

**THE ROLE OF SCHOOL MANAGEMENT PRACTICES ON THE ACADEMIC
PERFORMANCE OF PRIVATE SECONDARY SCHOOLS: A CASE STUDY
THE KAJIADO COUNTY KENYA.**

BY

MUTISYA CHRISTINE MUTHEU

REG NO: 18/02158

MASTER OF EDUCATION, LEADERSHIP AND MANAGEMENT

KCA UNIVERSITY

2025

**THE ROLE OF SCHOOL MANAGEMENT PRACTICES ON THE ACADEMIC
PERFORMANCE OF PRIVATE SECONDARY SCHOOLS: A CASE STUDY
THE KAJIADO COUNTY KENYA.**

BY

MUTISYA CHRISTINE MUTHEU

REG NO: 18/02158

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION, LEADERSHIP
AND MANAGEMENT IN THE SCHOOL OF EDUCATION, ARTS AND SOCIAL
SCIENCES, AT KCA UNIVERSITY**

KCA UNIVERSITY

2025

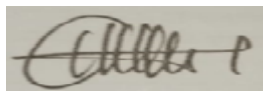
DECLARATION

I declare that this dissertation is my original work and has not been previously published or submitted elsewhere for award of a degree. I also declare that this contains no material written or published by other people except where due reference is made and author duly acknowledged.

Christine Mutheu Mutisya

Reg No. 18/02158

Signature



DATE 18/10/2025

I do hereby confirm that I have examined the master's dissertation of

Christine Mutheu Mutisya

And have certified that all revisions that the dissertation panel and examiners recommended have been adequately addressed.

Dr. Zipporah Okoth Lecturer, Department of Performing Arts, Film and Media Studies, School of Education, Arts and Social Sciences KCA University



Date 19/10/2025

Dr. Anne Munuku Lecturer, Department of Performing Arts, Film and Media Studies,
School of Education, Arts and Social Sciences KCA University



Date 19/10/2025

ABSTRACT

Education is universally acknowledged as a cornerstone for individual empowerment, social transformation, and national development. It serves as the foundation upon which societies build human capital, foster innovation, and achieve sustainable growth. Effective school management, therefore, plays a crucial role in ensuring that educational institutions fulfill their fundamental purpose of nurturing learners, promoting intellectual growth, and shaping responsible and productive citizens. This study examined the role of school management practices on the academic performance of private secondary school students in Isinya Sub-County, Kajiado County. Specifically, it sought to determine how curriculum implementation procedures, quality assurance mechanisms, availability and utilization of teaching and learning materials, resource mobilization, and monitoring and evaluation processes influence student academic outcomes. The research was motivated by the growing concern over disparities in academic performance among private secondary schools despite the availability of resources and qualified personnel. The study was anchored in Instructional Leadership Theory, which posits that effective school leaders enhance student learning outcomes by actively supporting and supervising teaching and learning processes. Leadership activities such as curriculum supervision, classroom observation, teacher mentoring, and data-driven decision-making were emphasized as essential components of effective school management. A qualitative research design was adopted to gain deeper insights into how management practices translate into student achievement. The quantitative analysis was also used to give the existing relationship between school management practices and students performance. Data were collected through questionnaires and interviews administered to a sample of 78 respondents, including principals, teachers, and other stakeholders, selected through purposive and simple random sampling techniques. The data collected were analyzed descriptively using percentages and presented alongside detailed narrative explanations to provide a comprehensive interpretation of the findings. Findings from the study contributed to a deeper understanding of how specific management practices influence academic performance in private secondary schools. The results offered valuable implications for education policymakers, school administrators, and consultants by highlighting practical strategies for strengthening instructional quality, teacher motivation, and learner achievement. Ultimately, the study concluded that strong instructional leadership, supported by effective management systems, is a key driver of educational excellence and a crucial pathway toward sustained improvement in student performance within private secondary school.

ACKNOWLEDGMENT

I sincerely thank God the Almighty, my enabler, without whom writing this paper would be undoable. Through His grace, I have been healthy until today, and through His grace I will finish this study. Thank Him for filling my soul with respect for love and compassion for other people that enabled me to venture only in an area where I was in a position to pursue this desire. Special gratitude goes to my folks who have endlessly given me moral support since the time I started this academic endeavor. This is where I most recognize and appreciate how each one of my lecturers, has immensely added to my repertoire of knowledge in the course of the study. I appreciate my supervisors, Dr. Ann Munuku and Dr. Zippora Okoth, for their invaluable scholarly comments and guidance that greatly shaped my work. Moreover, I equally thank my family for your patience at home as I pursue further studies. This hard work should serve as an inspiration that will always remind you to work hard in school and in life. To my classmates, Masters in Education Management and Management, 2022/23 class, thank you for being such valuable scholarly peers.

May God bless you all.

TABLE OF CONTENTS

DECLARATION	iii
ABSTRACT	iii
ACKNOWLEDGMENT	iv
DEDICATION	x
1.1 Introduction	1
1.3 Statement of the Problem	5
1.4 Purpose of the study	6
1.5 Research Objectives	6
1.6 Research Questions	7
1.7 Assumptions of the Study	8
1.8 Significance of the Study.	8
1.9 Scope and delimitations of the study	10
CHAPTER TWO	11
LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Empirical literature review	11
2.1.1 School management	11
2.1.4 The Role of the School Management in Academic Affairs	12
2.2.1 Influence of teaching and learning resources on students' performance.....	13
2.2.3 Influence of Curriculum implementation academic performance	15
2.2.3 Influence of Quality assurance procedures in schools on academic performance..	17
2.2.4 Influence of the Principal's Supervisory Management Practices on Students' Performance.	17
2.2.5 Resource mobilization	19
2.2.6 Influence of school infrastructure on academic performance	21
2.2.7 Monitoring and evaluation	23
2.3 Research gaps.	24
2.4 Theoretical frame work	25
2.5 Conceptual framework	27
CHAPTER THREE	29
RESEARCH METHODOLOGY	29
3.0 Introduction	29
3.1 Research Design	29

3.2 Study Location	30
3.3 Study Population	30
3.4 Sample Size and Sampling Techniques	30
3.4.1 Sample Size	30
3.4.2 Sampling Techniques	31
Private schools in Isinya sub county in relation to the selection criteria.	32
3.5 Data Collection	35
3.5.1 Data Collection Procedures and Techniques	35
3.6 Data collection instruments.....	36
3.6.1 Principals’ Questionnaires	37
3.6.2 Teachers’ Questionnaires.....	37
3.6.3 Interviews for the school owners	37
Interview Schedule for School Owners	37
3.7 Validity and reliability.	38
3.8 Data Analysis and presentation	39
3.8 Ethical consideration	39
CHAPTER FOUR.....	41
DATA ANALYSIS, DISCUSSION AND INTERPRETATION.....	41
4.1 Introduction.....	41
4.2. Response rate.....	42
Table 4.2.1	44
Response Rate.....	44
4.3 Demographic information of school principals,.....	45
4.3.1 Age of the school principals.....	45
Table 4.3.1	46
Age of the school principals	46
4..3.2 Gender of the school principals	46
Table 4.3.2	47
4.3.3 Background as a school leader.....	47
Table 4.3.3	48
Experience as a principal in a school	48
Table 4.3.4	50
Duration of employment at the current school for the school principal.....	50

4.3.5 Academic qualifications	50
4.3.8 Availability of teachers’ professional documents	52
4.3.6 School infrastructure	53
4.3.9. Frequency of the inspection of the teachers’ documents	55
Table 4.3.9	56
Frequency of the inspection of the teachers’ documents	56
4.3.10 KCSE performance in the last 4 years (2021,2022,2023, 2024)	57
Table 4.3.10	58
KCSE performance in the last 4 years (2021,2022,2023,2024)	58
4.3.7 School academic performance	59
Table 4.3.7	60
School academic performance	60
4.4 HEAD OF SUBJECT TEACHERS’ QUESTIONNAIRE.....	61
4.4.1 Demographic information of teachers	61
Table 4.4.1	62
Gender distribution of the head of the teachers.....	62
4.4.2 Age of the head of subject teachers	62
Table 4.4.2	63
The distribution of the head teachers by age.....	63
4.4.3 Highest level of Education of the head of subject teachers	64
Table 4.4.3	65
Highest level of education of teachers	65
4.4.4 Duration in the teaching profession	66
Table 4.4.4:.....	67
Teacher’s duration of service	67
4.4.6 School curriculum.....	69
4.4.6 The preparation of professional documents	69
Table 4.4.6	70
The preparation of professional documents	70
Table 4.4.10	72
Curriculum delivery	72
4.4.8 Syllabus coverage before commencement of KCSE Exams.....	73
Table 4.4.8	74

Syllabus coverage before commencement of KCSE Exams	74
4.4.12 The effectiveness of the school management	75
Table 4.4.12	76
The effectiveness of the school management	76
4.4.7 Frequency of the inspection of teacher professional documents	78
Table 4.4.7	79
Frequency of teacher inspection of teacher professional documents	79
4.4.5 Teachers' satisfaction with their Teaching Load	80
Table 4.4.5	81
Teachers' satisfaction with their Teaching Load	81
4.4.11 Schools resources	82
Table 4.4.11	84
Schools resources	84
4.4.9 KCSE performance within the last 4 years (2021, 2022,2023,2024).....	85
Table 4.4.9	86
KCSE performance.....	86
4.5 Interview with the school owner	88
CHAPTER FIVE	99
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS....	99
5.1 Introduction	99
5.2 Summary of the Findings	99
Background in Educational Leadership	100
Educational Credentials	101
School Curriculum Implementation	102
Quality Assurance and Instructional Supervision	104
Teaching and Learning Materials	105
Effective school leadership	107
Resource Mobilization and Infrastructure	108
Monitoring and Evaluation	109
Relationship Between the Theoretical Framework and the Study Findings	111
5.3 Conclusions of the Study	113
5.4 Recommendations	115
5.4.1 Recommendations of the Study	115

5.4.2 Recommendations for further research	117
APPENDICES	119
APPENDIX I:.....	119
SECTION A: PRINCIPAL’S QUESTIONNAIRE	119
REFERENCES.....	129
APPENDIX V: APPROVAL-ATHI KAJIADO COUNTY.....	137
APPENDIX IV: NARCOSTI RESEACH PERMIT RESEARCH	137

DEDICATION

This thesis is dedicated to my family for their continuous encouragement, unconditional love, patience and consistent support throughout my academic journey undertaking.

ABBREVIATIONS AND ACRONYMS

CAP	-	Chapter
CDF	-	Development fund
JAHA	-	Journal of Arts and Humanities
KEMI	-	Kenya Management Institute
KPSEA	-	Kenya Private schools Association
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KNEC	-	Kenya National Examination council
KNEC	-	Kenya National Examination council
MoE	-	Ministry of education
MBO	-	Management by objectives
NACOSTI	-	National commission for science, Technology and Innovation
NGO	-	Non -Governmental Organization
SCDE	-	Sub County Director of Education
SMC	-	School management committees
UNESCO	-	United Nations Educational Scientific and Cultural Organization
USA	-	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides the study's background, issue statement, goals, and research questions that the study aims to address. The chapter also discusses the study's importance, its scope, and the assumptions that will be made while conducting it. Finally, the definitions of the words utilized in this study as well as the theoretical and conceptual frameworks are offered.

1.2 Background to the study

Learning institutions are under increasing pressure from internal and external stakeholders at all levels to enhance the quality of education services and delivery as they strive to demonstrate strong performance. This is according to Hockeg 2019 in his research on factors affecting the performance of private in Hongkong schools. According to him. There are a number of factors that are often mentioned as catalysts for performance; without them, it may be difficult to measure the efforts that contribute to success (OECD). In other words, the responsibility of school management practices goes beyond only concentrating on administrative tasks. It's also critical to remember that management techniques now play a more complete role in enhancing learning settings, which is directly related to an increase in academic achievement. Because private secondary schools are so important to the overall success of schools and the social-economic development of any nation, there are growing concerns about the quality of student performance in these institutions. In other words, student performance cannot be separated from well-managed schools. As a result,

school managers have an obligation to ensure that schools function effectively in order to raise student performance. Moloi (2017).

In civilizations where performance is valued more highly than learning, the factors that influence students' academic performance and the policies that lead to success have been extensively documented. According to Sarrico, Rosa, and Manatos (2017), school success is also often objectively assessed using output indicators such as completion rates, progression rates, waste rates, and with the external assessment classification. The majority of states and regions in the United States of America (USA) have education stakeholders that are pushing for reforms that will force principals to assume full responsibility for school performance (Heck, 2018). This arose from the recognition that the principal's effective management has an indirect impact on the academic achievement of the school. For example, Australia has implemented educational reforms for the past 30 years in an effort to raise the bar for student accomplishment (Cruickshank, 2019). The school administration in Australia is largely responsible for the absolute matter of interest in education improvements. Over time, England has also shown a surprisingly cogent effort to reform its educational system, moving toward assigning full responsibility for improving student performance on state or external exams to school management (Leithwood & Day, 2017).

Heck (2017) argues that it makes sense to use data as a tool to assess teacher effectiveness and school management. Seeing celebrations and awards among teachers and school administration whose schools are well-positioned due to exam classification has become ingrained. For example, the National Performance Evaluation System of

Subsidized Schools in Chile honors and rewards tutors who work in the top-performing schools collectively (OECD, 2017).

Lack of resources, which is the responsibility of the school administration, is one of the main causes of poor academic performance in South Africa. Many private secondary schools in the nation lack access to sufficient textbooks, labs, equipment, and other learning resources, which has hindered students' capacity to learn and achieve academic success, particularly in science-based topics (Stoet et al. 2018).

In Nigeria, the low academic performance in many schools has been attributed to a lack of competent teachers and inadequate facilities. Inadequate infrastructure has contributed to poor performance in a significant portion of Nigeria's private secondary schools. Students' capacity to carry out hands-on work and expand their comprehension of scientific topics is also hindered by the absence of facilities like labs and equipment (Jensen & Cross, 2021).

The Ministry of Education (MoE) is granted extensive authority over the management and regulation of education by the Kenyan Education Act, but the school principal still has control over day-to-day operations. All types of education are governed by the Basic Education Act (2017), which serves as the foundation for the educational institutions. Any school owned by individual entrepreneurs is considered a private school under the Education (Act 2017). According to article 49 of the Act, anyone can establish and run a private secondary school, and anyone in need of a basic education can enroll in such a private institution. The Kenyan laws' Cap 211 requires private secondary schools to

be managed and guarantees that the general public receives high-quality, fundamental education.

In order to make education easy, accessible, and high-quality for the sake of nation building, the ministry of education has developed significant policies to direct the operations of all schools, public and private. The requirement that all schools, public and private, hire qualified teachers that is, register with the Teachers Service Commission (TSC) is one of these measures. Additional regulations require schools to guarantee sufficient funding, improved facilities, and well-defined administration systems, among other-things.

The government's Ministry of Education has made numerous attempts, yet the quagmire of low academic achievement has continued. This is especially true in several private schools, which, according to the Basic Education Act (2017), are characterized by bad administration, low student achievement, limited resources, poor planning, unqualified staff, high instructor turnover, and many other problems.

The performance improvement in private secondary schools is therefore quite concerning in light of the aforementioned. Because of its enormous impact on school success and the social-economic advancement of any nation, this component of school management is becoming more and more impossible to overlook. Nonetheless, it is important to remember that better and more effectively run schools are necessary to achieve the necessary academic achievement from kids. According to Moloi (2017), school managers must ensure that schools function properly while also improving and improving

the learning results for students. This study looks at how the academic performance of private secondary schools in Kajiado County's Isinya subcounty is affected by their portfolio of school management practices.

1.3 Statement of the Problem

In Isinya Sub-County, parents and guardians of private secondary schools are currently incensed at their children's extremely poor academic performance on national exams, which has led to many pupils switching to public schools that outperform these private ones. The researcher wants to know how school management practices affect these private secondary schools in Kajiado County's Isinya Sub-County's academic performance. Students, teachers, and other education sector stakeholders are extremely concerned about the inconsistent academic performance in Isinya Sub-County over the years.

There is no clear link between the school management practices and the school academic performance in Isinya sub County. The extent to which lack of substantial effort by the school management on school academic performance need to be established. For instance, the effect of the of school management failure to provide learning resources or even equipping the library and the laboratory need to be established.

According to a 2019 study by Nduragwa on the factors influencing school performance in private secondary schools in Dar El Salaam, academic performance is a phenomenon that depends on the cooperation of numerous factors, including but not limited to factors involving teachers, students, parental involvement, the environment, policies, and, most importantly, the management practices of the institutions. However, the

precise impact of each of these elements on a school's academic success is not clearly shown in this study. Since little research has been done on private schools, Radhika (2018) filled a gap in the literature by conducting a study on the factors influencing performance in Indian public schools.

School management practices have received little attention in the substantial literature on educational outcomes in Kenya, which has focused mostly on aspects like competitiveness, class numbers, instructional resources, and the background of the students. The studies mentioned above concentrated on performance-related concerns; however, there is a dearth of research on the effects of school administration practices on academic achievement in Kenyan private secondary schools, and Kajiado County specifically. It has not been entirely clear how school administration practices generally affect students' academic achievement, especially in Kenya where actual data supports this claim. This study aims to investigate how school management practices affect academic performance in private secondary schools located in Kajiado County's Isinya Sub County.

1.4 Purpose of the study

The purpose of this study was to examine the role of school management practices on the academic performance of private secondary schools in Isinya Sub-County, Kajiado County.

1.5 Research Objectives

This study was guided by the 4 objectives. These include;

- i) To establish the role Curriculum Implementation procedures on the academic performance of private schools in Isinya Sub-County Kajiado County.
- ii) To establish the role of Quality Assurance Procedures on the academic performance of private schools in Isinya Sub-County Kajiado County
- iii) To find out the role of the teaching and learning material on the academic performance of private schools in Isinya Sub-County Kajiado County
- iv) To find out the role of resource mobilization on academic performance in private secondary schools in Isinya Sub County Kajiado County.
- v) To establish the role of school monitoring and evaluation on the academic performance of private schools in Isinya sub county, Kajiado county

1.6 Research Questions

The researcher developed five study questions based on the aforementioned objectives.

- i) What is the role of Curriculum Implementation procedures on the academic performance of private schools in Isinya Sub-County Kajiado County?
- ii) What is the role of Quality Assurance Procedures on the academic performance of private schools in Isinya Sub-County Kajiado County?
- iii) What is the role of resource mobilization on academic performance in private secondary schools in Isinya Sub County Kajiado County?

- iv) What is out the role of the teaching and learning material on the academic performance of private schools in Isinya Sub-County Kajiado County?
- v) What is the role of school monitoring and evaluation on the academic performance of private schools in Isinya sub county, Kajiado county?

1.7 Assumptions of the Study

- i. The study assumed that the curriculum implementation methods used by private schools in Isinya Sub-County are methodically structured and have a direct impact on students' academic achievement.
- ii. The research assumed that quality assurance measures like oversight, internal assessments, and compliance with educational standards are established in the majority of private schools.
- iii. The study assumed that the school administrators actively work to gather both financial and non-financial resources to facilitate teaching and learning.
- iv. The research assumed that having access to and effectively using teaching and learning resources is crucial for promoting successful learning and enhancing academic achievement.
- v. The study assumed that schools have developed monitoring and evaluation systems to evaluate teaching progress, educator effectiveness, and student results.

1.8 Significance of the Study.

The number of private secondary schools in the area is increasing while their performance on national exams is declining annually, the results of this study will not only help the management of private secondary schools in Isinya Sub County but also improve all schools. By comprehending the connection between management practices and the

academic advancement of public and private secondary schools, the educational system will be significantly enhanced.

Managers of private schools will benefit from the study since they will know what factors affect management in private schools. Additionally, suggestions will be made for practices to enhance current procedures and private school management techniques. The study will be very helpful to consultants in private institutions because it will inform them of the management practices that affect the management of private schools. They can then use this information to develop strategies that could help these institutions implement best practices in the management of their private schools and beyond.

The findings of these studies will therefore be crucial in highlighting different management-related tasks and their implications for the functioning of private schools for the Ministry of Education and school administration. This would help school managers comprehend their responsibilities, the value of actively preparing students for academic success, and the obstacles that may prevent these institutions from operating smoothly.

This research will contribute to the growth of our understanding of both public and private school administration and oversight. This research is extremely valuable to academic scholars and the academic community since it will direct future studies in Kenya's private school industry and globally.

1.9 Scope and delimitations of the study

This study is limited in scope in that; only private secondary schools in Kajiado County's Isinya Sub-County will be eligible. Additionally, the survey will include a sample of only the school managers from various private schools located solely in Kajiado County's Isinya Sub-County. It will solely address the connection between school performance and private school management practices. The study's scope is so limited because it just examines school management practices rather than instructors, students, policymaking, or even the school environment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter represents a literature review that relates to the objective of this study. The chapter shall try to capture the critical juncture of knowledge and ideas that have already been established concerning the study at hand.

2.1 Empirical literature review

2.1.1 School management

According to the Education Act of 1968, a school manager is any certified person in charge of running a school. According to Lewy (1991), management is the art of bringing people together to achieve desired goals by planning, organizing, sourcing, directing, controlling, and leading. The day-to-day operations of the school are still managed by the principal, who is specifically designated as the school manager, even if the Kenyan Assessment Act grants the Ministry of Education further authority over the administration and regulation of education. According to the Education Act of 1968, head teachers are in charge of running all secondary schools and form a board of management to help them.

According to the Education Act of 2017, Kenya's Ministry of Education (MoE) is responsible for making sure that school administration is carried out with the goal of giving students a high-quality education. Due to the numerous benefits and higher pay, qualified instructors now favor working in public schools. As the ministry of education anticipates, the majority of private school owners are not qualified teachers. To run the institutions,

these entrepreneurs must, however, employ qualified managers, instructors, and other professionals (Muli 2019). Heystek (2017) asserts that management comprises the process of planning, organizing, leading, and controlling in order to achieve effectiveness in any size organization. In fact, managers are frequently increasingly involved in these day-to-day managerial responsibilities that stem from the established educational policies, rules, and regulations in the school setting.

In summary, the majority of research backs up the idea that kids' academic achievement is directly correlated with the profile of the school managers team. Students' grades are greatly improved by the principal's experience in running the school, claim Csikszentmihalyi and Wong (2019). In schools where the management team values teacher involvement in establishing and researching the impact of school management functions, student learning is perceived to be better. The educational plan is more open to contributions from the school community which makes everyone to feel as being part of the system other than a mere spectator. Everyone feels like a part of the system rather than just a spectator because the educational plan is more open to input from the school community.

2.1.4 The Role of the School Management in Academic Affairs

Peter Ferdinand Drucker (1989–2015) asserts that management is a unique process that includes planning, staffing, organizing, controlling, and problem-solving. Successful principals typically focus on organizing, planning, and facilitating the job without appearing to undervalue their relationships with staff, students, and subordinates. In

addition to setting exceptionally high-performance standards for their school, effective principals also serve as liaisons between other groups and upper management.

In his study of exceptional urban elementary schools in Brunei and Malaysia, Edmonds (2015) noted that the management practices of the school principal were essential to the institution's success because they set policies, motivate staff, obtain materials and financial resources, and direct everyone's behavior. The implementation of beneficial modifications aimed at raising the caliber of the educational programs offered by schools is the responsibility of the principals. Effective school principals are defined in studies on model schools as being organized, task-oriented, action-oriented, delegating to complete tasks, and starting work with skill. However, this study does not clearly indicate the extent to which these practices determine the students' academic performance practices.

2.2.1 Influence of teaching and learning resources on students' performance

The quality of a school's infrastructure, including its resources and facilities, is essential to its academic success. Inequality in school performance and learning may result from differences in the allocation of resources. According to Eshiwani (2023), in his study on the influence of school infrastructure on school performance in schools in Lagos noted that, the majority of schools with poor student performance also spent less on instructional materials. Insufficient textbooks and other instructional resources make teaching unpleasant since students can't complete their assignments on time. Kombo (2018) supported this opinion by stating that one of the primary causes of the widespread low exam scores among students is the lack of access to and inappropriate use of teaching aids

and resources in schools. He asserted that schools with sufficient resources—textbooks, labs, and other teaching aids would have a better chance of producing excellent outcomes than those with inadequate equipment.

High-quality education and student achievement may result from the availability and application of teaching and learning materials. Eshiwani (2023) provided clear evidence in favor of this theory, stating that variations in school amenities, including laboratories, libraries, athletic fields, and electricity, among other things, would appear to explain variations in academic performance between schools. He discovered that consistently high performing secondary schools have good, sufficient infrastructure. Therefore, it was determined that high-achieving and low-achieving secondary schools may be identified by the availability of school facilities. This study however does not show the place of the school management on the academics of students.

According to World Bank research from 2017 on the effective utilization of educational resources on third world countries, a case study of Uganda, the majority of developing nations' educational resources are spent inefficiently, failing to fulfill their set quantitative and qualitative goals. Effective utilization of resources is necessary due to the rising expense of secondary education and the ensuing financial strain on the government, parents, and other stakeholders. In order to effectively accomplish its goals, the school should be able to make the most of and enhance the resources that are available locally.

Good academic outcomes at the local and national levels are guaranteed for a secondary school that makes effective use of its resources. According to Maundu (2017)

in his study on school educational resources, good academic performance demands that each school ought to be equipped with relevant textbooks. Kathuri's (2021) research indicates that the availability of textbooks in secondary schools is not significantly related to performance in the Certificate of Primary Education (CPE). Nevertheless, he summarizes his work by stating that teaching resources may not be significant in their entirety but are very critical in several areas and subjects. He goes on to say that instructional resources are crucial in explaining the current wide variation in academic performance among the learners enrolled in different types of schools.

2.2.3 Influence of Curriculum implementation academic performance

The management of the school must stay current on the curriculum, including any new documents or revisions. The principal of the school cannot oversee and manage the academic performance of the teachers and students if they lack the necessary knowledge in this area. According to Van Deventer and Kruger (2019), in their study on the effect of proper curriculum implementation, school management should constantly coordinate curriculum and instruction and provide teachers with a defined framework of instructional standards.

Deventer and Kruger adds that, Since students are examined at random from any area in the syllabus, the coverage of the syllabus is a major factor in determining how well they score on exams. Students will be at a disadvantage if a school does not cover every item on the syllabus. On October 8, 2021, the daily nation listed a number of schools' shortcomings, including inadequate syllabus covering, candidates' inability to comprehend questions, and teachers' subpar teaching strategies. Effective time management among

students, teachers, and school management is essentially what will determine how well the curriculum is covered.

According to Comber and Keeves (2017), in their study on effective management of schools in Brazil, the likelihood of success increases with the number of hours allotted for training in a given subject, within reasonable bounds. In support of this view, Campbell (2019) noted that effective and efficient management of school curriculum and instruction in schools is a basic prerequisite for stability and improvement of academic performance. This suggests that everyone in the institution should practice good time management in order to ensure effective syllabus coverage, which will translate to good results.

Campbell adds that Learning time can be maximized when classroom time is utilized appropriately, i.e., when teachers spend more time preparing lessons, choose curriculum materials that are appropriate for the learner, and start and end instructional activities as scheduled. Eshiwani (2023) confirms the necessity of giving students who are preparing for the national exams additional tutoring. Exam performance can be improved by students who take multiple tests before an exam. He adds that promptness in assigning and marking homework and giving feedback assists in identifying area of weakness to be rectified.

Omondi (2020) reported differing outcomes, indicating that in certain private schools, the preparation of professional documents had little effect on student achievement since experienced teachers largely depended on their pedagogical skills and classroom experience rather than written lesson plans. Similarly, Mwangi (2021) noted that, despite the availability of well-prepared documents, weak implementation practices and insufficient instructional resources impeded effective teaching.

2.2.3 Influence of Quality assurance procedures in schools on academic performance

Principals should take their responsibilities as quality assurance officers in their schools seriously and ensure that there is adequate departmental supervision, claimed Mobegi, Ondigi, and Oburu (2016) in their study on the role of quality assurance in schools in Nyanza province, Kenya. They pointed clearly that in order to improve standards and guarantee evaluative class observation to track the range of teaching approaches being used outside of class discussions, the principal should implement staff appraisal using locally created forms. He/ She should constantly call the quality assurance officers so that they can be informed on how to operate the affairs. Quality assurance procedures play a key role in ensuring that the short term goals are achieved within the stipulated time and hence this will lead to timely achievement of goals. However this study does not show clearly how quality assurance determine school academic performance.

2.2.4 Influence of the Principal's Supervisory Management Practices on Students' Performance.

A study conducted by Kent in 2017 on school supervisory programmes in the United Kingdom asserts that, School managers should supervise teaching and learning in their schools by making sure that early lesson planning is always done .He added that all lessons are structured to have an engaging beginning, that the teacher varies their voice during the lesson, that the previous lessons are revised, and that a summary of the main points of the lesson is provided. He also stressed that teachers should strictly adhere to the curriculum that is provided, that progress reports and academic accomplishments should be

periodically followed up on, that backups or teaching aids are used appropriately, and that positive relationships exist between students and teachers (Kent 2017). This study does not clearly show the extent to which the principal's supervision practices affect school academic performance.

Edmonds (2015) went on to say that more frequent monitoring of students' progress is necessary. Principals of high-achieving secondary schools set up a system for regularly assessing their students by allowing them to take tests and exams. Instructors ought to have students redo assignments if their performance is subpar. Class teachers must be informed by the principal that the school as a whole is concerned about the progress of their students.

In his research on primary school management at David Fulton in London on the effects of supervision in schools, Orlosky (2020) pointed out that one of the main duties that the head of the school should perform on a regular basis is supervision. It includes overseeing actions that help improve instruction, such as developing curricula and resources, assessing programs, and organizing the institution's instructional strategy. Usdan (2015) as referenced by Muhoro (2015), in his study on the administrative elements influencing students' performance in Nyeri County believes that, for there to be outstanding student learning, the principals must serve as leaders.

Muhoro adds that, to guarantee that students continuously perform well on national exams, teachers should be closely monitored for effective instruction. The school's teaching and learning process should be regularly observed by the head teachers.

Employees are the primary factor that determines whether an organization or institution succeeds or fails. A supervisory system is necessary to guarantee that the objectives of the organization are fulfilled. In schools that are performing well, the principal gives suitable orders about what to do, recognizes the problematic areas, and remedy them before things fall apart.

In connection with that, Achoka's 2017 study in Nyamira County on the role of school principal on academic performance holds that the existing principal needs to act as a mentor to students, faculty, and the community at large in order for change to occur within the school. He or she should be able to recognize potential risks to the retention rate and reverse similar circumstances. Since this could be extremely beneficial to all parties involved in education, he or she must act as a counselor not just to students but also to their parents and teachers. However according to Mutua (2021), is researche noted that instructional supervision in many private secondary schools tends to be inconsistent and primarily administrative rather than focused on professional development.

2.2.5 Resource mobilization

A study conducted by Knight 2017 in Britain on the methods of resource mobilization in schools concludes that as the school manager, the principal should oversee the school's finances in coordination with the School Governing Body (SGB) and School Management Team (SMT). The first step in this process should be creating a reasonable budget. A budget is a financial statement that reflects the school's mission. Every stakeholder who will be involved in the budget's implementation should be included in its creation by an

efficient school management. Other stakeholders will feel productive as a result of this process, and they will be mindful while it is being implemented (Knight 2017).

In his research on the growth of private schools in England, Walford (2017) notes that money is one of the main issues facing the management of private secondary schools. Except for scholarships that are awarded through the CDF window, private secondary schools do not receive any kind of government capitation, making them monetarily unstable in contrast to public ones. They have had to fully sustain their students and other operational needs with fees paid by the parents. As a result, they raise school fees to cover the maintenance of the students. As a result, the parent who does this with the expectation of excellent success is the main financier.

Monrow 2019, in his study on sources of finance in schools notes that, churches and nongovernmental organizations, can be helpful in a variety of ways. Some provide bursaries to students in need, while others are fully funded. They can also help with the construction of beneficial infrastructure. In that situation, maintaining enrollment and numbers is crucial for a relatively small school in order to have adequate money for tuition. Since education is a social service that requires high operating costs that must be covered by the citizens, the amount of money needed by school institutions to implement the government policy outlined in the National Policy on Education is enormous. Even if it may be expensive to construct, it must be accessible to everyone, regardless of background, color, ethnicity, or culture as a whole. However this study did not show how lack of Finance in school may affect its academic performance.

To add on, Musyoka (2020) reported different results in a study of urban private secondary schools in Nairobi, noting that several institutions had successfully diversified their revenue streams through alumni donations, corporate sponsorships, and school-based income-generating projects, which contributed to improved infrastructure and access to modern educational facilities. Similarly, Ateka (2019) discovered that schools characterized by sound financial planning and accountability effectively utilized their resources and maintained educational quality even in the absence of substantial government assistance. Conversely, Chebet (2021) observed that some well-resourced schools failed to achieve optimal learning outcomes due to inefficient use and poor maintenance of facilities

2.2.6 Influence of school infrastructure on academic performance

Notwithstanding the current limitations, Pollard (2022), in his study on the role of infrastructure in schools performance asserts that the school management ought to be able to obtain sufficient infrastructure. A key component of creating a learning-friendly school environment is the infrastructure. Some variance in learner performance may be explained by the availability or lack of these resources. Some aspects of school infrastructure, such as computer library, library books, a lab, enough classrooms, and play areas, directly affect student performance; other aspects, like electricity, water, and sanitation, are representative of the school environment as a whole.

According to Jantjies and Joy (2017), the legacy of South Africa's previous educational system has caused issues that impact the current system in such a way that many township and rural schools still lack resources that are seen as fundamental in schools elsewhere. These consist of sufficient classrooms, libraries, scientific or computer labs, and teachers with the necessary training. Private schools have to incur the extra costs of

maintaining infrastructure such as dormitories, classrooms, libraries, laboratories, sports facilities and others; most of such facilities are very expensive to maintain as well. Inadequacy of infrastructure usually leads to a number of private schools many times struggling with the maintenance of their facilities.(Janties Et al 2017).

A 2019 study by Yusuf on the elements influencing school performance in private secondary schools in Kigamboni, Zambia found that a school's success was greatly impacted by the availability of school amenities. The results of the study on secondary schools in Kigamboni are consistent with the findings of a study by Osuji (2016), who claims that resources like labs, libraries, and well-designed classrooms are powerful contributors to high-quality education because they enable students to focus and facilitate efficient learning activities. The current study's goal is to find out how school management may improve high academic performance by mobilizing resources like school facilities.

The current research has been greatly impacted by a study by Mutua (2018) on management-based factors that affect performance in KCSE public day schools in Mwala Sub-County, Kenya. The study's particular goals included determining how the resources available to instructors and students affected KCSE performance as well as how control over new curricula affected KCSE performance in day secondary schools throughout the Mwala Sub County. According to this study, the majority of participants (79.5%) believed that while the classrooms and furniture were sufficient, the textbooks, labs, and library were insufficient.

It was suggested that schools should obtain their resources from the Ministry of Education, CDF sources, parents, and provide an adequate workforce in the teaching

fraternity. Additionally, heads were discouraged in the monitoring of the curriculum implementation, which resulted in low performance in the KCSE examinations. This current study will focus on management issues related to private schools in Isinya Sub-County, while the previous one was on public schools in Mwala. In Makadara District, Kenya, Kabala (2020) conducted a study on school-based factors influencing educators' school achievement at the KCSE aptitude test. The study's initial objectives were to determine whether access to educators affects students' academic achievement, find out how teaching and learning materials affect educators' achievement at the KCSE, and investigate the impact of facilities provided on educators' achievement at the KSCE.

2.2.7 Monitoring and evaluation

A Zambian researcher Namfukwe (2016) on the effective school Monitoring found that teacher performance is influenced by school monitoring and evaluation, which leads to better teaching and learning processes. This implies that it will ideally have a significant impact on the pupils' performance. The different tools for tracking progress have recently been seen as being crucial to succeeding academically (Scherman & Fraser, 2017). Additionally, performance monitoring has been shown to positively affect math test outcomes in public secondary schools in São Paulo, Brazil (Tavares, 2015). Both low achieving pupils and those with significant learning impairments showed this influence in remarkable ways.

Secondary school principals are required to demonstrate certain behaviors in monitoring, including meeting one-on-one with teachers to discuss their work progress, discussing academic performance results with teachers, using tests to gauge progress toward the school's goals, providing tutors with feedback for their excellent performance,

and updating students on the school's overall academic progress (Chappelear & Price, 2017).

Oketch (2019) reported differing findings in a study of private secondary schools in Nakuru County, noting that although monitoring and evaluation activities were frequent, they had minimal influence on academic achievement because the process was mainly compliance-based and lacked actionable feedback. Similarly, Chepkemai (2020) observed that in some schools, monitoring and evaluation systems were perceived as bureaucratic and punitive, resulting in teacher resistance and limited instructional improvement. Conversely, Achieng (2021) found that schools employing collaborative and supportive monitoring strategies, where teachers actively engaged in self-assessment and data discussions, experienced notable gains in student performance.

2.3 Research gaps.

Over time, private schools in Kenya have been crucial to the growth and advancement of the country's educational system. The management techniques of private schools, however, have received little to no attention in the literature, which is remarkable.

Despite the large number of research on various school-related topics, there is still a lack of empirical data regarding the general management practices of private secondary schools, particularly in Kenya and more precisely in Isinya Sub-County. Despite the fact that every study in the literature review addressed performance issues, there is still a lack of research on the effects of school-specific management strategies on academic achievement in Kenyan private secondary schools.

A similar study has been conducted in other parts of Kenya, but little to nothing has been done in Isinya sub-County of Kajiado County on the role of school management practices on private secondary school performance. While numerous studies have shown the human resource factors, such as the competence of the teachers and the school management teams, regulatory policies, and other similar factors, it has been clearly demonstrated that there is little to no documentation or records available on the extent to which school management practices impact the performance of private secondary schools. This serves as the basis for the current study.

2.4 Theoretical frame work

This research was primarily directed by the Instructional Leadership Theory, which will act as the study's guiding framework.

Instructional Leadership emerged as a concept in the late 1970s and early 1980s, developing from attempts to comprehend why certain schools consistently attained outstanding academic outcomes. The concept emerged as a key theme in the Effective Schools Movement in the U.S., emphasizing the importance of robust, learning-focused leadership as essential for school achievement (Edmonds, 1979; Leithwood & Montgomery, 1982). Researchers in early education, including Ronald Edmonds, Lawrence Stedman, and Ronald Rutter, noted that schools with effective leadership, particularly in challenging environments, achieved greater student success. These leaders were engaged in enhancing instruction instead of being limited to administrative oversight.

This research is grounded in Instructional Leadership Theory, which suggests that school leaders impact student performance mainly through direct actions that assist teaching and learning (such as curriculum oversight, classroom observation, teacher mentoring, and data-driven decision-making). To consider the school environment and limitations in resources, the research employs a systems viewpoint that places instructional leadership within the larger framework of school inputs and processes. Where applicable, transformational leadership theories are utilized to explore the motivational and cultural factors by which management practices influence teacher commitment and classroom execution and consequently student academic outcomes.

This study examines the impact of school management practices on academic performance, where Instructional Leadership offers a strong theoretical base. It creates a rational connection among leadership practices, teacher efficiency, and student performance results. Quantifiable signs of instructional leadership encompass how often classroom observations occur, the presence of teacher development and mentoring initiatives, the utilization of assessment data for planning purposes, and the accessibility of instructional resources. These elements illustrate how effective school management based on instructional leadership directly influences learning outcomes. It therefore serves as a guiding framework for analyzing how principals' instructional roles contribute to improved academic performance in private secondary schools.

2.5 Conceptual framework

As noted by Mugenda and Mugenda (2017), a conceptual framework offers a condensed description of the phenomenon being examined and depicts a visual or graphical illustration of the connections between the study variables. In this research, the conceptual framework is crucial as it distinctly demonstrates the connection between the independent variable school management practices and the dependent variable academic achievement. The framework assists the researcher in analyzing how various management strategies affect students' academic performance in private secondary schools within Isinya Sub-County.

The study's independent variables are the different school management practices that affect academic performance. These encompass the execution of curricula, management oversight, mobilization of resources, monitoring, procedures for quality assurance, and the supply of teaching and learning materials. When these practices are properly applied, they have a beneficial impact on the dependent variable, which is students' performance in the Kenya Certificate of Secondary Education (KCSE).

For example, when school administration guarantees appropriate oversight, sufficient availability of educational resources, and strong guidance, educators can carry out their responsibilities effectively, making the learning experience more interactive and fruitful. As a result, this results in better KCSE results. Nonetheless, it is crucial to recognize that students' personal effort like finishing assignments and participating in independent study is also an essential element influencing total academic achievement.

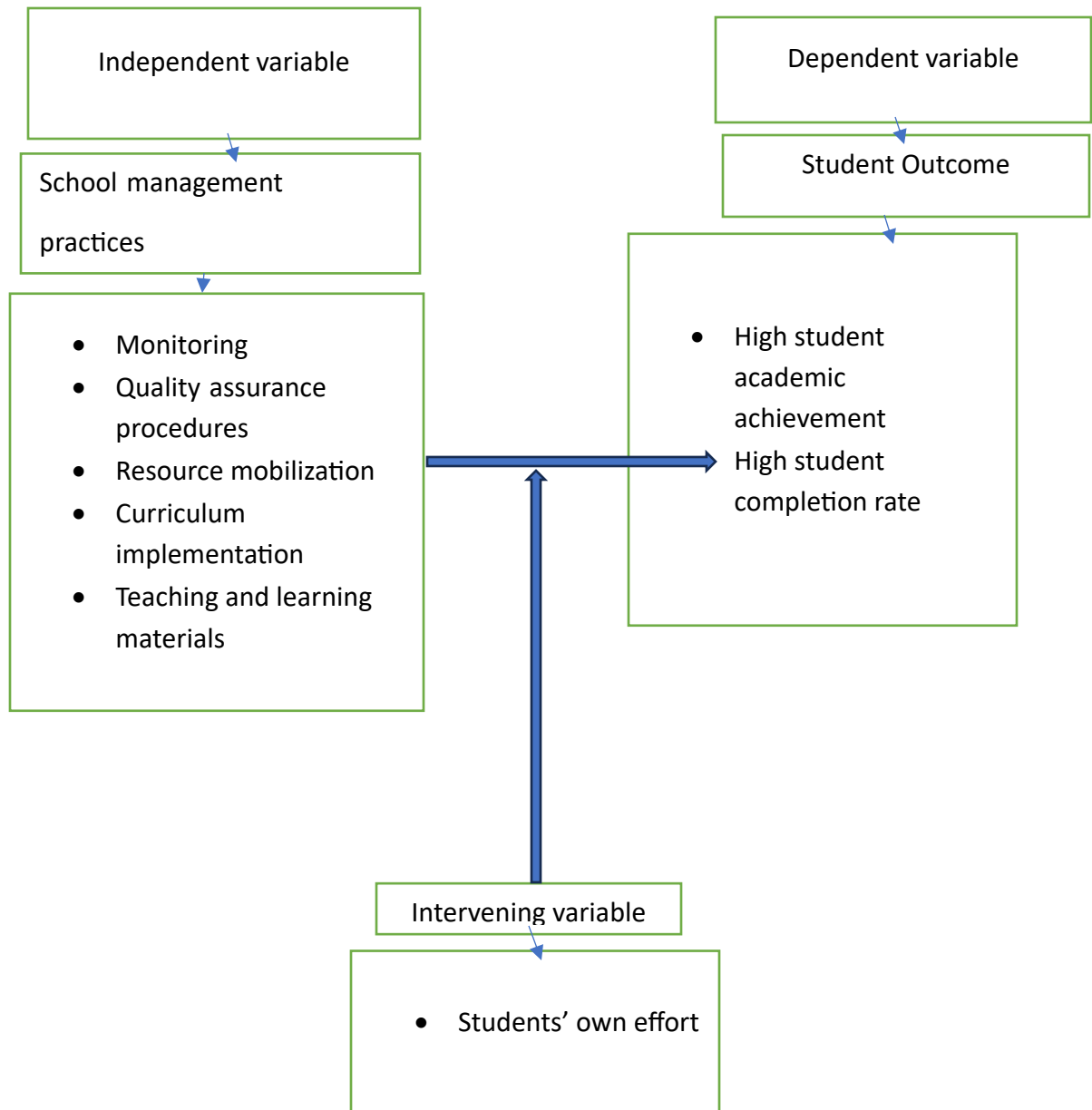


Figure1.1 conceptual frame work summary

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodological framework adopted for the study. It outlines the research design, study location, target population, sampling procedures, data collection methods, operational definition of variables, and data analysis techniques. The methodology provides a clear blueprint to ensure that the study objectives are systematically addressed.

3.1 Research Design

The study used a descriptive survey design, which allows the researcher to collect both qualitative and quantitative data from respondents. This design is suitable for identifying and analyzing patterns, practices, and challenges in school management. According to Mugenda and Mugenda (2020), a descriptive survey is an effective technique for gathering information using questionnaires and interviews administered to a selected sample. In this study, the researcher developed structured questionnaires and interview schedules to obtain relevant data.

3.2 Study Location

The research was conducted in private secondary schools within Isinya Sub-County, Kajiado County, Kenya. This location was selected due to the consistent decline in students' performance in the Kenya Certificate of Secondary Education (KCSE) over the past four years. All 19 private schools in the sub-county are KNEC examination centers, yet their poor academic outcomes have raised concerns regarding their management practices. Limited resources and time available for the study also informed the choice of location.

3.3 Study Population

A population refers to the total set of individuals or items that meet specific criteria (Mbokane, 2017). The target population for this study comprises principals, school owners, and subject heads drawn from the 19 private secondary schools in Isinya Sub-County. Of these schools, six (6) are boys' schools, six (6) are girls' schools, and seven (7) are mixed. Collectively, they employ approximately 200 teachers, depending on student enrollment. The study focused chiefly on: School principals, owners of the sampled schools and also teachers heading subjects, who are considered key informants regarding instructional and managerial practices.

3.4 Sample Size and Sampling Techniques

3.4.1 Sample Size

A sample refers to a subset of the target population that accurately represents its characteristics. According to Kombo and Tromp (2015), a sample is representative when it reflects the larger population under study. From the 19 schools in Isinya Sub-County, six (6) will be selected: 2 mixed schools, 2 girls' schools, 2 boys' schools. Each selected school will contribute one (1) school owner, one (1) principal, and eleven (11) subject heads. This will yield a total of 78 respondents, distributed as follows: 6 school owners, 6 principals and 66 subject heads. This sample size represents 33.3% of the total private schools in the sub-county, making it adequate and manageable for descriptive research.

3.4.2 Sampling Techniques

Sampling refers to the process of selecting a portion of the population from which data will be collected. For this study, purposive sampling was applied to school principals and school owners, simple random sampling was employed to identify subject heads from the overall group of teachers. To create the sampling frame, a comprehensive list of all subject heads within the selected schools was compiled. Each individual on the list was then given a unique code or identification number. Through a randomization process such as the use of a lottery system, random number table, or computer-generated selection a specific number of subject heads were randomly selected to participate in the study.

This method guaranteed that every subject head had an equal and independent opportunity to be chosen, thus reducing selection bias and improving the representativeness of the sample. It was also consistent with the purpose of the study, which aimed to obtain varied perspectives and experiences from teachers holding leadership positions. As noted

by Adam and Kamuzora (2017) and Palys (2017), this approach enhances the objectivity and dependability of participant selection in quantitative research.

The schools chosen for the study must meet the following criteria: they are private secondary schools located in Isinya Sub-County, have both principals and owners, have presented candidates for the KCSE at least four times, and charge annual tuition fees between Ksh 50,000 and Ksh 100,000. Sampling also ensured representation across different categories mixed-gender, boys', and girls' schools. This approach enhances the richness and relevance of the data by capturing diversity within the study population.

Since private secondary schools are relatively few compared to public schools, purposive sampling is appropriate for selecting the specific schools. Out of 19 private schools in Isinya Sub-County, six were sampled: two mixed schools (from seven schools), two boys' schools (from six schools), and two girls' schools (from six schools).

Following Ary's (1972) guideline that in descriptive research, sampling 10% or more of the accessible population is acceptable, this study sampled 33.3% of the schools. The final sample included 78 respondents: six (6) school owners, six (6) principals, and eleven (11) subject heads from each of the six schools (66 subject heads).

TABLE 1.1

Private schools in Isinya sub county in relation to the selection criteria.

School characteristics	Frequency
School fees below ksh 100,000	8
School fee above ksh 100,000	11

School with less than 4 KCSE exam attempts	3
School with more than 4 KCSE exam attempts	16
Schools with both the principal and school owner available	11
Schools with both the principal and school owner available	7
No. of Boys school	6
No. of girls school	6

Source Author (2025)

The total target population was 238, with a sample size of 78, representing approximately 32.8% of the population. This reflects a fairly strong sample coverage that is suitable for generalization in social science or educational research. Each group was sampled at a consistent rate of about one-third of its population school owners at 34.74%, school principals at 34.74%, and subject heads at 33.3%. The close similarity in these percentages indicates balanced sampling, minimizing bias between groups and ensuring that each category of respondents was adequately included in the study.

Sampling above 30% in each subgroup is generally considered adequate for representativeness, particularly when dealing with smaller populations such as school owners and principals. For the larger group of subject heads, the 33.3% sample (66 out of 200) provides sufficient data for statistical reliability. The distribution therefore shows that

the researcher maintained proportional representation across all categories, ensuring that key stakeholders were well represented. The near-uniform sampling percentages further imply that no group was over- or under-represented, enhancing the validity and fairness of the sampling approach.

TABLE 1.2

Sample Size

Target population	Population size	Sample Size	Percentage Representation (%)
School owners	19	6	34.74
School principals	19	6	34.74
Subject heads	200	66	33.3
Total	238	78	100

Source (Author2025)

Note. Source: Author (2025).

3.5 Data Collection

This section outlines the research design, approach, data collection methods and instruments, as well as data analysis procedures and ethical considerations.

3.5.1 Data Collection Procedures and Techniques

The study adopted a descriptive research design, which involves gathering information, formulating key knowledge principles, and addressing research problems. A mixed-method approach combining surveys and in-person interviews were employed to ensure comprehensive data collection. Considering the characteristics of the sample and the nature of the target population, both questionnaires and interviews were utilized.

The researcher prepared and administer questionnaires to principals and teachers, while interviews were conducted with the owners of selected private secondary schools in Isinya Sub-County. In-person interviews were recommended because, as Fletcher (1988) notes, they foster a closer relationship between the researcher and participants, thereby generating richer and more detailed responses. This approach enabled the researcher to gain deeper insights into school management practices.

However, conducting one-on-one interviews with all schools may not be feasible due to their diversity. To address this, questionnaires were employed, as they the most appropriate considering the required data. According to Bailey (1987), questionnaires reduce errors by giving respondents sufficient time to reflect before completing them.

The questionnaire was designed to capture both quantitative and qualitative information from principals and teachers on areas such as management practices, school performance, and the impact of management on learning outcomes. Prior to data collection, the researcher obtained an official authorization letter from the SCDE headquarters in Isinya Sub-County.

A preliminary visit was made to each selected school, where the researcher introduced herself to the principal, explained the study's objectives, significance, and purpose, and seek support in engaging teachers and school owners. Together with the school administration, a suitable time for administering the instruments were agreed upon. During school hours, questionnaires were distributed directly to respondents, accompanied by clear instructions and assurances of confidentiality. Respondents then completed the instruments and the researcher then collected both questionnaires and interview data, preparing them for subsequent analysis.

3.6 Data collection instruments

It was found more appropriate to employ questionnaires as the primary tool for this study, since they enabled the collection of data from a wide range of respondents efficiently and systematically. The researcher designed and presented two separate surveys, tailored to capture diverse perspectives. Data generated through these questionnaires helped in evaluating and opposing particular viewpoints objectively. Questionnaires are especially suitable for gathering information from the school principal and teachers, as they ensure anonymity, minimize interviewer bias, and facilitate the rapid collection of responses from larger groups (Orodho, 2019). In addition, the researcher complemented this method with

interviews conducted with the school owners, providing deeper insights and qualitative understanding. These instruments functioned as follows.

3.6.1 Principals' Questionnaires

Data from school principals was collected through a structured questionnaire (see Appendix I). Private school principals are primarily responsible for teacher recruitment as well as creating and maintaining a conducive teaching and learning environment. The questionnaire for principals will be organized into four sections: Section A: Background information about the school., section B: Demographic characteristics of the school. Sections C and D: Additional areas related to leadership practices and school management.

3.6.2 Teachers' Questionnaires

Teachers' views were gathered using a separate questionnaire (see Appendix II). This instrument was divided into three sections: Section A: General background information. Section B: Teachers' perceptions of the school's management practices. section C: Strategies employed by principals to involve teachers in addressing students' academic needs.

3.6.3 Interviews for the school owners

In addition to the questionnaires, interviews were conducted to provide further insights and to complement the data obtained through the survey instruments.

Interview Schedule for School Owners

According to Mbwapbo et al. (2017), interviews are an essential method of data collection during the primary research process. In this study, interviews were conducted with the

owners of the sampled schools. Generally, interviews take the form of a dialogue between the researcher and the interviewee, with the aim of obtaining information relevant to the study. As noted by Adam and Kamuzora (2017), interviews are flexible in that they can be conducted in various settings and are not restricted by location.

To gather critical information pertinent to this study, the interview method was employed. Both structured and unstructured interviews were utilized. In structured interviews, the sequence and wording of questions remain uniform across all participants (Saunders et al., 2015). In contrast, unstructured interviews provide greater flexibility, as they are less constrained and allow discussions to develop more freely.

3.7 Validity and reliability.

Validity refers to the extent to which an instrument measures exactly what it is intended to measure. It allows the researcher to determine how accurately the measurements reflect the central idea of the study. Reliability, on the other hand, is the degree to which a measurement tool produces consistent results over time. As Orodho (2019) explains, it is "the degree or extent to which an instrument measures in the same way each time it is used with the same subjects under constant conditions."

To establish the validity and reliability of the instruments in this study, expert judgment was sought. Specifically, three supervisors from the School of Education, who possess substantial expertise in the area of study, will review the instruments to ascertain their appropriateness and accuracy.

3.8 Data Analysis and presentation

Data analysis involves transforming raw data into meaningful information through systematic organization and interpretation. This process includes collecting, cleaning, and arranging data in a logical format to facilitate meaningful insights. Given the extensive effort involved in organizing and reviewing the data to identify relevant patterns or themes, this definition is appropriate for the current study.

Upon completion of data collection, the researcher systematically organized the raw data and addressed any inconsistencies or errors using appropriate methods. Quantitative data was analyzed using tabulation representation, such as tables, to illustrate the frequency of responses. These frequencies were then converted into percentages, which served as the basis for quantitative analysis.

Since the study employed both qualitative and quantitative approaches, data obtained from interviews and open-ended questionnaire responses was subjected to content analysis. Prior to this, the responses were tabulated to allow for a structured examination of emerging themes and patterns.

3.8 Ethical consideration

Permission to conduct the study was sought from the relevant authorities, including the KCA Scientific and Ethical Review Board, the Sub-County Director of Education (SCDE) in Isinya, and the National Commission for Science, Technology and Innovation (NACOSTI), which oversees the regulation and promotion of high-quality research in

Kenya. In addition, formal letters were send to the administrators of the selected private schools to request permission to carry out the study within their institutions.

The identities of both the participating schools and individual respondents were protected, and no identifying information were disclosed. Institutional consent was obtained prior to participation, and pseudonyms were used to ensure confidentiality. Questionnaires and interview consent forms were provided to participants, who were required to sign them to indicate their informed consent to participate in the study.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND INTERPRETATION

4.1 Introduction

This chapter offers the examination, interpretation, and conversation regarding the data gathered in accordance with the study's objectives and research questions. This chapter aims to offer a thorough analysis of the results derived from the data, recognize emerging

patterns or trends, and interpret these results within the framework of the study's theory and relevant literature.

Quantitative and/or qualitative analytical methods are utilized as necessary, and the results are methodically arranged and examined to guarantee clarity and significance. Every part of the chapter is organized to tackle particular research questions or hypotheses, facilitating a thorough comprehension of the results' implications. The interpretations offered seek to connect data with meaning, delivering insights that enhance both scholarly understanding and practical use.

4.2. Response rate

The study aimed to determine the response rate as indicated in table 4.2 through the distributed questionnaires. The table displays the response rates derived from questionnaires sent to different respondents, with information organized by response and non-response percentages across various school types: Boys' Schools, Girls' Schools, and Mixed Day Schools, and respondent groups including school principals, school owners, and subject teachers.

In all school categories, the general response rates were significantly elevated. All Boys' Schools, Girls' Schools, and Coeducational Day Schools indicated a 100% response rate, reflecting complete engagement at the institutional level.

When analyzed by respondent categories, a comparable pattern of significant engagement is noted, albeit with some differences. Among school principals, those from Boys' and Girls' Schools showed a complete response rate of 100%, indicating total cooperation in both groups. Nevertheless, principals from Mixed Day Schools exhibited a

50% response rate, while the other 50% made up lack of response, indicating possible difficulties in accessibility or readiness to engage within this subgroup.

A similar trend appeared among school proprietors. Owners of Girls' Schools and Mixed Day Schools both achieved 100% response rates, indicating complete participation. In contrast, school proprietors from Boys' Schools showed a 50% response rate along with a 50% non-response rate, indicating incomplete participation that may affect the representativeness of this group.

The response rates among subject teachers also showcased this trend, though with greater variability. Instructors from both Boys' and Girls' Schools documented a 91% participation rate and a 9% non-response rate, reflecting high engagement with slight deficiencies. Teachers from Mixed Day Schools demonstrated a marginally lower response rate of 81% and a non-response rate of 19%, possibly indicating logistical or motivational variations. Significantly, Girls' School educators documented a distinct 86% response rate and a 14% non-response rate, which could suggest a data inconsistency or a subgroup within the Girls' School category that needs further explanation.

In general, Table 4.2.1 shows a generally high rate of engagement in all categories, with some significant exceptions in the Mixed Day School principal group and Boys' School owner group. These differences must be accounted for when analyzing the results, as they could affect the representativeness and broader applicability of the findings.

TABLE 4.2.1

Response Rate

Response Rate	Sample size	Response	Non response	Percentage	Nonresponse percentage (%)
Boy's school	2	2	0	100%	0%
Girl's schools	2	2	0	100%	0%
Mixed schools	2	2	0	100%	100%
TOTAL	6	6	0	100%	0%
Principals Boy's schools	2	2	0	100%	0%
Principals Girls schools	2	2	0	100%	0%
Principals Mixed schools	2	1	1	50%	50%
TOTAL	6	5	1	83%	17%
School Owners-Boys school	2	1	1	50%	50%
Owners of Girls schools	2	2	0	100%	0%
Owners of Mixed schools	2	2	0	100%	0%
TOTAL	6	5	1	83%	17%
Teachers heading subjects from Boys schools	2	20	2	91%	9%
Teachers heading subjects from girls' schools	22	19	3	86%	14%

Teachers heading subjects from mixed schools	22	18	4	81%	19%
TOTAL	66	57	9	86%	14%

Source: Author (2025)

4.3 Demographic information of school principals,

To achieve the main goal of this study, the researcher deemed it necessary to collect demographic data from the participants. This encompassed information regarding the school leaders, including their gender, age, highest educational attainment, and the duration of their tenure in their present positions.

4.3.1 Age of the school principals

The principals were asked to indicate their age bracket. the findings are indicated in table 4.3.2 The gathered data reveals that there are no principals below the age of 36, suggesting a necessity for experience or a pattern of older individuals in leadership positions. Most are in mid-career (36–50 years): 4 out of 5 principals (80%) are aged between 36 and 50, indicating this is the typical age range for school leadership. Restricted senior management (50+). Only 1 principal (20%) is older than 50, suggesting a potential trend in retirement, the need for succession planning, or a decrease in older professionals in principal positions. The information indicates that the majority of school principals in this category fall within the 36–50 age bracket, implying that school leadership is largely occupied by those in their mid- to late-career phases. There are no principals under 30, and only a small number over 50, which may indicate preferences in hiring, timelines for career advancement, or demographic influences within the system.

TABLE 4.3.1

Age of the school principals

Range	Frequency	percentages
26-30	0	0%
31-35	0	0%
36-40	2	40%
41-50	2	40%
Above 50 years	1	20%
Total	5	100%

Source: Author (2025)

4..3.2 Gender of the school principals

The principals were asked to indicate their gender. the findings are indicated in table 4.2.3. This shows the Gender Distribution in Educational Leadership. Among the 5 head teacher roles examined, 4 are held by men, which represents 80% of the overall total. This demonstrates a distinct gender disparity in leadership, with men being overrepresented in senior administrative positions. The prevalence of male head teachers may indicate wider patterns of male leadership in education, with men frequently holding positions of power even though the teaching staff is mainly female in numerous situations. Women in leadership, with only 1 in 5 head teachers being female, accounts for merely 20% of the overall total. This lack of representation could indicate obstacles to women's leadership progression, including gender discrimination in hiring or advancement, insufficient mentorship options, or inadequate support for balancing work and personal life. The information indicates a possible systemic problem related to women's access to leadership positions in education. The consequence of this is that there will be Gender Inequality. The unequal representation of male head teachers indicates a gender disparity in educational leadership at the surveyed schools.

TABLE 4.3.2

Gender of the school principals

Gender	Frequency	Percentage
Male	4	80%
Female	1	20%
Total	5	100%

Source: Author (2025)

4.3.3 Background as a school leader

The participants were requested to specify their duration of experience as school principal. The results are shown in table 4.2.4. The KCSE results from the last four years reveal a troubling and varied situation. Significantly, none of the schools received “Excellent” or “Good” ratings, reflecting a complete absence of high academic performance during this period. This indicates that none of the schools achieved the standard of excellence or high performance usually associated with top outcomes.

The majority of schools (60%) received an “Average” rating according to the researcher indicating they fulfill basic academic requirements but do not excel. Although “Average” implies students succeed, it also indicates restricted advancement or significant achievements, which may stem from issues related to teaching quality, resources, or student assistance.

A considerable share, 40%, received a “Poor” rating, reflecting significant underachievement in almost half of the schools. This represents a significant worry,

highlighting systemic problems like inadequate teaching, lack of facilities, or external socio-economic factors impacting student outcomes.

The absence of "Very Poor" ratings indicates that while several schools encounter challenges, none are experiencing total academic failure. In general, the data emphasizes the necessity for targeted actions to enhance performance, particularly in the schools assessed unfavorably, to assist them in reaching higher achievement standards.

TABLE 4.3.3

Experience as a principal in a school

Period (Years)	Frequency	Percentage
0-5	0	0%
6-10	2	40%
11-15	2	40%
16-20	1	20%
Total	5	100%

Source: Author 2025.

4.3.3 Duration of employment at the current school for the school principal

The participants were requested to specify their length of service at the current school. The results are shown in table 4.3.4. The information indicates a pattern of mid-tenure leadership among school principals, with 60% having been in their current positions for 11–15 years. This suggests a consistent, seasoned group of leaders principals who possess a thorough understanding of their school environments and are able to uphold long-term strategic plans. Their experience indicates seasoned leadership, though they are not close to retirement, providing stability and reliability in school administration.

Just 20% of principals have been in their roles for 0–10 years, indicating low turnover and potentially high retention or restricted recruitment of new leaders. Though this stability can be advantageous, it might also indicate stagnation or an absence of leadership refreshment. Similarly, only 20% have been in their roles for more than 15 years, suggesting that long tenures are uncommon possibly because of retirement, promotion, or rotation guidelines.

The overall distribution indicates a leadership framework that is stable but may be deficient in succession planning and opportunities for advancement. The restricted portrayal of both emerging and long-established leaders brings up worries regarding future adaptability. Schools could jeopardize their institutional memory if they do not prepare future leaders.

To guarantee lasting effectiveness, the system must promote leadership growth, mentorship, and defined routes for aspiring school leaders. Maintaining dynamic, responsive leadership relies on balancing experience with renewal.

TABLE 4.3.4

Duration of employment at the current school for the school principal

Length of service (years)	Frequency	Percentage
0-10	1	20%
11-15	3	60%
Above 15 yrs	1	20%
Total	5	100%

Source: Author 2025

4.3.5 Academic qualifications

The principals were asked to indicate their highest academic qualifications the findings are indicated in table 4.3.5 The information shows that most participants have reached fairly elevated levels of formal education, with 60% (3 out of 5) possessing a Bachelor's degree. This indicates that undergraduate education is the most common qualification in the sample, showing a strong basis in academic and professional expertise. A further 20% (1 respondent) has earned a Master's degree, indicating a group with higher education, probably having enhanced knowledge, analytical abilities, and experience in research or leadership-oriented professional roles. An additional 20% possesses a Diploma, providing

a practical or technical viewpoint to the group, which might enhance the more theoretical backgrounds of those with degrees.

Significantly, no respondents indicated they held only Certificate-level qualifications, implying that all participants have completed considerable post-secondary education. The lack of lower-level qualifications similarly indicates a sample biased towards individuals probably involved in mid- to upper-level professional positions.

In total, 80% of participants hold a minimum of a Bachelor's degree, indicating that this is a very educated cohort. Such a level of academic achievement could improve the dependability, thoroughness, and significance of the findings presented in the research, particularly if the study gains from knowledgeable viewpoints, critical thinking abilities, or expertise rooted in formal education and professional experience.

TABLE 4.3.5

Academic qualifications

Level	Frequency	Percentage
Certificate	0	0%
Diploma	1	17%
Bachelor's Degree	3	80%
Masters	1	3%
Total	5	100%

Source: Author (2025)

4.3.8 Availability of teachers' professional documents

School principals were asked to respond to the availability of teachers' professional documents in their school. The findings are indicated in table 4.3. The information indicates complete adherence to maintaining Records of Work and Students' Progress Records in all five surveyed schools, reflecting robust compliance with documentation standards for monitoring curriculum implementation and student achievement. This consistency emphasizes the schools' dedication to tracking academic development and clarity in instruction.

Schemes of Work existed in 80% of the schools, reflecting a generally strong level of instructional planning, but one school's absence indicates a deficiency in curriculum alignment. Lesson Plans showed the least availability, as merely 60% of schools kept them regularly, which raises worries regarding daily teaching readiness and efficiency.

Although the complete access to Records of Work and Progress Records offers a strong basis for accountability and understanding of teaching and learning results, the irregular application of Schemes of Work and Lesson Plans indicates shortcomings in proactive instructional planning. These planning tools are essential for guaranteeing that lessons adhere to curriculum standards, sustaining continuity, and assisting substitute instructors. Lack of regular use of these documents may undermine instructional quality and coherence, possibly adversely affecting student learning results.

TABLE 4.3.6

Availability of teachers' professional documents

Professional Documents	Frequency	Percentage
Schemes of Work	4	67%

Lesson plan	3	50%
Records of work	5	100%
Students' progress records	5	100%

Source: Author (2025)

4.3.7 School infrastructure

The respondents were asked to indicate their responses based on the school infrastructure. The findings are indicated in table 4.3.6 The information indicates major worries about the sufficiency and effectiveness of essential educational materials. Concerning library resources, 60% of participants disagreed or strongly disagreed that textbooks and educational materials are adequate, suggesting significant dissatisfaction that may hinder students' independent learning and research efforts. Likewise, 60% believed the library has minimal impact on academic success, indicating that its lack of resources hampers its efficacy.

Laboratory facilities are also criticized, as 60% do not agree on the access to well-equipped labs. Although there were varied views regarding the laboratory's influence on performance 40% in agreement, 40% in disagreement, and 20% neutral this indicates inconsistent experiences, likely stemming from differences in equipment or teaching assistance.

Conversely, classroom conditions garnered significant positive responses; 80% concurred that classrooms are adequate and supportive, and every participant strongly

affirmed that classrooms enhance academic performance, underscoring the value of an effective learning atmosphere.

The computer room received low ratings, with 80% strongly opposing the adequacy of equipment and its impact on performance. This highlights a significant deficiency in technological resources, jeopardizing students' digital literacy and access to essential academic tools, restricting wider learning prospects in the current digital era.

TABLE 4.3.8
School infrastructure

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The library has got adequate textbooks and resources	2	1	0	1	1	5
The library has got an influence on performance in your school	2	1	0	1	1	5
The school has got a well-equipped Laboratory	2	1	0	1	1	5
The Laboratory helps the students to perform well	1	1	0	1	1	5

There are enough conducive classrooms to comfortably accommodate students	0	1	0	4	0	5
Classrooms conduciveness influences performance	0	0	0	0	5	
The school has a well-equipped computer room	4	0	0	1	0	
The computer room has influence on students' performance	4	0	0	1	0	

Source: Author (2025)

4.3.9. Frequency of the inspection of the teachers' documents

The respondents were asked to indicate their responses based on the Frequency of the inspection of the teachers' documents. The findings are indicated in table **4.3.9**.

The information indicates that the predominant inspection frequency is once per term, chosen by 60% of participants, suggesting inspections coincide with academic terms instead of ongoing monitoring. This implies a systematic, formalized procedure linked to the academic calendar. Only 20% of those surveyed indicated inspections occurred twice a term, revealing that a minority uses a more proactive monitoring strategy. An additional 20% reported that inspections take place monthly, which is quite rare and might illustrate limitations like restricted resources or time. None of the respondents selected twice a month or any other alternative schedules, indicating a deficiency of flexibility and consistency in inspection practices among schools.

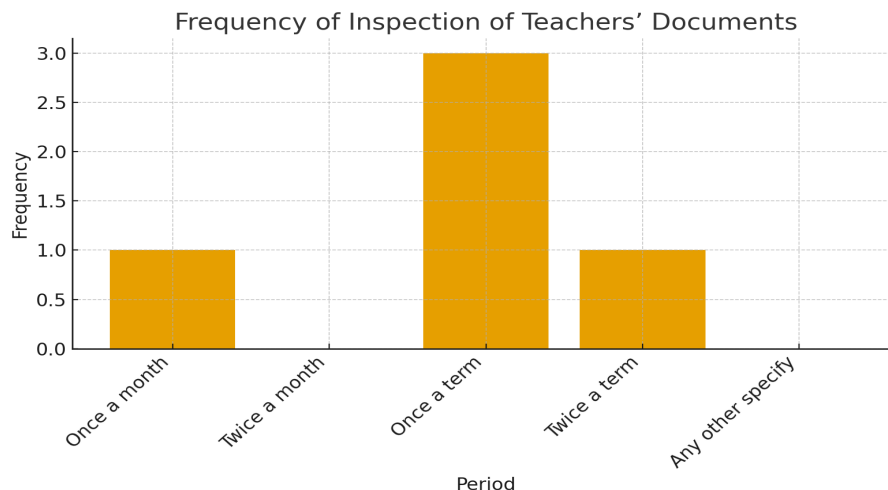
This pattern indicates that inspections of teacher documents are typically rare, with a pronounced inclination towards reviews conducted on a term basis. The consistency in inspection timelines indicates that there are standardized policies or administrative guidelines directing these activities, instead of schools customizing their oversight to meet particular requirements. This restricted frequency might impede supervisors' capability to quickly recognize and resolve problems, which could affect the efficacy of oversight and timely action to enhance instructional quality. Overall, the information suggests a necessity to reevaluate inspection timelines to enhance responsiveness and monitoring in educational institutions.

TABLE 4.3.9

Frequency of the inspection of the teachers' documents

Period	Frequency	Percentage
Once a month	1	17%
Twice a month	0	0%
Once a term	3	50%
Twice a term	1	33%
Any other specify	0	0%

Source: Author (2025)



Here is your graph based on the frequency of inspection of teachers' documents. Let me know if you'd like it presented in another format (pie chart, table, downloadable file, etc.).

4.3.10 KCSE performance in the last 4 years (2021,2022,2023, 2024)

The school principals were asked to respond on their view of the school performance in the mentioned period of 4 years. The findings are indicated in table 4.2.10 The information regarding KCSE performance from the past four years presents a varied yet troubling scenario. Significantly, there were no cases of schools receiving “Excellent” or “Good” evaluations, highlighting a total lack of high-performing results during this timeframe. This implies that all the surveyed schools failed to achieve the level of academic excellence or robust performance generally linked to top-tier outcomes.

Sixty percent of schools received an "Average" rating, indicating that they fulfill basic academic requirements but are not outperforming. "Average" performance indicates that students are obtaining satisfactory results, but it also suggests a deficiency in notable progress or exceptional accomplishments, which may highlight shortcomings in teaching

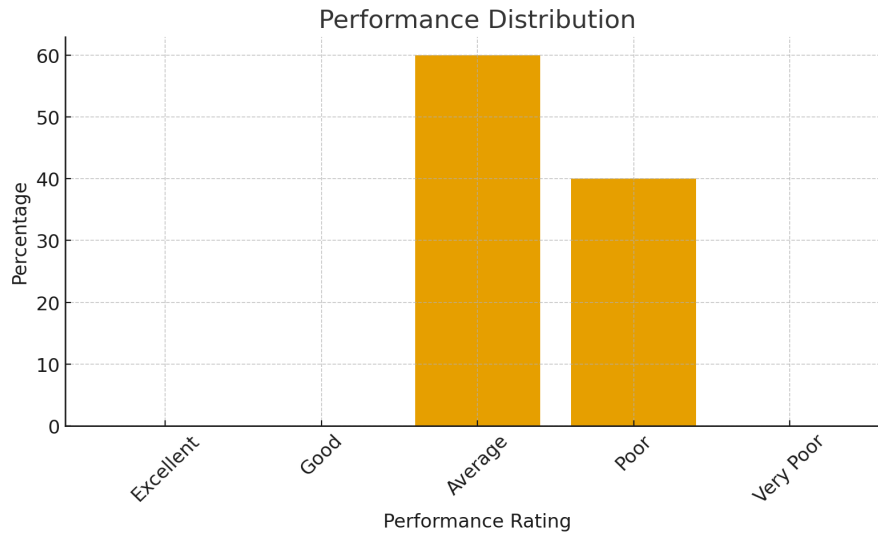
effectiveness, available resources, or student assistance systems. A considerable minority, 40%, earned “Poor” ratings, underscoring significant underachievement in almost half of the schools. This is an urgent issue, as it indicates systemic problems that may involve poor teaching, insufficient facilities, or wider socio-economic factors impacting student success.

The lack of "Very Poor" ratings indicates that although certain schools face challenges, none are experiencing total academic failure. In general, the information indicates a necessity for focused measures to enhance performance from average to good or excellent, particularly concentrating on the schools identified as inadequate.

TABLE 4.3.10

KCSE performance in the last 4 years (2021,2022,2023,2024)

Performance	Frequency	Percentage
Excellent	0	0%
Good	0	0%
Average	3	60%
Poor	2	40%
Very poor	0	0%



Source: Author (2025)

4.3.7 School academic performance

The respondents were asked to indicate their responses based on the school academic performance. The findings are indicated in table 4.3.7it presents the opinions of school principals regarding academic performance, indicating a moderate to strong consensus on the beneficial impact of factors like facilities, teaching quality, and management. Statements 1, 2, and 4 garnered the most support, underscoring the school's influence on national exam outcomes, connecting academic advancements to teaching strategies and facilities, and stressing the significance of teaching quality and leadership. These imply assurance in the fundamental academic infrastructure.

Responses to statements 5 and 6 were the most neutral, indicating uncertainty regarding whether students develop unique skills such as problem-solving or communication and concerning the visibility or effect of school management on daily

academic progress. This suggests potential perception discrepancies or aspects requiring clearer communication.

Statement 3, regarding student performance in cluster exams, displayed the greatest disagreement, suggesting inconsistency in performance among subjects or across various exam types. It also indicates potential discrepancies between instructional methods and cluster exam standards.

The data indicates a strong conviction in the importance of teaching quality, leadership, and facilities for academic achievement, but it also points out deficiencies in promoting skill development and difficulties with cluster exam results, indicating areas needing focused enhancement and alignment.

TABLE 4.3.7

School academic performance

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The school performs well in National examinations	0	1	0	3	1	5

The school improves in national performance whenever more school factors are improved		1	1	2	1	5
The school performs well in cluster exams	0	2	0	2	1	5

4.4 HEAD OF SUBJECT TEACHERS' QUESTIONNAIRE

4.4.1 Demographic information of teachers

To gather demographic data on the teachers participating in the study, respondents were requested to indicate their gender, age, and highest level of academic qualification. This section presents the findings on the gender distribution of the teachers.

The teaching staff's gender distribution in the private schools sampled in Isinya Sub-County indicates a minor male majority. Among 57 teachers, 31 (54%) were men and 26 (46%) were women, showing an 8% disparity. Though this gap is slight, it might indicate deeper influences like hiring biases, cultural standards, and job mobility. In certain situations, male instructors might be preferred for their assumed authority or discipline abilities, particularly in higher education. Moreover, men might find greater freedom to work in private schools, which tend to be less stable or offer lower salaries compared to public institutions, while women could lean towards the job security and advantages provided in public schools because of family or societal obligations.

This distribution might also arise from conventional gender roles impacting career choices in the area. Although there is a minor imbalance, the almost equal representation of both genders is encouraging, as it provides students with a variety of role models and teaching methods. Maintaining this balance could improve the overall educational atmosphere. To fully grasp the implications of gender distribution in these institutions, additional research is suggested specially concerning its effects on teaching effectiveness, student engagement, and educational outcomes within the private school setting.

TABLE 4.4.1

Gender distribution of the head of the teachers

Gender	frequency	percentage
Female	26	46%
Male	31	54%
Total	57	100%

Source: Author (2025)

4.4.2 Age of the head of subject teachers

The head of subject teachers involved in the study were asked to give their age bracket and the responses are presented in table 4.4.2. The results demonstrate a distinct pattern of

young leadership among head teachers in the schools examined. Most (68%) are aged between 26 and 35, while an additional 28% are under 25 years. This suggests that 96% of school principals are below 35, implying that leadership positions are mainly occupied by people at the beginning of their professional journeys. Just 3% fall within the 36–45 age range, with no individuals above 46, indicating a notable absence of older professionals in leadership roles.

This trend could indicate a generational shift within the teaching profession or structural elements like early advancements, significant staff turnover, or poor retention of veteran teachers. The prevalence of younger leaders can offer benefits like increased energy, flexibility, and a willingness to embrace innovation and contemporary teaching methods. Nevertheless, it also prompts worries regarding possible deficiencies in experience, mentorship, and institutional knowledge traits typically linked to older, more experienced personnel. The lack of subject heads over 35 years old indicates that schools might need to implement strategies to keep seasoned teachers and maintain a healthy blend of youth and experience in leadership roles. Although the young profile provides energy, more exploration is required to grasp the effects on leadership sustainability, mentorship availability, and long-term progress of the school.

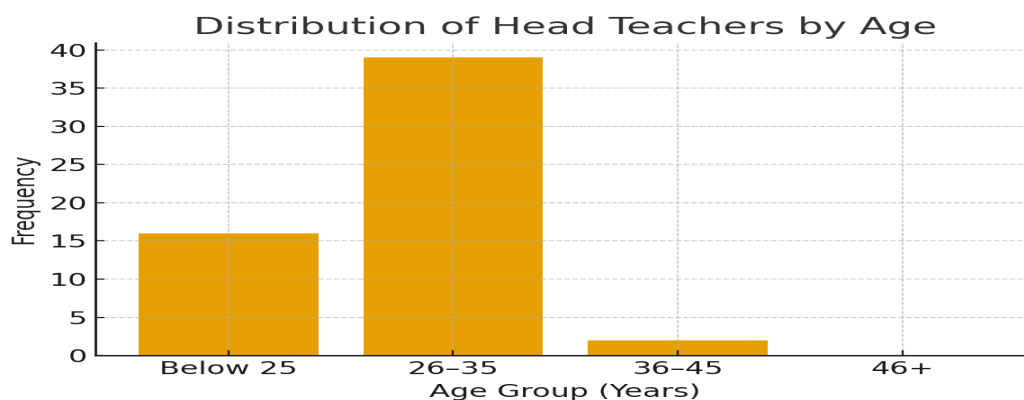
TABLE 4.4.2

The distribution of the head teachers by age.

<u>Age in years</u>	<u>frequency</u>	<u>Percentage</u>
Below 25years	16	28

26-35 years	39	68
36-45 years	2	3
46 years and above	0	0
Total	57	100

Source: Author (2025)



4.4.3 Highest level of Education of the head of subject teachers

The data in Table 4.3 outlines the distribution of academic qualifications among teachers, specifically focusing on their highest level of formal education. The information shows that the teaching personnel is mainly well-qualified, with 84% possessing a Bachelor's degree, making it the typical academic credential, especially in secondary education. This indicates that hiring practices prioritize degree-level qualifications to uphold professional teaching standards. A lesser portion (9%) holds a Master's degree, providing increased knowledge and opportunities for leadership and guidance, but their small count underscores a deficiency in advanced academic representation. Just 7% of teachers possess a Diploma as

their highest degree, indicating a transition away from hiring solely diploma-qualified individuals, probably driven by evolving educational policies and an increased focus on higher credentials.

Significantly, there are no educators possessing qualifications lower than the diploma level, showcasing a dedication to upholding basic professional standards in hiring teachers. The qualification profile of the educators enhances educational results by promoting professionalism and effective teaching. Nevertheless, the comparatively small proportion of individuals with postgraduate degrees highlights the necessity for continuous professional growth and chances for academic progression. These results emphasize the combined significance of upholding strict hiring criteria while promoting ongoing education to enhance teaching effectiveness, leadership potential, and overall school quality.

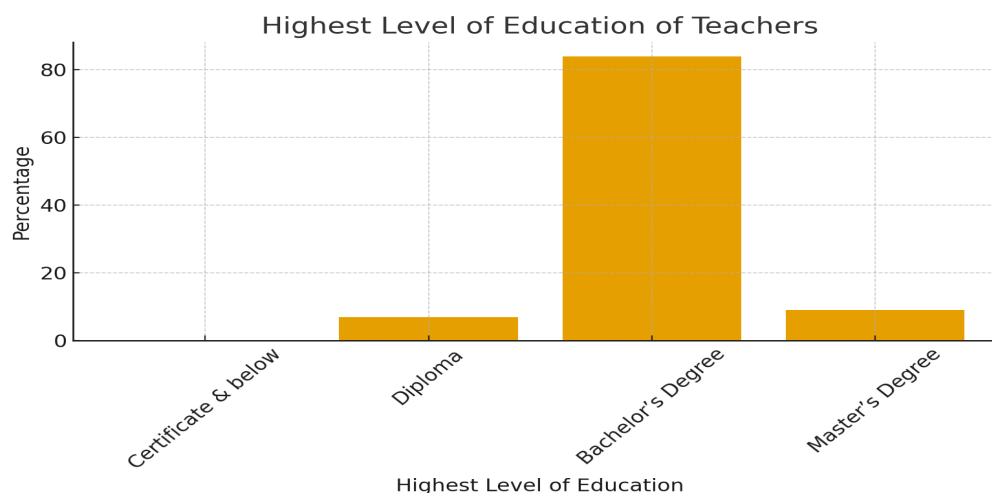
TABLE 4.4.3

Highest level of education of teachers

<u>Highest level of education frequency</u>		<u>Percentage</u>
Certificate and below	0	0
Diploma	4	7

Bachelors' degree	48	84
Masters degree	5	9
Total	57	100

Source: Author (2025)



4.4.4 Duration in the teaching profession

The head of subject teachers involved in the study were asked to give their duration in the teaching profession and the responses are presented in table 4.4.4. The information regarding teaching experience among 57 subject heads in private schools indicates that most of them are mid-career professionals. Notably, 67.3% (38 teachers) possess 6–10 years of experience, suggesting a skilled workforce in classroom management and content

presentation while remaining receptive to innovation and novel strategies. Furthermore, 14 educators (about 24.5%) possess 1–5 years of experience, signifying relatively recent additions to the field. These educators might introduce excitement and innovative concepts, yet they are still honing their professional abilities.

A limited percentage of educators possess extensive experience: 5.2% (3 teachers) have 11–15 years, while 3.5% (2 teachers) have 16–20 years of experience. Significantly, there are no educators with over 20 years of experience, indicating a shortage of experienced teachers.. This deficiency could influence mentorship prospects, leadership abilities, and institutional knowledge, possibly affecting long-term strategic planning and consistency.

Although teachers with greater experience appeared to yield more consistent academic results, the limited sample size hampers the ability to make solid conclusions. In general, the results indicate a teaching staff that is mostly in the early to middle stages of their careers. To enhance education quality, schools should prioritize retaining teachers, providing professional development, and establishing avenues for seasoned teachers to guide less experienced.

TABLE 4.4.4

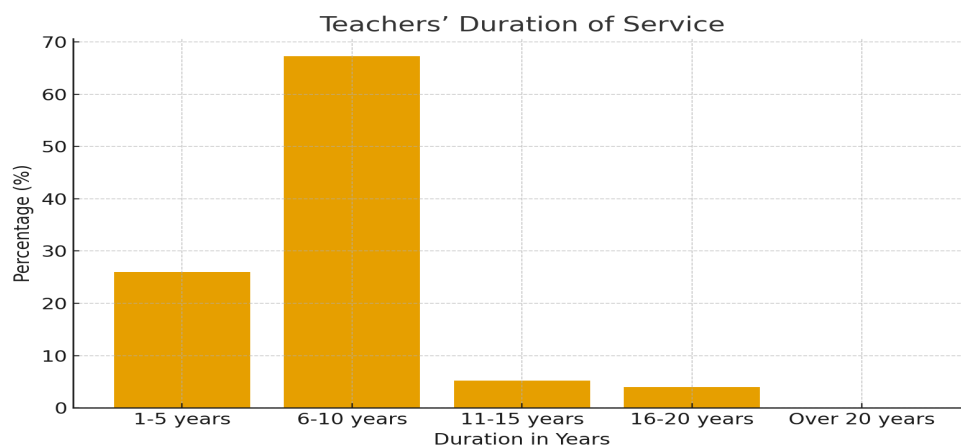
Teacher’s duration of service

<u>Duration in years</u>	<u>frequency</u>	<u>Percentage</u>
1-5 years	14	26

6 to 10 years	38	67.3
11 to 15 years	3	5.2
16-20 years	2	4
Over 20 years	0	0
Total	57	100

Source: Author (2025)

Here's the graph showing teachers' duration of service, illustrating that most teachers (67.3%) have served between 6 to 10 years, while very few have served beyond 15 years.



4.4.6 School curriculum

4.4.6 The preparation of professional documents

The head of subject teachers involved in the study were asked to respond of on the preparation of professional documents and the responses are presented in table 4.4.6 A research involving 57 department heads examined teachers' readiness by documenting professional teaching resources. Most teachers, 50 (80%), stated that they and their peers created schemes of work, whereas 7 teachers (20%) disagreed, suggesting that the majority of schools had organized teaching plans. Nevertheless, in terms of lesson planning, merely 10 teachers (17.6%) indicated that they prepared lesson plans prior to class, whereas a substantial majority of 47 (82.4%) did not. The absence of planning correlated with ineffective teaching results and lower student exam scores.

Regarding work records, 50 teachers (87.7%) reported that they keep them, assisting in monitoring syllabus completion. The other 7 (12.3%) did not maintain those records and instead depended on student feedback to assess syllabus advancement. Likewise, 87.7% of educators kept records of students' progress, including exam scores, whereas 12.3% did not have any method for tracking student performance.

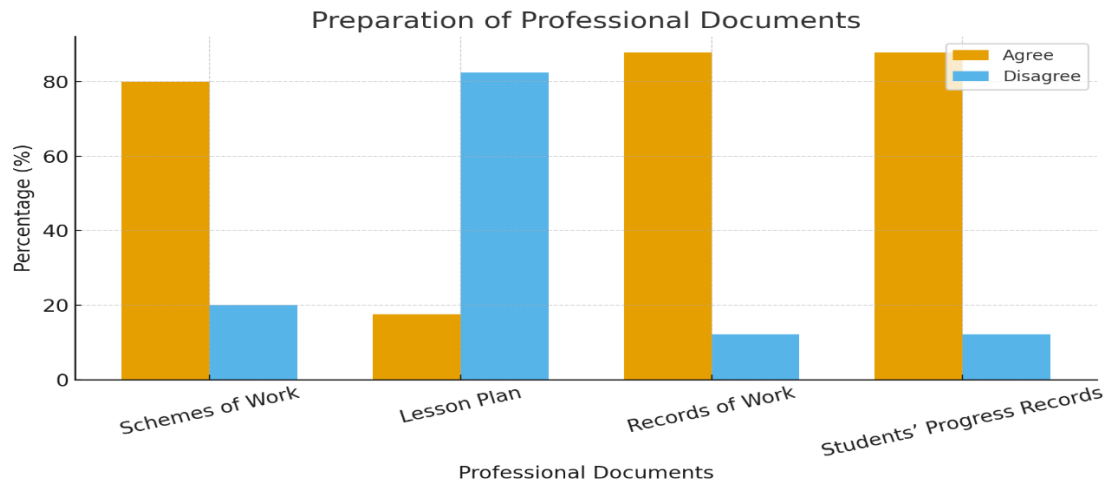
The research showed that although many teachers created work plans and monitored syllabus completion and student achievements, the prevalent absence of lesson planning led to poor academic results in certain schools, emphasizing the need for thorough teacher readiness for successful teaching and better student performance.

TABLE 4.4.6**The preparation of professional documents**

Professional Documents		Frequency	Percentage
Schemes of Work	Agree	50	80%
	Disagree	7	20%
	Total	57	100%
Lesson plan	Agree	10	17.6%
	Disagree	47	82.4%
	Total	57	100%
Records of work	Agree	50	87.7%
	Disagree	7	12.3%
	Total	57	100%
Students' progress records	Agree	50	87.7%
	Disagree	7	12.3%
	Total	57	100%

Source: Author (2025)

Here's the grouped bar graph showing teachers' responses on the preparation of professional documents. It reveals high agreement for preparing schemes of work, records of work, and students' progress records, but low agreement for lesson plans.



4.4.10 Curriculum delivery

The head of subject teachers involved in the study were asked to respond to the following statements regarding curriculum delivery and the responses are presented in table 4.4.10. The information reveals a notable deficiency in instructional oversight across schools. A staggering 82% of educators indicated that they have never been observed by their principals while teaching, highlighting a deficiency in classroom supervision—one of the essential duties of a principal. This restricts chances to evaluate teaching effectiveness, offer assistance, and direct professional growth.

Of the teachers who were observed, 60% of the 18% indicated that the observations were not announced. Although these visits can reflect genuine instruction, the lack of advance warning might foster distrust and impede constructive feedback. Planned observations usually promote a more thoughtful and cooperative atmosphere. Even more troubling, just 20% of those observed were provided with written feedback. In the absence of recorded feedback, educators do not have specific direction on areas for enhancement and lack a means to monitor their development, which diminishes the intent of observation.

In spite of these difficulties, 88% of educators indicated that internal monitoring and evaluation (M&E) positively influences performance. This implies that educators are receptive to oversight when it is constructive.

and organized. Nonetheless, the existing disparity between teacher expectations and principal actions showcases overlooked opportunities.

To tackle this issue, schools need to establish structured observation procedures, provide regular feedback, and leverage teachers' willingness to enhance teaching effectiveness and, in turn, student performance.

TABLE 4.4.10

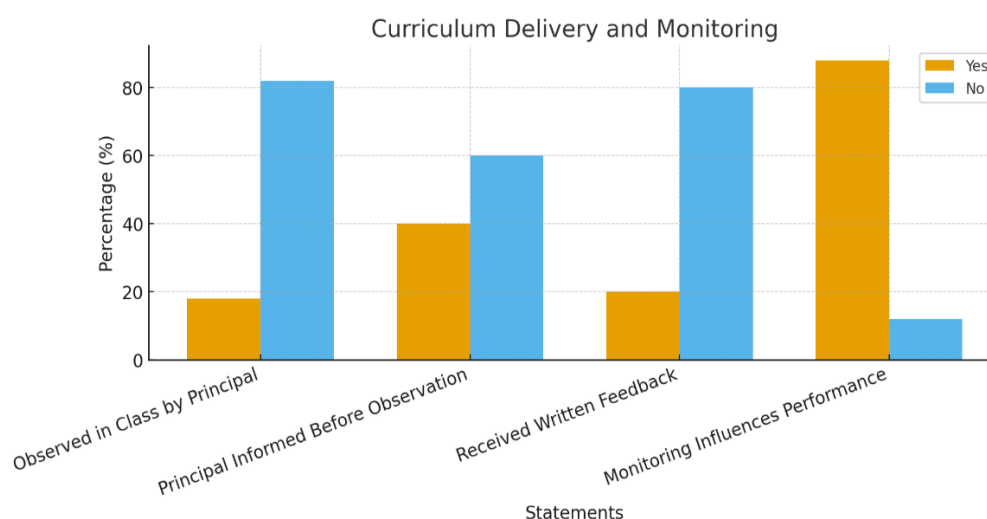
Curriculum delivery

Statements	Response	Frequency	Percentage
Have you been observed in a class while teaching by the school principal	YES	10	18%
	NO	47	82%
	Total	57	100%
If yes, Did the principal inform you before coming to your class	YES	4	40%
	NO	6	60%
	Total	10	100 %
Did you get written feedback after observation	YES	2	20%
	NO	8	80%
	Total	10	100%

Do you think internal monitoring and evaluation influences performance	YES	50	88%
	NO	7	12%
	Total	57	100%

Source: Author (2025)

Here's the graph showing curriculum delivery and monitoring responses. It highlights that while most teachers have not been observed by principals, a strong majority believe that internal monitoring and evaluation positively influence performance.



4.4.8 Syllabus coverage before commencement of KCSE Exams

The head of subject teachers involved in the study were asked to respond of on the Syllabus coverage before commencement of KCSE Exams and the responses are presented in table 4.4.8. Kenya Certificate of Secondary Education (KCSE) examinations, using responses

from 57 educators. Most 39 teachers (68.4%) indicated that they finished the syllabus on schedule, whereas 18 teachers (31.6%) noted that it was not completely addressed. This indicates that while numerous schools successfully cover their syllabi, a considerable amount still encounter difficulties that could adversely affect student outcomes.

Schools with complete coverage probably gain from better planning, effective time management, and instructional efficiency, which can enhance KCSE results. Conversely, the 31.6% that did not finish the syllabus point to issues like teacher absenteeism, time wasted from strikes, a congested curriculum, or scarce teaching resources. These elements can greatly hinder students' preparation for exams.

To tackle this problem, the research suggests specific actions such as improved scheduling, intervention programs, and potential changes to the curriculum. It highlights the necessity for educational bodies to enhance quality assurance measures, offer continual professional growth, and guarantee adequate teaching time.

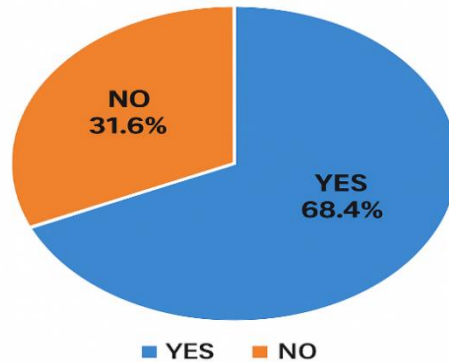
TABLE 4.4.8

Syllabus coverage before commencement of KCSE Exams

Statement	Frequency	Percentage
YES	39	68.4%
NO	18	31.6%
TOTAL	57	100%

source: Author (2025)

Syllabus Coverage Before Commencement of KCSE Exams



Connecting syllabus completion directly to KCSE results might enhance its significance and influence future educational policy. Guaranteeing comprehensive, uniform curriculum implementation is crucial for enhancing educational results and fostering student achievement across the country.

4.4.12 The effectiveness of the school management

The head of subject teachers involved in the study were asked to respond on the effectiveness of the school management and the responses are presented in table 4.3.12

The data reveals worries about the effectiveness of school management, with just 16% of teachers considering it effective. In comparison, 35% find management to be ineffective, while 47% see it as just satisfactory. These views arise from problems such as ineffective communication, minimal teacher participation in decision-making, insufficient instructional assistance, and lackluster performance management all of which adversely impact teacher morale, retention, and student results.

While 82% of educators understand their school's mission and vision, 16% do not, indicating that these strategic objectives are not always effectively communicated or highlighted. Moreover, 47% stated they were not informed about these during their onboarding, highlighting poor induction processes that obstruct staff alignment with the school's values and objectives.

On a positive note, 79% of educators were officially welcomed into the school community, fostering teamwork. Nonetheless, the 21% who were not may encounter obstacles in building professional connections. Additionally, almost half of the educators had not been informed about academic performance standards, which could result in discrepancies in teaching emphasis.

Although all educators recognized the significance of syllabus completion for KCSE achievement, 42% of department leaders or teachers fail to evaluate exam quality, revealing deficiencies in assessment supervision. This highlights the critical requirement for a more robust quality assurance framework to enhance educational standards and responsibility.

TABLE 4.4.12

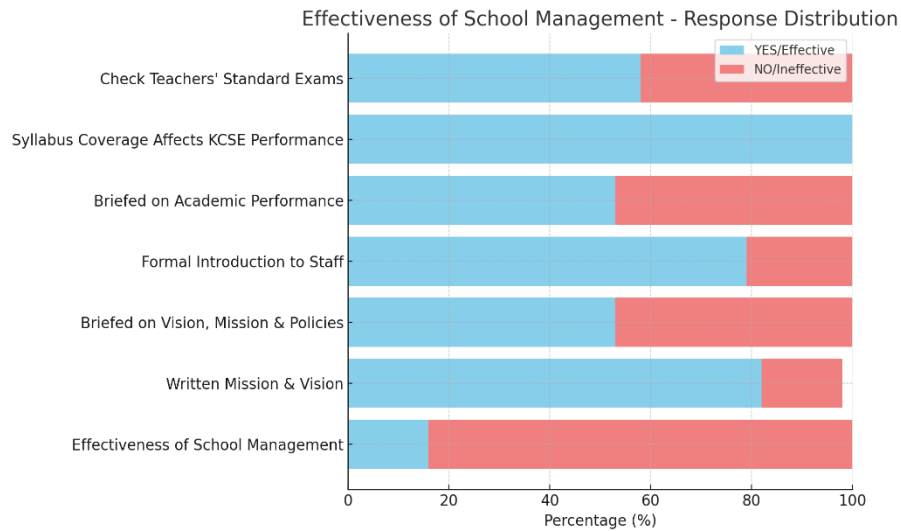
The effectiveness of the school management

Statement	Response	Frequency	
How do you rate the effectiveness of the school management	Effective	10	16%
	Satisfactory	27	47%
	Ineffective	20	35%

	Total	57	100%
Is there a clearly written mission and vision of the school?	YES	47	82%
	NO	10	16%
	Total	57	100%
On your arrival were you briefed about vision, mission, objectives core values history and the policies of the school?	YES	30	53%
	NO	27	47%
	Total	57	100%
Were you formally introduced to the entire school including the non-teaching staff			
	YES	45	79%
	NO	12	21%
Were you briefed school academic performance and the expectations	YES	30	53%
	NO	27	47%
	Total	57	100%
Does syllabus coverage affect performance in KCSE Examination	YES	57	100%
	NO	0	0%
	Total	57	100%
Do you check to ensure that teachers in your	YES	33	58%
	NO	24	42%

department offer standard exams	Total	57	100%
---------------------------------	-------	----	------

Source: Author (2025)



4.4.7 Frequency of the inspection of teacher professional documents

The head of subject teachers involved in the study were asked to respond of on the frequency of teacher inspection of teacher professional documents and the responses are presented in table 4.4.7

The research examined how often school principals review teachers' professional documents. Results showed that 78.9% of subject heads (45 out of 57) were evaluated once each term, 17.5% (10 teachers) once a year, and merely 3.5% (2 teachers) indicated they had never been evaluated. This shows that more than 96% of teachers underwent

inspections just once a term or fewer, indicating limited oversight. Significantly, no educators indicated that they underwent inspections either monthly or every two months.

Although regular inspections offer a degree of oversight, they do not adequately assist teachers in the current fast-paced and challenging educational landscape. Rare evaluations could result in insufficient lesson planning, overlooked weaknesses, and inadequate alignment with curriculum goals. The research reveals a fragile accountability system in schools, potentially because of unqualified principals, excessive administrative duties, or poor policy execution.

These deficiencies in instructional oversight can dishearten teachers and obstruct their professional development. To tackle these concerns, the research suggests conducting organized monthly evaluations, improving principals' training in instructional leadership, and enforcing strong oversight regulations. Consistent and constructive evaluations would guarantee improved teacher assistance, foster accountability, and ultimately elevate the standard of instruction and student success. In general, enhanced frequency and depth in oversight can lead to significant advancements in educational results.

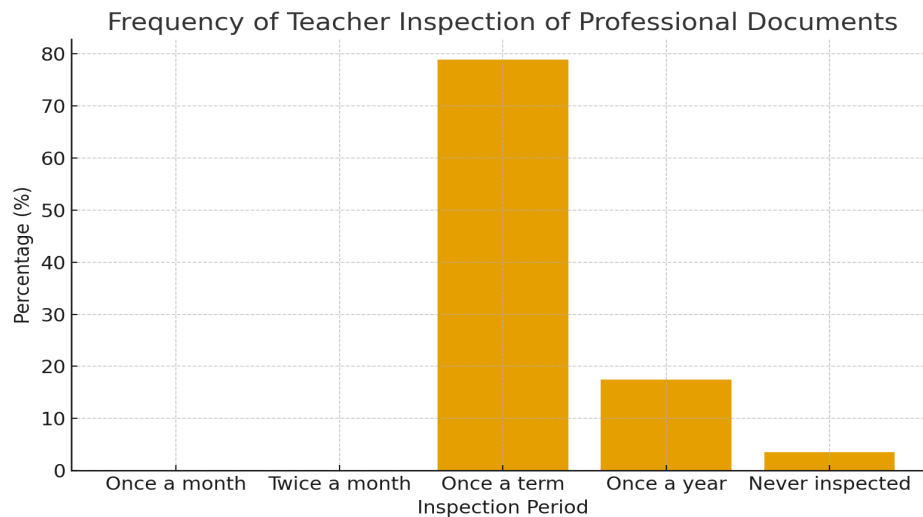
TABLE 4.4.7

Frequency of teacher inspection of teacher professional documents

Period	Frequency	Percentage
Once a month	0	0%
Twice a month	0	0%

Once a term	45	78.9%
Once a year	10	17.5%
Never inspected	2	3.5%

Source: Author (2025)



4.4.5 Teachers' satisfaction with their Teaching Load

The head of subject teachers involved in the study were asked to respond of their satisfaction with their teaching load and the responses are presented in table 4.4.5

When teachers were surveyed regarding their satisfaction with workload, 70% (40 out of 57) expressed contentment, suggesting that most considered their workload to be manageable. This probably indicates efficient task allocation, nurturing educational settings, and solid organizational planning. Nonetheless, 30% (17 teachers) indicated discontent, leading to a deeper examination of their issues.

Of the teachers who expressed dissatisfaction, 71% (12 teachers) labeled their workload as “heavy,” whereas 24% (4 teachers) considered it “very heavy,” reflecting substantial stress. One teacher (6%) indicated that the workload was manageable, yet still unsatisfactory, likely because of elements such as task type, ineffective scheduling, or lack of support.

These results indicate that nearly 94% of unhappy teachers are worried about the heaviness of their workload. Significant contributing elements could consist of large class sizes, excessive administrative responsibilities, or unequal distribution of tasks. Although the general view indicates that the majority of teachers are managing effectively, these areas of discontent are significant.

Failure to address workload imbalances may affect teacher morale, performance, and retention. Consequently, school leaders ought to consider specific methods to reduce strain on impacted personnel, such as assessing task distribution, class size, or support systems. Guaranteeing fair workload distribution is crucial for preserving teacher well-being and supporting effective teaching overall.

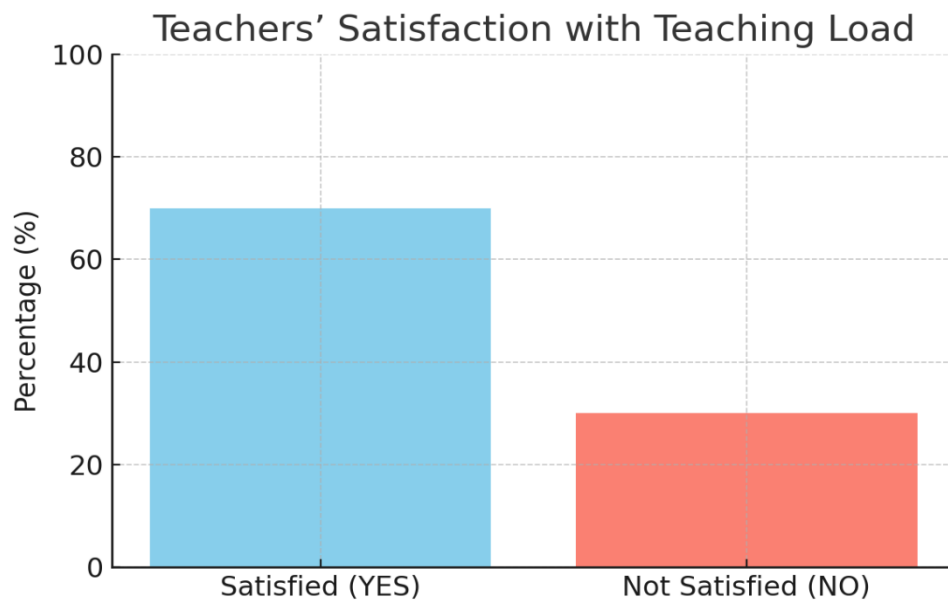
TABLE 4.4.5

Teachers’ satisfaction with their Teaching Load

Statement	Frequency	Percentage
YES	40	70%
NO	17	30%

The 17 Teachers that were dissatisfied with their load were to tell how heavy their load.		
Very heavy	12	71%
Heavy	4	24%
Not heavy	1	5%
Total	17	100%

Source: Author (2025)



4.4.11 Schools resources

The head of subject teachers involved in the study were asked to respond on the Schools resources and the responses are presented in table 4.4.11.

The information reveals a notable lack of resources in the surveyed schools, with 93% of educators indicating insufficient availability of essential supplies and facilities.

Merely 7% think their schools have sufficient resources, suggesting a pervasive, systemic problem instead of just individual instances. These shortages probably encompass textbooks, teaching resources, ICT tools, laboratory equipment, classroom furniture, and other essential learning materials required for effective teaching.

Importantly, all 57 educators (100%) concurred that the presence of resources significantly influences student achievement, reflecting a unanimous professional agreement. This corresponds with educational studies connecting sufficient resources to enhanced student involvement, success, and teaching efficiency.

The results reveal a concerning gap: although all teachers recognize the value of resources, most operate in environments lacking sufficient support. This indicates a significant gap in policy and implementation that, if not addressed, will persist in obstructing educational outcomes particularly in underprivileged schools.

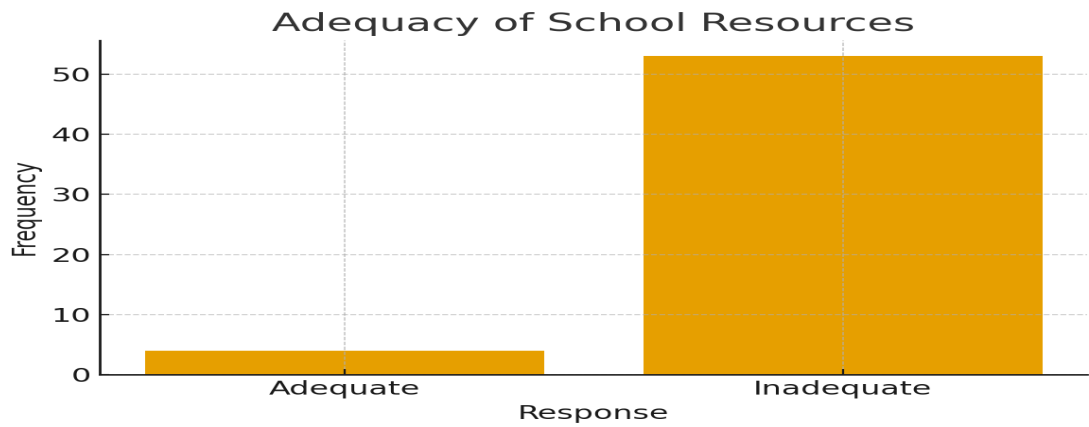
The information highlights the immediate necessity for intervention from governmental organizations, educational stakeholders, and development collaborators. Suggested measures involve enhanced funding, fair resource allocation, and strategic planning for enduring educational support frameworks. Addressing this resource gap is essential not just for aiding teachers but also for guaranteeing that students obtain the quality education they are entitled to. Lacking it, both performance and learning results are probably to stay hindered.

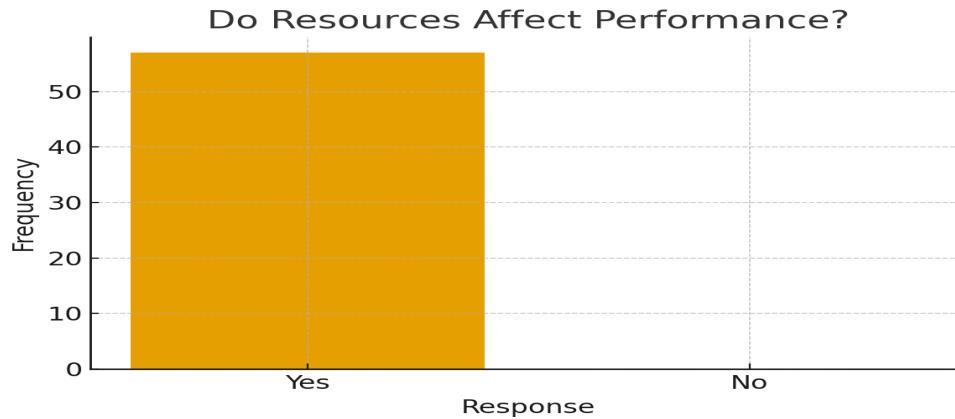
TABLE 4.4.11

Schools' resources

Statement	Rating	Frequency	Percentage
Does your school have adequate resources	Adequate	4	7%
	Inadequate	53	83%
	Total	57	100%
In your opinion does resources affect performance	Yes	57	100%
	No	0	0%
	Total	57	100%

Source: Author (2025)





4.4.9 KCSE performance within the last 4 years (2021, 2022,2023,2024)

The subject teachers were asked to respond to the performance of the schools under study in KCSE with the last 4 years. 2021, 2022,2023,2024. The response ranged from excellent with mean of 10 points and above, good with a mean of 7-9 points, average with a mean of 5-6, poor with a mean of 3-4 points and very poor with a mean of 2.9 and below.

The research explored educators' views on their schools' Kenya Certificate of Secondary Education (KCSE) results from the last four years, indicating overall average academic performance. Of the 57 teachers surveyed, none indicated outstanding performance, prompting concerns regarding the academic standards in the schools examined.

Only 6 teachers (11%) noted that their schools attained positive outcomes, indicating that a limited number of schools might gain from enhanced teaching methods, engaged students, or upgraded resources. Most 40 teachers (70%) rated their schools' performance as mediocre, suggesting that while basic expectations are fulfilled, there is a lack of high academic achievement. This indicates a necessity to access unused potential in schools to surpass mediocrity.

At the lower end, 10 teachers (18%) indicated weak KCSE results, while 1 teacher (2%) characterized their school's outcomes as very weak. These results indicate substantial difficulties in a small number of schools, potentially stemming from insufficient syllabus completion, inadequate learning environments, low student participation, or socio-economic issues.

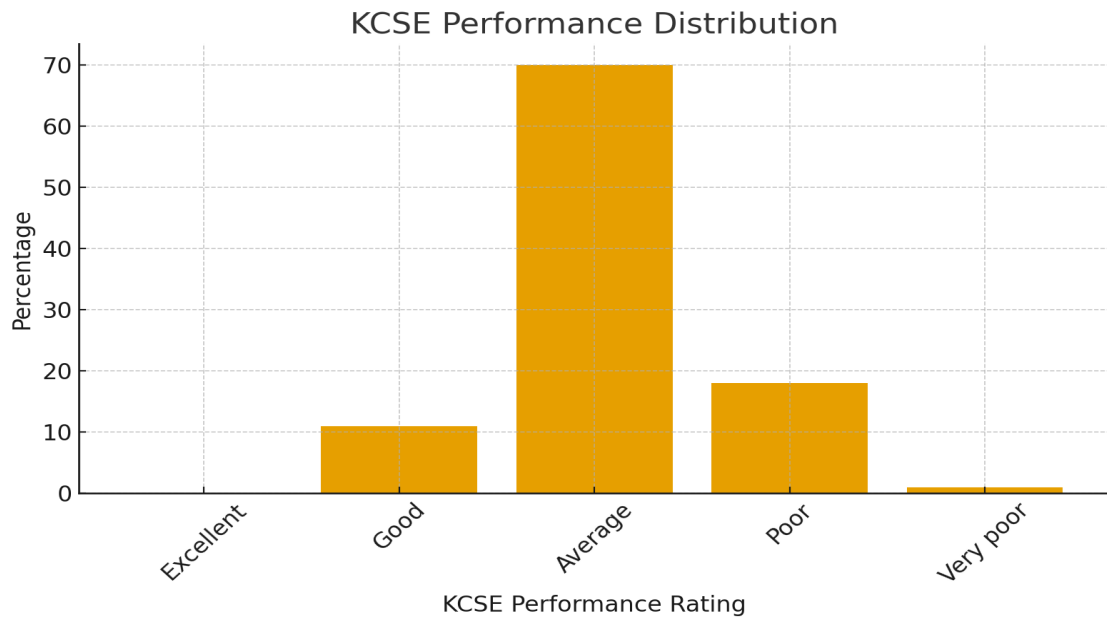
The total lack of outstanding outcomes emphasizes a requirement for structural changes. Enhancing teacher training, boosting instructional oversight, increasing resource availability, and reinforcing student assistance might elevate performance. The results demand focused actions to tackle underachievement and promote a culture of academic excellence in every school.

TABLE 4.4.9

KCSE performance

Performance rating	Frequency	Percentage
Excellent	0	0%
Good	6	11%
Average	40	70%
Poor	10	18%
Very poor	1	1%

Source: Author (2025)



4.5 Interview with the school owner

This part shares the findings obtained from an in-depth interview with the school's owner. As the chief decision-maker and visionary of the institution, the school owner offers a distinct viewpoint on the school's core values, operational difficulties, and educational objectives. The interview examines essential themes like curriculum design, personnel management, resource allocation, and reactions to modern educational issues. This interview aims to acquire a more profound insight into the school's strategic goals and the principles that influence its educational atmosphere. The results of the interview were arranged in this sequence;

i) Quality assurance

The owners of schools in Isinya sub-county were inquired about their involvement in the hiring of both teaching and non-teaching personnel, and the replies were as follows; Just a single school owner participates in the recruitment of both educators and support staff, making sure they align with the school's mission, values, and expectations. Two others take part sporadically, whereas the other two entirely entrust the process to the school principal. A single owner mentioned an organized procedure that includes advertisements, interviews, demonstration lessons, and credential verifications, especially for educational personnel. Nonetheless, the majority of school owners acknowledged employing a relaxed method, depending on employee recommendations without structured interviews or evaluations.

New employees typically start their jobs following a short orientation. The recruitment of academic staff is often considered unimportant for school identity and quality, resulting in limited owner engagement. As a result, organized recruitment methods like demonstration lessons to evaluate teaching skills are seldom utilized. For roles not related to teaching, recruitment is usually managed by HR or administrative personnel, while some schools may contract specialized hires through outside agencies. In general, most schools exhibit inconsistency and a lack of professional rigor in their recruitment processes.

The owners of schools in Isinya sub-county were requested to explain the procedures employed in recruiting both teaching and non-teaching personnel, and the feedback was as follows; the recruitment process is orderly and open. Some promote the job vacancy via suitable mediums like school bulletin boards, online employment sites, and community connections. Applications are subsequently assessed, and eligible candidates are selected for consideration based on their qualifications and background. The subsequent stage consists of interviews, which might feature a hands-on demonstration (particularly for teaching personnel). Following that, they confirm their educational credentials, work history, and references. Successful applicants are subsequently provided with an appointment letter and undergo an orientation period prior to officially beginning their employment.

The owners of schools in Isinya sub-county were questioned about the qualifications of the instructors to ensure performance. Responses differed, as some raised concerns regarding instructors' qualifications, but the majority concurred that educators

are typically well-prepared and possess suitable academic and professional credentials. Numerous schools emphasize the recruitment of teachers who have finished accredited training programs and hold legitimate certifications. These credentials offer a basis in both subject knowledge and instructional techniques. Besides initial qualifications, various schools provide continual professional growth via workshops, seminars, and training programs. These programs assist educators in remaining informed about contemporary teaching methods, technological advancements, and curriculum updates, improving their efficacy in the classroom. Although the overall viewpoint on teacher quality is mainly favorable, a few respondents pointed out discrepancies in experience and performance among the staff. This underscores the necessity for ongoing endeavors to maintain uniform teaching standards. In general, a mix of official qualifications and ongoing education aids in preserving teaching quality and promotes student success, even though additional enhancements in consistency of staff performance are required.

The school proprietors in Isinya sub-county were surveyed on whether the management delivers effective leadership. The response indicated that only one school owner acknowledged that the school management offers highly effective leadership that contributes to the school's overall success. They set specific and quantifiable goals that direct both academic and non-academic activities. Their leadership approach cultivates a constructive school environment, promoting professionalism, accountability, and creativity at every level.

Management ensures clear communication by holding regular staff meetings, conducting performance evaluations, and utilizing feedback systems. These avenues

enable staff to express views and participate in school-wide decisions, strengthening a cooperative and inclusive atmosphere. School owners in Isinya sub-county were inquired about the existence of a goal-setting process in their institutions. The feedback was as follows: Two of the interviewed owners indicated that their schools implemented a comprehensive and inclusive approach to goal-setting that is in line with our long-term vision and mission. This procedure functions on various levels: The School Management Team subsequently translates these wider goals into yearly targets, concentrating on academic achievement, staff growth, student well-being, and operational effectiveness. In the classroom, educators establish teaching objectives that align with curriculum standards and cater to the specific needs of their students. These are frequently based on data and in line with comprehensive school enhancement strategies. In addition, student leaders and parent representatives are involved in establishing social, behavioral, and co-curricular objectives. This fosters a feeling of collective accountability and assists in guaranteeing the school's goals are pertinent and responsive to the community. The other three school owners acknowledged that a clear goal setting was absent.

ii) Resources mobilization

In the interview, school proprietors in Isinya Sub-county were queried regarding whether their facilities possessed adequate physical space to accommodate present and future requirements. Every respondent agreed that space is increasingly becoming a major issue. Many school owners voiced that existing space limitations are obstructing their efforts to launch new academic programs, enlarge learning spaces, or enhance infrastructure like libraries, labs, and staff areas. Moreover, the shortage of space limits chances to invest in

specific areas such as ICT rooms, special needs units, or vocational training centers, which are becoming more crucial in contemporary education. The scenario is worsened by land restrictions and elevated building expenses, posing challenges for certain private organizations to enlarge their facilities.

School owners in Isinya sub-county were requested to explain how they funded school development projects. They stated that they mainly depend on tuition fees, but also participate in fundraising events, apply for grants from educational foundations, and solicit donations from alumni and other benefactors. At times, they obtain assistance from NGOs and local sponsors that align with their educational goals.

The school proprietors addressed the challenges they faced while executing school development initiatives. The information gathered from the interviews indicated that various obstacles emerged as the school owners carried out development projects. The most enduring issue was restricted financial resources, which delayed or occasionally stopped progress. Acquiring construction permits or government approvals was lengthy and bureaucratic. Additionally, guaranteeing that contractors produce high-quality work promptly is an ongoing issue

The school owners explained how they utilized the tuition funds to run the school, revealing that only the tuition fees enabled them to pay for necessary operations like staff salaries, utilities, and fundamental learning resources. Nonetheless, they frequently fell short of covering more significant needs such as constructing additions, obtaining updated laboratory or IT gear, or employing specialized personnel. This monetary limitation

occasionally influenced the variety of services and assistance they were able to offer students, consequently affecting their educational experience.

The reply to the inquiry regarding additional funding sources outside of the students' tuition payments was that the school owners pursued various alternative funding options. These encompassed minor funding from educational development groups, assistance from alumni who provide financial support or resources, and collaborations with local enterprises or NGOs. Occasionally, corporate sponsors assist with infrastructure or supply educational resources. They also operate small revenue-raising ventures like leasing school facilities during vacations or merchandising school-branded products.

The school owners indicated the financial impact that Free Day Secondary Education has had on private schools in this way: all the owners collectively agreed that the implementation of Free Day Secondary Education in public schools significantly affected private institutions. Numerous parents have transferred their kids to public schools to cut expenses, resulting in a decline in private school enrollment. This decrease significantly impacted the school's income, complicating the ability to support programs, uphold infrastructure, and keep talented staff without hiking tuition or reducing expenses.

Regarding the extra challenges affecting the management of this private secondary school, in addition to the previously discussed issues related to finances, performance, and resources, the school owners provided this feedback: Based on the information gathered from interviews, aside from problems concerning finances and resources, the private schools encountered administrative obstacles like frequent policy shifts from the education ministry, which occasionally necessitated swift curriculum or operational changes. Staffing

issues, such as excessive turnover and fatigue, also impacted delivery consistency. Moreover, educational institutions encounter sudden policy changes from governing bodies (such as alterations in curricula, limits on fees), which puts pressure on their planning. Limited parental involvement in meetings and inadequate digital infrastructure obstructed the adoption of contemporary educational resources. Increasing expenses (utilities, internet, maintenance) and regulatory demands pose additional difficulties for school management.

iii) School resources

In schools with a library, it was discovered that the facility is functioning and caters to both students and staff. The library is crucial, especially during exam times when usage rises sharply as students look for tranquil areas to study and gather reference resources. Nonetheless, it was observed that the library is not being fully used to its capacity during the academic year.

Multiple reasons lead to this lack of utilization. These consist of restricted physical space, obsolete book collections that often do not match the current curriculum or student interests, and an insufficiency of adequate digital resources. These limitations diminish the library's attractiveness and efficiency as a center for learning.

To address these challenges, initiatives are being implemented to update library services. Schools are focused on converting chosen resources to digital formats to enhance accessibility and lessen dependence on physical materials. Moreover, programs like designated library times and reading contests are being implemented to promote a more robust reading culture and inspire more regular library usage. Although the library is operational and valued, there remains considerable opportunity for enhancement to transform it into a more vibrant and inclusive environment for education and personal growth.

Only two school proprietors indicated consistent utilization of the science lab, primarily by upperclassmen readying for national assessments. The others admitted that their laboratories were in bad shape. Regardless, everyone concurred on the lab's essential function in improving science education via practical experience that supports theoretical instruction and corresponds with the curriculum. Major obstacles consist of obsolete machinery and insufficient materials, restricting the extent of practical sessions and impeding student comprehension because of unpredictable outcomes. Many schools are limited to fundamental demonstrations instead of comprehensive, inquiry-driven experiments. To resolve these problems, administrators aim to upgrade and replenish their laboratories with contemporary scientific equipment, necessary supplies, and safer, more efficient designs. These enhancements are intended to fulfill curriculum requirements and promote improved educational results. A common perception of the laboratory's importance exists, and specific measures are being implemented to develop a more impactful and stimulating atmosphere for science education.

Although classrooms typically serve their purpose and fit the current number of students, many do not meet contemporary educational criteria. Problems consist of old infrastructure, insufficient ventilation, poor lighting, noise disruptions, old furniture, and an absence of contemporary teaching tools. These circumstances obstruct efficient teaching and learning. Schools acknowledge the necessity for updates and enhancements to establish safer, more stimulating, and supportive educational settings that foster academic achievement and student welfare.

iii) Monitoring and evaluation.

Assessing teachers' qualifications is critical for maintaining educational standards in schools. The majority of school owners indicate that they have implemented systems to evaluate qualifications, such as confirming degrees, certifications, and pertinent experience. The hiring process frequently includes sample lessons to evaluate teaching methods, subject knowledge assessments, and interviews examining educational beliefs, communication abilities, and comprehension of child growth. In addition to formal qualifications, attributes such as dedication to professional growth, documented teaching experiences, and classroom management skills are equally important. Nonetheless, not every school applies strict assessment protocols. Certain owners acknowledge minimal engagement, assigning recruitment to headteachers or HR without comprehensive scrutiny. This may result in variations in the quality and readiness of teachers. The absence of uniform recruitment procedures creates worries about responsibility and heightens the chances of employing unqualified personnel, which ultimately impacts student learning

results. Creating consistent, organized evaluation systems is crucial for upholding high teaching standards in every school.

Multiple elements influence performance: the dedication and skill of our educators, effective school management, and a well-defined academic schedule with few interruptions. Parental involvement, student behavior, and the availability of educational materials such as books and internet connectivity are also significant factors. Ultimately, a school culture that recognizes hard work and honors educational success strengthens a constructive learning atmosphere

Reactions to teachers' dedication varied, as some recognized significant commitment while others voiced worries. Many respondents indicated that numerous teachers extend their primary duties by providing additional lessons, mentorship, and personal support to assist students both academically and emotionally. These initiatives improve student results and foster a supportive, encouraging educational atmosphere. Nonetheless, sustaining such elevated levels of commitment presents difficulties. The teaching job is challenging, and without adequate motivation and assistance, educators may face burnout from extended hours, emotional tension, and ongoing stress. To maintain teacher dedication, schools should emphasize teacher well-being by encouraging work-life balance and introducing supportive initiatives.

These encompass continuous professional growth, acknowledgment programs, feasible workloads, and emotional assistance frameworks. These strategies not only maintain teachers' motivation but also sustain their effectiveness in the classroom. To sum up, although numerous educators display commendable commitment, sustaining it over the

long term necessitates ongoing backing from school administration to safeguard teacher well-being, enthusiasm, and achievement.

V) School performance according to the school owners' views

The gathered information indicated that strong performance involves more than just test results. It includes fostering critical thinking, creativity, accountability, and leadership in learners. This also involves keeping high graduation rates, successful transitions to higher education, and making sure students gain life skills that equip them for the real world.

The gathered data indicated that schools-maintained performance via ongoing evaluation and monitoring. Educators undergo frequent assessments and receive feedback. Students participated in regular academic evaluations and obtained remedial assistance as necessary. They also arrange motivational speeches, mentoring sessions, and engage parents in their children's development. Leadership is essential for ensuring that everyone stays focused on achieving performance objectives.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a comprehensive analysis of the current state of private secondary schools in Isinya Sub-County, with a focus on school leadership, instructional practices, infrastructure, teacher management, and academic performance. Drawing from empirical data, the chapter synthesizes key findings, draws conclusions, offers actionable recommendations, and suggests areas for further research.

5.2 Summary of the Findings

The research indicated that although the majority of school leaders in private secondary schools of Isinya Sub-County are academically qualified and experienced, there is insufficient gender and generational diversity in leadership roles. Regardless of these qualifications, academic achievement is still lacking, with no school achieving good or excellent KCSE results over a span of four years. This indicates a gap between leadership qualifications and successful school results. Inadequate infrastructure, particularly poorly funded libraries, laboratories, and computer facilities, along with irregular instructional planning and rare teacher oversight, exacerbate academic underachievement.

Educators are primarily youthful (96% below 35) and somewhat male-heavy. While many possess bachelor's degrees, only a small number have higher qualifications. Although numerous individuals express satisfaction with their workload, some face

excessive demands that could affect their performance and retention. Instructional methods are lacking, as lesson planning is frequently overlooked and classroom oversight is minimal. Numerous educators do not finish the syllabus, which is linked to ongoing average or below-par KCSE results. Educators also mention insufficient resources, restricted involvement in school governance, and varying views on leadership.

School owners pointed out informal hiring methods, frequently lacking thorough screening, resulting in inconsistent teacher quality. Increasing student enrollment puts pressure on old facilities, while economic difficulties, intensified by the launch of free public secondary education, restrict funding for enhancements. Many schools are deficient in effective leadership and strategic planning, which harms their culture and long-term goals. Teacher motivation and chances for professional development are uneven. Enhancing academic results in Isinya's private schools necessitates investment in school leadership, established HR systems, infrastructure, and ongoing teacher training. Enhancing oversight and inclusive governance will be vital for attaining sustainable advancements in education. The discussion in the order of the objectives is as follows;

Background in Educational Leadership

Educational leadership experience greatly affects students' academic outcomes. Experienced school administrators have a thorough grasp of organizational functions, community engagement, and curriculum execution, fostering consistency, discipline, and compliance with educational standards. This experience fosters efficient decision-making and consistency in school administration, which in turn enhances teaching quality and student results. Nonetheless, the research indicated that extended leadership without

refreshment can result in stagnation, hindering innovation and adaptability to new educational trends. Dependence on conventional methods might lead to standard or "normal" KCSE outcomes, indicating that although experience is important, it should be complemented with receptiveness to innovative concepts and contemporary teaching strategies.

Duration of Employment (Time at Current School)

The research indicated that the majority of principals (60%) had been in their current schools for 11–15 years, which has both advantageous and disadvantageous effects on student performance. Prolonged tenure fosters continuity, institutional knowledge, and consistent policies, allowing principals to build solid connections with students, staff, and parents. Such stability can promote efficient school administration and enhanced academic results. On the other hand, staying in the same leadership role for an extended period can result in complacency, decreased motivation, and reluctance to embrace change. This kind of stagnation can obstruct innovation, restrict career development, and impede the implementation of new educational methods leading to average academic achievement. Consequently, although stable leadership fosters order and consistency, regular leadership renewal is crucial for ensuring dynamism and advancement in schools.

Educational Credentials

The study revealed that the majority of principals (80%) possess at least a Bachelor's degree, with only one having attained a Master's degree. The beneficial effect is that Academic qualifications improve principals' ability to comprehend pedagogy, oversee

curriculum implementation, and enforce effective school policies. Informed leaders can direct teachers more effectively and analyze performance data with greater accuracy. The adverse effect is that a small number of principals with postgraduate education restricts advanced management and research-oriented decision-making abilities. This gap limits the capacity to implement evidence-based approaches for enhancing academic performance. Satisfactory yet not remarkable qualifications result in effective management but might not foster significant academic progress.

School Curriculum Implementation

The research found that although the majority of teachers create essential professional documents like schemes of work and records of work, only a limited number regularly produce comprehensive lesson plans. This lack of consistency disrupts lesson structure, decreases student engagement, and restricts the application of formative assessment, ultimately diminishing the overall standard of teaching. Moreover, syllabus completion prior to national exams was noted to be inconsistent, as certain schools did not fully address the curriculum because of insufficient planning, teacher absences, and lack of adequate oversight. Schools that successfully covered the syllabus on time exhibited improved curriculum coordination and enhanced student preparedness for exams. These findings are consistent with Campbell (2019), who highlighted that efficient and organized management of curriculum and instruction establishes the basis for academic stability and enhanced performance.

Conversely, Omondi (2020) observed varying results, suggesting that in some private schools, the creation of professional documents had minimal impact on student

success as seasoned teachers primarily relied on their teaching abilities and classroom experiences instead of written lesson plans. In the same vein, Mwangi (2021) mentioned that, even though well-prepared documents were available, poor implementation methods and a lack of instructional resources hindered effective teaching. In contrast, Njeri (2018) discovered that organizations that encourage continuous professional development and regular oversight attained more consistent syllabus implementation and improved academic performance, indicating that the effective use and supervision of professional materials is more crucial than merely their creation.

The execution of school curricula directly influences students' academic achievement, as demonstrated by multiple studies. Eshiwani (2023) states that successful curriculum execution improves student performance by aligning teaching methods, learning materials, and evaluation techniques with educational goals. Schools that offer sufficient teaching resources, organized lesson plans, and consistent teacher assistance achieve greater student performance outcomes. In a similar vein, Orodho (2020) discovered that the effectiveness of curriculum implementation significantly relies on teacher readiness, administrative backing, and the presence of educational resources. His research showed that when educators accurately interpret and present the curriculum, students exhibit enhanced comprehension, motivation, and overall academic performance. Thus, a consistent and well-supported curriculum execution is essential for enhancing educational quality and student achievement.

Quality Assurance and Instructional Supervision

Results showed that instructional supervision is inconsistent and lacking in strength. Numerous teachers indicated that they are infrequently observed during lessons, and those that are frequently do not get any feedback. The absence of organized oversight restricts chances for career advancement and ongoing development. The review of professional documents takes place rarely, usually once each term, indicating a fragile accountability system. Teachers still conveyed gratitude for monitoring that is helpful and focused on development. Improving classroom observations, offering helpful feedback, and ensuring consistent supervision would boost teaching quality and teacher effectiveness. The current results are consistent with those of Mutua (2021), who observed that instructional supervision in numerous private secondary schools is often irregular and mainly administrative instead of being concentrated on professional growth.

In contrast, Njoroge (2020) indicated different findings from a study carried out in Nairobi County, where supervision was observed to be consistent, well-structured, and collaborative, incorporating systematic classroom observations and constructive feedback after observations that improved teacher performance. Similarly, Achieng (2019) found that schools implementing collaborative and supportive supervision methods saw enhanced teacher motivation and better student results. This suggests that the method and caliber of supervision, not just its frequency, significantly influence its effectiveness.

As a result, while the present study uncovers deficiencies in supervision methods in Isinya Sub-County, findings from other areas indicate that regular, organized, and

feedback-driven supervision can greatly enhance teaching practices and overall educational performance.

Quality assurance and instructional oversight are crucial for enhancing students' academic results by guaranteeing that teaching and learning activities conform to established standards and objectives. Through regular monitoring, evaluation, and feedback, these approaches improve consistency in curriculum delivery, elevate teacher effectiveness, and promote responsibility in schools. Instructional supervision aids educators by providing mentorship, professional growth, and classroom assessments, allowing them to implement new teaching techniques and tackle learning obstacles successfully. When effectively executed, quality assurance and instructional supervision foster a culture of ongoing enhancement that results in better teaching methods, efficient resource use, and enhanced student performance. Research conducted by Waweru and Orodho (2014) revealed that institutions with robust internal quality assurance and efficient instructional oversight showed considerably greater student achievement, as educators in these schools exhibited improved lesson planning, classroom control, and student involvement.

Teaching and Learning Materials

The study established that many schools suffer from a shortage of teaching and learning materials, including textbooks, laboratory equipment, ICT tools, and other instructional aids. This shortage hinders effective curriculum delivery and reduces student engagement. The absence of adequate materials limits teachers' ability to implement modern teaching methods and to cater for diverse learner needs, ultimately lowering academic outcomes.

The findings of the current study agree with Eshiwani (2023), who found that schools with poor student performance in Lagos also had inadequate instructional materials and spent less on learning resources. According to his study, insufficient textbooks and learning aids made teaching less effective and contributed to low student achievement.

However, the current findings contrast with Ndegwa (2022), who observed that the availability of teaching and learning materials alone does not automatically lead to improved academic performance. His study on private schools in Kiambu County revealed that even well-equipped schools sometimes recorded average results due to weak teacher supervision and ineffective pedagogical practices. Similarly, Kariuki and Mwangi (2021) noted that teacher competence and instructional leadership play a more significant role in influencing learning outcomes than the mere presence of teaching resources.

These contrasting findings suggest that while adequate teaching and learning materials are necessary for effective instruction, they must be complemented by strong instructional leadership, teacher motivation, and effective classroom management to yield optimal student performance. Teaching and learning resources are essential in improving students' academic achievement by facilitating efficient curriculum implementation and encouraging active engagement in learning. Adequate and suitable resources such as textbooks, laboratory equipment, ICT devices, and visual materials enable teachers to clarify concepts better and engage students more meaningfully. These resources link theory to practice, cater to diverse learning styles, and improve the engagement and relevance of the educational experience. Conversely, insufficient materials or poor-quality resources can hinder lesson comprehension, reduce student motivation, and limit teachers' ability to

implement modern teaching methods. Thus, the availability and efficient utilization of teaching and learning resources are vital for improving instructional quality, fostering student involvement, and ultimately boosting academic achievement.

Effective school leadership

Effective school leadership is essential for enhancing overall school performance by establishing a vision, guiding teaching methods, and fostering a supportive learning environment. Successful leaders set specific goals, motivate educators and students, and guarantee that resources are utilized effectively to promote academic success. They encourage teamwork, career development, and data-driven choices, resulting in improved teaching standards and enhanced student results. Additionally, effective school leaders foster a culture of accountability, innovation, and ongoing enhancement, inspiring both staff and students to pursue excellence. Leithwood, Harris, and Hopkins (2020) state that effective leadership contributes to almost 25% of the differences in student achievement, only surpassed by classroom instruction. Likewise, Ng'ang'a (2019) discovered that institutions managed by transformational and participatory leaders showed notably enhanced academic results and teacher dedication relative to those with ineffective leadership frameworks. Consequently, impactful leadership is crucial in improving academic performance, maintaining school discipline, and achieving overall institutional success.

Resource Mobilization and Infrastructure

The research showed that most schools function with insufficient financial and material assets. Many institutions depend primarily on tuition fees, resulting in constrained resources for infrastructure enhancement, educator training, or acquiring necessary teaching materials. This circumstance highlights a significant gap in policy and execution. School owners and managers still face difficulties concerning financial resource generation, facility growth, and sustaining conducive learning environments. Improving the quality of education hinges on boosting resource mobilization via strategic partnerships, cooperation with government entities, and sustainable investment strategies. These results align with Kilonzo (2018), who discovered that financial constraints in private schools frequently lead to overcrowded classrooms, insufficiently equipped laboratories, and inadequate teacher development elements that together impede effective learning.

These findings contrasted with those of Musyoka (2020), who indicated varying outcomes in a study on urban private secondary schools in Nairobi, observing that multiple institutions had effectively broadened their revenue sources through alumni contributions, corporate sponsorships, and income-generating projects initiated by the schools, leading to enhanced infrastructure and better access to contemporary educational resources. Likewise, Ateka (2019) found that institutions with strong financial planning and accountability efficiently used their resources and upheld educational standards even without significant government support. In contrast, Chebet (2021) noted that certain well-

funded schools did not attain ideal learning results because of ineffective utilization and inadequate upkeep of their facilities.

According to a study by Mutua and Njoroge (2019), Mobilizing resources and infrastructure is vital in influencing students' academic outcomes by guaranteeing that schools possess the financial, physical, and human assets needed for effective instruction and learning. Sufficient resource mobilization enables schools to obtain financing for necessary infrastructure, educational resources, and extracurricular activities, thus enhancing the overall educational atmosphere. Adequate infrastructure like classrooms, libraries, laboratories, ICT centers, and sanitation amenities fosters an environment that improves focus, attendance, and student participation. Moreover, efficient resource management fosters fairness and guarantees that every student can access high-quality education. Consequently, effective resource mobilization tactics and adequate infrastructure development directly enhance academic performance and the overall development of students.

Monitoring and Evaluation

The research found that internal monitoring and evaluation (M&E) processes were frequently inconsistent and inadequately organized. Many departments failed to perform thorough evaluations of exam quality or keep consistent records of academic achievements, which diminished accountability and restricted the application of data in decision-making. Although educators and administrators acknowledge the significance of M&E, the lack of defined frameworks and feedback mechanisms obstructed ongoing enhancement. Establishing thorough systems for ongoing assessment, data analysis, and subsequent

actions could enhance school effectiveness and guarantee that educational criteria are upheld. These findings align with Namfukwe (2016), whose research in Zambia indicated that effective monitoring in schools boosts teacher performance and leads to better teaching and learning results.

Also, Oketch (2019) reported conflicting results in a study of private secondary schools in Nakuru County, indicating that while monitoring and evaluation activities were often conducted, they had little effect on academic achievement since the process focused mainly on compliance and did not provide actionable feedback. Likewise, Chepkemai (2020) noted that in certain schools, M&E systems were viewed as bureaucratic and punitive, leading to teacher resistance and minimal instructional progress. In contrast, Achieng (2021) discovered that schools utilizing collaborative and supportive monitoring approaches, where teachers participated in self-assessment and discussions about data, saw significant improvements in student performance. These differing results indicate that the effectiveness of M&E systems depends not just on their presence, but on the efficiency of their implementation especially in promoting inclusivity, support, and positive feedback.

Monitoring and evaluation play a vital role in enhancing students' academic performance by continuously assessing educational programs, teaching practices, and learning outcomes. Through systematic data collection and feedback, schools can identify areas of improvement, ensure alignment with educational goals, and enhance accountability. Mbugua (2018) found that schools with consistent monitoring and evaluation systems achieved better academic results due to improved teacher performance, effective resource use, and timely corrective actions. Therefore, effective monitoring and

evaluation promote continuous improvement in teaching quality, resource management, and overall student achievement.

Relationship Between the Theoretical Framework and the Study Findings

This research was directed by the Instructional Leadership Theory, highlighting the crucial role of school leaders in improving teaching and learning through organized supervision, curriculum administration, teacher assistance, and data-driven decision-making. The theory suggests that successful school leaders impact student success indirectly by affecting teacher conduct, offering instructional assistance, and fostering a learning-friendly environment.

The results of this study closely align with the main principles of this theory. Results indicated that instructional supervision was often inadequate and inconsistent in numerous schools, characterized by restricted classroom observation and feedback. Instructional Leadership Theory posits that consistent supervision and positive feedback are essential methods by which school leaders improve teacher effectiveness and student results. The absence of organized oversight noted in the study indicates a failure in a fundamental instructional leadership role, which clarifies the differences in academic achievement among schools in Isinya Sub-County.

In a similar vein, results regarding curriculum implementation showed that although many teachers created professional documents like schemes of work and records of work, lesson planning frequently lacked consistency and syllabus coverage was irregular. Instructional Leadership Theory emphasizes the leader's responsibility in

managing curriculum implementation, supervising lesson planning, and guaranteeing the prompt completion of the syllabus. The shortcomings seen in these areas reveal a disparity between theoretical expectations and real-world application, indicating that instructional leadership in these schools is primarily administrative rather than pedagogical.

The research also showed disparities in monitoring and evaluation practices, characterized by restricted data-driven decision-making and feedback processes. Instructional Leadership Theory promotes the methodical application of assessment data and performance evaluations to guide planning and resource distribution. The absence of strong M&E frameworks identified in the study highlights lost chances for leaders to utilize data as a means for enhancing instruction.

Finally, the results regarding resource mobilization and infrastructure further highlight the theory's systems viewpoint. Instructional leadership functions within wider school frameworks that encompass resource allocation and support mechanisms. The shortage of financial and material resources noted in numerous schools restricts leaders' ability to supply essential instructional materials, professional development, and supportive learning environments critical factors for effective teaching and learning.

In conclusion, the study's results confirm the importance of the Instructional Leadership Theory in comprehending how school management approaches influence academic achievement. In schools where leadership practices were supportive, organized, and focused on learning, there was a tendency for improved curriculum management and enhanced examination readiness. In contrast, poor supervision, inconsistent oversight, and insufficient resource allocation showed deficiencies in instructional leadership, which

consequently restricted academic success. The study confirms the main assertion of the theory that effective instructional leadership is a key factor in school success and enhanced learner outcomes.

5.3 Conclusions of the Study

The research conducted in Isinya Subcounty achieved a high response rate, providing dependable data. The majority of school principals possess significant experience and strong academic credentials. Nonetheless, a notable gender disparity and a lack of generational diversity in leadership positions could hinder innovation and expansion. Although they possess the necessary qualifications, principals have failed to convert this into enhanced academic outcomes. This is evident in the KCSE results over four years, where no school received excellent or good ratings, and most performed only at average or below-average levels.

The infrastructure in these private schools poses a significant challenge. Libraries, science labs, and computer facilities are inadequately equipped or not effectively used, obstructing successful learning. Although classrooms are typically sufficient, they cannot compensate for the shortcomings in necessary facilities. This lack of resources significantly restricts students' ability to access complete educational materials and up-to-date technology.

The teaching staff is mainly young and somewhat male-dominated, with a majority of educators possessing at least bachelor's degrees but a limited number holding advanced qualifications. While mid-career educators are prevalent, there is a lack of experienced

teachers, affecting mentorship and institutional knowledge. Although numerous educators indicate their workloads are manageable, a notable minority encounter overwhelming demands that threaten burnout and retention. Lesson planning is noticeably inadequate even with the frequent use of work schemes and progress monitoring, leading to worries about teaching readiness.

Furthermore, supervision and classroom observations take place rarely, compromising quality assurance and chances for prompt feedback. This is linked to numerous teachers not finishing the syllabus, which subsequently is evident in overall weak academic results. Human resource management practices among private schools are inconsistent. Most recruitment processes are informal, relying on referrals without thorough credential verification or demonstration of teaching skills. This inconsistency leads to differences in teacher quality and teaching standards. Financial sustainability remains a continuous challenge; tuition payments manage everyday costs but fall short for infrastructure growth or expert personnel. The availability of free public secondary education has put additional pressure on both enrollment and revenue. Even though there are alternative funding sources such as grants and alumni assistance, they remain largely underused.

The quality of leadership and management differs greatly among schools. Only a limited number of schools exhibit robust, purpose-driven leadership and organized performance evaluation, whereas others lack a defined vision and efficient communication, impacting school culture and development. Teacher motivation and professional development chances are inconsistent, with certain educators facing burnout from

insufficient support and acknowledgment. This disparity adversely affects morale and the quality of teaching. Regular classroom observations and input from school leaders boost teacher effectiveness and improve student performance. Leadership in education that focuses on mentorship and collaboration enhances lesson execution and boosts academic performance.

In summary, these results emphasize the critical necessity for greater leadership diversity and capability, upgraded infrastructure and resources, ongoing professional development, improved human resource policies, varied funding sources, and a more robust culture that prioritizes academic excellence to enhance educational results in Isinya's private secondary schools.

5.4 Recommendations

5.4.1 Recommendations of the Study

The research suggests enhancing school leadership by tackling gender disparities and generational divides. Although school leaders typically possess strong experience and academic qualifications, these advantages have not successfully converted into improved performance. Ongoing professional growth is essential to close this divide. Leadership and mentorship should be improved by keeping skilled educators and creating mentorship initiatives that connect mid-career teachers with veteran professionals to foster development and organizational stability.

Enhancing teaching readiness is essential. Educators ought to be encouraged to seek advanced education and engage in ongoing professional growth in topics like lesson design,

evaluation, and managing the classroom. Lesson plans should be obligatory and connected to teacher assessments, with schools performing regular classroom observations and offering constructive feedback. Supervision methods should transition from rare document evaluations to regular and guidance-focused monitoring. Educational institutions should guarantee syllabus fulfillment through proactive planning, consistent oversight, and corrective assistance, along with repercussions for incomplete tasks.

Managing workload is essential to avoid burnout and enhance job satisfaction. Performing workload assessments and recruiting extra personnel when needed can assist in distributing tasks more evenly. Insufficient resources, especially in libraries, science laboratories, and computer centers, continue to be a significant issue. Schools ought to advocate for higher funding and think about establishing resource-sharing collaborations. Modernizing infrastructure must be prioritized to enhance quality learning experiences throughout the year.

For academic enhancement, schools ought to transition from memorization to inquiry-driven and student-focused methods. Individualized evaluations, guidance, and support programs are essential, in addition to fostering a school environment that prioritizes academic achievement. The teachers ought to be encouraged through monetary rewards, acknowledgment, professional growth opportunities, and health programs, all backed by frequent assessments.

Recruitment methods require standardization, which includes thorough credential verification, demonstration lessons, and organized interviews. Engaging school owners or board members in recruitment processes guarantees consistency with the institution's

values. Improving school management and communication requires leadership reforms, standardized onboarding programs, and increased engagement from stakeholders, particularly involving parents in governance and decision-making processes.

Internal oversight can be enhanced through specific departmental criteria, peer evaluations, and controlled assessments, promoting a data-oriented and cooperative atmosphere. Schools need to establish KCSE performance goals that are in line with instructional quality and utilize data analysis to monitor progress and modify strategies. Ultimately, schools need to actively participate in education policy alterations by establishing specialized teams to track government initiatives and joining advocacy coalitions to sway policy choices that favor private education.

5.4.2 Recommendations for further research

Drawing from the results of Isinya Subcounty private secondary schools, additional research could investigate how leadership diversity particularly gender equality and age variation affects innovation, choices, and educational results. This would assist in creating strategies to enhance more inclusive and effective leadership in schools. Research is required on the accessibility and effects of programs for teacher professional development. Grasping how training and mentorship influence teacher skills, motivation, and student success can help design improved support systems for educators.

A thorough evaluation of infrastructure requirements, encompassing libraries, laboratories, and computer resources, is crucial. Recognizing key investment areas and efficient upgrades will enhance the learning environment and availability of contemporary

educational resources. Additional exploration of human resource management practices is essential. Analyzing recruitment, oversight, and retention methods can illuminate how structured HR systems affect teacher quality, job satisfaction, and eventual student outcomes. Research on financial sustainability must emphasize alternative funding models and revenue-generating activities to complement tuition fees. This is essential due to the rivalry from free public education and the requirement for sustained investments in infrastructure and specialized personnel.

Studies on educator workload, motivation, and burnout can inform policies aimed at enhancing well-being and retention. Grasping these elements will aid in addressing the difficulties educators encounter in managing demands alongside support. Ultimately, examining how school culture and community involvement promote academic success will peak performance.

APPENDICES

APPENDIX I:

SECTION A: PRINCIPAL'S QUESTIONNAIRE

The goal of this questionnaire is to collect data on the management elements that affect students' success in the KCSE in private secondary schools in Kenya's Isinya Sub County and Kajiado County. We respectfully ask that you complete the form; your candid answers will be greatly valued.

The school's name is _____

1. Please use a checkmark (✓) () Male () female

2. Age

21-25 years () 26-30years () 31-35years () 36-40years ()

41-50years () above 50years ()

3. Experience as a teacher (Indicate with a tick (✓))

0-5 years () 6-10years () 11-15years () 16-20years ()

21-25years () above 25years ()

4. How many years have you been in your current school?

0-5 years () 6-10years () 11-15years () 16-20years ()

21-25years () above 25years ()

5. Please indicate your highest academic qualification (Indicate with a tick (✓))

1.Elementary (EACE/KCSE): (Certificate level and below)

2.Intermediate (Dip Ed): (College diploma level) ()

3.Bachelors' degree (BEd): (University degree) ()

4.Master's degree (MEd):(Master's degree) ()

SECTION B: SCHOOL ACADEMIC PERFORMANCE

Based on your perceptions of Academics performance, please indicate the extent to which you agree or disagree with the following statements. Use a 5-point scale where a 1 = strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree and 5 = strongly agree. Tick the appropriate number

1. The school performs well in National examinations

1. Strongly disagree () 2. Disagree ()

3. Neutral () 4. Agree () 5. Strongly agree () 2. The school improves in national performance whenever more school factors are improved

2. Strongly disagree () 2. Disagree ()

3. Neutral () 4. Agree () 5. Strongly agree ()

3. The school performs well in cluster examination

3. Strongly disagree () 2. Disagree ()

3. Neutral () 4. Agree () 5. Strongly agree ()

4. Students' performance improves with improvements in quality of teaching, facilities and school management Skills development

1 Strongly disagree () 2. Disagree ()

3. Neutral () 4. Agree () 5. Strongly agree () 4 The learners gain exceptional skills

1 Strongly disagree () 2. Disagree ()

3. Neutral () 4. Agree () 5. Strongly agree () 6. The students have positive impact outside the school resulting from what they are taught in school

2 Strongly disagree () 2. Disagree ()

3. Neutral () 4. Agree () 5. Strongly agree ()

Thank you for your time!

SECTION C: SCHOOL FACILITIES

Based on your perceptions on facilities and their influence on performance at your school, please indicate the extent to which you agree or disagree with the following statements.

Use a 5-point scale where a 1 = strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree and 5 = strongly agree. Tick the appropriate number ()

I. The library has got adequate textbooks and resource

1. Strongly disagree () 2. Disagree ()
3. Neutral () 4. Agree () 5. Strongly agree ()

II. The library has got an influence on performance in our school

1. Strongly disagree () 2. = Disagree ()
3 = Neutral () 4. = Agree () 5. Strongly agree

III. The school has a well-equipped Laboratory that we use to teach.

1. Strongly disagree () 2. = Disagree ()
3. = Neutral () 4. = Agree () 5. Strongly agree ()

IV. The laboratory helps us to achieve performance

1. Strongly disagree () 2. Disagree ()
3. Neutral () 4. Agree () 5. Strongly agree ()

V. There are enough conducive classrooms to comfortably accommodate all students

1. Strongly disagree () 2. Disagree () 3. Neutral () 4. Agree ()
5. Strongly agree ()

VI. Classrooms conduciveness influences performance

1. Strongly disagree () 2. Disagree () 3. Neutral () 4. Agree () 5. Strongly agree ()

VII. The school has a well-equipped computer room.

1. Strongly disagree () 2. Disagree ()
3. Neutral () 4. Agree () 5. Strongly agree ()

VIII. The computer room has influence on performance

1. Strongly disagree () 2. Disagree ()

3. Neutral ()

4. Agree ()

5. Strongly agree ()

SECTION D: SCHOOL CURRICULUM AND SCHOOL PERFORMANCE

Please indicate your highest academic qualification (Indicate with a tick (√))

Elementary (EACE/KCSE): (Certificate level and below) ()

Intermediate (Dip Ed): (College diploma level) ()

Bachelors' degree (BEd): (University degree)()

Master's degree (MEd):(Master's degree) ()

6. Please indicate whether teachers in your school prepare the following professional documents. Tick as many as appropriate.

a) Scheme of Work () b) Lessons plan ()

c) Records of Work () d) Student progress record ()

7. How often do you inspect the work of your teachers to ensure quality performance?

i) Once a month () ii) Twice a month () iii) Once a term () iv) Twice a term () v) Any other (specify)

8.How do you generally rate the K.C.S.E performance in your school for the last 3 years (2015- 2016). i) Excellent () ii) Good () iii) Average () iv) Poor () v) Very poor ()

If poor, what could be the major causes of the poor performance?

9.Are teachers in your school motivated once inducted in the school system?

Indicate with a tick (√)

Yes () No ()

10.In what ways do you ensure that teachers in your school are motivated?

i) _____

ii) _____

iii) _____

iv) _____

11. In what ways do you ensure that students in your school are motivated by your strategies for the teaching and learning process?

i) _____

ii) _____

iii) _____

iv) _____

12. In your opinion,

a) What do you think are the reasons contributing to poor performance in KCSE (please list the reasons below)

i) _____

ii) _____

iii) _____

iv) _____

b) What do you think are the reasons contributing to good performance (please list the reasons below)

i) _____

ii) _____

iii) _____

iv) _____

13. How often do you attend seminars within a term? (Indicate with a tick (✓) None () once () twice () thrice () more than thrice ())

14. As the head of the school, do you have induction and orientation sessions for new teachers that join your school?

16. How does early coverage of the syllabus affect performance in national examinations? Explain your answer

17. Do you offer standardized examinations to your students? Yes () No ().

18. In your opinion, what other measures can be used to improve KCSE performance in Isinya Sub County

APPENDIX II: SUBJECT HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is divided into two Section A and B. Please complete each section honestly according to the instructions given. Do not write your name and the name of your school to ensure complete confidentiality. Please respond to all questions.

SECTION A : BIO GRAPHICAL INFORMATION

1. Gender Male ☐ Female ☐

2. Age bracket

a) Below 25 years ☐ b) 25 Years to 35 years ☐

c) 36 to 45 years ☐ d) 46 years and above ☐

3. Highest academic qualification

a) Master degree ☐ b) B.Ed ☐ c) Certificate and below ☐

d) Diploma ☐ e) any other (specify)

4.a) Are you satisfied with your current teaching load?

Yes ☐ No ☐

b) If no, how heavy is the teaching load?

a) Very heavy ☐ b) Heavy ☐ c) Not heavy ☐

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

a) 1-5 years ☐ b) 6 years ☐ c) 11-15 years ☐

d) 16-20 years ☐ e) Over 20 years ☐

SECTION B SCHOOL CURRICULUM

Instruction: Please respond to each question by putting a tick ☐ next to the appropriate response.

1. Please indicate whether you prepare the following professional document.

Tick as many as appropriate.

a) Schemes of work ☐ b) Lessons plan ☐

c) Record of work ☐ d) Student progress ☐

2. How many times are you inspected by your head teacher?

a) Once a month ☐ b) Twice in a month ☐ c) Once a term ☐

d) Twice a year ☐ e) Never ☐ f) If any specify)

3. i) Do you cover the required KCSE examination syllabus before the commencement of the KCSE examination?

Yes ☐ No ☐ Don't know ☐ N/A ☐

ii) If NO, to what extent do you cover the KCSE syllabus?

a) Very great extent ☐ b) great extent ☐ c) Undecided ☐

d) little extent ☐ e) Very little extent ☐

c) Please explain your response in b) above.

4. i) How do you rate the KCSE exam performance your school?

a) Excellent ☐ b) Good ☐ c) Undecided ☐

d) Poor ☐ e) Very poor ii) If the answer to 15 (i) is (d) or (e) list the possible causes.

5. Please indicate with a tick the adequacy of the list of items below using the alternative choices given.

6. Have you been observed in class while teaching by the head teacher?

Yes ☐ No ☐

If yes, did the head teacher inform you before coming to your class?

Yes ☐ No ☐

7. Did you get written feedback after observation? Yes ☐ No ☐

8. In your opinion, suggest other factors that influence academic performance in KCSE in your school

.....

.....
9.What in your opinion can be done to improve the performance?

.....
.....

10.Does your school have adequate teaching and learning resources?

Adequate ()

Not adequate ()

Not at all ()

If adequate or inadequate, list the type of teaching resources you mostly use in your class/school

11.Are you given any incentives in this school to motivate you to work harder? Yes () No ()

If yes, what type of incentive? List them here below.

12.How would you rate the effectiveness of your principal and school owner as a school management?

Effective ()

Satisfactory ()

Ineffective (). Explain your answer.

13.On your day of arrival to the school, were you briefed about the vision, mission, objectives, core values, culture, history and policies of the school?

Yes () No ()

14.Were you formally introduced to the students, teachers, and heads of department, subject teachers and the non-teaching staff?

15.When you joined the school, were you briefed of the expectations in terms of academic performance of the school?

16.In your opinion, does benchmarking have any impact on the performance of students in examinations?

17.How does early coverage of the syllabus affect performance in national examinations?
Explain your answer.

18.Do you offer standardized examinations to your students? Yes () No ().

If yes, what is their impact on performance in KCSE examinations?

END.

I APPRECIATE YOUR INVOLVEMENT IN THIS STUDY.

APPENDIX III : INTERVIEW SCHEDULE FOR THE SCHOOL OWNERS

The school's name -----

2.Do you participate in hiring both teaching and non-teaching staff?

3.Could you describe the steps used to hire them?

4.Is there enough physical space at the school? How are school development projects financed?

5.As the owner of the school, what difficulties do you encounter when implementing school development projects?

6.How well do students at this institution manage school matters with the money they pay in tuition?

7.What further funding sources do you have outside the students' tuition payments?

Describe.

8.Has the performance of the schools improved over time? Describe.

9.What elements, in your opinion, are influencing the performance of the schools?

10.What financial effects has Free Day Secondary Education had on private schools? 11.
Describe any additional difficulties that are impacting the administration of this private secondary school, aside from the concerns mentioned above regarding money, performance, and human and physical resources.

12.How would you rank your academic achievement?

13.What does good performance in your school mean to you?

- 14.How is performance ensured at your school?
- 15.Does the management provide effective leadership?
- 16.Does your school have a goal-setting process, and if so, who does it?
- 17.Are there any cultures in your country that encourage performance?
- 18.How is the library doing and how many people are using it?
- 19.How is the laboratory being used and what is its current state?
- 20.What is your opinion of the classrooms?
- 21.How is the computer room being used and what condition is it in?
- 22.How do you evaluate teachers' credentials?
- 23.Are the instructors qualified to guarantee performance?
- 24.Do the professors have adequate dedication to influence students' performance?
- 25.Does the school offer motivational packages?
- 26.Do the existing incentive programs contribute to improved performance?

END.

I APPRECIATE YOUR INVOLVEMENT IN THIS STUDY.

REFERENCES

- Adam. J & Kamuzora F,(2017) *Research practices for Business and social studies*, Mzumbe Book Project, Morogoro Tanzania
- Arulsamy. S. (). *Educational Innovations and Management*. Hyderabad: Neel kamal Publications.
- Alhum, I. (2021). Coming together: Principal management, parental involvement, and community building in education. Doctor of education dissertation, ST. Thomas. Minnesota
- Aydin, Mustafa. (2015). *Management of Education*. 7th Ed. Ankara: Hatipoglu Publishing.
- Baraza. M., & Ngugi, N. (2015). *Education management*. Nairobi: College of Education & External studies, University of Nairobi.
- B r p;poiu adford, D., & Cohen, O. (2018). *Managing excellence*. New York: John Wiley Sons.
- Brookover, W. (2017). *Changes in Schools Characteristics: A Coincidence with Changes in Student Achievement*. Occasional Paper no.17 East Lansing Michigan Institute of research on teaching, Michigan University way ed.181:005
- Bushilya, P. K. (2017). Case Study: *An evaluation research on Education Management Preparation in Zambia*, LAP Lambert Academic Publishing GmbH & Co. KG, Approved by: Manchester, University of Manchester, MA Diss., 2017, ISBN: 978-3-8484-0228-1
- Bush, T. and Glover, D. (2017), School Management: Concepts and Evidence Revisited, Nottingham, National College for Teaching and Management
- D'souza, A. (2017). *Management. Nairobi*: Paulines Publishers Africa
- Brandt, C. (2017). Management and Student Achievement: and a Conversation with Richard Andrews, Education Management P. 45.
- Brouthers, Keith D.; Gelderman, Maarten; Arens, Patrick (2017). "The Influence of Ownership on Performance: Stakeholder and Strategic Contingency Perspectives". Schmalenbach Business Review. **59** (3): 225–242. doi:10.1007/BF03396749. S2CID 166700628. Retrieved 26 March 2024

- Fiedler, F. E. (1964). A theory of management effectiveness. In L. Berkowitz (Ed.), *Advances in experimental social psychology*. New York: Academic Press.
- Fiedler, F. E. (1986) "The contribution of cognitive resources to management performance", [Journal of Applied Social Psychology](#) 16: 532–545.
- Chege, A. N. (2017). *Headteachers' management styles and influence on students' discipline in public secondary school in Nairobi County, Kenya*. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.
- Cox, J. (2021). The impact of principals' instructional management practices on student achievement in elementary and middle title schools within school division in Virginia. Doctor of education dissertation, Virginia polytechnic institute & state university.
- Dash. B.N. (2015). *School Organization, Management and Management*. New Delhi: Neelkamal Publications Pvt. Limited.
- Edmonds, R. R. (2015). *Search for Effective Schools; NIE, East Lansing, MI*. The Institute for Research on Teaching, College of Education, Michigan State University.
- Feldman. D, "A Contingency Theory of Socialization," *Administrative Science Quarterly* 21, 3 (1976): 433-52.
- Greenwood .R, C. R. Hennings, and S. Ranson, "Contingency Theory and the Organization of Local Authorities: Differentiation and Integra tion," *PublicManagement* 53 (Spring 1975):1-23.
- Goldman, V. and Hausman, C. (2015). *Manhattan Family Guide to Private Schools and Selective Public School. s*" Edition, London. Worburn Publishers Limited.
- Government of Kenya (2020). Kenya Vision 2030: A globally competitive and prosperous Kenya. Retrieved on 19th Feb 2018 from.
- Government of Kenya (2018). Kenya education sector programme 2018-2016. Delivering quality education and to all Kenyans. Nairobi. Government on 19th Feb 2018

- Hakim, S. and Bowman, G. W. (2017): *Privatizing Education and Educational Choice: Concepts, Plans, Experiences (An Economic Views of the Effectiveness of Public and Private Schools)*. New York. MacGraw-Hill Book Company
- Hallinger, P. (2017). *Revealing a Hidden Literature: Systematic Research on Educational Management and Management in Africa*. *Educational Management Management & Management*. doi:10.1177/1741143217694895.
- Hallinger, P., & Chen, J. (2015). *Review of Research on Educational Management and Management in Asia: A Comparative Analysis of Research Topics and Practices, 1995– 2017*. *Educational Management Management & Management*, 43 (1), 5–27
- Hallinger, P., & Bryant, D. (2017). *Mapping the Terrain of Educational Management and Management in East Asia*. *Journal of Educational Management*, 51 (5), 618– 637.
- Hallinger, P. (2016) *Management for Learning: What We Have Learned from 30 Years of Empirical Research?* Paper presented at the Hong Kong School Principals' Conference. The Hong Kong Institute of Education, Hong Kong.
- Hilliard, A., & Jackson, B. T. (2017). *Current trends in educational management for student success plus facilities planning and designing*. *Contemporary Issues in Education Research*, 4(1), 1-8
- Jensen, K. J., & Cross, K. J. (2021). Engineering stress culture: Relationships among mental health, engineering identity, and sense of inclusion. *Journal of Engineering Education*, 110(2), 371-392
- Kenya Vision 2030 (2017): Sector Plan for Education Training 2017-2017: Government printers.
- Kenya National Examination Council, (2018). 2017 Kenya certificate of secondary education examination candidate's performance report. Nairobi: KNEC.
- Kenya National Examination Council, (2020). 2019 Kenya certificate of secondary education examination candidates' performance report. Nairobi: KNEC

- Kitaev, I. (2015), *Private Education in Sub-Saharan Africa: A Reexamination of Theories and Concepts Related to its Development and Finance* .Educational Management Quarterly' Vol. 35, NO 5. E, Paris: UNESCO.
- Kothari, C.R. (2015). *Research Methodology Practices & Techniques*. New Delhi: New Age International publisher
- Kombo & Tromp, (2015). *Proposal and Thesis writing*, printed by Don Bosco Printing Press. Nairobi
- Leithwood, K. (2021). *A review of evidence about equitable school management*. Education Science, 2021, 11,277
- Leithwood, K., Jantzi, D. and McElheron-Hopkins, C. (2015) *The Development and Testing of a School Improvement Model*. School Effectiveness and School Improvement, 17, 441-464. <https://doi.org/10.1080/09243450600743533>
- Luthans . F and. Stewart. T, "A General Contingency Theory of Manage ment," Academy of Management Review 2 (1977): 184.
- Massie, K. (2015). *Essentials of management*. New Delhi: Prentice-Hall of India Private Ltd.
- Mutuku, M. (2018). Influence of instructional management on academic performance in Machakos County, Kenya. A doctor of philosophy thesis, Kenyatta University
- Mbiti, D. (2017). *Foundations of School Management*, Nairobi Oxford University Press.
- Mobegi, O., Ondigi, B.,& Oburu, O. (2016). *Secondary school head teachers' quality assurance strategies and challenges in Gucha district, Kenya*. Education Research and Reviews Vol. 5(7), pp. 408-414, July 2016
- Marl', H. (2017). *Private Schools New England. London*. Cornmet Publishers Press.
- Martin. B. K. (2015). School Choice: Or Is It Privatization? Educational Researcher. Mbiti, D. M. (2018). *Foundation of School Management*. Nairobi: Oxford University Press. Mbiti, D. (2017). *Foundations of School Management*, Nairobi Oxford University Press

- Mbogori, J. M. (2017). *Influence of headteachers' management styles in public secondary schools in Nairobi province, Kenya*. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.
- McGlynn, E.G. (2017). *Private Schools and the Public Good*. London. Barnes and Noble Publishers Limited.
- Meenakshi sundaram (2017). *Educational Innovations and Management*. Dindigul: Kaviyamala Publishers.
- Ministry of Education, (2018). About the ministry; <http://www.education.go.ke/Resources.htm>. Retrieved on 19TH Feb 2018.
- Mugenda, A.G. (2018). *Social Science Research: Theory and Principles*. Applied Research and Training Services. Kijabe Printing Press.
- Mugenda, O.M. and Mugenda, A.G. (2017). *Research Practices: Quantitative and Qualitative approaches African Centre for Teaching Studies (ACTS)*. Nairobi, Kenya.
- Musani, Y. (2017). Study of the Kenya Independent Schools Association (KISA): Their Lubinski, e., and Crane, e. (2017). What do we do About School Effectiveness?
- Mugenda, A.G. & Mugenda, O.M. (2015). *Research practices: Quantitative and Qualitative Approaches*. Nairobi, Act Press.
- Mullins, L.S. (2015). *Management and organizational behaviour*. Harlow, England: Prentice Hall.
- Muli, M. I. (2017) *Influence of management styles on students' discipline in public secondary schools in Mukaa district, Kenya*.
- Neeru Vasishth. (2017). *Principles of Management*. Haryana: Tan Printers India Private Limited.
- Nyongesa, B.J.M. (2020). *Educational Organization and Management Nairobi Jomo Kenyatta Foundation*

Okumbe, J. A. (2017). *Educational Management Theory and Practice*, Nairobi University Press
Usdan, M. C. (2015). *Management of Student Learning*.

Orodho, A.J. (2017). *Techniques of Writing Research Proposals and Reports in Education and Social Science*. Maseno. Kanezja HP Enterprise Publishers.

Orodho, A.J. (2017). *Elements of Educational and Social Science Research Practices*. Maseno Kanezja Publishers.

Otindo, O. (2016). *An Analysis of Private Schools of Nairobi in Kenya*. Nairobi. Cozy Group Publishers Limited.

Orodho, J.A. (2019). *Techniques of writing research Proposal and Reports in Education and Social Sciences* Kanezja Publisher, Maseno, Kenya.

Waititu, M. M. & Orado, G. N. (2019). *Managing teachers and the instruction of n mathematics and sciences Lessons from the SMASSE experience in capacity development*.
Workshop on Science & mathematics, 2019 January 29- Febr=, 6. Tunis. Nairobi

Walford, G. (2017). *British Private Schools: Research on Policies and Practice of Education*. London. Woburn Press Limited

Walford, G. (2015). *Privatization and Priviledge in Secondary Education*. London.
Frank Cass Publishers Limited.

Waweru .P,N& Orodho,A.J.(2017).*Management practices and students academic performance in national examinations in public secondary schools in Kiambu County*. International Journal of Scientific Research. Vol.5, Issue pp472-479 February, .www.recentscientific.com .

World Bank. (2017). *A Report on School Quality and Achievement*. Waghinton D.C.: world Bank.

Word Bank. (2018). *Word development report 2018: Learning to realise education`s promise*. Washington DC; World Bank publication.

Orlosky, L. K. (2015). *Educational Management Today*, Columbus Charles E Merric Publishing Co.

Republic of Kenya. (2017a). *Kenya Vision 2030 Brochure*. Nairobi: Government printers.

Republic of Kenya (2017b). *Kenya vision 2030 course on line*. Retrieved 10/02/12 from www.vision2030online.go.ke.

Mullins, L.S. (2015). *Management and organisational behaviour*. Harlow, England: Prentice Hall.

Mbwambo A H, Barongo FM & Makuru, N. M (2017) *Research methodology: A simplified guide for students in social science*, Dar es Salaam, Mzumbe book mproject.

UNESCO: United Nations Educational, Scientific and Cultural Organization UNESCO (2017). The new roles of secondary school Head teachers, Secondary Education in the 21st Century.

Robinson, V. (2017) The Impact of Management on Student Outcomes: Making Sense of the Evidence. http://research.acer.edu.au/research_conference_2017/5/

Day, C., Gu, Q. and Sammons, P. (2016) The Impact of Management on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Management Quarterly*, 52, 221-258. <https://doi.org/10.1177/0013161X15616863>

Siti, A. & Umi, K. (2022). The relationship between instructional management style and school performance excellence among primary schools in Johari. *Industrial Engineering and Operations Management (IEOM)*, 5-7. April 2022.

Walford, G. (2015). *Privatization and Privilege in Secondary Education*. London. Frank Cass Publishers Limited.

World Bank. (2017). *Kenya-Data and Statistics*. Retrieved from. <http://web.worldbank.org/pk:356509,00.htm>

World Bank. (2018). *World development report 2018: Learning to realize education's promise*. Washington DC; World Bank publication

World Bank. (2017). *A Report on School Quality and Achievement*. Washington D.C.: world Bank.

APPENDIX IV: NARCOSTI RESEACH PERMIT RESEARCH

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 677667	Date of Issue: 22/May/2025
RESEARCH LICENSE	
	
This is to Certify that Ms.. Mutisya Christine Muthu of KCA University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: EXAMINING THE ROLE OF SCHOOL MANAGEMENT PRACTICES ON THE ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS: A CASE STUDY OF ISINYA SUB COUNTY, KAJIADO COUNTY, KENYA for the period ending : 22/May/2026.	
License No: NACOSTI/P/25/4173767	
Applicant Identification Number	 Deputy Director NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

APPENDIX V: APPROVAL-ATHI KAJIADO COUNTY



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Email: kajiadocde@gmail.com
When replying please quote

County Director of Education
Kajiado County
P.O BOX 33-01100
KAJIADO

Ref: KJD/C/R.3/III/142

12th June, 2025

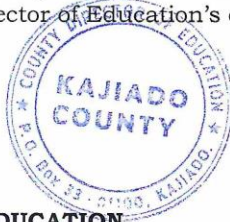
**Ms. Mutisya Christine Mutheu
KCA University
P.O. Box 56808
NAIROBI**

RE: RESEARCH AUTHORIZATION

Reference is made to the letter from National Commission for Science Technology and innovation License No: **NACOSTI/P/25/4173767** dated 22nd May, 2025.

Authority is hereby granted for you to conduct your research on **“Examining the role of school management practices on the academic performance of private secondary schools: in Isinya Sub County, Kajiado County” Kenya** for the period ending: 22nd May, 2026.

On completion of the research, kindly share major highlights of the findings (thesis) with the County Director of Education's office.




**CAROLINE MAKAU
FOR: COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY**

CC: SUB COUNTY DIRECTOR OF EDUCATION-ISINYA