

**SCHOOL PRINCIPALS' ADMINISTRATIVE FUNCTIONS AND  
THEIR INFLUENCE ON STUDENTS' LEARNING OUTCOMES  
IN SECONDARY SCHOOLS IN RANGWE SUB COUNTY,  
KENYA**

**JOHN JAMES JUMA**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR AWARD OF  
THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL  
ADMINISTRATION AND PLANNING OF THE UNIVERSITY OF EMBU**

**SEPTEMBER, 2021**

## DECLARATION

This thesis is my original work and has not been presented for a degree award in any other University.

Signature: .....

Date: .....

John James Juma

Department of Education

E551/1215/2018

This thesis has been submitted for examination with our approval as the University Supervisors.

Signature: .....

Date: .....

Dr. Zachary Njagi

Department of Education

University of Embu

Signature: .....

Date: .....

Dr. Milcah Nyaga

Department of Education

University of Embu.

## **DEDICATION**

The research was dedicated to School of Education and Social Sciences of the University of Embu.

The research was also dedicated to Father Joseph Kirimi, Lecturer in Educational Administration. Hope you find it resourceful.

This work had also been dedicated to my beloved nuclear and extended family members.

More importantly, the work was dedicated to Lydia Atieno, Adriel James Junior and David Ogolla.

## **ACKNOWLEDGEMENT**

My special gratitude goes to the Almighty God and the Son Jesus Christ for the gift of life from the start of my studies until thesis writing, without which this study was in vain.

To the Vice-Chancellor of University of Embu receive sincere gratitude for the masters' degree scholarship award. I am so much thankful for the opportunity you accorded me.

I appreciate the tremendous support from my supervisors, Dr. Zachary Njagi and Dr. Milcah Nyaga from conceptualization of the research to thesis writing.

To my family, thank you for your love, support, and assistance right from nursery school to this far. Your prayers, financial and moral support played an important role in my education life.

I sincerely appreciate the support received from David Ogolla and Lydia Atieno during the data collection process. Your support during the process was immeasurable.

I thank the Dean, Chairperson, my lecturers both at undergraduate and postgraduate from the School of Education. You were resourceful in my academic journey.

My colleagues in the School of Education, Department of Education of the University of Embu. This far we have been together and your support was tremendous.

I give thanks to all participants who were involved in this particular study. You were pivotal to my study. Wherever you are feel much appreciated.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>TABLE OF CONTENTS</b> .....	v
<b>LIST OF TABLES</b> .....	ix
<b>LIST OF FIGURES</b> .....	x
<b>LIST OF APPENDICES</b> .....	xi
<b>ABBREVIATIONS AND ACRONYMS</b> .....	xii
<b>OPERATIONAL DEFINITION OF KEY TERMS</b> .....	xiii
<b>ABSTRACT</b> .....	xiv
<b>CHAPTER ONE</b> .....	1
<b>INTRODUCTION</b> .....	1
1.1 Background of the study .....	1
1.2 Statement of the problem .....	4
1.3 Research objectives.....	5
1.3.1 General objective .....	5
1.3.2 Specific objectives .....	5
1.4 Research Hypotheses .....	5
1.5 Justification of the study .....	5
1.6 Assumptions of the study.....	6
1.7 Significance of the study.....	6
1.8 Limitations and delimitations .....	7
<b>CHAPTER TWO</b> .....	8
<b>LITERATURE REVIEW</b> .....	8
2.1 Introduction.....	8
2.2 School principals’ planning function and students’ learning outcomes .....	8

2.3 School principals’ directing function and students’ learning outcomes .....	12
2.4 School principals’ controlling function and students’ learning outcomes.....	15
2.5 Theoretical Framework.....	20
2.6 Conceptual Framework.....	26
<b>CHAPTER THREE .....</b>	<b>28</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>28</b>
3.1 Introduction.....	28
3.2 Research design .....	28
3.3 Location of the study .....	28
3.4 Target population .....	28
3.5 Sampling techniques .....	29
3.6 Sample size .....	29
3.7 Research methods .....	29
3.8 Research instruments .....	29
3.8.1 Pilot study .....	30
3.8.2 Validity of the instrument. ....	30
3.8.3 Reliability of the instrument .....	30
3.9 Data collection procedures.....	31
3.10 Data analysis procedures.....	31
3.11 Ethical considerations .....	32
<b>CHAPTER FOUR.....</b>	<b>33</b>
<b>RESULTS, INTERPRETATION, AND DISCUSSION.....</b>	<b>33</b>
4.1 Introduction.....	33
4.2 Return Rates.....	33
4.3 Demographic Information.....	33
4.4 Correlation analysis on students’ performance and principals’ demographic information.....	36

4.5 Principals’ planning function and students’ learning outcomes. ....	37
4.5.1 Availability of strategic plan.....	37
4.5.2 Principals’ self-rating on planning function practices .....	38
4.5.2 Teachers’ perceptions on planning function practices.....	38
4.5.2 Corroborated findings on planning function practices.....	40
4.5.3 Relationship between principals’ planning function and students’ learning outcomes .....	41
4.6 Principals’ directing function and students’ learning outcomes. ....	45
4.6.1 Principals’ self-rating on directing function practices .....	45
4.6.2 Teachers’ perceptions on directing function practices.....	46
4.6.3 Corroborated findings on directing function practices.....	46
4.6.4 Relationship between directing function and students’ learning outcomes	48
4.7 Principals’ controlling function and students’ learning outcomes.....	51
4.7.1 Principals’ self-rating on controlling function practices.....	51
4.7.2 Teachers’ perceptions on controlling function practices .....	52
4.7.3 Corroborated findings on controlling function practices .....	54
4.7.2 Relationship between controlling function and students’ learning outcomes .....	55
<b>CHAPTER FIVE .....</b>	<b>60</b>
<b>SUMMARY, CONCLUSION, AND RECOMMENDATIONS .....</b>	<b>60</b>
5.1 Introduction.....	60
5.2 Summary of findings.....	60
5.2.1 Return rate.....	60
5.2.2 Demographic Information.....	60
5.2.3 School principals’ planning function and students’ learning outcomes. ....	60
5.2.4 School principals’ directing function and students’ learning outcomes. ....	61
5.2.5 School principals’ controlling function and students’ learning outcomes..	62
5.3 Conclusion .....	63

5.4 Recommendations.....	64
5.5 Areas for further research .....	65
<b>REFERENCES</b> .....	<b>67</b>
<b>APPENDICES</b> .....	<b>76</b>



## LIST OF TABLES

Table 1 Response rates.....	33
Table 2 School principals' demographic information (N = 38).....	34
Table 3 Correlations.....	36
Table 4 Strategic plan availability .....	37
Table 5 Principals' self-rating on planning function practices (N = 38) .....	38
Table 6 Teachers' perceptions on planning function practices (N=139).....	39
Table 7 Corroborated findings on planning function practices .....	40
Table 8 Model summary .....	42
Table 9 ANOVA analysis result .....	42
Table 10 Regression coefficients on planning function practices .....	43
Table 11 Principals' self-rating on directing function practices (N = 38).....	45
Table 12 Teachers' perception on directing function practices (N = 139).....	46
Table 13 Corroborated findings on directing function practices .....	47
Table 14 Model summary .....	49
Table 15 ANOVA analysis result .....	49
Table 16 Regression coefficients on directing function practices .....	50
Table 17 Principals' self-rating on controlling function practices (N = 38).....	52
Table 18 Teachers' perception on controlling function practices (N = 139).....	53
Table 19 Corroborated findings on controlling function practices .....	55
Table 20 Model summary .....	56
Table 21 ANOVA analysis result .....	57
Table 22 Regression coefficient on controlling function practices .....	58

## LIST OF FIGURES

Figure 1: Conceptual framework .....	27
Figure 2: Test for normality, linearity, and homoscedasticity on planning function...	41
Figure 3: Test for normality, linearity, and homoscedasticity on directing function. .	48
Figure 4: Test for normality, linearity, and homoscedasticity on controlling function. .....	56

## LIST OF APPENDICES

Appendix I: Questionnaire for Principals .....	76
Appendix II: Questionnaire for Teachers .....	80
Appendix III: Document Analysis Guide .....	83
Appendix IV: Research Permit .....	84
Appendix V: Introductory Letter .....	85
Appendix VI: County Director Authorization Letter.....	86
Appendix VII: Sub County Director Authorization Letter .....	87
Appendix VIII: Map of Study Area .....	88

## **ABBREVIATIONS AND ACRONYMS**

B. Ed	Bachelor of Education
BOM	Board of Management
CDE	County Director of Education
CEO	Chief Executive Officer
DOS	Director of Studies
HOD	Head of Department
KCSE	Kenya Certificate of Secondary Education
MAIR	Management Association Information Resource
M. Ed	Master of Education
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology, and Innovation.
SCDE	Sub County Director of Education
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

## OPERATIONAL DEFINITION OF KEY TERMS

**Controlling function:** This refers to practices that ensure quality goal achievement in secondary schools.

**Directing function:** This refers to practices that enable the achievement of full support and willingness of stakeholders towards the achievement of educational goals in secondary schools.

**Generic functions:** Refers to comprehensive administrative functions carried out by the school principal. They include planning, directing, and controlling function practices.

**Planning function:** This refers to practices that aim at setting all the requirements, resources, and targets for the achievement of educational goals in secondary schools.

**Principals' administrative functions:** Refers to practices that ensure the smooth running of secondary schools and enhance quality educational goal achievement in secondary schools.

**Students' learning outcome:** This refers to mean scores of schools in the Kenya Certificate of Secondary Education. In this study, performance was used interchangeably with students' learning outcomes.

## **ABSTRACT**

The success of the schools in terms of students' learning outcomes rests on the principals' ability to steer the school by implementing administrative functions effectively. The study aimed at probing the association between these functions and the resultant effects in schools. The research will enlighten the school principals on how their actions may influence their student outcomes. The general objective of this study was to establish the influence of school principals' administrative functions on students' learning outcomes in secondary schools in Rangwe Sub County, Kenya. Path-Goal leadership theory guided the study. The study employed an ex-post facto research design. Forty-one secondary schools in Rangwe Sub County were involved in the study, and the targeted respondents were secondary school principals. A purposive sampling technique was used to select the respondents. A self-structured questionnaire and a document analysis guide were used for data collection. The collected data was analyzed using descriptive and inferential statistics using Statistical Package for Social Sciences version 23. The descriptive findings were presented in tables of percentages, means, and standard deviations. The regression analysis was used to test the hypotheses. The study found that planning function, directing function, and controlling function had a statistically significant relationship with students' learning outcomes in secondary schools in Rangwe Sub County, Kenya. The study concluded that school principals' administrative functions have a statistically significant relationship with students' learning outcomes in secondary schools. The study, therefore, recommended that school principals should ensure effective implementation of the administrative functions as school success statistically rests upon their ability to steer the school by implementing these functions effectively.

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the study**

The secondary school administration is a continuous and dynamic process of resources coordination and integration (Akpan, 2016). It is continuous since it involves daily operations (Rousmaniere, 2013 Wakarindi, 2017). It is dynamic since it involves different stakeholders and practices (Kazi & Megat, 2015). The secondary school is inclusive of complex resources. Therefore, to achieve the main goal of the secondary school, these resources should be coordinated and integrated daily.

School resources coordination and integration were done by a school administrator at the school level. Therefore, secondary school administration was highly decentralized (Menlo & Collet, 2015). This implied that the bulk of administrative duties were done by secondary school administrators despite education globally being administered by the national government while others from the state government.

This kind of decentralization tasks the school administrator to perform administrative duties which include planning, recruiting, selecting, inducting, training, developing, ensuring safety, determining compensation packages, and smoothening career paths for the school community (Kazi & Megat, 2015). Sababu (2015) affirms that administration is an area that encompasses planning, organizing, staffing, motivating, communicating, leading, and controlling the resources in an institution. Therefore, school administration aims at achieving the aim of education through coordination and integration of resources.

The secondary school principal was the Chief Executive Officer (CEO) in the secondary school (Ogundele, Sambo & Bwoi, 2015; Wakarindi, 2017). This implies that the school principal was the key administrator at the secondary school level (Liebowitz & Porter, 2019; Omemu, 2017). According to Farah (2013), the school principal was the cornerstone in secondary school administration. This implied that the school principal was answerable and always oversaw what goes on in the school.

School principals across the five continents were argued to perform different administrative duties due to basic differences in cultural orientation, political views, and developmental needs of a country (Chan et al., 2019). This study further indicated that differences in the school principals' roles and responsibilities of China, Ghana,

Hungary, Poland, Turkey, and the United States were inevitable despite increasing contacts between the six countries.

Countries on the African continent were argued to subject their school principals to similar administrative functions. These administrative functions include planning, budgeting, controlling, directing, coordinating, organizing, and reporting (Oluremi, 2013; Omemu, 2017). These functions arguably were inescapably derived from Gulick and Urwick POSDCORB acronym who elaborated Fayol's management ideas (Okumbe, 1998).

School principals in Kenya were charged with the responsibilities of managing the day-to-day affairs of the institution (Wakarindi, 2017). Three Kenyan female principals drawn from different categories of schools asserted that their main functions were to maintain high test scores, keep order and discipline, and effectively manage the resources of the school (Lopez & Rugano, 2018). Therefore, the school principal as the CEO was responsible for school success and failure (Jain & Yadav, 2017; Nwiyi & Osuji, 2014).

It was in this sense, therefore, Hallinger and Leithwood (2013) argued that the school principal was the central figure and influences the students' learning outcomes through his or her administrative functions. Lopez and Rugano (2018) affirm that school principal actions influences outcomes in schools. Therefore, school principals had a role in student learning outcomes.

The influence of school principal actions on student outcomes could either be direct (Fika, Ibi & Aji, 2015; Nkirote, 2013; Omemu, 2017) or indirect (Cruickshank, 2017; Day, Gu & Sammons, 2016; Stronge, 2013). Romero and Krichesky further concluded that secondary school principals' administration influenced students' learning outcomes both directly and indirectly. The direct effect was through improving teaching while the indirect effect was through the establishment of conditions that foster learning (Romero & Krichesky, 2018). Therefore, secondary school principal influences students' learning outcome either directly or indirectly.

Though school administration had increasingly received recognition for playing a key role in improving students' learning outcomes (Day et al., 2016), the studies in educational administration found a great shift from the year 1960 to 2018 to school leadership among many school administration scholars (Hallinger & Kovacevic, 2019).



This shift had improved educational leadership but had been linked to school administrative ineffectiveness which has been attributed to poor learning outcomes among students in secondary schools (Oluremi, 2016; Onyieke & Maria, 2018). Therefore, there was the need to attest whether ineffectiveness in administrative function performance results in poor students' learning outcomes in secondary schools.

A lot has been done on strategies employed by the school principals while carrying out administrative functions in schools in different countries (Nzoka & Orodho, 2014; Madukwe, Owan & Nwannunu, 2019; Omemu, 2017; Sule, 2013; Wakarindi, 2013). With this paradigm shift away from educational administration as a school of thought (Hallinger & Kovacevic, 2019), there was a gap on how school principals employ these strategies in their administrative function practices and how these influences students' learning outcomes in secondary schools. Therefore, there was the need to become cognizant of the relationship between school principals' administrative functions and attest whether studies on strategies have improved student learning outcome achievement in secondary schools.

In the same breath, there has been extensive research in the area of leadership styles employed by school principals while performing these administrative functions in schools (Adegbesan, 2013; Anderson & Sun, 2017; Bello, Ibi & Bukar, 2016; Nkirote, 2013; Peter & Archippus, 2016). There has been relative negligence of the relationship between principals' administrative functions and students' learning outcomes in the field of education. In terms of the administrative factors that affect students' achievement in schools in Kenya, there were recent studies (Maithya, 2015; Mutai, 2018). Therefore, there was the need to augment the existing pieces of literature in the field of educational administration and planning.

Furthermore, some scholars have looked at school administration as management or leadership (Chemutai, 2015; Mugambi, 2015; Muthoni, 2015; Waweru & Orodho, 2013). According to Kowalski (2011) administration is an amalgam of both leadership and management. Therefore, there was a need to look at the secondary school principal as an administrator than just as a manager or a leader. This was because the school principal does the two duties. This will inform on the impact of the school principal as an administrator on student learning outcomes.

An administrative cycle was complete with planning, organizing, staffing, directing, and controlling (Belyh, 2017; Koontz & O'Donnel, 1968). This has been further being reduced to planning, organizing, directing, and controlling functions (Chabra, Singh & Tiwari, 2016). This study looked at planning, directing, and controlling functions to determine the effect of principals' administrative functions on student learning outcomes. According to Mockler (1970), controlling and planning functions were effective means of coordination while directing function embraces all other functions in the organization. Therefore, these administrative functions were cleared in the study as generic administrative functions of the school principals.

Despite school principal being a legal position, there was no legal policy framework on administrative functions of school principals in Kenya. Unlike other organizations, the Ministry of Education, Science and Technology did not have a policy that requires principals to undergo training in administration before occupying the position (Mike, 2002). Therefore, with the quest for quality education provision in Kenya to achieve Vision 2030. This research was key for generating administrative aspects for training of school principals to be effective school administrators.

Following the recommendation for the need to focus more, on principals' functions which might have influenced learning outcomes in schools (Management Association Information Resource, MAIR, 2016). This study was structured and conducted in Rangwe Sub County, Kenya to probe the relationship that exists between school principals' administrative functions and students' learning outcomes in secondary schools.

## **1.2 Statement of the problem**

In the organizational structure of secondary schools in Kenya, the school principal is the Chief Executive Officer (CEO) responsible for carrying out administrative functions. The success of the school in terms of students' learning outcomes rests on the principals' ability to steer the school by implementing these functions effectively. Therefore, the contrast in administrative practice is permeated with a discrepancy in students' learning outcomes in Rangwe Sub County. Though principals have indisputably undertaken courses in administration, of which effective administration was key, this has negligibly translated to the upswing on learning outcomes in the sub-county. There was a desire and a scholarly need to probe the association between

administrative functions of the school principal and the resultant effects in the school setup. Therefore, this study sought to establish whether the discrepancy in students' learning outcomes in Rangwe Sub County could be attributed to administrative functions.

### **1.3 Research objectives**

#### **1.3.1 General objective**

The general objective of the study was to establish the influence of the principals' administrative functions on students' learning outcomes in secondary schools in Rangwe Sub County, Kenya.

#### **1.3.2 Specific objectives**

The study was guided by the following specific objectives:

- i. To establish the relationship between school principals' planning function and students' learning outcomes.
- ii. To establish the relationship between school principals' directing function and students' learning outcomes.
- iii. To establish the relationship between school principals' controlling function and students' learning outcomes.

### **1.4 Research Hypotheses**

To achieve the above research objectives, the following hypotheses guided the study:

- i. School principals' planning functions have no statistically significant relationship with students' learning outcomes in Rangwe Sub County.
- ii. School principals' directing function has no statistically significant relationship with students' learning outcomes in Rangwe Sub County.
- iii. School principals' controlling function has no statistically significant relationship with students' learning outcomes in Rangwe Sub County.

### **1.5 Justification of the study**

The studies in educational administration found a great shift from the year 1960 to 2018 to school leadership among many education scholars (Hallinger & Kovacevic, 2019). Though this shift has improved educational leadership, it was argued to have

contributed to administrative ineffectiveness in school administration hence contributing to poor learning outcomes among students (Oluremi, 2016; Onyieke & Maria, 2018).

There was a recommendation for more focus on generic functions of secondary school principals which might have influenced students' learning outcomes (MAIR, 2016). This study was conducted in line with the recommendation that was actuated by MAIR (2016).

The study was done to improve the education system to achieve Vision 2030, the Sustainable Development Goals (SDGs), and the Big four agenda in Kenya. The findings in the study will be used by the school principals, Ministry of Education (MOE), policymakers to improve the quality of education.

The contrast on administrative function practices and student learning outcomes in Rangwe Sub County resonated for this particular study to probe the relationship between school principals' administrative functions and students' learning outcomes in Rangwe Sub County, Kenya.

The study was conducted in secondary schools in Rangwe Sub County. This sub-county was selected since there was superficial information on school principals' administrative functions and their influence on the students' learning outcomes.

### **1.6 Assumptions of the study**

The study assumed that participants in the study had been in their current schools for the last five years hence were in a position to provide reliable information. The study further assumed that the school principal played a pivotal role in student performance in any school system.

### **1.7 Significance of the study**

The findings in this study will enable MOE and the Teachers Service Commission (TSC) to incorporate in-service leadership training for teachers who are likely and qualified to be administrators. This will ensure effectiveness in school administration.

This study will generate information on how secondary schools in Kenya are being administered. This will enable the MOE and TSC to either improve or maintain the current programs on matters school administration.

In addition, the findings will help the Board of Management (BOM) and the policy formulators concerning system innovation as far as principals' administrative functions are concerned to be able to meet the Big Four Agenda.

The study will enlighten school principals on their impact on students' learning outcomes achievement. Therefore, it will enable the school principals to perform their duties effectively to improve the quality of education in Kenya.

Moreover, study will also help future researchers in the development of novel ideas concerning their future studies in a similar field.

### **1.8 Limitations and delimitations**

The study looked at how school principals' administrative functions influence students' learning outcomes in secondary schools in Rangwe Sub County. This sub-county had one national school and two extra county schools. The study needs to involve a larger area with an approximately large number of national and extra-county schools.

The study was confined to the school principals and teachers within the school setting. This left out other key stakeholders who were equally important in students' learning outcomes achievement. The involvement of students could have given richer information on how school principals carried out their administrative functions.

Though developing a regression model helps in revealing how independent and dependent variables relate. A regression model was never developed since there were several hypotheses to be tested in different instances.

There was little time to carry out the study which was deliberated on by the administrators since the study was carried out in a school setting where there were tight time schedules by the MOE. Therefore, research involving teachers should take a longer time to allow adequate interaction with the teachers and school principals when they are free.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews related literature on the administrative functions which are studied herein. The review of literature in this chapter had been done thematically. This chapter further anchored the study onto a theoretical framework and finally summarizes the study into a conceptual framework.

#### **2.2 School principals' planning function and students' learning outcomes**

Secondary schools have stipulated national goals of education which are to be achieved at the end of four years. This can only be achieved through school-level educational planning. School principals are charged with the responsibility of planning for their schools (Agih, 2015; Keeves & Watanabe, 2013; Kieleko, Kanori & Mugambi, 2017; Wakarindi, 2017). Therefore, there is a need for planning at the secondary school level to achieve national goals of education.

Planning is defined as a rational activity for future preparation (Chabra et al., 2016; Ifeyinwe, 2019; Musingafi, Zebron, Kaseke & Chaminuka, 2014; Sadik, 2018) and is based on the following principles: being derived from the national planning, a continuous process, consider the available resources, a real and practical process. In addition, should involve stakeholders regularly, focus on the needs and requirement of stakeholders, involve the expertise of a specialist, offer equal opportunity to all, provide for continuous evaluation and be flexible, this is according to Elliot and Moiser (as cited in Chabra et al., 2016). Therefore, planning is a complex process.

As per these principles, planning function is very key in secondary schools. According to Ifeyinwe (2019), planning is an administrative function that cannot be downplayed by the school principal. Chabra et al. (2016) argue that educational planning is an unmitigated requirement in schools. This implies that the planning function is a very crucial function that must be carried out with a lot of attention for the success of the school.

The planning function plays a core role in improving education quality worldwide (Chukwumah, 2015; Kiprop, Bomett & Michael, 2015; Sadik, 2018). It is also looked at as very crucial and critical in educational institutions (Ifeyinwe, 2019; Musingafi, et

al., 2014). It helps in the line of curriculum achievement by aiding in planning for activities and programs geared towards its achievement (Ifeyinwe, 2019; Musingafi et al., 2014).

Arguably, the planning function takes different forms (Ifeyinwe, 2019). These forms include strategic plans and daily action plans (Ifeyinwe, 2019). Strategic planning is an ingredient and pivotal in institutional planning; it is an integrative framework to planning function by giving direction for action planning (Babafemi, 2015; Kiprop et al., 2015).

A study in Kenya on strategic planning in secondary schools concluded that strategic plan development is at the center of education planning (Kiprop et al., 2015). This is because it spells out all activities and programs of the school, school resource requirements, the standard of performance, quality of performance, and time frame (Chukwumah, 2015; Kiprop et al., 2015). Therefore, it plays a pivotal role in educational institutions.

Strategic plan development has a significant impact on the performance of an organization (Babafemi, 2015; Chukwumah, 2015; Kiprop et al., 2015). It has been widely argued that strategic plan and performance are positively related (Babafemi, 2015; Kiprop et al., 2015; Sandada, Poe & Dhurup, 2014; Wanjala & Rarieya, 2014). Some studies also found that there exists a negative relationship between strategic plan development and performance (Babafemi, 2015; Chukwumah, 2015). The impact of a strategic plan and performance depends on the quality of the strategic plan developed in an organization or institution (Babafemi, 2015; Chukwumah, 2015; Kiprop et al., 2015).

The main area covered by strategic planning is the identification of the mission and vision of an organization (Sang, Kindiki, Sang, Rotich & Kipruto, 2015). The strategic plan also outlines action plans (Sang et al., 2015). The action plans include curriculum planning, planning for structural development, teaching and learning resources procurement, staff recruitment, and student enrolment, school calendar of events, and students' targets in a school setting. These are geared towards the achievement of the school mission, vision, and national goals of education. That is, they help in curriculum implementation.

The school principal in secondary school is expected to carry out curriculum planning (Agih, 2015; Ifeoma, 2013; Musingafi et al., 2014; Onyeike & Maria, 2018). This is achieved through planning for the facilities that ensure its implementation and achievement (Uko, 2015). Uko continued by asserting that school principals are mandated to plan for both the curriculum and extra-curriculum programs. According to Kieleko et al. (2017), school principals should perform curriculum planning.

Curriculum planning can be achieved through planning for the facilities to achieve its implementation (Uko, 2015). To achieve this, there must be enrolment management which is a comprehensive process designed to help achieve and maintain optimum student enrolment (Kongolo, 2012). This, therefore, implies that school principals must be able to plan for student enrolment to determine the facilities required for effective curriculum implementation.

The Government of Kenya is currently implementing a 100% transition policy. This implies that secondary schools in Kenya currently are admitting a slightly higher number of the student as compared to the previous years. Therefore, planning student enrolment is mandatory for school principals in secondary schools in Kenya to respond to the growing population and to provide adequate and well-equipped tuition facilities (Ngari & Wakiaga, 2018).

To cater to the 100% transition policy in Kenya, school principals, therefore should plan for teaching and learning resource procurement. This involves both human and physical resources. School principals are to plan for the procurement of resources (Musingafi et al., 2014; Osakwe, 2013; Uko, 2015). Moreover, Kotirde, Yunos, and Anaf (2014) asseverated that school principals have a role to provide teachers, students, and others with resources.

School principals should order, provide and organize the teaching and learning resources (Agih, 2015; Chemutai, 2015; Cruz, Villena, Navarro, Belecina & Garvida, 2016). Teaching and learning resources are key towards achieving targets and expected outcomes and inadequate resources lead to lack of outcomes achievement (Gutolo & Tekello, 2015). According to Wangui (2017), teaching and learning resources has a significant influence on students' learning outcomes.

As a school resource manager in secondary school, the school principal identifies the staff needs of the school and report to the TSC (Muthoni, 2015). The school principal



should organize any recruitment requirements (Everand & Morris, 1998). This implies that school principals must plan for staff recruitment in their schools. Proper staff recruitment and selection plans increase achievement in any organization (Hyde, 2004).

With all the resources in place, school principals should plan for the individual student target. According to Kiprop and Kanyiri (2012), targets must be contained in plans. School principals can articulate without ambiguity students' targets (Chukwumah, 2015). This, therefore, shows that targets are key and any school willing to improve and achieve their planned objectives, must include individual student targets though Vergert (2010) found that it is an unusual practice among educational administrators.

The targets can easily be achieved if the school has both teaching and learning facilities. This implies that school principals should plan for structural development and improvement of facilities. This is their mandate (Cruz et al., 2016; Musingafi et al., 2014). There is no effective learning under poor and insufficient learning structures (Agih, 2015; Uko, 2015). According to Oluremi (2013), the structural development of the school influences students' learning outcomes. This influence can either be positive or negative on performance (Agih, 2015; Zengele & Alemayehu, 2016). Manafa (2018) and Osakwe (2013) further illustrated that inadequate and poor structure in school harm performance.

Though term dates in Kenya are stipulated by the Kenyan Government through the MOE, school principals are to plan time allocations in their schools (Hallinger, 2005; Southworth, 2002). This enables school principals to achieve school programs such as when to complete the syllabus when to do summative and formative examinations in line with the set MOE term dates. This practice would differ from one school to another and it may cause a difference in school outcomes from the other school.

Based on the foregoing discussion, effective planning must involve the development of the strategic plan in schools and the articulation of action plans which are geared towards curriculum achievements. Effective planning significantly and positively influences performance (Babafemi, 2015; Sandada et al., 2014).

On the other hand, ineffective planning in a school system can lead to poor or low performance (Oboegbulem & Kalu, 2013). Ifeyinwe (2019) also asserted the same by asserting that poor planning leads to poor teaching leading to poor performance.

Moreover, Chabra et al. (2016) argued that the planning function has both positive and negative effects on performance depending on how it is framed.

Effective planning has been found to have a positive influence on performance in the business sector (Babafemi, 2015; Sandada et al., 2014). The impact of educational planning on performance in secondary schools is still a mystery among school administrators (Chabra et al., 2016). Therefore, the need for this particular study.

### **2.3 School principals' directing function and students' learning outcomes**

School principals must work directly with teachers to improve teaching and learning (Hallinger, 2005). This implies that school principals must be able to gain the cooperation of teachers and influence them to achieve the curriculum goals willingly and enthusiastically (Chabra et al., 2016). The cooperation can only be achieved through directing function which ensures proper communication, motivation, and leadership (Musingafi et al., 2014).

The directing function has principles that are geared towards gaining the cooperation and influence of teachers in schools. These principles include interaction, integration, cooperation, participative decision making, a delegation of authority, effective communication, effective control, direct contact, and unity of command, proper follow-up, maximum contribution, and full participation (Chabra et al., 2016).

These principles, therefore, make directing function a life spark of an educational institution (Chabra et al., 2016). A study in Nigeria on the relationship between principals' administrative strategies and student disciplinary problems in secondary schools affirmed directing function as an administrative function of the secondary school principal is key in educational goal achievement (Agih, 2015; Omemu, 2017).

As an administrative function in secondary school, directing function includes communication, leadership, and motivation as its sub-functions (Chabra et al., 2016; Musingafi et al., 2014; Tripathi & Reddy, 2007). The impact of these sub-functions has been studied separately which might not be sufficient to conclude the influence of directing function on students' learning outcomes. This study involved the aspects such as induction of stakeholders, regular communication, leadership, and motivation (Musingafi et al., 2014) to inform on the influence of directing function on students' learning outcomes.

According to Cruz et al. (2016), school principals are mandated to carry out the induction of new members. Osakwe (2013) argued that new members should be inducted. Since every year the secondary schools receive new members, induction would play a key role in secondary schools.

Induction of the members helps in proper utilization and safekeeping of school facilities and programs (Cruz et al., 2016). To further this argument, Osakwe (2013) argued that induction help in guiding new members on how to get information and resources. This implies that the induction of new members enables them to follow school programs, use facilities properly, hence minimizes confusion and improves performance in institutions.

According to the MOE, Kenya (2018), school principals should carry out induction of all school communities to aid in integrity, maximize performance and give a good beginning in the institution. Therefore, the induction of new members is very key in educational institutions for improving performance.

Consequently, communication is a key sub-function of directing function (Chabra et al., 2016). This implies that communication is at the heart of directing function to gain cooperation in an educational institution. Therefore, there is a need to communicate regularly and appropriately in schools. Going by the foregoing assertion, school principals are mandated to have proper and regular communication to all the stakeholders using appropriate means (Cruz et al., 2016; Musingafi et al., 2014; Ogundele et al., 2015).

Accordingly, the success of the school administration depends on effective communication (Babatunde, 2014). This implies that there is a need for effective communication for effective administration. Effective communication is where the intended information is correctly delivered, successfully received, and well understood (Arop, Owan & Ekpang, 2018). This implies that the information should be correctly delivered, received, and understood, this is possible if the correct mode of communication is used.

Communication has both positive and negative effects on students' learning outcomes. According to Chan et al. (2014) inappropriate modes of communication impact students' learning outcomes negatively. Similarly, Manafa (2018) asserts that poor communication affects achievement negatively. According to Madukwe et al. (2019),

effective communication is positively related to students' learning outcomes. The appropriate model of communication should be used at all times in schools if success is to be achieved (Babatunde, 2014; Cruz et al., 2016; Musingafi et al., 2014). Therefore, how communication is carried out in an institution is very key to the learning outcomes.

Proper guidance on the implementation strategies is the key motivating factor in task performance (Northouse, 2013). Therefore, school principals should ensure proper implementation guidance of the plans (Agih, 2015; Musingafi et al., 2014). According to Chukwumah (2015) plan implementation affects the learning outcomes. Stakeholders should be given the right way to go to realize goal achievement. Improper implementation guidance affects learning outcomes achievement negatively (Nyambuto & Njoroge, 2014). On the other hand, effective implementation has a positive effect on students' learning outcomes (Babafemi, 2015). Therefore, school principals should ensure proper implementation guidance of the plans to achieve the students' learning outcomes.

Motivation as a sub-function of directing function is very key in achieving the stakeholder's willingness and enthusiasm towards goal achievements. This means that effective school principals should reward high achievers and motivates slow learners (Farah, 2013). Motivation is very key to students' ability to improve in schools. Therefore, school principals should be able to plan for ways of motivating both the high achievers, slow learners in their schools, and teachers.

As one way of realizing the learning outcomes, motivation plays a major role in goal achievement. School principals should ensure motivation programs for students to realize students' learning outcomes (Agih, 2015; Zengele & Alemayehu, 2016). The motivation of students has a positive effect on students' learning outcomes (Asvioa, Arpinus & Suharmon, 2017; Dos & Savas, 2015). According to Peter (2013), students' motivation strategies boost students' learning outcomes in secondary schools. In furthering the discussion, motivation improves performance (Osakwe, 2013). Therefore, programs to motivate students at the end of the term or year in academics and non-academic activities are key in ensuring that improvement is achieved.

School community plays a key role in schools, gaining their cooperation towards goal achievement is equally important. Accordingly, school administrator is argued to

involve the school community in all affairs (Agih, 2015; Onyieke & Maria, 2018). The school community helps the administration in different ways therefore, their involvement plays a vital role in improving school achievement (Cruz et al., 2016). The involvement of the school community is highly related to students' learning outcomes (Madukwe et al., 2019). According to Cruickshank (2017), an effective leader must involve key stakeholders in the administration to help achieve the students' learning outcomes. Vernez, Culbertson, and Karam (2016) argued that community involvement during directing process is important in secondary schools. This is good leadership (Cruickshank, 2017). Therefore, school principals should involve the school community in the administration of the school.

Though all the directing function practices influence students' learning outcomes in schools (Chan et al., 2014; Chukwumah, 2015; Cruickshank, 2017; Dos & Savas, 2015; Madukwe, et al., 2019), these studies were done in foreign countries and they concluded that proper communication, induction, proper implementation, involvement of school community, and motivation influence students' learning outcomes. Therefore, there was a need to check on these practices and how they influence learning outcomes in secondary schools in Rangwe Sub County, Kenya.

However, school principals carry out different and numerous administrative functions (Omemu, 2017; Musingafi, et al., 2014; Oluremi, 2013), different studies have generalized school principals' administrative functions to influence students' learning outcomes (Oluremi, 2016; Romero & Krichesky, 2018). According to Hermayanti (2016), actuating or directing function influences performance in the business sector. Studies to inform the effect of directing function on student learning outcomes have been neglected by different scholars in the education sector. Therefore, this study was conducted in Rangwe Sub County to supplement the literature on the influence of directing function of school principals on students' learning outcomes.

#### **2.4 School principals' controlling function and students' learning outcomes**

The controlling function is argued to be a managerial role of instructional leader (Hallinger, 2005). School principals are the instructional leaders in secondary schools (Chiedozie & Victor, 2017; Hallinger, 2005; Ombonga & Ongaga, 2017; Onuna, 2016). This implies that school principals are responsible for the provision of instructional leadership in secondary schools.

Instructional leadership is defined as administrative activities and roles geared towards quality instruction delivery (Chiedozie & Victor, 2017). It can also be defined as activities that relate to teaching and learning (Quah, 2011). It can further be defined as classroom-based strategies aimed at improving teaching and learning in classrooms (Hallinger & Murphy, 2012).

As a managerial role of instructional leader, controlling function is concerned about putting the required resources, evaluating and monitoring the process of goal attainment (Musingafi et al., 2014). This process is mainly concerned with curriculum implementation and achievement (Lunenburg, 2016). School principals are therefore to monitor, evaluate and supervise curriculum implementation in schools (Brech, 2003; Koontz & O'Donnell, 1964; Mockler, 1970).

According to Chabra et al. (2016) controlling function is mandatory in an institution. This is because curriculum implementation and achievement are the main role of the school principals (Dos & Savas, 2015). Monitoring progress and assimilating the extent of goal achievement makes controlling function a compulsory practice in an institution (Lunenburg, 2016; Musingafi et al., 2014). Therefore, being a compulsory practice in schools, its impact on performance needs to be stipulated in literature.

Through controlling function practices in schools, school principals can monitor, evaluate and supervise instruction, curriculum implementation, and achievement in their schools (Agih, 2015). This makes controlling function the only way to monitor and evaluate curriculum implementation and achievement in schools.

Arguably, the controlling function involves the establishment of performance standards, comparison of the current performance with set standards, and corrective actions (Tripathi & Reddy, 2007). Setting standards is key since they give direction in schools. To check whether these standards were achieved then the comparison of the performance gets in course. Lastly, if these standards were not achieved, setting corrective actions come in place. Therefore, the controlling function involves three main principles (Tripathi & Reddy, 2007).

According to a study in Zimbabwe on applying management theory into practice in secondary schools, these principles can be achieved through setting monitoring standards of teaching and learning, classroom visits and observation of teaching and learning, checking of schemes of work developed by teachers, checking teachers'

lesson preparedness through checking their lesson notes, physically checking school resources to ascertain their availability for proper curriculum implementation, analyzing examinations results, reviewing the performance of the school in all sectors, conducting staff performance appraisal, setting new school targets as well as formulating recommendations depending on the already set standards (Musingafi et al., 2014).

Developing classroom monitoring standards for teaching and learning is one of the major activities of the school principal as an instructional leader. According to Musingafi et al. (2014), school principals should develop monitoring standards to assess how teaching and learning run in the classrooms. Similarly, Nyambuto and Njoroge (2014) assert that setting monitoring standards should be part of secondary schools. According to Chukwumah (2015) monitoring standards are supposed to be developed to help monitor the achievement of the educational plans. Furthermore, school principals should monitor the student's and teachers' work (Agih, 2015). Monitoring standards help in the identification of any variation between the set standards and the actual performance.

Monitoring standards in school influence students' learning outcomes. According to Nzoka and Orodho (2014), inconsistent monitoring standards in classrooms have a negative influence on students' learning outcomes. Monitoring teaching and learning influences students' learning outcomes (Blankstein, Houston, & Cole, 2010; Oluremi, 2013). Therefore, school principals should develop and provide monitoring tools in classrooms just like some schools have lesson attendance control sheets among other tools to monitor the attendance and work covered in the respective classes by respective subject teachers. This acts as one way of assessing how learning takes place in the classrooms.

The other way of determining whether curriculum implementation is taking place in classrooms is through classroom visits and observation of teaching and learning in classrooms. School principals are mandated to ensure classroom visits and observation of teaching and learning in classrooms (Kotirde et al., 2014; Osakwe, 2013). Though they are mandated to carry out this practice, there is no evidence that school principals are involved in such practices (Hallinger, 2005). According to Ndungu, Allan, and Bomett (2015), teachers revealed that classroom visits and observation of teaching and learning in classrooms are currently not conducted in schools.

Visits and observation of teaching and learning in classrooms help both the teachers and students towards learning outcome achievement (Kieleko et al., 2017). It also helps in teacher development and management (Zhang & Ng, 2015). Apart from helping both the teacher and students, classroom visits and observation of teaching and learning in classrooms are indubitable having a positive influence on student learning outcomes in schools (Blankstein et al., 2010; Nyambuto & Njoroge, 2014; Nzoka and Orodho, 2014; Oluremi, 2013).

Consequently, checking schemes of work developed by teachers ensures quality instruction delivery. School principals are mandated to check the schemes of work developed by teachers as one way of monitoring the standard of teaching and learning in schools (Kieleko et al., 2017; Musingafi et al., 2014). In Kenya, HODs are the ones performing the duty of checking the schemes of work developed by teachers and forward these documents to the deputy school principals to assent. The schemes of work help teachers implement the curriculum within the stipulated time.

Teacher preparedness is key for effective lesson delivery. This can be achieved through lesson notes preparation. School principals, therefore, are to ensure teacher lesson preparedness through checking teachers' lesson notes (Kieleko et al., 2017; Kotirde et al., 2014; Madukwe et al., 2019; Musingafi et al., 2014; Osakwe, 2013). Lesson notes are to be checked by HODs of different departments. Though this practice is viewed to have a positive influence on performance, it has been abandoned by several administrators in secondary schools (Osiri, Piliyeyi & Ateka, 2019).

According to Musingafi et al. (2014), school principals should check the school resources and equipment. Uko (2015) asserts that school principals should have regular checking of the school resources. According to Onyeike and Maria (2018), school principals should assess the school resources. Cruz et al. (2016) concluded that the school principals should inspect school facilities. The process of resource and equipment assessment influences learning outcomes in schools (Uko, 2015). Resources are important in the achievement of curriculum implementation and achievement. Therefore, the process of checking their availability also plays an important role in curriculum achievement.

Consequently, school principals should carry out analysis as a way of comparing the current performance with set standards (Tripathi & Reddy 2007). According to Agih



(2015) and Musingafi et al. (2014), school principals should analyze the outcomes. The school principals should be able to interpret and report the outcomes (Cruz et al., 2016; Madukwe et al., 2019). This helps in the identification of any variation between the set standards and the current performance in schools. It also helps in determining the extent of performance in school. Therefore, analysis of examination by the school principal through the DOS is important in any institution.

Accordingly, school principals are required to review the outcomes in all aspects of the school (Musingafi et al., 2014; Cruz et al., 2016). This implies that the school principals are supposed to review all the aspects of the school performance. School principals are charged with the responsibility of reviewing the performance in academics and non-academic performance of the schools. This enables school principals to identify the strength and weaknesses of their schools.

According to Musingafi et al. (2014), school principals should perform full staff performance appraisals. Performance appraisal is the process of human resource management in public service (Public Service Commission, Kenya, 2016). Teacher appraisal has been in practice in Kenya to control teachers' performance in schools. Among other methods, lesson observation is one method of conducting teacher performance appraisals in schools (Zhang & Ng, 2015). It is the process of identifying the performance of each staff; it also informs if there is a need for further intervention in educational institutions.

A study in Kenya on the effect of performance appraisal indicated that staff appraisal has a significant influence on students' learning outcomes in schools (Ouda, Didinya & Ndanu, 2018). According to Dos and Savas (2015) and Kadenyi (2014), staff appraisal influences students' performance. Staff appraisal improves performance (Public Service Commission, Kenya, 2016). To further the argument, Elliott (2015) asserts that performance appraisal improves students' learning outcomes. Therefore, school principals should engage in staff performance appraisal as one way of controlling the performance of the teachers in school to improve their work performance which eventually improves students' learning outcomes.

After the analysis of the learning outcomes of the school, the school principals, therefore, need to recommend reference to the outcomes realized by the school at the national examination. Musingafi et al. (2014) indicated that school principals should

make a recommendation with the teachers. Onyeike and Maria (2018) assert that school principals should involve the teachers in the discussion and making of new trends in the schools. It is advantageous for the school principals to set new strategies to help achieve the plans which were not achieved previously (Uko, 2015; Musingafi et al., 2014). This gives the corrective actions to improve learning outcomes in secondary schools.

The foregoing discussions show that the controlling function is in three-dimension which include setting monitoring standards, comparison of actual performance with set standards, and coming up with new corrective actions (Tripathi & Reddy 2007). These principles guide the effort of an administrator towards curriculum goals achievement. Therefore, school principals should be able to carry out the controlling function practices in schools to ensure the achievement of learning outcomes.

A study in Nigeria on controlling strategies and coordinating strategies of principals and learning outcomes indicated that principals' controlling techniques have a significant influence on students' learning outcomes (Ayeni & Akinfolarin, 2014). According to Hermayanti (2016), controlling function influences performance. Though these are valuable findings on controlling functions in education, none was carried out in Kenya. Therefore, this study was to attest that the controlling function has a significant contribution to students' learning outcomes, more so in the Kenyan education context.

## **2.5 Theoretical Framework**

This study was guided by Path-Goal leadership theory which was first introduced by Evans (1970) and further developed by House (1971). The Path-Goal theory states that a leader's behavior is contingent on the satisfaction, motivation, and performance of their employees (Chabra et al., 2016; Evans, 1970). The theory further argues that the leader will have to engage in different types of leadership behavior depending on the nature and demand of the situation at hand (environment) (House, 1971). Therefore, leaders may best guide their followers through their path in the obtainment of their daily goals (Northouse, 2013).

Secondary schools in Kenya are categorized differently by the MOE as national schools, extra-county schools, county schools, and sub-county schools. These categories of schools have different learning environments in terms of human and

physical resources and also enrolls students with different entry behaviors from primary schools across the country. Therefore, school principals must select specific behaviors that are best suited to their schools and their environments while carrying out their administrative functions (Evans, 1970).

The secondary school principal is the Chief Executive Officer (CEO) in the secondary school (Ogundele, Sambo & Bwoi, 2015; Wakarindi, 2017). As the CEO school principal is responsible for school success and failure (Jain & Yadav, 2017; Nwiyi & Osuji, 2014). Therefore, based on the two secondary school scenarios, Path-Goal leadership theory provides a framework for this study.

These affairs of the leader brought about four key principles which include directive, supportive, participative, and goal-oriented leadership (House & Mitchell, 1974). These principles may be used about the environment by the school principal to ensure the achievement of teaching and learning in their schools.

Path-Goal theory and its principles depict the leader as the sole facilitator and mentor (Chabra et al., 2016). The Path-Goal theory views the leader as knowledgeable and able to mentor his or her juniors. Path-Goal theory, therefore, shows that the school principal is the sole controller and mentor in the school and who influences the performance of the schools. Path-Goal theory, therefore, puts the school principal as the CEO who has a greater impact on the general performance of the school.

It is the leader's role to assist employees in attaining goals and to provide the direction and support needed to ensure that individual goals are in concert or compatible with the organizational goals (Northouse, 2013). Path-Goal theory proposed that school principals may influence subordinates' efforts and performance in different ways which would provide direction and support.

Path-Goal leadership theory proposes motivation of the followers as one basic way of influencing subordinates' effort and performance. Motivation can be achieved by making the path clear, removing obstacles or roadblocks, and giving incentives (Chabra et al., 2016; Northouse, 2016). The Path-Goal theory also indicates that the leader can give direction by giving followers hints on the tasks, removal of the obstacles, or total clearance of the path (Chabra et al., 2016). All these activities help in the achievement of subordinate's effort and performance in a school setup.

Increasing work satisfaction is another way of motivating stakeholders (Chabra et al., 2016; Northouse, 2016). This is done by involving the stakeholders in the administration processes. Therefore, in a school system school principal may involve his or her subordinates in the administration by delegation. It is the work of the school principal to be able to guide the subordinates towards the achievement of the goals by delegating administrative duties where necessary.

A leader's focus should be on eliciting the followers' goals, increasing the followers' sense of self-efficacy, and helping the followers see the connection between their efforts and attaining their desired outcomes (Northouse, 2016). Secondary school principals, therefore, should be able to help their followers connect the activities and the outcomes required, which helps in the achievement of the learning outcomes in the schools. These can only be achieved by analyzing the situation and then decides on the appropriate leadership principles.

According to the Path-Goal leadership theory, the effectiveness of the leader is dependent on the environment, employee contingent factor, and leadership style (Chabra et al., 2016). This implies that the school principals' effectiveness is all about how he or she may handle the different environments, different subordinates' characteristics, and the distinguishable leadership styles. By using appropriate leadership principles, the above are achievable.

According to House and Dessler (1974), the participative principle is the appreciation of the subordinate by the leader. This calls for the school principals to be appreciative of the suggestions of the subordinates. It calls for the school principals to involve the effort of the subordinates (Prasad, 1990). An effective principal consults and accepts good ideas and suggestions from the stakeholders (Chabra et al., 2016; Farah, 2013). This implies that the participative leadership principle is so much important in a school system. The leader (school principal) considers the opinions before making the decisions in a school setup (House, 1971).

The participative leadership principle can be applied when the school principal is coming up with the school plans. This was supported by Linski (2014) who asserted that opinions and suggestions from stakeholders are important in identifying and setting an organizational goal. Therefore, this Path-Goal leadership principle can be applied in

secondary schools to come up with whole rounded goals which eventually may improve their achievements.

The participative leadership principle helps in the satisfaction of the stakeholders (Farhan, 2018). The feeling that my opinion is valued motivates the stakeholders. The motivation leads to satisfaction which influences the performance of the stakeholders. Therefore, school principals should be able to involve stakeholders in planning future goals. According to Sarti (2014), the participative leadership principle plays a positive role in stakeholders' performance. This implies that for school principals to ensure positive performance in their secondary schools, they must be willing to collaboratively work with the stakeholders during the planning process.

The other principle which was found to be very effective in the study was the supportive principle which is defined as increasing the confidence of the subordinate by the leader (House, 2004; House & Dessler, 1974). This is through leaders being involved in their needs and wellbeing (Chabra et al., 2016; Prasad, 1990). According to Farhan (2018), the leader should be able to respond to the needs of the subordinates. In this principle, the school principals show concern to the stakeholders (House, 1971).

The school principal should not be interested in seeing the juniors and students well dressed and carrying out their duties as usual but should be able to support the juniors and students where necessary as this shows the concern of the leader (House & Dessler, 1974). The friendly attitudes motivate the juniors. The school principals should be able to show concern to the juniors more so the teachers, students, and parents' needs. The school principals should make the environment pleasant to the stakeholders (House, 1971) as it builds their confidence towards learning outcomes achievement.

The supportive principle is important during directing and controlling function practices which involves plan implementation to achieve the school goals (Farhan, 2018). This is because, during this process, the juniors need a conducive environment to enable them to handle the different tasks which are aimed at achieving the educational goals. Therefore, at this moment the secondary school principals should support the needs of the stakeholders to achieve the learning outcomes.

By adopting the supportive leadership principle, principals are assured of his or her junior's task satisfaction (Rafferty & Griffin, 2006) which is one step towards goal achievement. The supportive leadership principle has a positive impact on task

satisfaction (Farhan, 2018). Therefore, this study suggested that during directing and controlling function practices, supportive Path-Goal leadership principle is key for school principals to achieve the already stipulated goals.

The directive principle was also at the concern of this study. This principle is defined as providing directives and instructions to the juniors (House & Dessler, 1974). The only way to achieve the education goals, clear directives and instructions should be provided to all the stakeholders. According to Prasad (1990), the directive principle is all about explaining the content and giving guidance to the stakeholders. The school principal is, therefore, expected to provide instructions and directives from the MOE and TSC regarding education in the school.

According to Farhan (2018), the directive principle is more important whenever the goals are complicated and not easily understood by the stakeholders. The directive principle is all about giving guidance on task handling (Chabra et al., 2016). Therefore, the school principals adopt the directive principle to motivate the stakeholders by explaining the task and procedures to achieve the goals. This principle is important during directing and controlling functions in a school setup.

Directive principle gives high control during implementation (Farhan, 2018) and school principals should apply this particular principle in schools. It is important to understand that in some situations it is possible to give directives even if they are not liked by many to achieve the challenging goals. Therefore, school principals must realize that leaders are forced to make some unambiguous directives that must be followed by the stakeholders (House, 1971).

Though the achievement-oriented leadership principle is one of the principles guiding Path-Goal leadership theory, it was not applicable in this study. This principle underscores the leader to be outcome-oriented than looking at how these achievements will come about (Chabra et al., 2016). The principal sets high goals and pushes for their achievements (Farhan, 2018) and is confident that the subordinates can achieve the goals (House & Dessler, 1974). This might not work well in a school setup. This is because the school principal must ensure how these goals would be achieved. Unlike goal-oriented leaders who expect the goals to be achieved without understanding 'how'? Therefore, adopting appropriate leadership principles inappropriate areas and environments may influence stakeholders' attitudes (Farhan, 2018). The school

principals in a different school with differing environments and different stakeholders should adopt appropriate leadership principle which fits their school environment. The school principals should acknowledge that different principles can be used in different school environments.

According to Daft (2005), leader characteristics and the environment is very important according to the Path-Goal leadership theory. The performance of the school will depend on the environment and the leaders' characteristics. This is because the environment and the leaders' characteristics dictate the adoption of different principles which helps in the achievement of the national goals of education in schools.

According to Path-Goal leadership theory, the leader (school principal) plays a major role in the achievement of organizational goals (Northouse, 2016). The leader (school principal) has the role to direct subordinates' effort towards goal achievement (Goethals et al., 2012). Path-Goal leadership theory outline that the leader (school principal) influences the final output in an institution (Northouse, 2016). Path-Goal leadership theory takes the school principal as the key administrator whose actions have implications in the outcomes. Therefore, Path-Goal leadership theory implies that school principal has a greater influence on student performance hence it helped to analyze the impact of principals' administrative effectiveness on the students' learning outcomes.

Though Path-Goal leadership theory depicts the leader (school principal) as the sole facilitator and mentor in a secondary school system (Chabra et al., 2016), this philosophy that leadership emanates solely from the formal position of the principal in secondary school has been abandoned and dynamic interactions aimed at mobilizing and guiding teachers in the process of instructional change and learning improvement has been adopted (Harris, 2005; Spillane, 2005; Timperley, 2005). This is a limitation of this particular theory when used in a secondary school setup.

Path-Goal leadership theory is guided by directive leadership, supportive leadership, participative leadership, and goal-oriented leadership (House & Mitchell, 1974). These Path-Goal leadership theory principles are key at ensuring that the path is clear and obstacles are removed to achieve the set goal. Though these principles are key in goal achievement, goal-oriented leadership might not be applicable in secondary schools.

## **2.6 Conceptual Framework**

The conceptual framework in this study illustrates how the dependent and independent variables relate. It also takes account of the intervening variables which were not in the context of this study. The interaction between the independent variable and dependent variable is affected by the intervening variable as shown in Figure 1. The study shows a direct relationship between the independent variable and dependent variables in this study with some indirect elements of influence from the intervening variables.

The independent variables in the study included school administrative functions such as planning function, directing function, and controlling functions. These functions were thought to have a direct influence on students' learning outcomes. The intervening variables which were thought to influence students' learning outcomes were also included in this study.

The intervening variables included student characteristics, school characteristics, and BOM, TSC, teaching methods, and MOE. Since different categories of schools enroll a student with different qualifications from primary schools across the country, the way school principals handle this situation differs hence may influence students' learning outcomes. School characteristics also may affect students' learning outcomes since they differ in terms of human and physical resources.

The school principal is an agent to the TSC, he or she acts on the policies and regulations from the employer. This may influence how the principal performs different administrative functions in secondary schools. The MOE in Kenya regulates different activities in school such as the term dates, therefore, school principals are greatly influenced by TSC and MOE in schools.

The students' learning outcomes were looked at as the mean scores in the KCSE examination since the education system in many countries including Kenya views students' learning outcomes as passing national examinations (Peter & Archippus, 2016; Singh & Choudhary, 2015). According to Bello et al. (2016), learning outcomes can mainly be measured by the grades attained by students in the examination. Therefore, mean scores in the KCSE examination were an appropriate way of assessing the learning outcomes in secondary schools in the study.

The principals' administrative functions mentioned in this study, play some key roles in the students' learning outcomes achieved in the KCSE examination. It is also



important to acknowledge that other factors like individual learner characteristics, school characteristics, teaching methods, BOM, TSC, and MOE affect the achievement of learning outcomes.

Therefore, the concept of how principals' administrative functions were postulated to influence students' learning outcomes in this study is as shown in Figure 1.

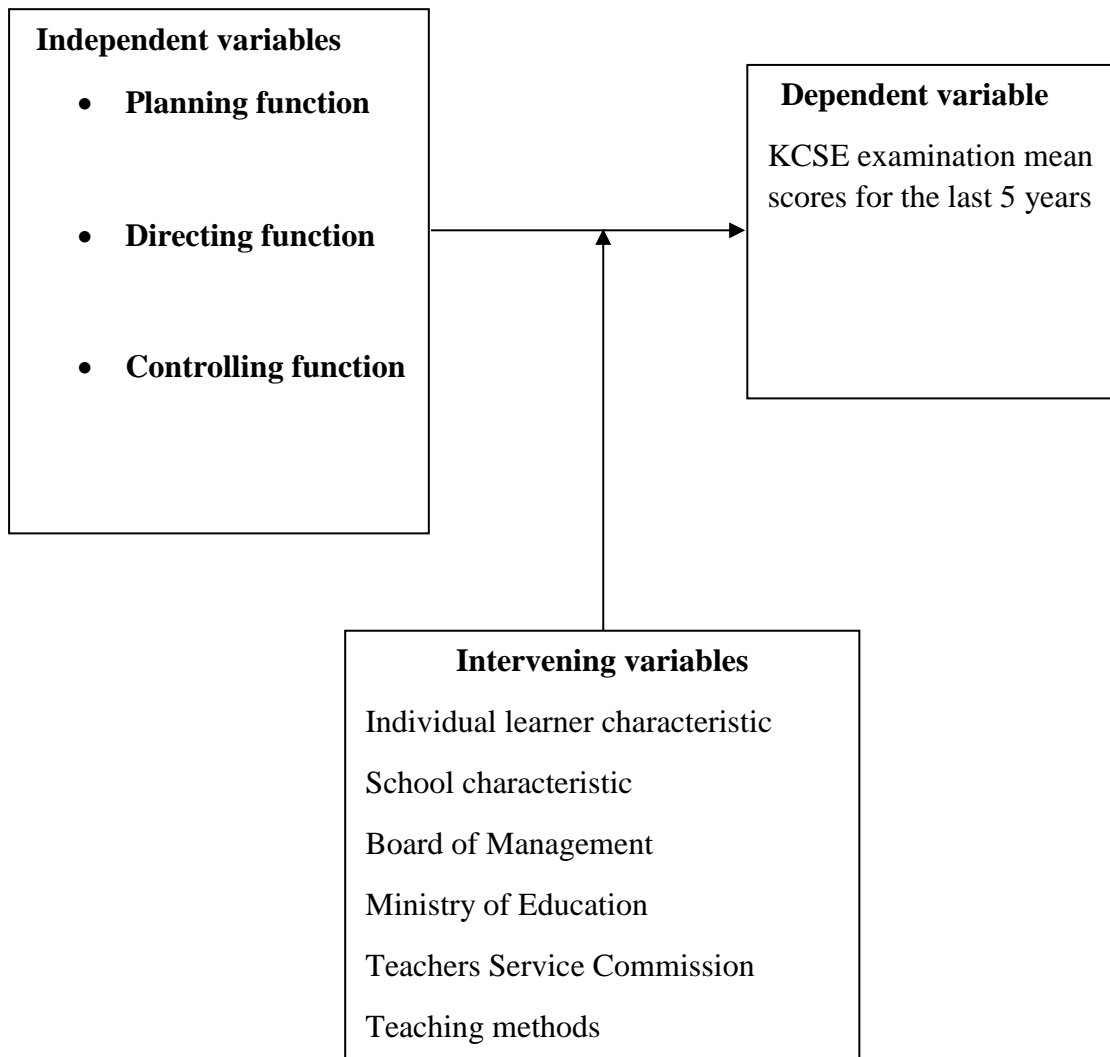


Figure 1: Conceptual framework

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides the procedures and tools that were applied to conduct this research. Therefore, it outlines the research design, location of the study, the target population, sampling techniques, and sample size. It further gives research methods, research instruments, data collection procedures, data analysis, and ethical considerations.

#### **3.2 Research design**

Research design is what gives direction in a study (Creswell, 2014). An ex-post facto research design was used in this study. This design is used when collecting data on variables that had already occurred (Simon & Goes, 2013). Ex-post facto research design is used in social sciences, in contexts in which it is not possible to manipulate the independent variables (Salkind, 2010; Simon & Goes, 2013). The information on the dependent and independent variables in this study had already occurred (KCSE mean scores and administrative function practices). The independent variables manipulation in this study was not possible, to find how they influence different groups in a real experiment. Therefore, this design was suitable for the study.

#### **3.3 Location of the study**

The study was carried out in secondary schools in Rangwe Sub County in Homa Bay County, Kenya. The study area had four wards which included Gem East, Gem West, Upper Nyokal (Kagan), and Lower Nyokal (Kochia).

#### **3.4 Target population**

According to Mugenda and Mugenda (2013), a target population is an entire group of individuals, events, or objects having common characteristics. The school principals were the targeted respondents in this particular study. Specifically, the research seeks to understand the relationship between principals' administrative functions and students' learning outcomes making school principals key informants. However, teachers were included in the participants' pool to corroborate (strengthen) school principals' responses since individuals' self-rating tends to be very low (Dunning, Heath & Suls, 2004).

### **3.5 Sampling techniques**

In this study, the census was used. That is, all the school principals in Rangwe Sub County were involved in the study. This was aimed at achieving a representative information from all principals from different categories as categorized by MOE in Kenya as National Schools, Extra County Schools, County Schools, and Sub County Schools.

Teachers were sampled using the purposive sampling method. This sampling method was used to sample the key informants hence aimed at achieving the relevant information with the effective use of limited resources during the study (Palinkas et al., 2013). Deputy school principals, directors of study (DOS), and heads of departments (HOD) were purposively sampled to represented teachers involved in classroom teaching. They also had leadership responsibilities making them key informants on administration matters compared to their counterparts with no added leadership responsibilities.

### **3.6 Sample size**

A sample can be defined as a smaller population that is used to conclude for the whole population (Mugenda, 2003). The study involved 41 school principals, 41 deputy principals, 41 DOS, 41 HOD sciences, and 41 HOD technical giving a total sample size of 205 respondents.

### **3.7 Research methods**

The study employed a survey and document analysis as the research methods. The survey was used since a greater number of the secondary schools in the study area were involved. The survey method helped in reaching more respondents and obtaining substantial information within a short time. The survey was also used since the teachers had tight schedules during the working hours in secondary schools as per the MOE schedules. The document analysis was used to collect data on students' learning outcomes which were obtained from the KCSE examination files from the DOS offices.

### **3.8 Research instruments**

The research used self-structured questionnaires and a document analysis guide as data collection instruments. The questionnaire was important for the study since it helped capture more information within a short time when the teachers were free from classes.

A principals' self-rating questionnaire (PSQ) had two sections. Section A included inquired about principals' demographic information. Section B had 26 items; one item required a 'yes' 'no' response while the remaining 25 items required the school principals to do a self-rating on a five-point Likert scale with 1-Never, 2-Seldom, 3-Sometimes, 4-Often, and 5-Very often. A teacher perception questionnaire (TPQ) had one section. Section A which included 25 items which required the sampled teachers to give their perceptions on how administrative functions were done on a five-point Likert scale with 5-Strongly agree, 4-Agree, 3-Neutral, 2-Disagree, and 1-Strongly disagree. The document analysis guide with 1 item was used to get the details of the past KCSE mean scores. The information on the past KCSE examination was obtained from the KCSE examination files from the DOS office who is the custodian of all school examination results. The information was gathered by writing the means for each year for all the 41 secondary schools.

### **3.8.1 Pilot study**

To determine the validity and reliability of the research instruments, a pilot study was conducted in three secondary schools in Homa Bay Town Sub County. These schools had similar characteristics as the study population. A test-retest method was done at an interval of two weeks.

### **3.8.2 Validity of the instrument.**

This study used content validity. This was aimed at measuring the degree to which the sample of test items focuses on the content it was designed to measure (Mugenda & Mugenda, 2013). To ensure content validity, a pilot study was used, and consulting three expert opinions in educational administration and planning improved the clarity and relevance of the instruments.

### **3.8.3 Reliability of the instrument**

Reliability is a measure of the degree to which a research instrument produces consistent results in repeated trials (Nsubuga, 2014). Reliability was tested by the use of the test-retest method for uniformity. Reliability was calculated using Cronbach's alpha coefficient to estimate the reliability coefficient. The reliability was tested at a 0.7 coefficient level. A Cronbach's alpha reliability coefficient of 0.707 was obtained for the research instruments. The reliability coefficient was above the threshold; hence the instruments were reliable.

### **3.9 Data collection procedures**

The researcher obtained a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Authorization letters were thereafter obtained from the County Director of Education (CDE) and Sub County Director of Education (SCDE) respectively. On the agreed dates, the researcher created rapport with the participants and administered the questionnaires to sampled participants. The questionnaires were then collected immediately after they were filled as per the agreement. The KCSE examination files were obtained from DOS offices and the information on school mean scores were extracted through writing. This process was repeated in all 41 secondary schools.

### **3.10 Data analysis procedures**

The data from the questionnaires were subjected to preliminary processes including validation and cleaning. The school KCSE average mean scores were calculated per school. The information was then fed to the Statistical Package for Social Sciences (SPSS) software version 23 for analysis. The school principal administrative function practices and school KCSE average mean scores were tabulated school-wise. The data was analyzed using descriptive statistics (percentages, means, and standard deviation) and inferential statistics (correlation and linear regression analysis).

The descriptive findings were presented using percentages, means, and standard deviations. The mean below three was treated as 'never' and 'disagree' while the mean above three was treated as 'often' and 'agree' for the principals' responses and teachers' perceptions respectively. The principal's response was then corroborated with the teachers' perceptions from his or her school and the data was analyzed.

The relationship between principals' demographic information and students' learning outcomes was analyzed using Pearson moment correlation. The hypotheses were tested using linear regression analysis. Regression analysis helps in predicting and describing important independent variables that affect the dependent variable (Kumari & Yadav, 2018). The school principals' corroborated responses were regressed against school average mean scores to determine the relationship between school principals' administrative function and students' learning outcomes.

### **3.11 Ethical considerations**

The researcher got an introductory letter from the University of Embu. The researcher further obtained a research permit from the NACOSTI which is a requirement for researchers in Kenya. To supplement the research permit, research authorization letters were obtained from CDE and SCDE respectively. In the field, consent from the participants was sought. Confidentiality was assured verbally for the participant. The participants were assured that the information given was for the study only.

## CHAPTER FOUR

### RESULTS, INTERPRETATION, AND DISCUSSION

#### 4.1 Introduction

This chapter gives the study findings, their interpretation, and discussions thematically. It begins by presenting the return rates, followed by participants' demographic information. This chapter finally presents the findings, interpretation, and discussions on the study objectives thematically.

#### 4.2 Return Rates

The return rates are calculated by dividing the numbers of the survey questionnaires returned by the sum sampled population (Mitchell, 1989). The return rates for the study were 38(93%) and 139(85%) for school principals and teachers respectively, as shown in Table 1. According to Nulty (2008), return rates of 70% are allowed for survey research. According to Draugalis, Coons, and Plaza (2008) higher return rates are important for the generalization of research findings to the larger population. Waruita further argued that a higher return rate gives findings credibility and reliability (Waruita, 2018). Therefore, the return rates in this study give the findings herein credibility and reliability as well as making them useful for generalization.

Table 1 Response rates

	Principals' response rate		Teachers' response rate	
	Frequency	Percentages (%)	Frequency	Percentages (%)
Returned questionnaires	38	93	139	85

#### 4.3 Demographic Information

The study sought to establish the background information of the principals in the study. Table 2 shows the demographic information of school principals in Rangwe Sub County. From Table 2, the study found that 81.6% of the school principals were male while 18.4% were female. The study further revealed that 97.4% of the school principals were aged above 40 years while 2.6% were aged between 31-40 years of age. It was further found out that 5.3% of school principals headed Extra county schools, 15.8% of school principals headed county schools while 78.9% of the school principals headed sub-county schools. Moreover, the study found that the majority (76.3%) of

school principals were bachelor of education (B. Ed) degree holders while 23.7% were master of education (M. Ed) degree holders. It was further revealed that 73.7% of school principals had experience below 10 years, 23.7% of school principals had an experience of between 11-20 years while 2.6% of the school principal had above 20 years of experience as a school principal.

Table 2 School principals' demographic information (N = 38)

<b>Demographic information</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	31	81.6
Female	7	18.4
<b>Age (years)</b>		
31-40	1	2.6
Above 40	37	97.4
<b>School category headed</b>		
Extra county school	2	5.3
County school	6	15.8
Sub-county school	30	78.9
<b>Professional qualification</b>		
B. Ed.	29	76.3
M. Ed.	9	23.7
<b>Year of experience as a school principal</b>		
Below 10	28	73.7
11-20	9	23.7
Above 20	1	2.6

From Table 2, the study revealed that the majority of the school principals in the study area were male while 18.4% were female school principals. This concurs with the finding by Nzoka and Orodho (2014) that in Embu North district there were 87.7% male school principals and 14.3% female school principals. It further concurs with the conclusion made by Wangui (2017) that the majority of secondary schools were headed by male principals. These studies, therefore, show that there is still a wider gender disparity in principalship in Kenya. Akala (2019) concluded that the wider gender



disparity among educationists in Kenya is due to the unresolved gap between policies and the reality of the lived experiences of women exacerbates inequalities.

Table 2 further revealed that the majority (94.7%) of school principals were aged above 40 years of age. A similar finding was also found by Wangui (2017). This is common since principalship in Kenya is a promotional position whereby for one to be a school principal, he or she must have served in different positions for a specified period (TSC, Code of regulation for teachers, 2014; TSC, Career progression guidelines for teachers, 2018). Therefore, most school principals in Kenya take time to reach this particular position hence contributing to this age bracket.

Moreover, it was found that the majority (78.9%) of secondary schools in Rangwe Sub County were sub-county schools. This finding is a consistent finding to Kieti, Maithya, and Mulwa (2017) that sub-county schools were the majority in their study area. This implies that the majority of schools in Kenya are sub-county schools. This large number of sub-county schools is because Kenya is a developing country. As a developing country, Kenya tries to make education available for all by establishing more sub-county schools that are relatively cheaper and makes education affordable.

The study further found that the majority (73.7%) of the school principals had been in this position for less than ten years. This concurs to Kieti et al. (2017) that 80% of the school principals have been in headship for 10 years and below in their study area. According to TSC, Career progression guidelines for teachers (2018), school principals are in different scales which comes with promotion based on different criteria. TSC appoint school principal in the lowest scale who mostly are promoted deputy principals to head sub-county schools. Considering that majority of secondary schools were sub-county schools in Rangwe Sub County, this contributed to this scenario in Kenya headship.

Professional qualification is key for one to be a teacher in schools in Kenya. Therefore, it was of interest to find the distribution of principals by professional qualifications. The study found that 76.3% were B. Ed degree holders while 23.7% of the school principals were M. Ed degree holders. This concurs with Wangui (2017) who found a similar scenario. It, therefore, follows that the majority of school principals in Rangwe Sub County have not gone for postgraduate studies and remain with their first degree.

#### 4.4 Correlation analysis on principals' demographic information students' performance

Since demographic information of school principals is argued to influence how they perform their administrative duties (Nkirote, 2013). The study established how the principals' demographic information influences students' learning outcomes. The results were presented in Table 3.

Table 3 Correlations

		School average mean scores
Gender of the respondent	Pearson correlation	-0.207
	Sig. (2-tailed)	0.212
	N	38
Age of the respondent in years	Pearson correlation	-0.038
	Sig. (2-tailed)	0.822
	N	38
Category of schools	Pearson correlation	-0.623**
	Sig. (2-tailed)	0.000
	N	38
Professional qualification of the respondents	Pearson correlation	-0.128
	Sig. (2-tailed)	0.445
	N	38
Year of experience as a school principal	Pearson correlation	0.433**
	Sig. (2-tailed)	0.007
	N	38

\*\* Correlation is significant at 0.001 significance level (2-tailed)

The study further revealed that school principals' years of experience as school principals had a moderate positive relationship to students' learning outcomes in secondary schools ( $r = 0.433$ ,  $p = 0.007$ ). This implies that an increase in the year of experience of a school principal as principal increases students' learning outcomes. This concurs with the argument by Nkirote (2013) that the year of experience of principal influences how he or she performs his or her administrative tasks hence influences outcomes.

The study found that the category of secondary schools as per the MOE in Kenya had a strong negative relationship to students' learning outcomes ( $r = - 0.623$ ,  $p = 0.000$ ). Since there were more Sub-county schools in the study area, it implies that an increase in the number of sub-county schools negatively influences student learning outcomes. The sub-county schools in Kenya generally have fewer resources in terms of human and physical resources. Inadequate resources lead to a lack of outcomes achievement (Gutolo & Tekello, 2015).

#### **4.5 Principals' planning function and students' learning outcomes.**

The first objective of the study was to establish the influence of school principals' planning function on the students' learning outcomes. The participants were presented with research questionnaires and the responses were analyzed and presented in subsequent tables below each section.

##### **4.5.1 Availability of strategic plan**

The researcher sought to find out whether secondary schools in the study area had developed a strategic plan as per the MOE policy number 12 of 2003. The school principals were requested to respond to a 'yes' 'no' question in the questionnaire. The result is shown in Table 4.

Table 4 Strategic plan availability

Strategic plan	Frequency N=38	Percentage (%)
Yes	20	52.6
No	18	47.4

The result from Table 4 revealed that 20(52.6%) secondary schools had developed a strategic plan while 18(47.4%) schools did not have developed a strategic plan. This shows that majority of secondary schools had developed their strategic plan which concurs to the finding by Amani and Namusonge (2015) and Chukwumah (2015) that schools had embraced strategic plan development. Though the majority of the schools in Rangwe Sub County had developed their strategic plan, it was not fully embraced. This concurs with the conclusion by Mbugua and Rarieya (2014) that schools in Kenya have not fully embraced strategic planning.

#### 4.5.2 Principals' self-rating on planning function practices

The study further sought to establish how secondary school principals had carried out their planning function practices in the sampled schools. The school principals were, therefore, requested to do self-rating on a five-point Likert scale. The responses were analyzed and the findings are shown in Table 5.

Table 5 Principals' self-rating on planning function practices (N = 38)

Variables	Never (%)	Sometimes (%)	Often (%)	Mean	Std. Dev
School structural development was always planned	2.9	11.4	85.7	4.23	0.77
School resources procurement was always planned	-	25.7	74.3	4.09	0.78
School staff recruitment was always planned	-	51.4	48.6	3.60	0.69
Individual student target was always planned	2.9	44.7	52.4	3.57	0.70
The School calendar of the event was always planned in line with the MOE term dates	-	-	100	4.40	0.50
Student enrolment was always planned	17.2	60.0	22.8	2.57	0.85
Curriculum planning was always done	-	8.6	91.4	4.40	0.65
<b>Mean of means</b>				<b>3.84</b>	

From Table 5, the study found that school principals often planned for school structural development (mean = 4.23, std. dev = 0.77), procurement of resources (mean = 4.09, std. dev = 0.78), staff recruitment (mean = 3.60, std. dev = 0.69), student targets (mean = 3.57, std. dev = 0.70) as well as planning school calendar of events (mean = 4.40, std. dev = 0.50). The study further revealed that curriculum planning was often done by school principals (mean = 4.40, std. dev = 0.65). It was however found that school principals never planned for student enrolment (mean = 2.57, std. dev = 0.85).

#### 4.5.2 Teachers' perceptions on planning function practices

Teachers were involved in the participants' pool to corroborate (strengthen) school principals' responses since individuals' self-rating tends to be very low (Dunning,

Heath & Suls, 2004). Therefore, teachers were subjected to TPQ. The perceptions were analyzed and the findings are presented in Table 6.

Table 6 Teachers' perceptions on planning function practices (N=139)

Variables	Disagree (%)	Neutral (%)	Agree (%)	Mean	Std. Dev
School structural development was always planned	7.0	18.6	74.4	3.87	0.80
School resources procurement was always planned	43.4	26.4	30.2	3.95	1.10
School staff recruitment was always planned	24	35.7	40.3	3.27	1.02
Individual student target was always planned	3.9	12.4	83.7	4.02	0.71
The School calendar of events was always planned in line with the MOE term dates	0.8	5.4	93.8	4.53	0.64
Student enrolment was always planned	41.3	26.3	32.4	2.97	1.12
Curriculum planning was always done	1.6	8.5	89.9	4.08	0.62
<b>Mean of means</b>				<b>3.81</b>	

From Table 6, the study revealed that school principals planned for school structural development (mean = 3.87, std. dev = 0.80), procurement of resources (mean = 3.95, std. dev = 1.10), student targets (mean = 4.02, std. dev = 0.71), staff recruitment (mean = 3.27, std. dev = 1.02) as well as planning school calendar of events (mean = 4.53, std. dev = 0.64). It was further revealed that school principals planned for school curriculum (mean = 4.08, std. dev = 0.62). However, majority of teachers disagreed that principals planned student enrolment (mean = 2.97, std. dev = 1.12) in their schools as shown in Table 6.

#### 4.5.2 Corroborated findings on planning function practices

The principal's responses were corroborated with teachers' perceptions from individual schools and analyzed. This is because individuals' self-rating tends to be very low (Dunning, Heath & Suls, 2004). The results were presented in Table 7.

Table 7 Corroborated findings on planning function practices

Variables	Never (%)	Sometimes (%)	Often (%)	Mean	Std. Dev
School structural development was always planned	2.6	10.5	86.9	4.23	0.75
School resources procurement was always planned	-	23.7	76.3	4.10	0.76
School staff recruitment was always planned	-	47.4	52.6	3.68	0.73
Individual student target was always planned	2.6	47.4	50.0	3.57	0.72
The School calendar of events was always planned in line with the MOE term dates	-	-	100	4.89	0.50
Student enrolment was always planned	15.8	60.5	23.7	2.76	0.87
Curriculum planning was always done	-	7.9	92.1	4.42	0.64
<b>Mean of means</b>				<b>3.96</b>	

The corroborated findings in Table 7 affirmed that school principals in the sub county often planned school structural development (mean = 4.23, std. dev = 0.75), resources procurement (mean = 4.10, std. dev = 0.76), staff recruitment (mean = 4.89, std. dev = 0.73), student target (mean = 3.57, std. dev = 0.72), school calendar of events (mean = 4.89, std. dev = 0.50) and curriculum (mean = 4.42, std. dev = 0.64). It was however confirmed that school principals never planned for student enrolment (mean = 2.76, std. dev = 0.87).

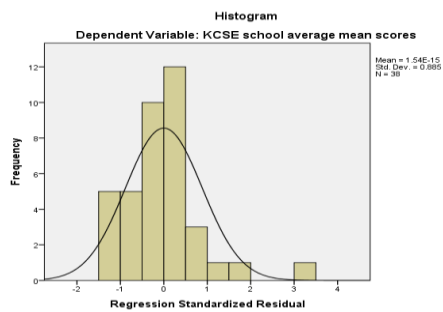
The finding in Table 7 revealed no significant difference between principals' responses and teachers' perceptions which contradicts much research that consistently reported

significant differences between teachers' perceptions and principals' self-rating on administrative matters in schools (Hallinger, Wang & Chen, 2013).

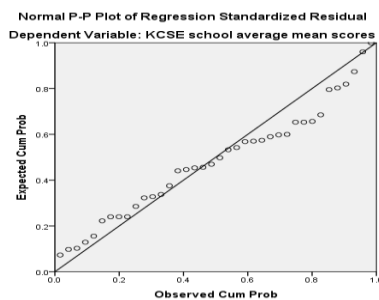
#### 4.5.3 Relationship between principals' planning function and students' learning outcomes

Hypothesis stipulated that school principals' planning function has no statistically significant relationship with students' learning outcomes in Rangwe Sub County. To test this hypothesis, a linear regression analysis model was used. The regression analysis test was used since it helps in predicting and describing crucial independent variables that affect the dependent variable (Kumari & Yadav, 2018).

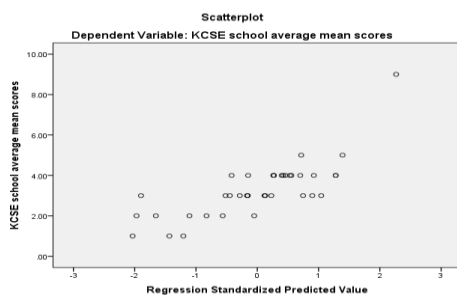
The corroborated data was tested for normality, linearity, and homoscedasticity, and the results are presented in Figure 2. The results in Figure 2 revealed that the corroborated data met all the assumptions (normality, linearity, and homoscedasticity were met).



**Normality;** The residuals are normally distributed hence the assumption was met.



**Linearity;** From the Normal P-P Plot of Regression Standardized Residual shows a strong positive linear relationship between the independent variables.



**Homoscedasticity;** There is no pattern in the scatterplot therefore, the assumption has been met

Figure 2: Test for normality, linearity, and homoscedasticity on planning function.

Therefore, the strength of the relationship between principals' planning function and students' learning outcomes in secondary schools in Rangwe Sub County was established in Table 8. The result revealed  $R^2 = 0.602$  which implies that variation of 60.2% on students' learning outcomes could be attributed to principals' planning function in secondary schools. This was a greater impact on the dependent variable by the independent variables.

Table 8 Model summary

Model	R	R square	Adjusted R square	Std. error of the estimation
	0.776 <sup>a</sup>	0.602	0.493	0.99489

a. Predictors: (constant) Planning function practices of a school principal.

Dependent variable: Average school mean scores for the last five years

To test the significance of the model used, the analysis of variance (ANOVA) output is shown in Table 9. The ANOVA used to determine the significance of the model found  $F(8,29) = 5.494$ ,  $p = 0.000 (< 0.05)$ . The study concluded that there was a statistically significant relationship between principals' planning function and students' learning outcomes in secondary schools. This concurs with the previous findings that planning function significantly influences performance (Babafemi, 2015; Sandada et al., 2014).

Table 9 ANOVA analysis result

Model	Sum of squares	Df	Mean squares	F	Sig
Regression	43.506	8	5.438	5.494	0.000 <sup>a</sup>
Residual	28.705	29	0.990		
Total	72.211	37			

a. Predictors: (constant) Planning function practices of the school principal.

Dependent variable: Average school mean scores for the last five years

Therefore, to predict the degree of dependence of students' learning outcomes on planning function practices, a regression coefficient was established in Table 10. The regression coefficients in Table 10, revealed that strategic plan development in secondary schools ( $p = 0.010$ ,  $t = -2.753$ ), planning resources procurement in secondary schools ( $p = 0.034$ ,  $t = 2.230$ ), planning individual student target in secondary schools ( $p = 0.001$ ,  $t = 3.778$ ) and planning student enrolment in secondary schools ( $p = 0.014$ ,



t = -2.601) statistically contributed to the predicted influence of principals' planning function on students' learning outcomes in secondary schools.

Table 10 Regression coefficients on planning function practices

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	-3.190	2.879		-1.108	0.277
The school has a strategic plan for quality education	-0.997	0.362	-0.361	-2.753	0.010**
School structural development was always planned	0.400	0.261	0.215	1.530	0.137
School resources procurement was always planned	0.588	0.264	0.322	2.230	0.034**
School staff recruitment was always planned	0.371	0.262	0.196	1.414	0.168
Individual student target was always planned	1.153	0.305	0.595	3.778	0.001**
The school calendar of events was always planned in line with the MOE term dates	0.475	0.350	0.171	1.358	0.185
Student enrolment was always planned	-0.708	0.272	-0.444	-2.601	0.014**
Curriculum planning was always done	-0.331	0.285	-0.152	-1.162	0.255

Dependent variable: Average school means scores for the last five years.

\*\* significance at 5% significant level.

The study in Table 10 found that developing strategic plan in secondary schools significantly influences students' learning outcomes ( $p = 0.010$ ,  $t = -2.753$ ). This agrees with several pieces of literature showing that strategic plan development influences performance (Chukuwumah, 2015; Kiprop et al., 2015; Sang et al., 2015; Wanjala & Rarieya, 2014).

The regression coefficient in Table 10 revealed Beta = - 0.361 on the relationship between strategic planning and students' performance. This implies that an increase in the number of the strategic plan developed in secondary schools in Rangwe Sub County lowers outcomes achievement. This contradicts the majority of findings which revealed a positive relationship between strategic plan development and performance (Babafemi, 2015; Kiprop et al., 2015; Sandada, Poee & Dhurup, 2014; Wanjala & Rarieya, 2014). This finding may raise questions on the quality and level of strategic plan implementation. It is argued that the impact of the strategic plan is dependent on its quality and level of implementation (Babafemi, 2015; Chukwumah, 2015; Kiprop et al., 2015).

Accordingly, planning school resources procurement significantly influences students' learning outcomes in secondary schools ( $p = 0.034$ ,  $t = 2.230$ ). This implies that planning resources procurement in secondary school improves performance. This concurs with Wangui when she asserted that teaching and learning resources have a significant influence on students' learning outcomes (Wangui, 2017). This further concurs with the argument that adequate and well-equipped resources in an institution improve performance while inadequate resources lead to a lack of outcome achievement (Gutolo & Tekello, 2015).

It was further revealed that planning individual student targets in secondary school has a positive influence on students' learning outcomes ( $p = 0.001$ ,  $t = 3.778$ ). This implies that planning student target improves students' learning outcomes in secondary schools. This concurs with the argument that planning student target is an important part of the plans and need to be articulated without ambiguity (Chukwumah, 2015; Kiprop & Kanyiri, 2012).

Consequently, planning student enrolment in secondary school negatively influenced students' learning outcomes ( $p = 0.014$ ,  $t = -2.601$ ). The study revealed that school principals in Rangwe Sub County never planned for students' enrolment (see Table 7). Since planning enrolment in a school enables the provision of adequate and well-equipped tuition facilities (Ngari & Wakiaga, 2018), the lack of this practice in schools in Rangwe Sub County reduces student learning outcomes by 0.444.

#### 4.6 Principals' directing function and students' learning outcomes.

The second objective of the study was to establish the relationship between school principals' directing function and students' learning outcomes. To achieve this objective, a hypothesis was formulated and tested using a regression analysis test. The analysis outputs were presented in the subsequence sections below.

##### 4.6.1 Principals' self-rating on directing function practices

School principals were subjected to a self-rating questionnaire. The responses were analyzed and presented in Table 11. The study revealed that school principals often ensured induction of newly appointed HODs (mean = 4.14, std. dev = 0.77), new teachers (mean = 3.77, std. dev = 0.97), new students (mean = 3.60, std. dev = 1.12) and new parents (mean = 4.06, std. dev = 0.87). Similarly, school principals often employed appropriate means of communication (mean = 4.14, std. dev = 0.77). The study further revealed that school principals used proper implementation guidance (mean = 3.57, std. dev = 0.69). School principals developed motivation programs in secondary schools (mean = 4.40, std. dev = 0.49). The study further revealed that school community involvement in all affairs of the school was often done (mean = 3.26, std. dev = 0.86) as shown in Table 11.

Table 11 Principals' self-rating on directing function practices (N = 38)

Variables	Never (%)	Sometimes (%)	Often (%)	Mean	Std. Dev
Induction of new HODs.	-	22.9	77.1	4.14	0.77
Induction of new teachers through HODs.	5.8	34.3	59.9	3.77	0.97
Induction of new students in school	22.9	20.0	57.1	3.60	1.12
Induction of new parents in school.	2.9	25.7	71.4	4.06	0.87
Regular communication using appropriate means.	-	22.9	77.1	4.14	0.77
Proper implementation guidance was used.	2.9	45.6	51.5	3.57	0.69
Motivation programs exist	-	-	100	4.40	0.49
School community involvement	17.1	60.1	22.8	3.26	0.86
<b>Mean of means</b>				<b>3.87</b>	

#### 4.6.2 Teachers' perceptions on directing function practices

Teachers were included in the participants' pool to corroborate (strengthen) school principals' responses since individuals' self-rating tends to be very low (Dunning, Heath & Suls, 2004). Teachers' perceptions on how their school principals carried out directing function practices were analyzed and presented in Table 12.

The results in Table 12 revealed that school principals ensured induction of newly appointed HOD (mean = 3.22, std. dev = 1.10), new students (mean = 3.56, std. dev = 0.86), new parents (mean = 3.31, std. dev = 1.04) as well as new teachers (mean = 3.17, std. dev = 1.10). It was further revealed that proper communication was used (mean = 3.10, std. dev = 1.20). School principals employed proper implementation guidance (mean = 3.01, std. dev = 1.14) and developed motivation programs in schools (mean = 3.12, std. dev = 1.19) as well as involvement of school community in school affairs (mean = 3.31, std. dev = 0.97).

Table 12 Teachers' perception on directing function practices (N = 139)

Variables	Disagree (%)	Neutral (%)	Agree (%)	Mean	Std. Dev
Induction of new HODs.	31.8	21.7	46.5	3.22	1.10
Induction of new teachers through HODs.	32.5	21.8	45.7	3.17	1.10
Induction of new students	14	24.0	62.0	3.56	0.86
Induction of new parents.	26.3	26.4	47.3	3.31	1.04
Communication using appropriate means.	42.6	15.5	41.9	3.10	1.20
Proper implementation guidance was used.	41.1	24.0	37.9	3.01	1.14
Motivation programs exist	65.1	8.5	26.4	3.12	1.19
School community involvement	35.7	32.6	32.5	3.31	0.97
<b>Mean of means</b>				<b>3.23</b>	

#### 4.6.3 Corroborated findings on directing function practices

Since teachers were included in the participants' pool to corroborate school principals' responses because individuals' self-rating tends to be very low (Dunning et al., 2004) as argued earlier in this study. Therefore, the principal's responses were corroborated

with teachers' perceptions from their schools and analyzed. The corroborated principals' responses were presented in Table 13.

The study findings in Table 13 confirmed that school principals often ensured induction of newly appointed HODs (mean = 4.18, std. dev = 0.76), new teachers (mean = 3.73, std. dev = 1.05), new students (mean = 3.60, std. dev = 1.10) and new parents (mean = 4.02, std. dev = 0.85). Similarly, school principals often employed appropriate means of communication (mean = 4.15, std. dev = 0.75). The study further affirmed that school principals used proper implementation guidance (mean = 3.58, std. dev = 0.72). It was further affirmed that school principals developed motivation programs in secondary schools (mean = 4.34, std. dev = 0.51) as well as involving school community in all school affairs (mean = 3.22, std. dev = 0.88) as shown in Table 13.

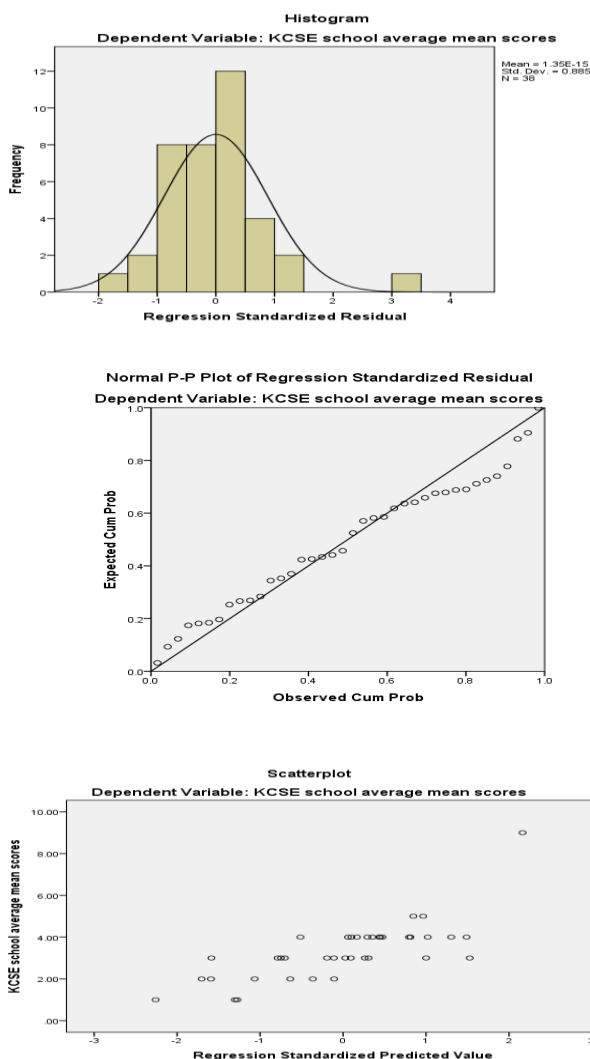
The finding in Table 13 revealed no significant differences between teachers' perceptions and principals' self-rating. This was inconsistent to several researchers in regards to how principals' self-rating and teachers' rating significantly differs in regards to leadership matters in schools (Hallinger et al., 2013).

Table 13 Corroborated findings on directing function practices

Variables	Never (%)	Sometimes (%)	Often (%)	Mean	Std. dev
Induction of newly appointed HODs.	-	21.1	79.0	4.18	0.76
Induction of new teachers through HODs.	7.9	31.6	60.5	3.73	1.05
Induction of new students	21.1	23.7	55.2	3.60	1.10
Induction of new parents.	2.6	26.3	71.1	4.02	0.85
Communication using appropriate means.	-	21.1	78.9	4.15	0.75
Proper implementation guidance was used.	2.6	47.4	50.0	3.58	0.72
Motivation programs exist	-	-	100	4.34	0.51
School community involvement	15.2	60.5	24.3	3.22	0.88
<b>Mean of means</b>				<b>3.85</b>	

#### 4.6.4 Relationship between directing function and students' learning outcomes

The second hypothesis of the study stipulated that school principals' directing function has no statistically significant relationship with students' learning outcomes in Rangwe Sub County. To test this hypothesis, linear regression analysis was used. Linear regression analysis predicts and describes the relationship between dependent and independent variables (Kumari & Yadav, 2018). The corroborated data was therefore tested for normality, linearity, and homoscedasticity as shown in Figure 3. The result in Fig. 3 shows that the corroborated findings met all the assumptions for regression analysis.



**Normality;** Residuals are approximately normally distributed hence normality was met.

**Linearity;** Scatterplots were close to the regression line and predicted a strong positive linear relationship hence the assumption was met.

**Homoscedasticity;** There is no pattern in the scatterplot hence the assumption has been met.

Figure 3: Test for normality, linearity, and homoscedasticity on directing function.

Therefore, the strength of the relationship between directing function and students' learning outcomes is as shown in Table 14. The model found  $R^2 = 0.569$  which implies that variation of 56.9% on students' learning outcomes could be attributed to school

principals' directing function practices. This is a greater impact of the independent variable on the dependent variable.

Table 14 Model summary

Model	R	R Square	Adjusted	
			R Square	Std. Error of the Estimate
	0.754 <sup>a</sup>	0.569	0.450	1.03595

a. Predictors: (constant) Directing function practices of the school principal.

Dependent variable: Average school mean scores for the last five years

To test the significance of the model used in this study, the analysis of variance (ANOVA) was conducted and the output was presented in Table 15. The ANOVA output in Table 15 found  $F [8,29] = 4.786$ ,  $p = 0.001 (<0.05)$ . The study concluded that there was a statistically significant relationship between school principals' directing function and students' learning outcomes.

Table 15 ANOVA analysis result

Model	Sum of		Mean		
	Squares	Df	Square	F	Sig.
Regression	41.088	8	5.136	4.786	0.001 <sup>a</sup>
Residual	31.123	29	1.073		
Total	72.211	37			

a. Predictors: (constant) Directing function practices of the school principal.

Dependent variable: Average school mean scores for the last five years

The study further predicted the degree of dependence of students' learning outcomes on directing function practices. The regression coefficient was presented in Table 16. The result in Table 16 revealed that communication using appropriate means ( $p = 0.000$ ,  $t = 4.051$ ), proper curriculum implementation guidance ( $p = 0.000$ ,  $t = 4.218$ ), motivation programs ( $p = 0.042$ ,  $t = 2.132$ ) and school community involvement ( $p = 0.015$ ,  $t = -2.581$ ) significantly contributed to the prediction on students' learning outcomes.

Table 16 Regression coefficients on directing function practices

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Constant	-8.738	2.411		-3.624	0.001
Induction of newly appointed HODs.	0.036	0.169	0.027	0.212	0.834
Induction of new teachers through HODs.	-0.123	0.185	-0.097	-0.664	0.512
Induction of new students	0.303	0.220	0.185	1.377	0.179
Induction of new parents.	0.121	0.243	0.067	0.499	0.622
Communication using appropriate means.	1.012	0.250	0.546	4.051	0.000**
Proper implementation guidance was used.	1.379	0.327	0.712	4.218	0.000**
Motivation programs exist	0.802	0.376	0.289	2.132	0.042**
School community involvement	-0.644	0.250	-0.403	-2.581	0.015**

Dependent variable: Average school means scores for the last five years.

\*\* significance at 5% significant level.

According to results in Table 16, regular communication using appropriate means in secondary schools had a significant effect on students' learning outcomes ( $p = 0.000$ ,  $t = 4.051$ ). This finding concurs with the argument by Madukwe et al. (2019) that proper communication using appropriate means had a positive effect on students' learning outcomes. It further concurs to Babatunde (2014) that proper communication in an institution is very key in goal achievement.

Similarly, proper implementation guidance had significant effect on students' learning outcomes ( $p = 0.000$ ,  $t = 4.218$ ). This implies that plan implementation guidance by school principals plays a significant role in students' learning outcome achievement. This finding concurs with the conclusion by Chukwumah (2015) who asserted that implementation guidance and directives influence students' learning outcomes. It



further concurs with the finding by Babafemi (2015) that an effective implementation process had a positive effect on performance.

Further, motivation programs geared towards students' achievements were found to have a significant effect on students' learning outcomes ( $p = 0.042$ ,  $t = 2.132$ ). The development of such programs in secondary schools improves student learning outcomes by 0.373. This concurs with other studies that showed a positive relationship between motivation and student learning outcomes (Asvioa et al., 2017; Dos & Savas, 2015; Osakwe, 2013; Peter, 2013).

Moreover, the study found a negative significant relationship between involving the school community in school affairs and student learning outcomes ( $p = 0.015$ ,  $t = -2.581$ ). This contradicts the argument by Cruz et al. (2016), who argued that school community involvement in school affairs plays a vital role in improving school achievement.

#### **4.7 Principals' controlling function and students' learning outcomes.**

The third objective of the study was to establish the influence of school principals' controlling function on students' learning outcomes in secondary schools. The findings on how school principals carried out controlling function practices and the influence on students' learning outcomes were presented in subsequent tables.

##### **4.7.1 Principals' self-rating on controlling function practices**

The study sought to establish how secondary school principals carried out their controlling function practices in the sampled schools. A five-point Likert scale was used for the principals to do a self-rating on how they performed controlling function practices in their secondary schools. The descriptive analysis output is presented in Table 17.

The study found that school principals often ensured visits and observation of teaching and learning in classrooms (mean = 4.16, std. dev = 0.75), development of performance monitoring standards (mean = 4.45, std. dev = 0.50), checking of the schemes of work developed by teachers (mean = 4.23, std. dev = 0.75), staff performance appraisal (mean = 3.58, std. dev = 0.72), checking of school resources and equipment by themselves (mean = 3.97, std. dev = 0.82), analysis of KCSE examination by the help of DOS (mean = 4.21, std. dev = 0.81) and review of performance of the school in all sectors (mean = 3.87, std. dev = 0.88). The study further revealed that school principals often

formulated recommendations for raising standards (mean = 3.87, std. dev = 0.81) and new strategies for the schools (mean = 3.82, std. dev = 0.93). However, the study found that school principals never ensured teachers' preparedness through checking their lesson notes (mean = 2.51, std. dev = 0.87) (see Table 17).

Table 17 Principals' self-rating on controlling function practices (N = 38)

Variables	Never (%)	Sometimes (%)	Often (%)	Mean	Std. dev
Visits and observation of teaching and learning in classrooms	-	21.1	78.9	4.16	0.75
Monitoring standards developed	-	-	100	4.45	0.50
Schemes of work developed by teachers were checked	2.6	10.5	86.9	4.25	0.75
Lesson preparedness was ensured by checking teacher lesson notes	15.8	60.5	23.7	2.51	0.87
Staff performance appraisals were properly conducted	2.6	47.4	50.0	3.58	0.72
The principal physically checked school resources occasionally	-	34.2	65.8	3.97	0.82
Examination(KCSE) analysis done	-	23.7	76.3	4.21	0.81
Recommendations for raising standards were formulated	-	39.5	60.5	3.87	0.81
Review of school performance was properly and timely done	2.6	36.8	60.6	3.87	0.88
New strategies and targets were formulated.	5.4	36.8	57.8	3.81	0.92
<b>Mean of means</b>				<b>3.87</b>	

#### 4.7.2 Teachers' perceptions on controlling function practices

Teachers were included in the participants' pool to corroborate (strengthen) school principals' responses since individuals' self-rating tends to be very low (Dunning, Heath & Suls, 2004). The teachers' perceptions were analyzed and the results presented in Table 18.

Table 18 Teachers' perception on controlling function practices (N = 139)

Variables	Disagree (%)	Neutral (%)	Agree (%)	Mean	Std. dev
Visits and observation of teaching and learning in classrooms	36.7	17.3	46.0	3.20	1.08
Monitoring standards developed	5.7	14.4	79.9	3.91	0.76
Schemes of work developed by teachers were checked	0.7	2.2	97.1	4.42	0.58
Lesson preparedness was ensured by checking teacher lesson notes	61.9	19.4	18.7	2.23	0.71
Staff performance appraisals were properly conducted	9.4	9.4	81.2	4.16	0.70
The principal physically checked school resources occasionally	5.0	28.8	66.2	3.76	0.79
Examination(KCSE) analysis done	12.2	20.1	67.7	3.73	0.90
Recommendations for raising standards were formulated	35.3	18.7	46.0	3.27	1.16
Review of school performance was properly and timely done	5.0	23.7	71.3	3.83	0.77
New strategies and targets were formulated.	36.0	6.5	57.5	3.45	1.29
<b>Mean of means</b>				<b>3.60</b>	

The finding in Table 18 revealed that teachers agreed that school principals ensured development of outcomes monitoring standards (mean = 3.91, std. dev = 0.76), checking of teachers' schemes of work (mean = 4.42, std. dev = 0.58), performance of staff performance appraisal (mean = 4.16, std. dev = 0.70), checking of school resources and equipment physically (mean = 3.76, std. dev = 0.79), analysis of KCSE examination was done through the director of studies (mean = 3.73, std. dev = 0.90) and review of school performance in all sectors (mean = 3.83, std. dev = 0.77). Moreover, teachers further agreed that school principals ensured visits and observation of teaching and learning in classrooms (mean = 3.20, std. dev = 1.08), formulation of recommendations (mean = 3.26, std. dev = 1.16) and new strategies (mean = 3.45, std. dev = 1.29) for raising school standards. However, the majority of teachers agreed that

school principals did not ensure teacher preparedness through checking their lesson notes by themselves and/or with the help of heads of departments (mean = 2.44, std. dev = 0.71).

#### **4.7.3 Corroborated findings on controlling function practices**

Since teachers were included in the participants' pool to corroborate school principals' responses because individuals' self-rating tends to be very low (Dunning et al., 2004), the principals' responses were corroborated and analyzed. The findings are presented in Table 19.

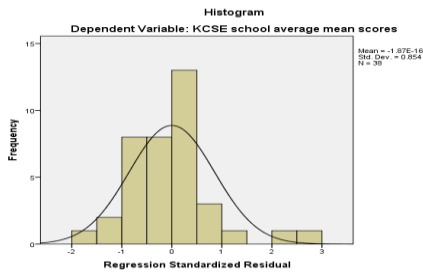
The findings in Table 19 affirms that school principals often ensured visits and observations of teaching and learning in classrooms (mean = 4.10, std. dev = 0.76), often developed performance monitoring standards (mean = 4.42, std. dev = 0.55), often ensured checking of the schemes of work developed by teachers (mean = 4.13, std. dev = 0.84), often performed staff performance appraisal (mean = 3.58, std. dev = 0.73), often checked school resources and equipment by themselves (mean = 4.00, std. dev = 0.81), often ensured analysis of KCSE examination (mean = 4.16, std. dev = 0.82) and review of performance of the school in all sectors (mean = 3.87, std. dev = 0.87). It was further affirmed that school principals often formulated recommendations for raising standards (mean = 3.84, std. dev = 0.82) and new strategies (mean = 3.81, std. dev = 0.93). However, the study confirmed that school principals never ensured teachers' preparedness through checking their lesson notes (mean = 2.44, std. dev = 0.89). These findings were inconsistent to the research findings where principals' self-rating and teachers' perceptions on school leadership matters give a significant difference (Hallinger et al., 2013).

Table 19 Corroborated findings on controlling function practices

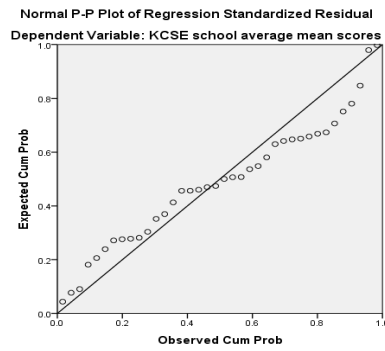
Variables	Never (%)	Sometimes (%)	Often (%)	Mean	Std. dev
Visits and observation of teaching and learning in classrooms	-	23.7	76.3	4.10	0.76
Monitoring standards developed	-	2.6	97.3	4.42	0.55
Schemes of work developed by teachers were checked	5.3	13.2	81.5	4.13	0.84
Lesson preparedness was ensured by checking teacher lesson notes	18.4	57.9	23.7	2.44	0.89
Staff performance appraisals were properly conducted	2.6	47.4	50.0	3.58	0.73
The principal physically checked school resources occasionally	-	31.6	68.4	4.00	0.81
Examination(KCSE) analysis done	-	26.3	73.7	4.16	0.82
Recommendations for raising standards were formulated	-	42.1	57.9	3.84	0.82
Review of school performance was properly and timely done	2.6	36.8	60.5	3.87	0.87
New strategies and targets were formulated.	5.3	36.8	57.8	3.81	0.93
<b>Mean of means</b>				<b>3.83</b>	

#### 4.7.2 Relationship between controlling function and students' learning outcomes

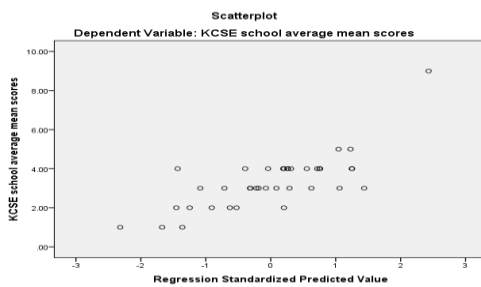
The third hypothesis stipulated that school principals' controlling function has no statistically significant relationship with students' learning outcomes in Rangwe Sub County. Therefore, to test this hypothesis, linear regression analysis was employed. Regression analysis was used since it helps in predicting and describing the relationship between the variables (Kumari & Yadav, 2018). The corroborated data was tested for normality, linearity, and homoscedasticity, the result is shown in Figure 4. Figure 4 revealed that normality, linearity, and homoscedasticity were met.



**Normality;** The regression standardized residuals were approximately normally distributed hence the assumption was met.



**Linearity;** The scatterplot showed the points near the regression line and revealed a strong positive linear relationship hence the assumption was met.



**Homoscedasticity;** There was no observable pattern in the scatterplot hence the assumption has been met

Figure 4: Test for normality, linearity, and homoscedasticity on controlling function.

The data met all the three assumptions to conduct linear regression analysis and revealed a positive linear relationship, therefore, the strength of the relationship between controlling function and students’ learning outcomes is shown in Table 20.

Table 20 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0.755 <sup>a</sup>	0.570	0.411	1.07202

a. Predictors: (constant) Controlling function practices of the school principal.

Dependent variable: Average school mean scores for the last five years

The model summary in Table 20 found  $R^2 = 0.570$  which implies that 57.0% variation on students’ learning outcomes could be attributed to principals’ controlling function practices. This variation is above the average hence the study concluded that principals’

controlling functions have a greater impact on student learning outcome achievement in secondary schools.

To test the significance of the model used, the analysis of variance (ANOVA) output is shown in Table 21. The ANOVA was used to test the significance of the model used. Result in Table 21 revealed  $F [10,27] = 3.583$ ,  $p = 0.004 (<0.05)$ . The study, therefore, concluded that there was a statistically significant relationship between controlling function and students' learning outcomes. Therefore, this finding concurs with the previous finding that controlling function influences performance (Ayeni & Akinfolarin, 2014; Hermayanti, 2016).

Table 21 ANOVA analysis result

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	41.181	10	4.118	3.583	0.004 <sup>a</sup>
Residual	31.029	27	1.149		
Total	72.211	37			

a. Predictors: (constant) Controlling function practices of the school principal.

Dependent variable: Average school mean scores for the last five years

Therefore, to predict the degree of dependence of students' learning outcomes on controlling function practices in secondary schools, a regression coefficient was established in Table 22. The result in Table 22 revealed that visits and observation of teaching and learning in classrooms ( $p = 0.002$ ,  $t = 3.452$ ), developing curriculum monitoring standards ( $p = 0.041$ ,  $t = 2.145$ ), ensuring teacher lesson preparedness ( $p = 0.010$ ,  $t = -2.770$ ) and staff performance appraisal ( $p = 0.001$ ,  $t = 3.943$ ) were the controlling function practices which significantly contributed to the relationship between principals' controlling function and student learning outcomes in secondary schools.

Table 22 Regression coefficient on controlling function practices

Model	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
Constant	-9.365	2.822			-3.319	0.003
Visits and observation of teaching and learning in classrooms	0.898	0.260	0.491		3.452	0.002**
Monitoring standards developed	0.827	0.386	0.327		2.145	0.041**
Schemes of work developed by teachers were checked	0.438	0.243	0.265		1.804	0.082
Lesson preparedness was ensured by checking teacher lesson notes	-0.740	0.267	-0.475		-2.770	0.010**
Staff performance appraisals were properly conducted	1.345	0.341	0.695		3.943	0.001**
The principal physically checked school resources occasionally	0.260	0.271	0.150		0.961	0.345
Examination(KCSE) analysis done	0.015	0.226	0.009		0.066	0.947
Recommendations for raising standards were formulated	-.246	0.237	-0.145		-1.039	0.308
Review of school performance was properly and timely done	0.054	0.226	0.034		0.237	0.814
New strategies and targets were formulated.	0.183	0.215	0.121		0.851	0.402

Dependent variable: Average school means scores for the last five years.

\*\* significance at 5% significant level.



The result in Table 22 shows that visits and observations of teaching and learning in the classroom positively and significantly influenced student learning outcomes ( $p = 0.002$ ,  $t = 3.452$ ). This implies that increased visits and observation of teaching and learning in the classroom increase students' learning outcomes. This concurs with previous findings on how classroom visits and observations relate to students' performance (Blankstein et al., 2010; Kieleko et al., 2017; Nyambuto & Njoroge, 2014; Nzoka and Orodho, 2014; Oluremi, 2013; Wangui, 2017).

Staff performance appraisal was found to positively and significantly influence students' learning outcomes in secondary schools in Kenya ( $p = 0.001$ ,  $t = 3.943$ ) as shown in Table 22. This implies that an increase in performance appraisal increases student learning outcomes. Therefore, this finding concurs with the existing literature which had revealed a positive relationship between staff performance appraisal and outcomes (Dos & Savas, 2015; Elliott, 2015; Kadenyi, 2014; Ouda et al., 2018; Public Service Commission, Kenya, 2016).

Consequently, the study found out that developing monitoring standards in secondary schools positively and significantly influences students' learning outcomes ( $p = 0.041$ ,  $t = 2.145$ ). This implies that an increase in the development of monitoring standards improves learning. This finding concurs with the argument by Southworth that aligning monitoring standards in school influences the quality of school outcomes (Southworth, 2002).

The study however revealed a negative relationship between ensuring teacher lesson preparedness and students' learning outcomes in secondary schools ( $p = 0.010$ ,  $t = -2.770$ ). The study in Table 19 revealed that school principals never ensured teachers' lesson preparedness by checking lesson notes which concurred with previous literature, showing that school principals have continuously abandon checking teachers' lesson notes (Sule, Ameh & Egbai, 2015). Lack of ensuring teacher lesson preparedness revealed a negative effect on students' learning outcomes.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives a summary of the major research findings, the conclusion, and recommendations about the major research findings. It further gives recommendations on areas for further studies.

#### 5.2 Summary of findings

This section gives a summary of the return rates and further deals with a summary of the research findings thematically.

##### 5.2.1 Return rate

The return rate for school principals was 38(92.6%) and that for the teachers was 139(84.8%). The return rates obtained in this study gave the findings herein credibility, reliability, and confidence for generalization (Draugalis et al., 2008; Waruita, 2018).

##### 5.2.2 Demographic Information

The study revealed a weak positive relationship between the school principals' year of experience as a school principal and students' learning outcomes in secondary schools ( $r = 0.433$ ,  $p = 0.007$ ). The study further revealed that the category of secondary schools as per the MOE in Kenya had a moderate negative relationship to students' learning outcomes ( $r = -0.623$ ,  $p = 0.000$ ). Though there was a wider gender disparity among school principals in Rangwe Sub County, it had no statistically significant relationship to students' learning outcomes.

##### 5.2.3 School principals' planning function and students' learning outcomes

The majority (52.6%) of secondary schools in Rangwe Sub County had developed strategic plans. It was also revealed that though the majority of secondary schools had developed a strategic plan, it was not fully embraced by secondary schools in the Sub County.

On the matter of planning function practices, the study revealed that school principals in the study area carried out planning for school structural development, resources procurement, staff recruitment, individual student target, school calendar of events as

well as curriculum. However, school principals never planned for student enrolment as shown in Table 7.

The regression analysis model summary revealed the strength of the relationship between school principals' planning function and students' learning outcomes to be at 60.2%. This was a greater impact of independent variables on the dependent variable in secondary schools.

The analysis of variance (ANOVA) test on the significance of the model used, found  $F(8,29) = 5.494$ ,  $p = 0.000 (< 0.05)$ . Therefore, the study concluded that there was a statistically significant relationship between principals' planning function and students' learning outcomes.

To predict the degree of dependence of students' learning outcomes on principals' planning function practices, regression coefficient was established in Table 10. The result in Table 10 revealed that developing strategic plan ( $p = 0.010$ ,  $t = -2.753$ ) and planning student enrolment ( $p = 0.014$ ,  $t = -2.601$ ) negatively predicted to student learning outcomes. The result further found that planning student target ( $p = 0.001$ ,  $t = 3.778$ ) and resources procurement ( $p = 0.034$ ,  $t = 2.230$ ) positively contributed to student learning outcomes.

#### **5.2.4 School principals' directing function and students' learning outcomes.**

School principals are key players in ensuring effective curriculum implementation and achievement in secondary schools. This effective curriculum implementation can only be achieved through directing function practices. The study, therefore, established the relationship between principals' directing function and students' learning outcomes.

On how different directing function practices were carried out in secondary schools in Rangwe Sub County. The study revealed that school principals in the sub-county effectively ensured curriculum implementation and achievement through inducting all new stakeholders in the schools, regularly using proper means of communication, proper implementation guidance, developing motivation programs, and involving the school community in school affairs as shown in Table 13.

The strength of the relationship between school principals' directing function on students' learning outcomes was tested. The analysis found  $R^2 = 0.569$ , implying that 56.9% variation on students' learning outcomes could be attributed to principals'

directing function as shown in Table 14. This was a greater impact of independent variables on the dependent variable.

The analysis of variance (ANOVA) test for the significance of the model used found  $F(8,29) = 4.786$ ,  $p = 0.001 (< 0.05)$  as shown in Table 15. The study, therefore, concluded that there was a statistically significant relationship between school principals' directing function and students' learning outcomes. This concurs with the conclusion made by Hermayanti (2016) that directing function influences performance.

The test to predict the degree of dependence of students' learning outcomes on the directing function practices was conducted. The findings revealed that proper communication ( $p = 0.000$ ,  $t = 4.218$ ), motivation programs ( $p = 0.042$ ,  $t = 2.132$ ) and proper implementation guidance ( $p = 0.000$ ,  $t = 4.218$ ) positively and significantly contributed to students' learning outcomes. It was however found that community involvement in school affairs ( $p = 0.015$ ,  $t = -2.581$ ) negatively contributed to students' learning outcomes as shown in Table 16.

#### **5.2.5 School principals' controlling function and students' learning outcomes.**

The achievement of curriculum goals of education at the secondary school level is the main aim of all secondary schools. To realize whether these goals are achieved or whether achievement is in progress, school principals must be able to carry out controlling function practices that ensure monitoring, evaluation, and supervision of curriculum instruction.

The study revealed that school principals in the study ensured curriculum goal achievement by developing curriculum monitoring standards, ensuring visits and observation of teaching and learning in classrooms, checking of schemes of work developed by teachers, and teaching and learning resources. The school principal ensured analysis of the KCSE examination and performed staff performance appraisals. The school principals reviewed school performance in all sectors and came up with recommendations and strategies to achieve the curriculum. However, school principals never ensured teacher lesson preparedness (see Table 19).

Consequently, the strength of the relationship between principals' controlling function and students' learning outcomes was carried out. The study revealed  $R^2 = 0.570$  as shown in Table 20. This implies that variation of 57.0% on students' learning outcomes

in secondary schools could be attributed to principals' controlling function. This was a greater effect since it was above the average.

Similarly, the analysis of variance (ANOVA) test for the significance of the model used was performed. The ANOVA revealed  $F(10,24) = 3.583$ ,  $p = 0.004 (< 0.05)$  as shown in Table 21. The study concluded that there was a statistically significant relationship between principals' controlling function and students' learning outcomes in secondary schools. This concurs with findings that controlling function practices influence students' learning outcomes (Ayeni & Akinfolarin, 2014; Chabra et al., 2016).

The test to predict the degree of dependence of students' learning outcomes on the controlling function practices was conducted. The findings revealed that visits and observation of teaching and learning in classrooms ( $p = 0.002$ ,  $t = 3.452$ ), developing curriculum monitoring standards ( $p = 0.041$ ,  $t = 2.145$ ) and staff performance appraisal ( $p = 0.001$ ,  $t = 3.943$ ) positively and significantly contributed to students' learning outcomes. However, ensuring teacher lesson preparedness by checking lesson notes prepared by teachers ( $p = 0.010$ ,  $t = -2.770$ ) negatively contributed to students' learning outcomes in secondary schools.

### **5.3 Conclusion**

The general objective of the study was to establish the influence of the principals' administrative functions on students' learning outcomes in secondary schools in Rangwe Sub County, Kenya. Therefore, based on the research findings, discussions, and related pieces of literature, the following conclusions were made:

School principals' administrative functions significantly influence students' learning outcomes in secondary schools. From the findings, the three principals' administrative functions studied herein had a statistically significant relationship to students' learning outcomes and influenced the students' learning outcomes greatly. Therefore, the study concluded that administrative functions influence students' learning outcomes in secondary schools.

However, administrative functions influence students' learning outcomes in secondary schools in Rangwe Sub County, the study further concluded that there are other factors such as MEO, TSC and BOM which affects administrative actions of school principals. Student and school characteristics and teaching methods were also thought to have impact on school administration. Therefore, the study concluded that students' learning

outcomes in secondary schools were influenced by a number of factors. These factors were not studied herein.

The effectiveness of these functions was also evident. The fleeting attention during the performance of any administrative function practice influences students' learning outcomes negatively while effective administrative practices influence students' learning outcomes positively. Therefore, the study concluded that there is a need for effectiveness when handling administrative functions in secondary schools.

#### **5.4 Recommendations**

Based on the findings and discussion of the study, recommendations were made as follows:

- CDE and SCDE should visit schools and ensure that all the secondary schools have developed their strategic plan as was stipulated for all public institutions to develop and implement strategic plans in policy number 12 of 2003.
- Gender disparity in secondary school heads has been reported to be growing wider in Kenya. This disparity was argued to be attributed to unresolved gaps between the policies and the reality of lived experiences of women. Therefore, TSC and MOE should ensure the implementation of policies on gender disparity.
- Inadequate resources lead to a lack of outcomes achievement (Gutolo & Tekello, 2015). TSC and MOE should ensure equitable resources allocation to all school categories in Kenya to ensure quality curriculum delivery.
- The study revealed that school categorization as of now in Kenya negatively influences students' learning outcomes. This categorization leads to inequitable resources allocation. Therefore, the study recommends that the MOE should distribute resources equally without biasness.
- School principals should be ready to implement the policies from the TSC and MOE to ensure quality education improvement in their schools.
- School principals should ensure visits and observation of teaching and learning in the classroom. Though school principals have multi-faceted roles which are more demanding and challenging, at times complicated, overloaded, and

unclear, they should delegate duties to ensure visits and observation in classrooms.

- The TSC should overemphasize the staff performance appraisal and put a clear policy framework to guide school principals on how to use this particular tool for teacher professional development.
- The CDE and SCDE should visit schools and check on how school principals use performance appraisal tools to improve teachers' quality, performance, and professional development.
- It has been argued that school principals find it difficult to plan individual student targets. TSC should develop a policy framework to equip school principals with knowledge on how to plan student targets in schools.
- School principals should ensure teacher lesson preparedness by checking teacher lesson notes, teaching, and learning resources by their respective heads of departments. School principals should not abandon this practice as has been the case in the study area and as revealed by other studies such as Sule et al. (2015).
- School principals should ensure proper development of curriculum standards which ensures proper and quality curriculum implementation and achievement in their secondary schools.

### **5.5 Areas for further research**

- Besides the existence of post-independence higher education policies and parallel gender frameworks meant to bolster women's access to education making them available to leadership positions, there still exists a wider disparity in the principal positions held by males and females in secondary schools in Kenya. Though a study by Akala (2019) postulated unresolved gap between policies and the reality of the lived experiences of women exacerbates inequalities, there is a need for further studies to articulate the other possible predisposing factors towards this wider disparity.
- Due to time constrain, the study only focused on three administrative functions leaving two other main functions of the school principal. This study, therefore, suggests further study on how staffing and organizing

functions influence student learning outcomes in secondary schools in Kenya.

- This study recommends further studies on the level of strategic plan implementation in secondary schools in Kenya to check on the policy implementation in Kenya and the subsequent effect on student learning outcomes.
- This was a quantitative study that allows for large data set. Other aspects are worth exploring. Therefore, the study recommends further studies on this particular study to get the narratives of some principals. Therefore qualitative data that will add richness to this study is recommended.



## REFERENCES

- Adegbesan, S. (2013). Effect of principals' leadership styles on teachers' attitude to work in Ogun State secondary schools, Nigeria. *Turkish online journal of distance education*, 14(1), 14-28.
- Agih, A. A. (2015). Effective school management and supervision: Imperative for quality education service delivery. *African Research Review. An international multidisciplinary journal*, 9(3), 62-74.
- Akala, B. M. (2019). Affirmative Action for Gender Justice in South African and Kenyan Education Systems, *Africa Education Review*, 16(5), 1-15.
- Akpan, C. P. (2016). Innovative practices in school administration. *International journal of educational administration, planning, and research*, 8(1), 45-53.
- Amani, C. A., & Namusonge, G. S. (2015). Effect of Strategic Planning on Performance of Secondary Schools in Trans-Nzoia West SubCounty – Kenya. *International Journal of Recent Research in Commerce Economics and Management*, 2(4), 181-193.
- Anderson, M. H., & Sun, P. Y. T. (2017). Reviewing Leadership Styles : Overlaps and the Need for a New 'Full-Range' Theory. *International Journal of Management Review*, 19(1), 76-96.
- Arop, F. O., Owan, V. J., & Ekpang, M. A. (2018). Effective communication management and performance of tertiary institutions in Cross River State, Nigeria. *International journal of current research*, 10(7), 72019 - 72023.
- Asvioa, N., Arpinus, & Suharmon (2017). The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar In 2016. *Noble International Journal of Social Sciences Research*, 2(2), 16-31.
- Ayeni, A. J., & Akinfolarin, C. A. (2014). Assessing Principals Coordinating and Controlling Strategies for Effective Teaching and Quality Learning Outcome in Secondary Schools in Ondo State, Nigeria. *International Journal of Learning, Teaching and Educational Research*, 7(1), 180-200.
- Babafemi, I. D. (2015). Corporate Strategy, Planning and Performance Evaluation: A Survey of Literature. *Journal of Management Policies and Practices*, 3(1), 43-49.
- Babatunde, M. M. (2014). Principals' Managerial Skills and Administrative Effectiveness in Secondary Schools in Oyo State, Nigeria. *Global journal of management and business research: Administration and Management*, 14(3), 50-57.
- Bello, S., Ibi, M. B., & Bukar, I. B. (2016). Principals' Administrative Styles and Students' Academic Performance in Taraba State Secondary Schools, Nigeria. *Journal of Education and Practice*, 7(18), 62-69.
- Bely, A. (2017). *Functions of Management, Planning, Organizing, and More*. Retrieved on April 16, 2020, from <https://www.cleverism.com/functins-of-management-planning-organizing-staffing>.
- Blankstein, A. M., Houston, P. D., & Cole, R. W. (2010). *Data-enhanced leadership*. Thousand Oaks, CA: Corwin Press.
- Brech, E. F. L. (2003) *British Management Writings Before the First World War*. New York: Thoemmes Continuum.
- Chabra, S., Singh, S. R., & Tiwari, G. N. (2016). *Administration and management of education*. Tripura University: Vikas Publishing House pvt. Ltd.
- Chan, T. C., Chandler, M., Morris, R., Rebisz, S., Turan, S., Shu, Z., & Kpeglo, S. (2019). School Principals' Self-Perceptions of Their Roles and Responsibilities

- in Six Countries. *New Waves Educational Research & Development*, 22(2), 37–61.
- Chemutai, E. (2015). The Role of School Principals as Human Resource Managers in Secondary Schools in Nandi County, Kenya. *Global Journal of Human Resource Management*, 3(1), 73–82.
- Chiedozie, O. L., & Victor, A. A. (2017). Principals' application of instructional leadership practices for secondary school effectiveness in Oyo State. *Journal of the Nigerian Academy of Education*, 13(1), 32-44.
- Chokera, K. J. (2014). *Influence of teachers' characteristics on public academic performance in public primary schools in Kenya: A case of Akithi division, Meru County, Kenya*. (Unpublished Master dissertation). University of Nairobi, Nairobi, Kenya.
- Chukwumah, F. O. (2015). Developing a quality strategic plan in secondary schools for successful school improvement. *Journal of education and practices*, 6(21), 136-154.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approach* (Fourth Eds.). Singapore: SAGE Publications Inc.
- Cruickshank, V. (2017). The Influence of School Leadership on Student Outcomes. *Open Journal of Social Sciences*, 5(9), 115–123.
- Cruz, C. D. P., Villena, D. K., Navarro, E. V., Belecina, R. R., & Garvida, M. D. (2016). Towards enhancing the managerial performance of school heads. *International review of management and business research*, 5(2), 705-714.
- Daft R. L. (2005). *The Leadership Experience*. (3rd ed.). South-Western: Mason, OH, Thomson.
- Day, C., Gu, Q., & Sammons, P. (2016). The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Administration Quarterly*, 52(2), 221–258.
- Dos, I., & Savas, A. C. (2015). Elementary school administrators and their roles in the context of effective schools. *SAGE open publishers*, 5(1), 1-11.
- Draugalis, U. R., Coons, S. J., & Plaza, C. M. (2008). Best practices for survey research reports A synopsis for authors and reviewers. *American Journal of Pharmaceutical Education*, 72(1), 1-6.
- Dunning, D., Heath, C., & Suls, J. M. (2004). Flawed self-assessment: Implication for health education, and the workplace. *Psychological science in the public interest*, 5(3), 69-106.
- Elliott, K. (2015). Teacher Performance Appraisal: More about Performance or Development? *Australian Journal of Teacher Education*, 40(9), 102-116.
- Evans, M. G. (1970). The effect of supervisory behavior on the path-goal relationship: *Organizational Behavior and human performance*. 5(3) 277-298.
- Farah, A. I. (2013). School Management: Characteristics of Effective Principal. *Global journal of human social science*, 13(13), 12-16.
- Farhan, B. Y. (2018) Application of Path-Goal Leadership Theory and Learning Theory in A Learning Organization. *The Journal of Applied Business Research*, 34(1), 13-22.
- Fika, I., Ibi, M., & Aji, B. (2015). Leadership styles of the head of department and academic staff performance in the University of Maiduguri. *Maiduguri journal of education studies*, 81(4), 83-94.
- George, R. T. (1968). *Principals of Management. The Irwin series in Management*. University of Michigan: Irwin Publishers

- Goethals, G., Sorenson, G., Burns, J., Knight, A. P., Shteynberg, G., & Hanges, P. J. (2012). Path-Goal Analysis. *Encyclopedia of Leadership*, (1966), 1164–1169.
- Gutulo, S. G., & Tekello, K. O. (2015). Problems in the teaching and learning of physics at the secondary and preparatory schools. the case of Wolaita and Dwuro Zones. *Global journal of human-social sciences: G Linguistic and Education*, 15(7), 1-5.
- Hallinger, P. (2005). Instructional Leadership and the School Principal: A Passing Fancy that Refuses to Fade Away. *Leadership and Policy in Schools*, 4(3), 221-239.
- Hallinger, P., & Kovacevic, J. (2019). A bibliometric review of research on educational administration: Science mapping the literature, 1960 to 2018. *Sage journals*, 88(3), 335-369.
- Hallinger, P., & Leithwood, K. (2013). A leading school in a Global Era: A cultural perspective. *Peabody Journal of Education*, 73(2), 602-604.
- Hallinger, P., & Murphy, J. (2012). Running on empty? Finding the time and capacity to lead learning. *NASSP Bulletin*, 97(1), 5-21.
- Hallinger, P., Wang, W., & Chen, C. (2013). Assessing the measurement properties of the Principal Instructional Management Rating Scale: A meta-analysis of reliability studies. *Educational Administration Quarterly*, 49(2), 272-309.
- Harris A (2005) Leading or misleading? Distributed leadership and school improvement. *Journal of Curriculum Studies*, 37(3), 255-265.
- Hermayanti. (2016). The Influence of Management Function on Cooperative Performance: A Case study at Cooperative “IbuAni” in Kalabahi, Alor district. *Journal of Business and Management*, 18(11), 35-38.
- House, R. J. (1971). A Path-Goal Theory of Leader Effectiveness. *Administrative Science Quarterly*. 16(3), 321-328.
- House, R. J. (2004). Leadership culture and organization. California: Sage.
- House, R. J., & Dessler, G. (1974). *The Path-Goal Theory of Leadership: Some Post Hoc and A Priori Tests in J. G. Hunt and L. L. Larson (Eds.), Contingency Approaches to Leadership*. Carbondale: Southern Illinois University Press.
- House, R. J., & Mitchell, T. R. (1974). Path-Goal Theory of leadership. *Contemporary Business*, (3), 81-98.
- Hyde, J. (2004). *Managing and supporting people in the organization*. Baillie Tindall.
- Ifeoma, O. E. (2013). Curriculum Planning in Secondary Schools: Principals’ Practices and Challenges in an Era of Knowledge and Learning Management. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 443-453.
- Ifeyinwe, F. M. (2019). Assessment of planning practices of principals for effective school administration in secondary schools in Anambra State, Nigeria. *Global Journal of Education, Humanities and Management Sciences*, 1(1), 8 – 15.
- Jain, E., & Yadav, A. (2017). Making of a CEO: Study of the successful CEO globally who and what are CEO'S. *Journal of Business and Management*, 19(5), 54-59.
- Kadenyi, J. K. (2014). *Influence of teacher appraisal on the improvement of students' academic performance in public secondary schools in Vihiga Sub-county, Kenya*. (Unpublished Master dissertation). University of Nairobi, Nairobi, Kenya.
- Kariuki, P. G., Maiyo, J., & Ndiku, J. M. (2016). Relationship between Strategic Planning and Performance of Public Secondary Schools in Kangundo Sub-County, Machakos County, Kenya. *Journal of Research & Method in Education*, 6(6), 99-105.

- Kazi, H., & Megat, A. K. (2015). *Human Resource Managers in Education. Their Roles in school Effectiveness*. GRIN Verlag.
- Keeves, J. P., & Watanabe, R. (2013). *The International Handbook of Educational Research in the Asia Pacific Region*. Asia Pacific Region: Asia-Pacific Educational Research Association.
- Kieleko, M. D., Kanori, E., & Mugambi, M. M. (2017). Secondary school principals' workload and instructional supervision practices in Kenya: A case of Lower Nyatta Sub County, Kitui County. *International journal of humanities, social science, and education*, 4(2), 68-80.
- Kieti, J. M., Maithya, R., & Mulwa, D. M. (2017). Influence of Administrative Practices on Students' Academic Performance in Public Secondary Schools in Matungulu Sub-County, Kenya. *International Journal of Education and Research*, 5(1), 11-22.
- Kiprop, C. J., Bomett, E. J., & Michael, J. J. (2015). Strategic Planning in Public Secondary Schools in Kenya: Challenges and Mitigations. *International Journal of Advanced Research in Education & Technology*, 2(4), 52-57.
- Kiprop, C. J., & Kanyiri, J. (2012). Challenges In The Adoption of Strategic Planning in Public Secondary Schools in Kenya: A Case of Kirinyaga Central District. *International Journal of Scientific Research*, 1(6) 31- 34.
- Kongolo, M. (2012). Enrolment management: Perspectives of University of the Western Cape, South Africa. *African journal of business management*, 6(24), 7318-7328.
- Koontz, H., & O'Donnell, C. (1968). *Principals of Management. An analysis of managerial functions*, (4<sup>th</sup> Ed.). New York: McGraw-Hill.
- Kotirde, I. Y., Yunos, J. M., & Anaf, S. Y. (2014). The role of principals in sustaining/management of quality secondary school education in Nigeria. *GSE-journal of education*, 1(2), 1-8.
- Kowalski, T. J. (2011). *Educational Leadership, Management, and Administration*. US: Routledge Publishers.
- Kumari K., & Yadav, S. (2018). Linear regression analysis. *Journal of the practice of cardiovascular sciences*, 3(1), 33-36.
- Liebowitz, D. D., & Porter, L. (2019). The Effect of Principal Behaviors on Student, Teacher, and School Outcomes: A Systematic Review and Meta-Analysis of the Empirical Literature. *Review of Educational Research*, 89(5), 785–827.
- Linski, C. M. (2014). Transitioning to participative management. *Organization Development Journal*, 32(3), 17-26.
- Lopez, A. E. & Rugano, P. (2018). Educational Leadership in Post-Colonial Contexts: What Can We Learn from the Experiences of Three Female Principals in Kenyan Secondary Schools? *Educ. Sci.* 8(99); doi:10.3390/educsci8030099.
- Lunenburg, F. C. (2016). The Principal and the School: What Do Principals Do? *National Forum of Educational Administration and Supervision Journal*, 27(4), 1-3.
- Madukwe, E. C., Owan, V. J., & Nwannunu, B. I. (2019). Administrative networking strategies and supervisory effectiveness in secondary schools in Cross River State, Nigeria. European Center for Research Training and Development UK. *British journal of education*, 7(4), 39-48.
- Maithya, R. K. (2015). *Administrative factors influencing pupils' performance in Kenya certificate primary education in Kilungu Sub County, Makueni County, Kenya*. (Unpublished Master dissertation). University of Nairobi, Nairobi, Kenya.

- Manafa, I. F. (2018). Strategies for enhancing total quality management in secondary school administration in Anambra State as a vehicle for nation-building. *International journal of general studies*, 1(1).
- Management Association Information Resource. (2016). *Educational Leadership and Administration Concept, Methodology, Tools, and Applications*. USA: IGI Global.
- Mbugua, F. & Rarieya, J. (2014). Collaborative Strategic Planning: Myth or Reality? *Educational Management Administration and Leadership*, 42(1), 99–111.
- Menlo, A., & Collet, L. V. (2015). *Do teachers wish to be agents of change?: Will principals support them?* Retrieved on August 5, 2019, from <https://books.google.co.ke/books?id=2IGiDwAAQBAJ>.
- Mike, A. I. (2012). *A study on preparation of school principals and implication on their administrative performance in Vihiga District- Kenya*. (Unpublished Master project). University of Nairobi, Nairobi, Kenya.
- Mockler, J. R. (1970) *Reading in management control*. Meredith Cooperation 440 Park Avenue South, New York: Appleton century crofts.
- Mugambi, M. D. (2015). *The Role of Principals in Promoting Students Academic Performance in Secondary Schools*. (Unpublished Master dissertation). Kenyatta University, Nairobi, Kenya.
- Mugenda, A. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi, Kenya: Acts Press.
- Mugenda, O. M., & Mugenda, A. G. (2013). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi, Kenya: Acts Press.
- Musingafi, M. C. C., Zebron, S., Kaseke K. E., & Chaminuka, L. (2014). Applying Management Theory into Practice at Secondary School in Zimbabwe: Teachers Impressions of Classical Management Functions at Mapakomhere Day Secondary School in Masvingo. *European Journal of Business and Management*, 6(39), 102–103.
- Mutai, C. N. (2018). *Administrative factors influencing the performance of girls in Kenya Certificate of Secondary School in mixed day secondary schools in Nzambani Sub County, Kitui County, Kenya*. (Unpublished Master Dissertation). South Eastern Kenya University, Kitui, Kenya.
- Muthoni, J. N. (2015). *Effectiveness of Secondary School Principals in Management of Human Resources: A Case of Mathioya District, Murang'a County, Kenya*. (Unpublished Master dissertation). Kenyatta University, Nairobi, Kenya.
- Ndungu, W. B., Allan, G., & Bomett, J. E. (2015). Influence of Monitoring and Evaluation by Principals on Effective Teaching and Learning in Public Secondary Schools in Githunguri District. *Journal of Education and Practice*, 6(9), 10-17.
- Ngari, E. M., & Wakiaga, L. (2018). Effects of instituted management strategies on enrolment in public tuition free day secondary schools in Nairobi County. *African research journal of education and social sciences*, 5(1).
- Nkirote, J. (2013). *Influence of Secondary School Principals' Leadership Styles on the Students' Performance in Kenya Certificate of Secondary Education in Nairobi County, Kenya*. (Unpublished Master dissertation). University of Nairobi, Nairobi, Kenya.
- Northouse, P. (2013). *Leadership: Theory and Practice*. Thousand Oaks, CA: SAGE Publications.
- Northouse, P. G. (2016). *Leadership: Theory and Practice*. Thousand Oaks, CA: SAGE Publications.

- Nsubuga, Y. (2014). Towards a Framework for Analyzing Notions of Education Quality in Different Teacher Education Orientations. *Mediterranean Journal of Social Sciences*, 5(7), 381.
- Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: What can be done? *Assessment and Evaluation in Higher Education*, 33(3), 301-314.
- Nwiyi, G. U., & Osuji, C. U. (2014). Administrative competency challenges of principals of secondary schools in Nigeria. *International journal of educational development*, 4(2), 175-180.
- Nyambuto, A. N., & Njoroge, P. M. (2014). *Parental involvement in pupils performance in a public school in Kenya*. Rome: MCSER Publishing.
- Nzoka, J. T., & Orodho, J. A. (2014). School management and students' academic performance: How effective are strategies being employed by school managers in secondary school in Embu North District, Embu County, Kenya? *International journal of humanities and social sciences*, 4(9), 86-99.
- Oboegbulem, A. I., & Kalu, F. A. D. A. (2013). Budgeting Practices of Principals of Secondary Schools in South-East, Nigeria. *Journal of educational studies*, 5(3), 383–399.
- Ogundele, M. O. Sambo, A. M., & Bwoi, G. M. (2015). Principals' Administrative Skills for Secondary Schools in Plateau State, Nigeria. *Asia Pacific Journal of Education, Arts, and Sciences*, 2(1), 90-96.
- Okumbe, J. A. (1998). *Educational Management: Theory and practice*. Nairobi University Press.
- Oluremi, F. O. (2013). Principals Organizational Management and Students Academic Achievement in Secondary Schools in Ekiti state Nigeria. *Singaporean Journal of Business, Economics and Management Studies*, 2(2), 76–84.
- Oluremi, F. (2016). Principals Performance of Administrative Tasks as A correlation of Teachers Job Effectiveness in Osun State Secondary schools, Nigeria. *International Journal of Economic and Business Review*, 4(6), 61–63.
- Ombonga, M., & Ongaga, K. (2017). Instructional Leadership: A Contextual Analysis of Principals in Kenya and Southeast North Carolina. *Journal of education and practice*, 8(17), 169-179.
- Omemu, F. (2017). Relationship between Principals Administrative Strategies and Student Disciplinary Problems in Secondary School, Bayelsa State. *Journal of Education and Practice*, 8(5), 100–104.
- Onuma, N. (2016) Principals' performance of supervision of instruction in secondary schools in Nigeria. *British Journal of Education*, 4(3): 40-52.
- Onyeike, V. C., & Maria, N. C. (2018). Principals' administrative and supervisory roles for teachers' job effectiveness in secondary schools River State. *British Journal of Education*, 6(6), 38-49.
- Osakwe, R. N. (2013). Supervisory functions of Secondary School Principals and Factors Competing with these functions. *Journal of Research & Method in Education*, 1(3), 13-19.
- Osiri, F. K., Piliyeesi, E., & Ateka, F. (2019). School administration and students' KCSE performance in public secondary schools in Kamukunji Sub County, Nairobi County, Kenya. *The Strategic Journal of Business & Change Management*, 6(3), 636 – 647.
- Ouda, J. B., Ndanu, C., & Didinya, E. (2018). Effect of performance appraisal of teachers on academic performance of students in public secondary schools in Hamisi Sub County Vihiga County, Kenya. *Journal of popular education in Africa*, 3(2), 1-16.

- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, P. J., Duan, N., & Hoagwood, K. (2013). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Adm Ment Health, 42*(5), 533-544
- Peter, D. K. R., & Archippus, M. K. (2016). Impact of transformational leadership style on secondary school student's academic achievement in Mbeere South Sub-County, Embu County, Kenya. *International Journal of Education and Research, 4*(7), 528–529.
- Peter, M. K. (2013). *Factors influencing the performance of students in KCSE and management strategies for improving KCSE performance in public secondary schools in Nakuru District, Kenya*. (Unpublished Master dissertation). University of Nairobi, Nairobi, Kenya.
- Prasad, S. B. (1990). *Advances in Comparative Management*. Greenwich, CT: Jal Press.
- Quah, C. S. (2011). Instructional leadership among principals of secondary schools in Malaysia. *International Research Journals, 2*(12), 1784-1800.
- Rafferty, A. E., & Griffin, M. A. (2006). Refining individualized consideration: Distinguishing developmental leadership and supportive leadership. *Journal of Occupational and Organizational Psychology, 79*(1), 37-61.
- Republic of Kenya. Ministry of education. (2005). *Sessional Paper No. 1 of 2005 on a policy framework for education, training, and research*. Nairobi: Government Printer.
- Republic of Kenya. Teachers Service Commission. (2014). *Code of Regulation for Teachers*. Nairobi: Government Printer.
- Republic of Kenya. Teachers Service Commission. (2018). *Career progression guidelines for teachers*. Nairobi: Government Printer.
- Republic of Kenya. Public service commission. (2016). *Guidelines to the Staff Performance Appraisal System (SPAS) in the Public Service*. Nairobi: Government Printer.
- Romero, C., & Krichesky, G. (2018). Interactive leadership in turbulent school climates. An exploratory study of high school principals from the City of Buenos Aires. *Educational Management Administration and Leadership, 46*(2), 339–354.
- Rousmaniere. (2013). *The principal office: A social history of the American school principal*. Albany, United States of America: State University of New York Press.
- Sababu, B. M. (2015). *Governance and Strategic Management: The Analytical Approach*. Nairobi, Kenya: The Jomo Kenyatta Foundation.
- Sadik, M. (2018). Educational Planning: Approaches, trends, and learnings: A case study of the Kurdistan region of Iraq (KRI). *International journal of economics management studies, 5*(6), 1-9.
- Salkind, N. J. (2010). *Ex Post Facto design*. *Encyclopedia of research design*. Sage research methods. doi.org/10.4135/9781412961288.n145.
- Sandanda, M., Pooe, D., & Dhurup, M. (2014). Strategic planning and its relationship with business performance among small and medium enterprises in South Africa. *International Business and Economics Research Journal, 13*(3), 659-670.
- Sang, F. k., Kindiki, J. N., Sang, J. K., Rotich, G. J., & Kipruto, K. (2015). Availability and level of implementation of strategic plans in secondary schools in Nandi County, Kenya. *Sage publishers, 5*(2), 1-8.

- Sang, J. K., Masila, P. M., & Sang, J. C (2012). Gender inequality in the administration of the secondary school in Kenya. *Journal of Africa studies in education, management, and leadership*, 2(1), 16-28.
- Sarti, D. (2014). Leadership styles to engage employees: Evidence from human service organizations in Italy. *Journal of Workplace Learning*, 26(3), 202-216.
- Simon, M. K., & Goes, J. (2013). *Ex Post Facto Research. Dissertation and Scholarly Research. Recipes for Success*. Seattle, Washington: Dissertation Success, LLC.
- Singh, P., & Chaudhary, A. (2015). Impact of socioeconomic status on academic achievement of school students and investigation. *International journal of applied research*, 1(4), 266-272.
- Southworth, G. (2002). Instructional leadership in schools: Reflections and empirical evidence. *School Leadership & Management*, 22(1), 73–92.
- Spillane, J. P. (2005). Distributed leadership. *The Education Forum*, 69, 143-150.
- Stronge, J. H. (2013). *Principal Evaluation: Standards, rubrics, and tools for effective performance*. Alexandria Virginia USA: Desktop Publishing Specialist.
- Sule M. (2013). The influence of the principals' supervisory demonstration strategy on teachers' job performance in Nigeria secondary schools. *Journal of humanities and social sciences*, 11(1), 38-44.
- Sule, M. A., Ameh, E. & Egbai, M. E. (2015). Instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South local government area of Cross River State, Nigeria. *Journal of Education and Practice*, 6(23), 43-46.
- Timperley, H. S. (2005). Distributed leadership: Developing theory from practice. *Journal of curriculum studies*, 37, 395-420.
- Tripathi, P. C. & Reddy, P. N. (2007). *Principles of management*. (3<sup>rd</sup> ed.). New York: Tata McGraw-Hill Publishing Company Limited.
- Uko, E. S. (2015). Principalship and effective management of facilities in secondary schools in Cross River State, Nigeria. *International Journal of academic research and reflection*, 3(1), 64-76.
- Vergert, T. R. (2010). *Implementing strategies: A contemplative study of two higher education institutions*. (Unpublished dissertation). University of Twente.
- Vernez, G., Cullbertson, S., Constant, L., & Karam, R. (2016). *Initiative to improve quality of education in the Kurdistan Region- Iraq*. RAND Cooperation.
- Wakarindi, K. P. (2017). *Influence of Principals' Administrative Practices on Students' Performance at Kenya Certificate of Secondary Education in Butere Sub-county, Kenya*. (Unpublished Master dissertation). University of Nairobi, Nairobi, Kenya.
- Wangui, N. R. (2017). *Influence of principals' administrative practices on students' performance at Kenya Certificate of Secondary Education in Butere Sub County, Kenya*. (Unpublished Master dissertation). University of Nairobi, Nairobi, Kenya.
- Wanjala, C. N., & Rarieya, J. F. A. (2014). Strategic Planning in Schools in Kenya: Possibilities and Challenges. *International Studies in Educational Administration*, 42(1), 17-30.
- Waruita A. G. (2018). *Student social identity and university: A case of selected public universities in Kenya*. (Unpublished Master dissertation). University of Embu, Embu, Kenya.
- Waweru, P. N., & Orodho, A. J. (2013). Management practices and students' academic performance in national examinations in public secondary schools in Kiambu County. *International Journal of Recent Scientific Research*, 5(2), 472-479.



- Zengele & Alemayehu (2016). The status of secondary school science laboratory activities for quality education in the case of Wolaita zone, Southern Ethiopia. *Journal of education and practice*, 7(31), 1-11.
- Zhang, X., & Ng, H. (2015) An effective model of teacher appraisal: Evidence from secondary schools in Shanghai, China. *Educational Management Administration and Leadership*, 45(2), 196–218.

## APPENDICES

### Appendix I: Questionnaire for Principals

#### Self introductory note:

I am a student at the University of Embu pursuing Degree of Master of education in educational administration and planning. This questionnaire is designed to help the researcher find out information on the principals' administrative functions and their influence on students' learning outcomes.

You have been identified as one of the participants for this study. Please you are requested to respond appropriately and do not write your name on the questionnaire for confidentiality. The information you give will be used for the study only. Your responses will therefore be highly trusted and appreciated.

#### Section A: Demographic Data (tick appropriately only one of the options provided)

1. Gender: Male ( ) Female ( )
2. Age (years): 20 -30 ( ) 31-40 ( ) Above 40 ( ).
3. School category: National School ( ) Extra County School ( ) County school ( ) Sub County School ( ).
4. Professional qualifications: Diploma ( ) B. Ed ( ) M. Ed ( ) Others (specify).....
5. For how long have you been a school principal?.....(years)

#### Section B: Influence of principals' administrative functions on students' learning outcomes

Please tick appropriately one option in the following questions.

Item	Yes	No
Did your school have a strategic plan?		

How do you rate the following statements about how principals' administrative functions practices were carried out in your school on a five-point Likert scale? Please

you are requested to tick appropriately a single option for each item. (1-Never, 2-Seldom, 3-Sometimes, 4-Often, and 5-Very often)

### 6. Principals' planning function and students' learning outcomes

ITEMS	5	4	3	2	1
How often did the school principal planned school structural development in your school?					
Procurement for teaching and learning resources was planned in school.					
Staff recruitment was carefully planned in your school.					
How often did the school principal planned individual student target in your school?					
How often did the school principal planned school calendar of events in your school?					
How often did the school principal planned student enrolment in your school?					
Curriculum planning was done in school.					

### 7. Principals' directing function and students' learning outcomes

ITEMS	5	4	3	2	1
How often did the school principal induct newly appointed HODs in your school?					
The induction of a new teacher was conducted in your school.					
How often did the school principal induct new students into your school?					
The induction of new parents was conducted in your school.					

How often did the school principal apply regular communication using the appropriate means to stakeholders and subordinates?					
How often did the school principal employ proper implementation guidance in your school?					
The school principal developed motivation programs in the school.					
The school community was involved in the school affairs in your school.					

### 8. Principals, controlling function and students' learning outcomes

ITEMS	5	4	3	2	1
How often did the school principal ensure visits and observation of teaching and learning in the classroom?					
Monitoring standards were developed to monitor curriculum implementation in your school.					
Schemes of work were always checked with the help of the deputy principal.					
How often did the school principal ensure teacher lesson preparedness by checking lesson notes prepared by teachers?					
The principal conducted a full appraisal of all staff with an aim of teacher development in your school.					
How often did the school principal physically check school resources to ensure their availability and conditions in your school?					
KCSE examination results were analyzed yearly in your school.					
New recommendations for raising the standards of the school were set with the help of teachers in your school.					

School performance in all sectors was reviewed in your school.					
New strategies and targets were set to achieve unachieved goals.					

**The end**

**Thank you**

## Appendix II: Questionnaire for Teachers

### Self introductory note:

I am a student at the University of Embu pursuing Degree of Master of education in educational administration and planning. This questionnaire is designed to help the researcher find out information on the principals' administrative functions and their influence on students' learning outcomes.

You have been identified as one of the participants for this study. Please you are requested to respond appropriately and do not write your name on the questionnaire for confidentiality. The information you give will be used for the study only. Your responses will therefore be highly trusted and appreciated.

### Section A: Influence of principals' administrative functions on students' learning outcomes

How do you rate your school principal on how the following administrative functions were performed in your school on a five-point Likert scale: 5-Strongly agree, 4-Agree, 3-Neutral, 2-Disagree, and 1-Strongly disagree?

#### 6. Principals' planning function and students' learning outcomes

ITEMS	5	4	3	2	1
School structural development was not planned in your school.					
Procurement for teaching and learning resources was planned in your school.					
Staff recruitment was not carefully planned in your school.					
Individual student target was not planned in your school.					
Principal planned school calendar of events in your school in line with the MOE term dates.					
The school principal did not plan student enrolment in your school.					

The school principal performed curriculum planning in your school.					
--	--	--	--	--	--

### 7. Principals' directing function and students' learning outcomes

ITEMS	5	4	3	2	1
The induction of the newly appointed HOD was not conducted in your school.					
The induction of new teachers was often done in your school.					
The induction of new students was often done in your school.					
The induction of new parents was conducted in your school.					
Communication was not regularly and fully done using the appropriate means to other stakeholders.					
Proper implementation guidance was employed in your school.					
School principals did not develop motivation programs in school.					
The school community was not involved in school affairs in your school.					

### 8. Principals, controlling function and students' learning outcomes

ITEMS	5	4	3	2	1
Visits and observations of teaching and learning in the classroom were not done in your school.					
Monitoring standards are developed to monitor curriculum implementation in your school.					
Schemes of work developed by teachers were not always checked with the help of the deputy principal.					

Teacher lesson preparedness was not ensured by checking lesson notes prepared by teachers.					
Staff performance appraisal was not fully done to develop professional teachers.					
School resources were physically checked by the school principal to ensure their availability and conditions in school.					
KCSE examination results were analyzed yearly in school.					
New recommendations for raising the standards of the school were never set with the help of teachers in your school.					
School performance in all sectors was reviewed in school.					
New strategies and targets were set to achieve unachieved goals.					

**The end**

**Thank you**






### Appendix III: Document Analysis Guide

1. To obtain the past KCSE mean scores for the past five years.

<b>Year</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>KCSE school Mean score</b>					

## Appendix IV: Research Permit

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: <b>625282</b>	Date of Issue: <b>09/January/2020</b>
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Mr.. JOHN JUMA of University of Embu, has been licensed to conduct research in Homabay on the topic: SCHOOL PRINCIPALS' ADMINISTRATIVE FUNCTIONS AND THEIR INFLUENCE ON STUDENTS' LEARNING OUTCOMES IN SECONDARY SCHOOLS IN RANGWE SUB COUNTY, KENYA for the period ending : 09/January/2021.</b>	
License No: <b>NACOSTI/P/20/3388</b>	
625282	
Applicant Identification Number	Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
	Verification QR Code
	
<b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b>	

## Appendix V: Introductory Letter



### UNIVERSITY OF EMBU

P.O. Box 6-60100  
Embu – Kenya  
Email: [sees@embu.ac.ke](mailto:sees@embu.ac.ke)  
Website: [www.embu.ac.ke](http://www.embu.ac.ke)

Tel: +254 20 2444155  
+254 727939950  
+254 72244004

#### OFFICE OF THE DEAN SCHOOL OF EDUCATION AND SOCIAL SCIENCES

REF: UoEm/SE55/R.S/Vol.1/005

Date: 20<sup>th</sup> January 2020

The County Director of Education  
Homa Bay County  
P.O. Box 673-40300  
Homa Bay

---

#### SUBJECT: REQUEST FOR JOHN JAMES JUMA TO PROCEED FOR RESEARCH

---

Receive warm greetings from University of Embu.

The above named is a bonafide student pursuing Masters in School of Education and Social Sciences in Department of Education. His proposal is titled "**School Principals Administrative functions and their Influence on Students Learning Outcomes in Secondary schools in Rangwe Sub County, Kenya**". The proposal has been approved by Board of Postgraduate Studies, and he has been granted the NACOSTI Research Permit. Consequently, he will be conducting his research in Homa Bay County.

Any assistance accorded to him will be highly appreciated.

Thank you.

A handwritten signature in black ink, appearing to read 'Ciriaka Gitonga'.

DR. CIRIAKA GITONGA  
DEAN, SCHOOL OF EDUCATION AND SOCIAL SCIENCES

*(over)*

Copy to:

- Vice Chancellor
- Chairman, Department of Education



ISO 27001:2013 Certified

*Knowledge Transforms*



ISO 9001:2015 Certified

## Appendix VI: County Director Authorization Letter



### MINISTRY OF EDUCATION

#### STATE DEPARTMENT FOR EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOL" to Homa Bay  
Telephone +  
When replying please quote  
Website: [www.moe.go.ke](http://www.moe.go.ke)

COUNTY DIRECTOR OF EDUCATION  
HOMA BAY COUNTY  
P.O. BOX 730  
HOMA BAY  
DATE: 6<sup>th</sup> FEBRUARY, 2020

REF: MOEST/CDE/HBC/ADM/11/VOL. 1/39

MR. JOHN JUNA  
UNIVERSITY OF HMLL

#### RE: RESEARCH AUTHORIZATION.

Following your application for authority to carry out research on "*School principal's administrative functions and their influence on students' learning outcomes in secondary schools in Rangwe Sub County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for the period ending 9<sup>th</sup> January, 2021.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the County Director of Education Office after completion both the soft copy and hard copy.

Thank you in advance.  
COUNTY DIRECTOR OF EDUCATION  
HOMA BAY COUNTY  
P.O. BOX 730, HOMA BAY  
Email: [cdshomabay@gmail.com](mailto:cdshomabay@gmail.com)

MR. SHEM OMBONYO  
FOR: COUNTY DIRECTOR OF EDUCATION  
Cc.

1. County Commissioner  
Homa Bay County.



**Appendix VII: Sub County Director Authorization Letter**



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION**  
**STATE DEPARTMENT OF BASIC EDUCATION**

When replying please quote  
Reference.....  
E-mail: [deurangwe@gmail.com](mailto:deurangwe@gmail.com)

**SUB-COUNTY EDUCATION OFFICE**  
**RANGWE SUB-COUNTY**  
P.O. BOX 4  
RANGWE

REF: MOE/RNGSC/ADM/VOL.1/099

12<sup>th</sup> February 2020

MR JOHN JUMA  
UNIVERSITY OF EMBU

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "school principal's administrative function and their influence on students' learning outcomes in secondary schools in Rangwe Sub County, Kenya" I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for the period ending 9<sup>th</sup> January 2021.

Kindly note that, as an applicant who has been licensed under the science, Technology and Innovation act, 2015 to conduct research in Kenya, you shall deposit a copy of the final research report to the Sub County Director of Education office after completion both the soft copy and hard copy.

Thank you in advance

**ZIADA A. OSANO**  
**SUB-COUNTY DIRECTOR OF EDUCATION**  
**RANGWE SUB-COUNTY**



### Appendix VIII: Map of Study Area

