5
Use ICT resources such as phone and computers to pass information	6(18.2)	22(66.7)	1(3.0)	2(6.1)	2(6.1)	3.8	1.0
Mean						3.7	0.9

Source: Researcher 2021.

Findings illustrated in Table 4.9 showed deputy principals response on whether principals held open forums for discussion with students or not, 8(24.2%) deputy principals strongly agreed with statement, 16 (48.5%) deputy principals agreed with the statement, 3 (9.1%) deputy principal were undecided and 6 (18.2%) deputy principals disagreed with the statement. There mean score on five point likert scale rating of statements was 3.8. Therefore most 24 (72.7%) deputy principals agreed with statement that most principals held open forums for discussion with students on some issues in schools with students.

Further findings on whether the principal clarified education policies/goals during staff meeting/briefs or not, 9(24.3%) deputy principals strongly agreed with statement, 23(69.4%) deputy principals agreed with statement and 1(3.0%) deputy principal strongly disagreed with statement The mean score on five point likert scale rating of statements 4.2. This implied that 32 (96.7%) deputy principals agreed with the statement that most principals clarified education policies / goals during staff meeting / briefs to sensitize teachers. This current finding agreed with Ndinza (2015) who found out in his study that 60% of principals held staff meetings regularly.

Findings on whether the principal addressed school during assemblies or not, 16 (48.5%) deputy principals strongly agreed with statement, 16(48.5%) deputy principals agreed with statement and 1 (3.0%) deputy principals disagreed with statement The mean score on five point likert scale rating of statements 4.4. This meant that 32 (96.7%) deputy principals agreed with statement. This implied that most principals' addressed school during assemblies through which information was passed to students and staff. This current finding was in agreement with Odhiambo (2005) who found out in her study that head teachers used assemblies to pass information to students.

Findings on whether the principals used memos to pass information to teachers or not, 6(18.2%) deputy principals strongly agreed with statement, 5(15.2%) deputy principals agreed with statement, 18(54.5%) deputy principals disagreed with statement and 4(12.1%) deputy principals strongly disagreed with statement. The mean of score on five

point likert scale rating of statements 2.7. This meant that 18 (54.5%) deputy principals disagreed with statement that most principal used memos to pass information to the staff. However Ndinza (2015) agreed with finding revealing that about 75% of principals rarely wrote memos in school. This was an indication of poor communication hence teachers and students lacked proper guidance on what should happen in school.

Findings on whether the principal used noticeboards to pass information to students and staff or not, 1(3.0%) deputy principal strongly agreed with statement, 15(52.6%) deputy principals agreed with statement, 2(6.1%) deputy principal were undecided, 8(24.2%) deputy principals disagreed with the statement and 7 (21.1%) strongly agreed with statement. The mean score on five point likert scale rating of statements was 2.8. This meant that 16(48.4%) deputy principals agreed with the statement that most principals' used noticeboards to pass information to people in school. The finding was in agreement with Odhiambo (2005) who found out in her study that notice board was among the preferred mode of communication by principals in schools.

Findings on whether the principal used suggestion box to collect information or not, 4(12.1%) deputy principals strongly agreed with statement, 17(51.5%) deputy principals agreed with statement and 12(36.4%) deputy principals disagreed with statement. The mean scores on five point likert scale rating of statements 3.4. This implied that 21 (63.6%) deputy principals agreed with statement that principals' used suggestion box to collect information from students and staff. However Odhiambo (2005) in her study disagreed

with the finding, he revealed that only less than 1% principals preferred a suggestion box as a means of communication.

Findings on whether the principals used newsletters to pass information to parents or not, 8 (24.2%) deputy principals strongly agreed with statement, 16(48.5%) deputy principals agreed with statement and 9 (27.3%) deputy principals disagreed with the statement There mean score on five point likert scale rating of statements 3.7. This meant that 24 (72.7%) deputy principals agreed with t statement. This implied that most principals' used news letters to pass information to parents regarding schools development progress.

Findings on whether the principal held face to face talks with students or not, 12 (36.4%) deputy principals strongly agreed with the statement and 21 (63.9%) deputy principals agreed with the statement. The mean score on five point likert scale rating of statements was 4.4. This meant that all 33 (100.0%) deputy principals agreed with the statement. This implied that most principals' held face to face talk with students for closer interaction. The finding agreed with Odhiambo (2005) who found out in her study that face to face communication was among the preferred mode of communication in schools.

The findings on whether the principal used ICT resources such as phone and computers to pass information or not, 6(18.2%) deputy principals strongly agreed the statement, 22(66.7%) deputy principals agreed with statement, 1 (3.0%) deputy principal was undecided, 2 (6.1%) deputy principals disagreed with the statement and 2 (6.1%) deputy strongly disagreed with statement. The mean score on five point likert scale rating of

statements 3.8. This meant that 28 (84.8%) deputies agreed with the statement. Therefore most principals' used ICT resources such as phone and computers to pass information to the staff.

The overall mean of principals communication practices was 3.7 which was above average on a five point likert scale. This meant that most items were rated highly by deputy principals regarding principals' communication practices. The standard deviation of 0.98 implied that deputy principals tended to concur in most of the principals communication. The standard deviation of 0.98 implied that deputy principals tended to concur in most of the principals management practices during their rating. This therefore implied that most school principals practiced most of the above communication practices. This current finding agreed with Sweeney (2012) who found out in her study that principals should be interested in what goes on in school since it promotes academic performance in national examinations.

4.5.2 HOD'S Responses on Principals Communication Practices and School

Academic Achievement

Table 4.10 presented findings on principals communication practices as rated by heads of department on a five point likert scale.

Table 4.10 Heads of Departments Responses on Principals Communication Practices and School Academic Achievement

ITEMS	SA	A	U	D	SD	Mea	S.D
	F %	F %	F %	F %	F %	n	
Holds open forums for discussion with students	35(34.7)	51(50.5)	6(5.9)	8(7.9)	1(1.0)	4.1	0.9
Clarifies education policies/goals during staff meeting/briefs	47(46.5)	51(50.5)	1(1.0)	1(1.0)	1(1.0)	4.6	1.7
Addresses school during assemblies	55(54.5)	40(39.6)	3(3.0)	3(3.0)	0(0.0)	4.5	0.7
Uses memos to pass information	25(24.8)	41(40.8)	8(7.9)	22(21.8)	5(5.0)	3.6	1.2
Uses notice boards to pass information	18(17.8)	47(46.5)	7(6.9)	21(20.8)	8(7.9)	3.5	1.2
Use suggestion box to collect information	23(22.8)	46(45.5)	17(16.8)	13(12.9)	2(2.0)	3.7	1.0
Uses newsletters to pass information to parents	45(44.6)	45(44.6)	2(2.0)	9(8.9)	0(0.0)	4.2	0.9

Hold person to person talks with students/teachers	47(46.5)	53(52.5)	0(0.0)	0(0.0)	1(1.0)	4.4	0.6
Use ICT resources such as phone and computers to pass information	24(23.8)	69(68.3)	5(5.0)	1(1.0)	2(2.0)	4.1	0.7
Mean						4.08	0.98

Source: Researcher 2021.

The findings illustrated in Table 4.10 showed heads of department response on whether principals held open forums for discussion with students or not, 35(34.7%) Heads of department strongly agreed with the statement, 51 (50.5%) Heads of department agreed with the statement, 6 (5.9%) Heads of department were undecided, 8 (7.9%) Heads of department disagreed with the statement while 1(1.0%) Heads of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements was 4.1. This meant that 86 (85.2%) Heads of department agreed with the statement therefore most principals' held open forums for discussion with students on some school issues. This finding agreed with Ndinza (2015) who found out in her study that 82% of principals in high performing schools held open forums with students to discuss their welfare.

Findings on whether the principal clarified education policies/goals during staff meeting/briefs or not, 47 (46.5%) Heads of department strongly agreed with the statement, 51(50.5%) Heads of department agreed with the statement, 1(1.0%) Head of department was undecided, 1(1.0%) head of department disagreed with the statement and 1(1.0%) Heads of department strongly disagreed with the statement. The mean scores on five point likert scale rating of statements 4.6. Therefore 98(97.0%) Heads of department agreed with the statement that most principals' clarified education policies / goals during staff meeting / briefs to sensitize teachers. This finding agreed with Odhiambo (2005) who found out in her study that 78% of head teachers preferred using staff meetings to clarify policies / articulate issues in schools.

Findings on whether the principals addressed school during assemblies or not, 55(54.5%) Heads of department strongly agreed with the statement, 40(39.6%) heads of department agreed with the statement, 3 (3.0%) Heads of department were undecided and 3(3.0%) Heads of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements 4.5. This meant 95 (94.1%) Heads of department strongly agreed with the statement. This implied that most principals addressed school during assemblies passing information to students and staff.

The findings of the study on whether the principal used memos to pass information or not, 25 (24.8%) Heads of department strongly agreed with the statement, 41(40.8%) Heads of department agreed with the statement, 8(7.9%) Heads of department were undecided, 22

(21.8%) Heads of department disagreed with the statement and 5(5.0%) Heads of department strongly disagreed with the statement. The mean score on five point likert scale rating of statement 3.6. This meant that 65 (65.6%) Heads of department agreed with the statement that most principal used memos to pass information to the staff. This current finding agreed with Ndinza (2015) who found out that about 60 % of principals used memos to communicate in school to members of staff in high performing schools.

Findings of the study on whether the principals used noticeboards to pass information to students and staff or not, 18 (17.8%) Heads of department strongly agreed with the statement, 47(46.5%) heads of department agreed with the statement, 7 (6.9%) Heads of department were undecided, (20.8%) Heads of department disagreed with the statement and 8(7.9%) Heads of department strongly disagreed with the statement. The mean scores on five point likert scale rating of statements 3.5. This meant 65(64.3%) heads of department agreed with the statement that most principals' used noticeboards to pass information to people in school.

Findings of the study on whether the principal used suggestion box to collect information or not, 23 (22.8%) Heads of department strongly agreed with the statement, 46(45.5%) Heads of department agreed with the statement, 17(16.8%) heads of department were undecided, 13(12.9%) Heads of department disagreed with the statement and 2(2.0%) Heads of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements 3.7. This implied that 69(68.3%) Heads of department

agreed with the statement that principals used suggestion box to collect information from students and staff.

The findings on whether the principals used newsletters to pass information to parents or not, 45 (44.6%) Heads of department strongly agreed with the statement, 45(44.6%) Heads of department agreed with the statement, 2 (2%) Heads of department were undecided, 9(8.9%) deputy disagreed with the statement and 0 (0%) Heads of department disagreed with the statement. The mean score on five point likert scale rating of statements was 4.2. This meant that heads of department strongly agreed with the statement. This implied that most principals used news letters to pass information to parents regarding schools progress in terms of academic and development.

Findings on whether the principals held face to face talks with students or not, 47 (46.5%) Heads of department strongly agreed with the statement, 53 (52.5%) Heads of department agreed with the statement while 1(1.0%) Head of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements was 4.4. This meant that 100 (99.0%) heads of department agreed that most principals' held face to face talks with students for closer interaction.

The findings on whether the principal used ICT resources such as phone and computers to pass information or not, 24(23.8%) Heads of department strongly agreed with the statement, 69(68.3%) Heads of department agreed with the statement, 5 (5.0%) Heads of department were undecided, 1 (1.0%) Head of department disagreed with the statement and

2(2.0%) Head of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements 4.1. This meant that 93(92.1%) heads of department agreed with statement. Therefore most principals used ICT resources such as phone and computers to pass information to the staff.

The overall mean of principals' communication practices was 4.08 which was above average on five point likert scale. This meant that most items were rated high by heads of department with regard to principals' communication practices. The standard deviation of 0.98 implied that heads of department tended to concur in most of the principals' management practices during their rating. Therefore this implied that most school principals practiced most of the above communication practices. This current finding is in agreement with Ndinza (2015) who found out that most head teachers stated that effective communication promoted academic achievement by enhancing teaching and learning in schools therefore promoting academic performance in schools.

4.5.3 Findings on Interview Schedule by Principals on Principals Communication Practices in Public Secondary Schools

When principals were asked about modes of communication used in schools the responses were as follows; 33 principals who represented 100 percent addressed students on assembly. This implied that all principals used this method to pass information to students. This finding agreed with Odhiambo (2005) who found out in her study that assemblies were used by head teachers to pass information to students. 15 principals who represented 45.4 percent held open forums with students to share on grievances. 33 principals who

represented 100 percent used newsletters to pass information to parents / guardians. This implied that principals preferred this method when communicating to parents. This finding was in agreement with Ndinza (2015) who found out that 81 percent adopted this method of communication. 21 principals who represented 63.6 percent used noticeboards to pass information. 25 principals who represented 75.8 percent used ICT resources to communicate. This implied that most principals were embracing this method of communication. 9 principals who represented 27 percent obtained information through suggestion box. This implied the method was not commonly used in schools.

All 33 (100%) school principals mentioned that they used verbal and written modes of communication and this contributed towards positive academic achievement. The most mode of communication cited by school principals included: staff meetings, use of assemblies and open forums. Other modes of communication included: use of internal memos, suggestion boxes and use of ICT resources such as computer and phone technology to pass information.

4.5.4 Relationship between Principals Communication Practices Mean and School Academic Achievement Mean.

Table 4.11 presented findings on relationship between principal's communication practices and school academic achievement

Table 4.11 The Relationship between Principals Communication Practices Mean and School Academic Achievement KCSE Mean

KCSE SCHOOL MEAN RANGE	GRADE	NO. OF SCHOOLS	COMMUNICATION PRACTICES MEAN
2.5-3.4	D	4	3.83
3.5-4.4	D+	10	3.92
4.5-5.4	C-	14	4.14
5.5-6.4	C	3	4.25
6.5-7.4	C+	2	4.56
		33	4.14

Source: Researcher 2021.

The study sought find out influence of principals communication practices on academic performance in public secondary schools. The findings in Table 4.11 showed that 4 schools in the study that had low mean scores within range of 2.5 – 3.4 in academic achievement (KCSE) had also low mean of 3.83 on likert scale scores on items related to principals communication practices. In these schools principals held inadequate student forums therefore were not able to discuss student pressing issues, inadequate clarification of educational goals and policies both to students and teachers, inadequate use suggestion box to collect information regarding students and teachers welfare, inadequate use of newsletters to pass information to parents regarding school academic progress and development and inadequate embracing of information technology during communication hence this led to low academic achievement. Therefore principals’ poor communication

practices had a negative influence on schools' academic achievement in KCSE exams unlike those 2 schools that had a KCSE mean within range of 6.5 – 7.4. This current finding disagreed with Odhiambo (2005) who found out that communication was important in the running of schools and that effective communication practices promoted academic achievement in schools.

4.5.5 Testing of Hypothesis (HO₂)

In order to test this hypothesis spearman rank order correlation tool was used in this study. It is a non – parametric test measures the strength and direction of association between the two variables. In order to test whether the mean differences were significant between communication practices and schools' academic achievement, the null hypothesis which stated; principals' communication practices do not significantly influence the academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

Table 4.12 presented findings on the relationship between principal's communication practices and academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

Table 4.12 Principals Communication Practices and School Academic Achievement in Public Secondary Schools in Bungoma East Sub County, Kenya

Variable	Academic achievement (Mean KCSE)
Communication practices	Rho = -0.123
	P= 0.494

Source: Researcher 2021.

The Spearman correlation coefficient indicated a negative correlation between principals' communication practices and academic achievement (Mean KCSE) though not statistically significant ($Rho = -0.123$, $p = 0.494$). Since p-value was greater than 0.05, null hypothesis was not rejected and concluded that principal's communication practices do not significantly influence student academic achievement in public secondary schools.

The above finding disagreed with Ndinza (2015) who found in his study at Kitui County that communication modified people's behavior in schools towards achievement of educational goals hence significantly contributed to positive academic achievement of student.

4.6 The Influence of Principals Human Resource Management Practices on Academic Achievement in Public Secondary Schools

This was objective three of the study showing responses of deputy principals and heads of department on items related to it.

4.6.1 Deputy Principals Responses on Principals Human Resource Practices and School Academic Achievement

Table 4.13 presented findings on principals human resource management practices as rated by deputy principals on a five likert scale.

Table 4.13 Deputy Principals Responses on Principals' Human Resource Practices and School Academic Achievement

Items	SA	A	U	D	SD	Mean	S.D
	F %	F %	F %	F %	F %		
Principal regularly invites motivational speakers to talk to students and staff	18(54.5)	7(21.2)	3(9.1)	2(6.1)	3(9.1)	4.1	1.3
Physical facilities in the school meet public works standard for safety of persons	5(15.2)	28(84.8)	0(0.0)	0(0.0)	0(0.0)	4.2	0.4
The school ensures fair and competitive recruitment of staff	5(15.2)	23(69.7)	1(3.0)	4(12.1)	0(0.0)	3.9	0.8
The principal uses collaborative approaches in addressing issues in the school	3(9.1)	22(66.7)	0(0.0)	8(24.2)	0(0.0)	3.6	1.0
Principal sponsors the staff for professional development through workshops/seminars	2(6.1)	9(27.3)	2(6.1)	16(48.5)	4(12.1)	2.7	1.2
Principal gives rewards to students, teachers and support	3(9.1)	30(90.9)	0(0.0)	0(0.0)	0(0.0)	4.1	0.3

staff for good work done							
Principal Supports staff welfare groups in the school	3(9.1)	20(60.6)	2(6.1)	8(24.2)	0(0.0)	3.5	1.0
Physical facilities in the school caters for physically challenged persons	6(18.2)	26(78.8)	0(0.0)	0(0.0)	1(3.0)	4.1	0.7
Mean						3.8	0.6

Source: Researcher 2021.

The findings illustrated in Table 4.13 showed deputy principals response on whether Principals regularly invited motivational speakers to talk to students and staff or not, 18(54.5%) deputy principals strongly agreed with statement, 7(21.2%) deputy principals agreed with the statement, 3 (9.1%) deputy principal was undecided, 2(6.1%) deputy principals disagreed with statement and 2 (6.1%) deputy principals strongly agreed with the statement. The mean score on five point likert scale rating of statements was 4.1. This implied most 25(75.8%) deputy principals agreed with the statement therefore most principals' regularly invited motivational speakers to talk to students and staff for encouragement purpose.

The finding on whether physical facilities in the school met public works standards for safety of persons or not, 5(15.2%) deputy principals strongly agreed with statement and

28(84.8%) deputy principals agreed with statement. The mean score on five point likert scale rating of statements was 4.2. This meant that 33 (100.0%) of deputy principals strongly agreed with the statement therefore most physical facilities in schools met public works standards for safety of persons.

The findings on whether the school ensured fair and competitive recruitment of staff or not, 5(15.2%) deputy principals strongly agreed with statement, 23(69.7%) of deputy principal agreed with statement, 1(3.0%) deputy principal was undecided and 4(12.1%) deputy principals disagreed with statement. The mean score on five point likert scale rating of statements was 3.9. This meant that 28(84.4%) deputy principals agreed with the statement therefore most schools ensured fair and competitive recruitment of staff giving people equal chances of recruitment.

Further findings on whether the principal used collaborative approaches in addressing issues in the school or not, 3(9.1%) deputy principals strongly agreed with statement, 22(66.7%) deputy principals agreed with statement and 8(24.2%) deputy principals disagreed with statement. The mean of score on five point likert scale rating of statements was 3.6. This meant that 25 (75.8%) deputy principals agreed with the statement. This implied that most principals used collaborative approaches in addressing issues in the school involving human resource.

The study findings on whether the Principals sponsored the staff for professional development through workshops/seminars or not, 2(6.1%) deputy principal strongly agreed

with statement, 9(27.3%) deputy principals agreed with statement, 2(6.1%) deputy principals were undecided, 16 (48.5%) deputy principals disagreed with statement and 4(12.1%) deputy principals strongly agreed with statement. The mean of score on five point likert scale rating of statements was 2.7. Therefore this meant that 20 (60.6%) deputy principals disagreed with statement. This implied that principals' did not sponsor the staff for professional development through workshops/seminars to keep a breast with the current trends in education. This current finding disagreed with Gladys (2012) who found out in her study that professional development gave members of staff opportunity to learn new techniques which were important for improving performance in schools.

Findings on whether the principal gave rewards to students, teachers and support staff for good work done or not, 3(9.1%) deputy principals strongly agreed with statement and 30(90.9%) deputy principals agreed with the statement. The mean score on five point likert scale rating of statements was 4.1. This meant 33(100.0%) deputy principals agreed with statement. This implied that principals gave rewards to students, teachers and support staff for good work done to motivate them. This current finding was in agreement with Ndinza (2015) who found out in her study that giving rewards motivated the staff therefore improved performance in schools.

The findings on whether the principals supported staff welfare groups in the school or not, 3(9.1%) deputy principals strongly agreed with statement, 20 (57.9%) deputy principals agreed with statement, 2(6.1%) deputy principal was undecided and 8(24.2%) deputy

principals disagreed with the statement. The mean of score on five point likert scale rating of statements 3.5. This meant that most 23 (69.9%) deputy principals agreed with statement. This implied that principals supported staff welfare groups in the school during times of need.

The findings on whether school physical facilities in the school catered for physically challenged persons or not, 6(18.2%) deputy principals strongly agreed with statement, 26 (78.8%) deputy principals agreed with statement and 1(3.0%) deputy principal strongly agreed with statement. The mean of score on five point likert scale rating of statements was 4.1. This meant that 32 (96.7%) deputy principals agreed with the statement. This implied that most schools had physical facilities that catered for physically challenged persons making schools to be all inclusive.

The overall mean rating response by deputy principals on principals' human resource practices was 3.8 which was above average on five point likert scale, this meant that most items were rated high with regard to principals human resource practices. Therefore this implied that most school principals' practiced most of above human resource management practices. The standard deviation of 0.61 implied that deputy principals tended to concur in most of the principals human resource management practices during their rating. This current finding agreed with Ndinza (2015) who found out in his study that human resource management practices determined performance of staff in any organization.

4.6.2 HOD'S Responses on Principals Human Resource Practices and School

Academic Achievement

Table 4.14 presented findings on principal's human resource management practices as rated by HOD'S on five point likert scale

Table 4.14 HOD'S Responses on Principals' Human Resource Practices and School

Academic Achievement

Items	SA F %	A F %	U F %	D F %	SD F %	Mea n	S.D
Principal regularly invites motivational speakers to talk to students and staff	48(47.5)	40(39.6)	5(5.0)	7(6.9)	1(1.0)	4.3	0.9
Physical facilities in the school meet public works standard for safety of persons	33(32.7)	58(57.4)	5(5.0)	2(2.0)	3(3.0)	4.1	0.8
The school ensures fair and competitive recruitment of staff	17(16.8)	64(63.4)	2(2.0)	15(14.9)	3(3.0)	3.8	1.0
The principal uses collaborative approaches in addressing issues in the school	24(23.8)	58(57.4)	12(11.9)	6(5.9)	1(1.0)	4.0	0.8
Principal sponsors the staff for professional development through	27(26.7)	45(44.6)	21(20.8)	6(5.9)	2(2.0)	3.9	0.9

workshops/seminars								
Principal gives rewards to students, teachers and support staff for good work done	29(28.7)	59(58.4)	8(7.9)	3(3.0)	2(2.0)	4.1	0.8	
Principal Supports staff welfare groups in the school	19(18.8)	57(56.4)	4(4.0)	18(17.8)	3(3.0)	3.7	1.1	
Physical facilities in the school caters for physically challenged persons	23(22.8)	62(61.4)	1(1.0)	9(8.9)	6(5.9)	3.9	1.1	
Mean						3.97	0.8	

Source: Researcher 2021

Study findings illustrated in Table 4.14 showed heads of department response on whether principals regularly invited motivational speakers to talk to students and staff or not, 48 (47.5%) Heads of department strongly agreed with the statement, 40 (39.6%) heads of department agreed with statement, 5(5.0%) Heads of department were undecided, 7(6.9%) Heads of department disagreed with the statement while 1(1.0%) heads of department strongly disagreed with statement. The mean score on five point likert scale rating of statements was 4.7. This implied that 88(87.1%) Heads of department agreed with the statement that most principals regularly invited motivational speakers to encourage students and staff on academic matters.

Further findings on whether physical facilities in the school met public works standards for safety of persons or not, 33(32.7%) Heads of department strongly agreed with the statement, 58(57.4%) Heads of department agreed with the statement, 5(5.0%) Heads of department were undecided, 2(2.0%) heads of department disagreed with statement while 3(3.0%) Heads of department strongly disagreed with statement. The mean score on five point likert scale rating of statements was 4.1. This meant 91(90.1%) heads of department agreed with the statement therefore most physical facilities in the school met public works standards for safety of persons.

Findings on whether the school ensured fair and competitive recruitment of staff or not, 17(16.8%) Heads of department strongly agreed with the statement, 64(63.4%) Heads of department agreed with the statement, 2 (2.0%) heads of department were undecided, 15(14.9%) Heads of department disagreed with statement and 3(3.0%) Heads of department strongly disagreed with statement. The mean score on five point likert scale rating of statement was 3.8. This meant 81(80.2%) Heads of department agreed with the statement therefore most principal's ensured fair and competitive recruitment of staff which gave people equal chances of recruitment.

The study findings on whether the principal used collaborative approaches in addressing issues in the school or not, 24(23.8%) Heads of department strongly agreed with the statement, 58(57.4%) Heads of department agreed with the statement, 12 (11.9%) Heads of department were undecided, 6(5.9%) heads of department disagreed with the statement

while 2(2.0%) Heads of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements was 4.0. This meant 82 (81.2%) Heads of department agreed with the statement. Therefore most principals used collaborative approaches in addressing issues in the school involving human resource management.

Findings on whether the principals sponsored the staff for professional development through workshops/seminars or not, 27(26.7%) Heads of department strongly agreed with the statement, 45(44.6%) Heads of department agreed with the statement, 21(20.8%) Heads of department were undecided, 6(5.9%) Heads of department disagreed with the statement and 2(2.0%) Heads of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements was 3.9. This meant that 72(71.2%) Heads of department agreed with the statement. This implied that most principals sponsored the staff for professional development through workshops/seminars to keep them updated with the current trends in education.

Findings on whether the principals gave rewards to students, teachers and support staff for good work done or not, 29 (28.7%) Heads of department strongly agreed with the statement, 59 (58.4%) heads of department agreed with the statement, 8 (7.9%) Heads of department were undecided, 3(3.0%) Heads of department disagreed with the statement and 2(2.0%) Heads of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements was 4.1. This meant that 88(87.1%) Heads

of department agreed with the statement. This implied that most principals gave rewards to students, teachers and support staff for good work done to motivate them.

The findings on whether the principals supported staff welfare groups in the school or not, 19(18.8%) Heads of department strongly agreed with the statement, 57(56.4%) Heads of department agreed with the statement, 4(4.0%) Heads of department were undecided, 18 (17.3%) Heads of department disagreed with the statement and 3(3.0%) Heads of department strongly disagreed with the statement. The mean score on five point likert scale rating of statements was 3.7. This implied 76(75.2%) Heads of department agreed with the statement. Therefore most principals supported staff welfare groups in the school during times of calamities.

The findings on whether school physical facilities in the school catered for physically challenged persons or not, 23 (22.8%) Heads of department strongly agreed with statement, 62 (61.4%) Heads of department agreed with the statement, 1(1.0%) Heads of department were undecided, 9(8.9%) disagreed with the statement and 1(1.0%) strongly agreed with the statement. The mean score on five point likert scale rating of statements was 4.0. This meant that 85(84.2%) heads of department agreed with the statement. This implied that most schools had physical facilities that catered for physically challenged persons making schools to be all inclusive.

The overall mean on principals human resource management practices was 3.97 which was above average on five point likert scale, meant that most items were rated high by heads of department regard on principals human resource management practices. The standard deviation of 0.8 implied that heads of department tended to concur in most of the principals human resource management practices during their rating. Therefore most school principals practiced most of these human resource management practices.

4.6.3 Findings on Interview Schedule by Principals on Principals Human Resource Management Practices in Public Secondary Schools

When principals were asked how they motivate their staff, 25 (75.8%) principals responded that they motivated teachers by sponsoring them for staff development programs. This was in agreement with Mutinda (2016) who found out in her study that 67.5% of teachers had attended an in-service training where they gained knowledge and skills that led to improved student academic performance. Staff development programs improved skills and competence of teachers through capacity building training. This was done through in-service training, conferences, workshops and seminars. The success of an educational organization depends on the quality of staff members. In Kenya education is examination oriented therefore teachers perceived staff development program as an instrument for enhancing their effectiveness in instructional duties. Further Clotfelter (2006) found out in her study that effective teacher management practices which included staff development aimed at improving teacher's knowledge therefore impacting on student performance. Further the finding agreed with Makuto (2014) who found out in his study that 75 percent of teachers attended staff development programmes which impacted positively on student's performance.

Further 28 (84.4%) of principals used rewards to motivate staff. Rewards and incentives increased teachers commitment therefore improved productivity. Therefore it is important that management takes issue of reward system seriously according to Omoebe (2014) who found out in her study that staff performance increased substantially if they were compensated adequately. Further 15 (45.4%) principals used letters of appreciation when the teacher posted good results in his / her subject. This boosted their morale hence increasing productivity.

All 33 (100%) principals agreed that motivation increased teacher's commitment towards his/her duty therefore increasing productivity. This positively contributed towards academic achievement. However Mbwesa (2008) in his study findings disagreed with this current finding that most principals did not motivate teachers and this affected their morale hence poor academic performance.

4.6.4 The Relationship between Principals Human Resource Practices Mean and School Academic Achievement Mean

Table 4.15 presented findings on the relationship between principal's human resource management practices and school mean academic achievement

Table 4.15 The Relationship between Principals’ Human Resource Management Practice Mean and School Academic Achievement KCSE Mean.

KCSE SCHOOL MEAN RANGE	GRADE	NO. OF SCHOOLS	HUMAN RESOURCE PRACTICES MEAN
2.5-3.4	D	4	2.77
3.5-4.4	D+	10	3.86
4.5-5.4	C-	14	4.19
5.5-6.4	C	3	4.21
6.5-7.4	C+	2	4.63
		33	3.93

Source: Researcher 2021.

The study sought to find out influence of principals human resource management practices on academic achievement in public secondary schools. In order to explain influence of human resource management practices on academic achievement, Findings in Table 4.15 showed that 4 schools in the study had a low KCSE Mean score within range of 2.5 – 3.4 with a low mean score of 2.77 on a likert scale on items rated related to principals human resource management practices. In these schools principals never regularly invited motivational speakers to encourage both teachers and students on academic matters, there was minimal sponsoring of teachers for professional development programs which sharpened their teaching techniques and lastly principals rarely motivated both teachers

and students which reduced their morale of working hence poor academic achievement. Therefore poor human resource management practices had a negative influence on schools academic achievement in KCSE exams while the 2 schools that had high KCSE mean within range of 6.5 – 7.4 had good human resource management practices. The current research finding agreed with Gladys (2012) who found out in her study that teachers perceived human resource development programs as an instrument for enhancing their effectiveness therefore promoting student academic achievement.

4.6.5 Testing of Hypothesis (HO₃)

In order to test this hypothesis spearman rank order correlation tool was used in this study. It is a non – parametric test that measures the strength and direction of association between two variables. In order to test whether mean differences were significant between human resource practices and schools' academic achievement, the null hypothesis stated; Principals' human resource management practices do not significantly influence the academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

Table 4.16 presented findings on principal's human resource management practices and student academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

Table 4.16 Principals Human Resource Management Practices and School Academic Achievement in Public Secondary Schools in Bungoma East Sub County, Kenya

Variable	Academic achievement (Mean KCSE)
Human resource management practices	Rho = 0.533 P=0.001

Source: Researcher 2021.

The Spearman correlation coefficient indicated a positive correlation between principals' human resource management practices and academic achievement Mean KCSE (Rho=0.533, p=0.001). Since p value (.001) was less than alpha value 0.05. The null hypothesis was rejected and it was concluded that there was a significant influence of human resource management practices on academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

The above finding agreed with Gladys (2012) who found out in her study that Kenya education system was examination oriented therefore teachers perceived human resource practices as an instrument for enhancing their effectiveness therefore significantly impacting on student achievement. Further Ndinza (2015) also found out in his study in public secondary schools Kitui County that human resource management practices significantly influenced performance of students in national examination.

4.7 The Influence of Principals Instructional Supervision Practices on Academic Achievement in Public Secondary Schools

This was objective four of study showing deputy principals and heads of department responses on items related to it.

4.7.1 Deputy Principals Responses on Principals Instructional Supervision Practices and School Academic Achievement

Table 4.17 presented findings on principal's instructional supervision practices as rated by deputy principals on five point likert scale

Table 4.17 Deputy Principals Responses on Principals Instructional Supervision Practices and School Academic Achievement

Item	Most Frequent F %	Frequent F %	Undecided F %	Less Frequent F %	Not at all F %	Mean	S.D
Checks class attendance register	7(21.2)	26(78.8)	0(0.0)	0(0.0)	0(0.0)	4.2	0.4
Checks teaching notes	3(9.1)	16(48.5)	2(6.1)	12(36.)	0(0.0)	3.3	1.1
Checks schemes of work	2(6.1)	23(69.7)	3(9.1)	2(6.1)	3(9.1)	3.6	1.0
Checks teacher lesson attendance register	5(15.2)	19(57.6)	3(9.1%)	4(12.1)	2(6.1)	3.6	1.1

Checks lesson plan records	0(0.0)	10(30.3)	0(0.0)	17(51.5)	6(18.2)	2.4	1.1
Checks records of work	7(21.2)	20(60.6)	0(0.0)	6(18.2)	0(0.0)	3.8	1.0
Checks students' progress records	5(15.2)	28(84.8)	0(0.0)	0(0.0)	0(0.0)	4.2	0.4
Mean						3.7	0.8

Source: Researcher 2021.

The findings illustrated in Table 4.17 showed deputy principals response on whether principals checked class attendance registers or not, 7(21.2%) deputy principals responded most frequently and 26 (78.8%) deputy principals responded frequently. The mean score on five point likert scale rating of statements was 4.2. This meant that 33 (100.0%) deputy principals agreed with the statement. Therefore most principals frequently checked class attendance registers. This current finding agreed with Mutinda (2016) who found out that 56% of principals checked student's attendance register on weekly basis hence this contributed to good performance.

Findings on whether the principals checked teaching notes or not, 3(9.1%) deputy principals responded most frequently, 16(48.5%) deputy principals responded frequently, 2 (6.1%) deputy principals were undecided and 12(36.4%) deputy principals responded

less frequently. The mean score on five point likert scale rating of statements was 3.3. This implied 19 (57.6%) deputy principals agreed with the statement that most principals frequently checked teaching notes to ensure that they were up to date. This finding disagreed with Makuto (2014) who found out in his study that teaching notes were inadequately checked by principals which contributed to poor performance.

The study findings on whether the principal checked schemes of work or not, 2(6.1%) deputy principals responded most frequently, 23(69.7%) deputy principals responded frequently, 3(9.1%) deputy principals was undecided, 2(6.1%) deputy principals responded less frequently and 3(9.1%) deputy principals responded not at all. The mean score on five point likert scale rating of statements was 3.6. This meant that 16 (84.2%) deputy principals agreed with the statement that principals frequently checked schemes of work at the beginning of every term to ensure smooth teaching and learning. This current finding agreed with Odumbe (2016) who found out in his study that head teachers checked professional records regularly for effective teaching hence improved performance.

Findings on whether the principal checked teacher lesson attendance register or not, 5 (15.2%) deputy principals responded most frequently, 19(57.6%) deputy principals frequently, 3(9.1%) deputy principals were undecided, 4(12.1%) deputy principals responded less frequent and 2 (6.1%) deputy principals responded not at all. The mean score on five point likert scale rating of statements was 3.6. This implied that 19(757.6%) deputy principals agreed that principals frequently checked teacher lesson attendance

register to find out missed lessons. However this current finding was in disagreement with Makuto (2014) who found in his study that only 32.8% of head teachers monitored attendance of lessons therefore this resulted to poor performance of pupils in national examinations.

Findings on whether the principal held a meeting with staff on analysis of curriculum implementation or not, 4(12.1%) deputy principals responded most frequently and 29(87.9%) deputy principals responded frequently. The mean score on five point likert scale rating of statements was 4.1. This meant that 33 (100.0%) deputy principals agreed that most principals frequently held meetings with staff on analysis of curriculum implementation to find out extend of coverage.

The findings on whether the principal checked lesson plan records or not, 10(30.3%) deputy principals responded frequently, 17(51.5%) deputy principals responded less frequent and 6(18.2%) deputy principals responded not at all. The mean score on five point likert scale rating of statements was 2.4. Therefore 23 (69.7%) deputy principals disagreed with the statement that principals frequently checked lesson plan records to ensure systematic delivery of lessons. However Mutinda (2016) in his study agreed with this current finding where she revealed that about 52% of principals never checked lesson plans therefore this affected student performance.

Findings on whether the principal checked records of work or not, 7(21.2%) deputy principals responded most frequently, 20(60.6%) deputy principals responded frequently and 6(18.2%) deputy principals responded less frequently. The mean scores on five point likert scale rating of statements was 3.8. This meant that 27 (81.8%) deputy principals agreed with the statement that principals frequently checked records of work to track syllabus coverage. However Makuto (2014) in his study disagreed with this current finding that only 16.7 % percent of head teachers regularly checked the records of work hence contributed to poor performance.

Further on whether the principal checked students' progress records or not, 5(15.2%) deputy principals responded most frequently and 28 (84.8%) deputy principals responded frequently. The mean score on five point likert scale rating of statements was 4.2. This implied that 19 (100.0%) deputy principals agreed with the statement that principals frequently checked student's progress records to track academic progress of the students. However Makuto (2014) in his study disagreed with this current finding that only 24% percent of head teachers regularly checked the records hence this contributed to poor performance since there were no follow ups on work done.

The overall mean by deputy principals on principals instructional supervision practices was 3.7 which was above average on five point likert scale, therefore this meant that most items were rated high with regard to principals supervision practices. This implied that most school principals put into practice these supervision practices which ensured effective

curriculum implementation and evaluation. The standard deviation of 0.79 implied that deputy principals tended to concur in most of the principals instructional supervision practices during their rating. The finding agreed with Mwangi (2014) who found out in his study that supervision was a key function for a school principal to do and teachers ought to be closely supervised for effective teaching, therefore administration had a direct bearing on academic achievement of learners.

4.7.2 H.O.D'S Responses on Principals Instructional Supervision Practices and School Academic Achievement

Table 4.18 presented findings on principals' instructional supervision practices as rated by HODS' on five point likert scale

Table 4.18 H.O.D'S Responses on Principals' Instructional Supervision Practices and School Academic Achievement

Item	Most F F %	Frequent F %	Undecided F %	Less F F %	Not at all F %	Mea n	S.D
Checks class attendance register	33(32.7)	54(53.5)	4(4.0)	5(5.0)	5(5.0)	4.0	1.0
Checks teaching notes	18(17.8)	41(40.6)	18(17.8)	22(21.8)	2(2.0)	3.5	1.1
Checks schemes of work	21(20.8)	64(63.4)	12(11.9)	4(4.0)	0(0.0)	4.0	0.7
Checks teacher lesson attendance register	24(23.8)	56(55.4)	9(8.9)	9(8.9)	3(3.0)	3.9	1.0
Holds meeting with staff on analysis of curriculum implementation	27(26.7)	54(53.5)	7(6.9)	10(9.9)	3(3.0)	3.9	1.0
Checks lesson plan records	4(4.0)	45(44.6)	13(12.9)	29(28.7)	10(9.9)	3.0	1.1
Checks records of work	27(26.7)	59(58.4)	4(4.0)	10(9.9)	1(1.0)	4.0	0.9
Checks students' progress records	28(27.7)	62(61.4)	4(4.0)	6(5.9)	1(1.0)	4.1	0.8
Mean						3.80	0.95

Source: Researcher 2021.

The findings illustrated in Table 4.18 showed Heads of department response on whether principals checked class attendance registers or not, 33(32.7%) Heads of department responded most frequently, 54 (53.5%) Heads of department frequently, 4 (4.0%) Heads of department were undecided, 5 (5.0%) Heads of department responded less frequent and 5 (5.0%) Heads of department responded not at all. The mean score on five point likert scale rating of statements was 4.0. This meant that 87(86.2%) heads of department agreed with the statement. Therefore most principals checked class attendance registers. The finding agreed with Mwangi (2014) found out in his study 58% of principals checked teacher's attendance to their lessons which contributed positively to performance.

On whether the principals checked teaching notes or not, 18 (17.8%) Heads of department responded most frequently 41 (40.6%) Heads of department responded frequently, 18(17.8%) Heads of department were undecided, 22 (21.8%) Heads of department responded less frequent and 2(2.0%) Heads of department responded not at all. The mean score on five point likert scale rating of statements was 3.5. This meant that 59 (58.4%) heads of department agreed with the statement that principals frequently checked teaching notes to ensure they were up to date. This current finding disagreed with Odumbe (2016) who found out in his study that 64% of head teachers never checked lesson notes.

The findings on whether the principal checked schemes of work or not, 21 (20.8%) Heads of department responded most frequently, 64(63.4%) Heads of department responded frequently, 12(11.9%) Heads of department were undecided and 4(4.0%) Heads of

department responded less frequent. The mean score on five point likert scale rating of statements was 4.0. This meant that 85(84.2%) Heads of department agreed with the statement that principals frequently checked schemes of work at the beginning of every term to ensure smooth teaching and learning. This current finding agreed with Violet (2015) who found out in her study that 72.2% of principals ensured timely preparations and checking of schemes of work.

Further findings on whether the principal checked teachers lesson attendance register or not, 24(23.8%) Heads of department responded most frequent, 56(55.4%) Heads of department responded frequently, 9 (8.9%) Heads of department were undecided, 9(8.9%) Heads of department responded less frequent and 3(3.0%) Heads of department responded not at all. The mean score on five point likert scale rating of statements was 3.9. This meant 80 (79.2%) Heads of department agreed with the statement that principals checked teachers' lesson attendance register to find out the missed lessons. This current finding was in agreement with Violet (2015) who found out in her study that 78 percent of principals monitored teacher's class attendance very often which contributed positively to performance.

The findings on whether the principal held a meeting with staff on analysis of curriculum implementation or not, 27(26.7%) Heads of department responded most frequently, 54(53.5%) Heads of department responded frequently, 7(6.9%) Heads of department were undecided, 10(9.9%) Heads of department responded less frequently and 3(3.0%) Heads

of department responded not at all. The mean score on five point likert scale rating of statements was 3.9. This implied that 81(80.2%) heads of department agreed with the statement that principals frequently held meetings with staff on analysis of curriculum implementation.

Findings on whether the principal checked lesson plan records or not, 4(4.0%) Heads of department responded most frequently, 45(44.6%) Heads of department responded frequently, 13 (12.9%) Heads of department were undecided, 29 (28.9%) Heads of department responded less frequently and 10 (9.9` %) Heads of department responded not at all. The mean score on five point likert scale rating of statements was 3.0. Therefore 49 (48.6%) heads of department agreed with the statement that principals frequently checked lesson plan records to ensure systematic delivery of lessons. This finding disagreed with Odumbe (2016) who showed that 64.3% of head teachers never checked lesson plans. Therefore head teachers were supposed to check the document regularly for effective teaching.

Findings on whether the principal checked records of work or not, 27(26.7%) Heads of department responded most frequently, 59 (58.4%) Heads of department responded frequently, 4(4.0%) Heads of department were undecided, 10 (9.9%) Heads of department responded less frequently and 1(1.0%) Heads of department responded not at all. There mean rating response on likert scale was 4.0. This meant that 86 (85.1%) heads of

department agreed with the statement that principals frequently checked records of work to track syllabus coverage.

Further findings on whether the principal frequently checked students' progress records or not, 28(27.7%) Heads of department responded most frequently, 62(61.4%) Heads of department responded frequently 4(4.0%) Heads of department were undecided, 6(5.9%) Heads of department responded less frequent and 1(1.0%) Head of department responded not at all. The mean score on five point likert scale rating of statements was 4.1. This meant that 90 (89.1%) heads of department agreed with the statement that principals checked students' progress records to track academic progress of students.

The overall mean rating response by heads of department on principals' instructional supervision was 3.80 which was above average on five point likert scale, this meant that most items were rated high with regard to principals instructional supervision practices. The standard deviation of 0.95 implied that heads of department tended to concur in most of the principals instructional supervision practices during their rating. Therefore this implied that most school principals put into practice most of this supervision practices to ensure effective curriculum implementation and evaluation. This current finding agreed with Usdan (2001) who found out in his study that supervision of curriculum implementation was key to achieving educational goals.

4.7.3 Findings on Interview Schedule by Principals on Principals Instructional Supervision Practices in Public Secondary Schools

When principals were asked about some of the techniques they used in monitoring curriculum implementation, 33(100%) principals responded by adopting lesson attendance register forms to monitor teachers by the class prefects, where time in and out of class is recorded together with teachers who missed lessons.

On lesson observation of teachers, 27(81.8%) of school principals also reported that they conducted lesson observation of teachers so as to identify gaps and recommend appropriate development programs to help the teacher's skills and competences. This led to improved performance among students. This current finding disagreed with Odumbe (2016) who found out that majority of head teachers never visited classes to observe teachers during instructional process. This showed neglect of head teachers on their role as supervisors.

All 33 (100%) principals also reported that they checked professional documents to track the learning progress. This current finding agree with Ndinza (2015) who found out that to enhance student academic achievement checking of professional documents was important. Therefore where supervision is well practiced then student academic performance improves. Further the findings agreed with Odumbe (2016) who found out that majority of head teachers checked professional records. This was an indication that head teachers were keen on checking records for effective teaching hence contributing to positive performance

4.7.4 The Relationship between Principals Instructional Supervision Practices Mean and School Academic Achievement KCSE Mean

Table 4.19 presented findings on the relationship between principals’ instructional supervision practices and school mean academic achievement.

Table 4.19 The Relationship between Principals Instructional Supervision Practices Mean and School Academic Achievement KCSE Mean

KCSE SCHOOL MEAN RANGE	GRADE	NO. OF SCHOOLS	MEAN OF SUPERVISION PRACTICES
2.5-3.4	D	4	3.58
3.5-4.4	D+	10	3.67
4.5-5.4	C-	14	3.83
5.5-6.4	C	3	3.90
6.5-7.4	C+	2	4.52
		33	3.90

Source: Researcher 2021.

The study sought to find out influence of principals instructional supervision practices on student academic achievement in public secondary schools. In order to explain influence of instructional supervision practices on student academic achievement, Findings in Table 4.16 of the study showed that 4 schools recorded low KCSE mean scores within range of 2,5 – 3.4 in academic achievement (KCSE) had also recorded low mean of 3.58 on likert

scale on items related to instructional supervision practices due to irregular checking of class attendance register where students were absent from school hence affecting their syllabus coverage, irregular checking of teaching notes hence teachers could not update their notes, there was also irregular checking of schemes and records of work hence syllabus coverage was not up to date which led to low academic achievement. On the other hand 2 schools that recorded high school KCSE mean within range of 6.5 – 7.4 had also recorded high mean on likert scores on supervision practices due to good principals instructional supervision practices such regular checking of class attendance register, regular checking of teaching notes, regular checking of schemes and records of work which positively promoted academic achievement in performing schools. Therefore poor instructional supervision practices had negative influence on schools' academic achievement in KCSE exams. These current findings disagreed with Mwangi (2014) who found out that instructional supervision practices enhanced student academic achievement in national examinations.

4.7.5 Testing of Hypothesis (HO₄)

In order to test this hypothesis spearman rank order correlation tool was used in this study. It is a non – parametric test that measures the strength and direction of association between the two variables. In order to test whether the mean differences were significant between instructional supervision practices and schools' academic achievement, the null hypothesis which stated; Principals instructional supervision practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya. Table 4.20 Presented findings on relationship between principal's instructional supervision

practices and academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

Table 4.20 The Relationship between Principals Instructional Supervision Practices and Academic Achievement in Public Secondary Schools in Bungoma East Sub County, Kenya

Variable	Academic achievement (Mean KCSE)
Instructional supervision	Rho = 0.276 P=0.121

Source: Researcher 2021.

Spearman correlation coefficient indicated a positive correlation between principals' instructional supervision and student academic achievement (Mean KCSE) though not statistically significant (Rho=0.276, p=0.121). Since the p-value was greater than 0.05, null hypothesis was not rejected and concluded that principals' instructional supervision practices do not significantly influence the academic achievement in public secondary schools.

The above finding disagreed with Adeyemo (2012) found out that in Nigerian schools instructional supervision significantly influenced student academic achievement in public secondary schools. Further this current finding disagreed with Mutinda (2016) in his study

on influence of instructional supervision in public secondary schools in Yatta Sub County who found out that instructional supervision practices significantly contributed to improved student academic performance.

Table 4. 21 Normality Tests.

The test was important to find out if residuals (errors) were normally distributed. The null hypothesis was tested at an alpha significance 0.05 which stated that the data set was normally distributed.

Variable	Kolmogorov - Smirnova			Shapiro - Wilk		
	Statistic	df	P-value	Statistic	df	P-value
KCSE	.170	33	.017	.896	33	.004
Instructional supervision	.167	33	.020	.904	33	.007
Financial management	.158	33	.037	.935	33	.048
Communication practices	.152	33	.051	.922	33	.020
Human resource Management	.181	33	.008	.915	33	.013

Source: Researcher 2021.

Both Kolmogorov-Smirnov and Shapiro wilk tests were employed in interpretation of the normality test. The Null hypothesis (H_0) was that data on mean KCSE, instructional supervision, financial management, communication practices and human resource

management was normally distributed. Based on the findings in table 4.17, the p-values were less than 0.05 ($p < 0.05$). Hence, we rejected null hypothesis and concluded that data on mean KCSE, instructional supervision, financial management, communication practices and human resource management were not normally distributed. Therefore non-parametric statistics was used. This justified the use of spearman correlation analysis in this study to measure strength and direction of association between two variables under study. Statistical test helped to establish monotonic relationship between variables as opposed to Pearson product moment which only determines linear relationship between variables.

4.8 Multiple Linear Regression Results

This statistical tool was used in the study to predict the outcome of school academic achievement (KCSE) based on principal's management practices in public secondary schools in Bungoma East Sub County. This technique enabled researcher to explain relative contribution of each predictor variables in the total variance of outcome variable (academic achievement). From the bivariate analysis (correlation analysis), variables with a p-value of ≤ 0.1 were included in the multiple linear regression to identify those that significantly influenced academic achievement (KCSE) while controlling confounders.

Table 4.22 Model Summary for Predictors of School Academic Achievement.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.625	.391	.304	.74711

Source: Researcher 2021.

- a) Predictor variables: (constant), financial, communication, human resource and instructional supervision practices.
- b) Criterion variable: KCSE Mean.

The study found out that those predictor variables under study which were financial, communication, human resource management and instructional supervision practices had a positive and strong relationship (0.625) with student academic achievement in public secondary schools in Bungoma East Sub County. As indicated in Table 4.22 the model summary, R-square value was 0.391. This implied that the predictors that were instructional supervision, financial management, communication practices and human resource management practices explained 39.1% variation in academic achievement (KCSE). The 60.9% unexplained variation was accounted for by other variables not under investigation.

Table 4. 23 Significant test results for predictor variables and outcome variable.

The F ratio was used to determine whether the predictor variables were statistically significant in predicting the outcome variable.

	Sum of Squares	df	Mean Square	F	P-value.
Regression	10.023	4	2.506	4.489	.006
Residual	15.629	28	.558		
Total	25.652	32			

Source: Researcher 2021.

The linear regression’s F-test had the null hypothesis that the model explained zero variance in the outcome variable i.e. $R^2 = 0.000$. The F-test was significant, thus we

assumed that instructional supervision, financial management, communication practices and human resource management practices significantly influenced school academic achievement (Mean KCSE).

4.9 Multi - Collinearity Test

Multi-Collinearity was tested using Variance Inflation Factor (VIF) and Tolerance statistics as in the table below. Tolerance Statistics values of below 0.10 and Variance Inflation Factor of more than 10 ($VIF > 10$) would indicate that predictors (independent variables) are correlated with other predictors (independent variables). As shown in the table below, since Tolerance Statistics values are less than 0.10, there was no multi-collinearity in the data.

Table 4.24 Multiple Linear Regressions Results.

Variable	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Collinearity Statistics	
	B	Std. Error				Beta	Tolerance
(Constant)	4.499	2.757		1.632	.114		
Instructional supervision	.482	.425	.240	1.132	.267	.482	2.073
Financial management	.965	.463	.526	2.086	.046	.342	2.925
Communication	-1.302	.663	-.357	-1.963	.060	.658	1.519
Human resource management	.106	.434	.070	.245	.808	.270	3.708

Source: Researcher 2021.

As indicated in the table above, controlling for instructional supervision, communication practices and human resource management practices, financial management practices significantly predicted school academic achievement (KCSE mean) ($p=0.046$). This meant that the higher the score on financial management practices, the higher the performance in KCSE.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The chapter gives a summary of the research key findings, conclusions and recommendations based on research objectives of the study for policy and practice as well as identifying areas that needs further research.

5.2 Summary

Principal's management practice plays a significant role in determining academic achievement in learning institutions. Since education is an investment it is expected that all students excel. When Kenya National Examination Council releases the results every year some public secondary schools recorded good results than others nationally. However student academic achievement in public secondary schools in Bungoma East sub-County, Kenya was poor.

The research was guided by four objectives. These included to :- to determine the influence of principals financial management practices on student academic achievement in public secondary schools in Bungoma East sub-County, Kenya; to assess the influence of principals communication practices on academic achievement in public secondary schools in Bungoma East sub –County, Kenya; to examine how principals' human resource management practices influence academic achievement in public secondary schools in Bungoma East sub –County, Kenya and to establish the influence of principals instructional

supervision practices on academic achievement in public secondary schools in Bungoma East sub –County, Kenya.

The following null hypotheses were tested at an alpha significance level of 0.05:

Ho₁: Principals financial management practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

Ho₂: Principals' communication practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

Ho₃: Principals human resource management practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya

Ho₄: Principals instructional supervision practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

The collected data was analyzed according to research objectives and hypotheses.

First research objective sought to determine influence of principal's financial management practices on student academic achievement in public secondary schools in Bungoma East sub-County, Kenya. Findings of the study revealed that schools which recorded low KCSE mean score had also recorded low mean score in financial management practices. On the other hand, schools that recorded high KCSE mean score had also recorded high mean score on financial management practices. To establish whether the effect was statistically significant the null hypothesis that principals financial management practices do not

significantly influence student academic achievement in public secondary schools in Bungoma East Sub County, Kenya was tested. The spearman rank order correlation tested the hypothesis at 95% confidence level. It was found out that the correlation coefficient was (0.301) positive indicating that the better principals financial management practices, the higher the academic achievement score in KCSE. The $p=0.081$ was greater than alpha value 0.05 therefore null hypothesis not rejected and it was concluded that principals' financial management practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County.

Second research objective sought to assess influence of principal's communication practices on academic achievement in public secondary schools in Bungoma East sub – County, Kenya. Findings of the study revealed that schools which recorded low KCSE mean score had also recorded low mean score in communication practices. On the other hand, schools that recorded high KCSE mean score had also recorded high mean score on communication practices. In order to determine whether the effect was statistically significant, a null hypothesis principals communication practices do not significantly influence student academic achievement in public secondary schools in Bungoma East Sub County, Kenya was tested. The spearman rank order correlation tested the hypothesis at 95% confidence level. It was found out that the spearman correlation coefficient was (-0.123) indicating that the better principals communication practices, the higher the academic achievement score in KCSE. Study findings revealed that the p value (0.494) was not statistically significant since it was greater than the alpha value 0.05. The null hypothesis was not rejected and it was concluded that there was no significant influence of

communication practices on academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

The third research objective sought to examine how principal's human resource management practices influenced academic achievement in public secondary schools in Bungoma East sub – County, Kenya. To explain the influence on human resource management practices on student academic achievement, School KCSE mean score were compared with mean score of human resource practices. Findings of the study showed that schools which recorded low KCSE mean score had also recorded low mean score in principals human resource management practices. On the other hand, schools that recorded high KCSE mean score had also recorded high mean score on human resource practices. In order to ascertain whether the effect was statistically significant, the null hypothesis that principals' human resource management practices does not significantly influence student academic achievement in public secondary schools in Bungoma East Sub County, Kenya. The spearman rank order correlation tested the null hypothesis at 95% confidence level. It was found out that the correlation coefficient was (0.533) positive indicating that good principals human resource management practices led to higher academic achievement (KCSE). Study findings revealed that the p value was (.001) statistically significant since it was less than the alpha value 0.05. The null hypothesis was rejected and it was concluded that there was a significant influence of human resource practices on academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

The fourth research objective sought to find out the influence of principals instructional supervision practices on academic achievement in public secondary schools in Bungoma East sub-County, Kenya. To explain the influence of instructional supervision practices on student academic achievement, School KCSE mean score were compared with mean score of supervision practices. Findings of the study showed that schools which recorded low KCSE mean score also recorded low mean score in supervision practices. On the other hand, schools that recorded high KCSE mean score had also recorded high mean score on supervision practices. To ascertain whether the effect was statistically significant, the null hypothesis which stated that principals instructional supervision practices do not significantly influence academic achievement in public secondary schools in Bungoma East Sub County, Kenya was tested. The spearman rank order correlation tested the hypothesis at 95% confidence level. It was found out that the correlation coefficient was (0.276) positive indicating that the better instructional supervision practices, the higher the academic achievement score in KCSE. The findings of the study showed that the p value (.121) was not statistically significant since it was greater than the alpha value 0.05. The null hypothesis was not rejected and it was concluded that there were no significant influence of supervision practices on academic achievement in public secondary schools in Bungoma East Sub County, Kenya.

5.2 Conclusion

According to the findings of the study, it can be concluded that financial management practices influences academic achievement in public secondary schools though not significantly. Principals whose schools had high mean score on financial management practices also recorded high KCSE mean score in examinations. Therefore financial

management played a key role in infrastructural and academic development of educational institutions. Therefore, effective management of financial resources resulted into development of schools' physical facilities such as classrooms, libraries, laboratories and motivation of human resource which contributed to improved academic performance.

Secondly, the study established that principal's communication practices did not significantly influence academic achievement in public secondary schools. Though schools that had high mean score on academic achievement had also high mean score on principals communication practices. This led to a conclusion that communication practices are important though do not directly influence academic performance. Therefore school managers should adopt effective communication practices that enhance flow of information within their institutions.

Thirdly, the study established that principal's human resource management practices significantly influenced academic achievement in public secondary schools. It was therefore concluded that school principals should employ effective human resource management practices to achieve good results in their schools. Good human resource management practices motivated the staff to work so as to realize improved academic achievement in their schools.

Fourthly, the study established that principals' instructional supervision practices did not significantly influence academic achievement in public secondary schools. Though schools that had high mean score on academic achievement had also high mean score on principal's instructional supervision practices. This led to a conclusion that schools with principals who effectively implemented and supervised academic programmers in their schools recorded exemplary academic achievement. Implementation of the curriculum by teachers was very crucial for academic success.

5.4 Recommendations

According to the conclusions of the study, the following recommendations made were:- School principals should ensure prudent management and utilization of school financial resources. This would result into development of schools' infrastructure as well as motivate staff leading to improvement of academic performance. The Ministry of education should closely monitor expenditure of school financial resources to avoid misappropriation and mismanagement. For instance, school accounts should be regularly audited to ensure that school financial resources are utilized effectively. Budgeting of school resources should involve all departments while procurement of goods and services should be done in a transparent manner to ensure fairness to all members of the community. The Ministry of Education to make it a policy for school principals to be undertaking refresher courses in financial management regularly in order to manage finance in their schools effectively.

The school principals should effectively communicate in schools through channels such as parades, memos, noticeboards, newsletters among others for free flow of information and

have a common so as to realize improved academic achievement in their schools. School principals should also employ effective human resource management practices such as competitive recruitment, professional development of staff, rewarding and taking care of the staff welfare. This would help promote teamwork and cooperation among members of staff as well as promote sense of belonging and hard work among members of staff. The Ministry of education should promote hard working teachers especially those who perform well in their areas of service to avoid stagnation of teachers in the same job group for long time. This will motivate teachers to work harder. The Ministry of education to regularly induct principals on human resource practices.

Principal's instructional supervision practices should be entrenched in schools. For instance, school principals should support academic departments by supporting their programs. School principals' should also be good role models in the implementation of curriculum in their schools. For instance, they should complete the syllabus a head of others and record good performance in their classes. This will motivate other teachers to work hard. Quality assurance and standards officers' team should be created within schools to monitor at regular intervals to ensure effective curriculum implementation in schools.

5.3 Suggestion for Further Research

The following areas were suggested for further research

- A comparative research to investigate principal's management practices between private and public secondary schools.
- A similar research replicated in another Sub County or County in Kenya.

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LIST OF APPENDICES

Appendix A: Permission Letter for Data Collection.

**P.O. BOX 190,
KAKAMEGA,
26th MAY, 2020.**

Dear Sir / Madam,

RE: DATA COLLECTION .

Am a postgraduate student undertaking a master's degree in Educational Planning and Policy Studies in Faculty of Education and Social Science at Masinde Muliro University of Science and Technology. Am researching on principals' management practices and academic achievement in public secondary schools in Bungoma East Sub-county. You have been identified as a respondent in this study to fill questionnaire attached.

All the information provided will be treated with strict confidentiality. You are therefore requested not do write your name or name of school on the questionnaire.

Yours faithfully,

Wanjala Joel Walucho

Appendix B: Questionnaire for Heads of Department

Dear sir / madam,

Am a student at Masinde Muliro University of Science and Technology carrying out a research for educational purpose. Am requesting you to complete all sections of this questionnaire by providing honest information. **DO NOT** indicate your name or name of your school.

SECTION A: Demographic Data.

Tick in the appropriate bracket.

1. Gender : Male () Female ()
2. Type of school : Boys () Girls () Mixed ()
3. School category: National () Extra County () County () Sub County ()
4. Professional Qualifications : Diploma () Degree () PGDE () Masters ()

SECTION B: Principal's Financial Practices in School.

Please tick your appropriate response on five point likert scale below:

SA - Strongly Agree (5) A - Agree (4) U - Undecided (3) D - Disagree (2) SD - Strongly Disagree (1).

	ITEM	SA	A	U	D	SD
1	School organizes fund drives to raise financial resources					
2	The school involves its alumni in raising financial resources					
3	There are income generating projects in the school					
4	Principal encourages fees payment through bank					
5	The school gets funds from government grants and donations					
6	The school gets CDF funds to support projects					

7	The school follows tendering guidelines in procurement of goods and services					
8	Principal consults H.O.Ds before budgeting and procuring departmental requirements					
9	Tendering committee constituted in line with public procurement act of 2015					
10	Principal does not interfere with tendering process					
11	Principal communicates school financial projects and priorities at the beginning of the year					
12	Principal communicates to parents on lunch fee arrears					
13	Principal monitors departmental expenditure for accountability and auditing purpose					
14	Principal involves teachers sometimes in fees collection					
15	Principal communicates reception of funds from government and other supporting agencies					
16	Principal follows Ministry's guidelines in giving teachers subsistence money when on school functions away from school					

SECTION C: Principal’s Communication Practices in School.

Please tick your appropriate response on five point likert scale below:

SA - Strongly Agree (5) A - Agree (4) U - Undecided (3) D - Disagree (2) SD - Strongly Disagree (1).

	ITEMS	SA	A	U	D	SD
1	Holds open forums for discussion with students					
2	Clarifies education policies/goals during staff meeting/briefs					
3	Addresses school during assemblies					
4	Uses memos to pass information					
5	Uses notice boards to pass information					
6	Use suggestion box to collect information					
7	Uses newsletters to pass information to parents					
8	Hold person to person talks with students/teachers					
9	Use ICT resources such as phone and computers to pass information					

SECTION D: Principal's Human Resource Management Practices in School.

Please tick your appropriate response on five point likert scale below:

SA - Strongly Agree (5) A - Agree (4) U - Undecided (3) D - Disagree (2) SD - Strongly Disagree (1).

	Items	SA	A	U	D	SD
1	Principal regularly invites motivational speakers to talk to students and staff					
2	Physical facilities in the school meet public works standard for safety of persons					
3	The school ensures fair and competitive recruitment of staff					
4	The principal uses collaborative approaches in addressing issues in the school					
5	Principal sponsors the staff for professional development through workshops/seminars					
6	Principal gives rewards to students, teachers and support staff for good work done					
7	Principal Supports staff welfare groups in the school					
8	Physical facilities in the school caters for physically challenged persons					

SECTION E: Principal’s Instructional Supervision Practices in School.

Please tick your appropriate response on five point likert scale below:

Most F - Most Frequent (5) F - Frequent (4) U - Undecided (3) Less F - Less Frequent (2)

Not at all - (1).

	Item	Most F	F	U	Less F	Not at all
1	Checks class attendance register					
2	Checks teaching notes					
3	Checks schemes of work					
4	Checks teacher lesson attendance register					
5	Hold meetings with staff on analysis of curriculum implementation					
6	Checks lesson plan records					
7	Checks records of work					
8	Checks students’ progress records					

Appendix C: Questionnaire for Deputy Principal

Dear sir / madam,

Am a student at Masinde Muliro University of Science and Technology carrying out a research for educational purpose. Am requesting you to complete all sections of this questionnaire by providing honest information. **DO NOT** indicate your name or name of your school.

SECTION A: Demographic Data.

Tick appropriate bracket.

- 1. Gender: Male () Female ()
- 2. Type of school: Boys () Girls () Mixed ()
- 3. School category: National () Extra County () County () Sub County ()
- 4. Professional Qualifications: Diploma () Degree () PGDE () Masters ()

SECTION B: Principal’s Financial Management Practices in School.

Please tick your appropriate response on five point likert scale below:

SA - Strongly Agree (5) A -Agree (4) U - Undecided (3) D -Disagree (2) SD -Strongly Disagree (1).

	ITEM	SA	A	U	D	SD
1	School organizes fund drives to raise financial resources					
2	The school involves its alumni in raising financial resources					
3	There are income generating projects in the school					
4	Principal encourages fees payment through bank					

5	The school gets funds from government grants and donations					
6	The school gets CDF funds to support projects					
7	The school follows tendering guidelines in procurement of goods and services					
8	Principal consults H.O.Ds before budgeting and procuring departmental requirements					
9	Tendering committee constituted in line with public procurement act of 2015					
10	Principal does not interfere with tendering process					
11	Principal communicates school financial projects and priorities at the beginning of the year					
12	Principal communicates to parents on lunch fee arrears					
13	Principal monitors departmental expenditure for accountability and auditing purpose					
14	Principal involves teachers sometimes in fees collection					
15	Principal communicates reception of funds from government and other supporting agencies					
16	Principal follows Ministry's guidelines in giving teachers subsistence money when on school functions away from school					

SECTION C: Principal’s Communication Practices in School.

Please tick your appropriate response on five point likert scale below:

SA- Strongly Agree (5) A- Strongly Agree (4) U - Undecided (3) D -Disagree (2) SD - Strongly Disagree (1).

	ITEMS	SA	A	U	D	SD
1	Holds open forums for discussion with students					
2	Clarifies education policies/goals during staff meeting/briefs					
3	Addresses school during assemblies					
4	Uses memos to pass information					
5	Uses notice boards to pass information					
6	Use suggestion box to collect information					
7	Uses newsletters to pass information to parents					
8	Hold person to person talks with students/teachers					
9	Use ICT resources such as phone and computers to pass information					

SECTION D: Principal’s Human Resource Management Practices in School.

Please tick your appropriate response on five point likert scale below:

SA -Strongly Agree (5) A-Agree (4) U- Undecided (3) D- Disagree (2) SD- Strongly

Disagree (1).

	Items	SA	A	U	D	SD
1	Principal regularly invites motivational speakers to talk to students and staff					
2	Physical facilities in the school meet public works standard for safety of persons					
3	The school ensures fair and competitive recruitment of staff					
4	The principal uses collaborative approaches in addressing issues in the school					
5	Principal sponsors the staff for professional development through workshops/seminars					
6	Principal gives rewards to students, teachers and support staff for good work done					
7	Principal Supports staff welfare groups in the school					
8	Physical facilities in the school caters for physically challenged persons					

SECTION E: Principal’s Instructional Supervision Practices in School.

Please tick your appropriate response on five point likert scale below:

Most F =Most Frequent (5) F= Frequent (4) U= Undecided (3) Less F=Less Frequent (2)

Least F =Least Frequent (1).

	Item	Most F	F	U	Less F	Not at all
1	Checks class attendance register					
2	Checks teaching notes					
3	Checks schemes of work					
4	Checks teacher lesson attendance register					
5	Holds meeting with staff on analysis of curriculum implementation					
6	Checks lesson plan records					
7	Checks records of work					
8	Checks students’ progress records					

Appendix D: Interview Schedule for Principals

SECTION A: Demographic Data

Tick in appropriate bracket.

- 1. Gender: Male () Female ()
- 2. Type of school: Boys () Girls () Mixed ()
- 3. School category: National () Extra County () County () Sub County ()
- 4. Professional Qualifications: Diploma () Degree () PGDE () Masters ()

SECTION B: Principals' management practices

- 1. a) Have you undertaken any in service course or training in financial management?
.....
.....
b) If yes, was the training adequate to assist you in managing finances in school?
Kindly explain.
.....
.....
.....
.....
- 2. a) What is the common mode(s) of communication practices in your school?
.....
.....
.....
b) Do communication practices affect school academic achievement in your school? If yes, Kindly explain.
.....
.....
.....
- 3. a) What are some of the way(s) through which you use to motivate your staff?
.....
.....
.....
b) Does your motivation have an impact on student performance? If yes, kindly explain
.....
.....
.....
- 4. a) What are some of the techniques do you use to carry out instructional supervision?

.....
.....
.....

b) Do these techniques promote academic achievement in your school? If yes, kindly explain

.....
.....
.....

Appendix E: Document Analysis

Complete table below using KCSE mean scores for the last five years (2014- 18)

Years	SCHOOL KCSE Mean Scores
2014	
2015	
2016	
2017	
2018	

Appendix F: Data Analysis Matrix

Research objectives	Data source	Variables	Indicators	Data collection instruments	Scales of measurement	Analysis technique
To find out how principals' financial practices influence academic achievement	Principals Deputy principals Heads of department	Financial practices	Financial records Budget making minutes Tender minutes. Audited financial reports	Interview schedule Questionnaires Document analysis	Nominal Ordinal Interval	Frequency Percentage Mean Standard deviation Thematic analysis Spearman correlation Multilinear regression
To assess how principals' communication practices influence academic achievement	Principals Deputy principals Heads of department	Communication practices	Staff meeting Minutes. Memos. Parade & student forum days. Correspondence files Text messages	Interview schedule Questionnaires Document analysis	Nominal Ordinal Interval	Frequency Percentage Mean Standard deviation Thematic analysis Spearman correlation Multilinear regression

<p>To examine how principals' human resource management practices influence academic achievement</p>	<p>Principals Deputy principals Heads of department</p>	<p>Human resource management practices</p>	<p>Invitation letters for workshops. Certificates Staff recruitment minutes. Prize giving days</p>	<p>Interview schedule Questionnaires Document analysis</p>	<p>Nominal Ordinal Interval</p>	<p>Frequency Percentage Mean Standard deviation Thematic analysis Spearman correlation Multilinear regression</p>
<p>To establish how principals' supervisory practices influence academic achievement</p>	<p>Principals Deputy principals Heads of department</p>	<p>Instructional supervision practices</p>	<p>Records of work covered. Lesson observation records. Lesson attendance records.</p>	<p>Interview schedule Questionnaires Document analysis</p>	<p>Nominal Ordinal Interval</p>	<p>Frequency Percentage Mean Standard deviation Thematic analysis Spearman correlation Multilinear regression</p>

Appendix G: Letter of Authorization

REPUBLIC OF KENYA



MINISTRY OF EDUCATION,
STATE DEPARTMENT OF EARLY LEARNING AND
BASIC EDUCATION

Telephone: Webuye 055-41150
Wireless: 0202389556
Email: bungomaeasteducation@yahoo.com

Sub-County Education Office
Bungoma East Sub-County
P.O. Box 750-50205

WEBUYE

When replying please quote

Date: 29th July 2020

REF: BGME/GA/89/194

To all Principals
Bungoma East

RE: AUTHORITY TO CARRY OUT RESEARCH - MR. JOEL WALUCHO WANJALA

The above named of Masinde Muliro University of Science and Technology has been authorized to carry out research on "**Principal/Management Practices and Academic Achievement in public secondary schools**" for the period ending 6th 20th July/2021.

Kindly accord him the necessary assistance.


Thank you.


A handwritten signature in blue ink, appearing to read 'Were R. Sospeter'.

WERE R. SOSPETER
SUB-COUNTY DIRECTOR OF EDUCATION
BUNGOMA EAST

SUB-COUNTY DIRECTOR OF EDUCATION
BUNGOMA EAST
P.O. Box 750 - 50205, WEBUYE
TELE: 020 - 2389556


Appendix H: Research License


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 990459 Date of Issue: 20/July/2020


RESEARCH LICENSE




This is to Certify that Mr. JOEL WALUCHO WANJATA of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Bungoma on the topic: "PRINCIPALS' MANAGEMENT PRACTICES AND ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA EAST SUB-COUNTY, KENYA" for the period ending : 20/July/2021.

License No: NACOSTI/P/20/4978

990459
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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