

Assesment on the Impact of School Resources on Principals' Administrative Duties in Selected Public Secondary Day Schools in Maara Sub-County, Kenya

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ABSTRACT

The administration and management of principals imply the arrangement of human and material resources available in education and their methodical use for the fulfilment of educational goals. The following objectives guided this study: the influence of finances on principals' administrative duties in public day secondary schools, the influence of human resources on principals' administrative duties in public day secondary schools, and the influence of the community surrounding the school on principals' administrative duties in public day secondary schools in Maara Sub-County. The descriptive survey design was employed in this study to characterize the behaviour of all independent and dependent variables in order to establish a relationship between them. The current research was conducted in Tharaka Nithi County, specifically in the Maara sub-county. The current study's target group will include parents, class lead instructors, a Quality Assurance Officer, and school principals affiliated with public day secondary schools in Maara Sub-County, Tharaka Nithi County, totaling 162. The sampling frame included 125 people chosen from a pool of 162 people living in Maara Sub-County in 2020. A questionnaire, an interview guide, an observation checklist, and a document analysis guide were used to collect data. The data collected was examined using descriptive statistics. Descriptive statistics make use of central tendency behaviour to assess data. The study found that respondents (mean 4.00) agree that ICT infrastructure improves engagement of teachers and learners in modern forms of knowledge acquisition; textbooks and note books lead to excellence in academic outcomes; and teaching aids, primarily audio-visual, increase learners' resilience to life. The study found that school building design improves teacher retention, which improves academic success; laboratories promote practical work, which improves academic achievement; and conducive classrooms improve teachers' and students' attitudes, which improves academic accomplishment. The study found that teachers' professional discharge of duties improves educational quality and thus academic achievement; school administrators who can organize the process of teaching and learning to promote the school mission improve academic achievement; and teachers' experience, knowledge, and teaching skills improve their effectiveness and thus academic achievement. The study found out that, number of students admitted in secondary schools over the last five years (2018-2022) has increased, however, there has been a decrease in KCPE men grade over the last five years. This might be as a result 100% transition from primary school to secondary school. The research also found that instructional resources, physical facilities, and human resources all had an impact on a student's academic progress in public secondary schools.

INTRODUCTION

Management is a distinct process consisting of activities of planning, organizing, actuating, and controlling performed to determine and accomplish stated objectives with the use of human beings and other resources (Mutegi, 2008; George et al., 2013). Different organizations assign people to certain duties in order to create

harmony among all of the units. If the goals are established over time with relevance, they become successful and understandable. Efficiency and interpersonal relationships are two critical components of how a school runs. These consist of performance satisfaction, individual motivation, such as good pay, fringe benefits, in-service training, and other associated allowances. Maximization of profits or the satisfaction of performance can thus be explained as efficiency (Ogol and Thinguri, 2017). This can be attained through supervision. This is intervention to ascertain, maintain and improve the quality of work. It is a crucial element in the administrative set up (Onyango, 2020).

For all parties involved in education, including the government, parents, teachers, and even students themselves, access to secondary education has become increasingly important (World Bank, 2013). Access to secondary education has continued to gain more significance to all stakeholders in education including the government, parents, teachers and even learners themselves (World Bank, 2013). This is due to the fact that secondary school determines selection and admittance to institutions of higher education and literary study, as well as being used as a gauge of social position. Due to high demand for secondary education, the government through the Ministry of Education (MoE) and Constituency Development Fund (CDF) has set up numerous secondary schools to cater for the large numbers of primary school leavers (Saavedra, 2012).

In order to improve school performance and foster student learning, leadership is typically recognized as the most important aspect (Ndana, 2010). The principal is essential in fostering an effective learning environment at the secondary level, where there is growing pressure for greater standards (Odali, 2012). One of the most crucial factors in determining whether an educational institution is successful or not, according to (Wekesa, 2013). But as far as school structure is concern, there isn't much theoretical and practical literature about school structures, pupils, and parents in other nations, such as Saudi Arabia. The Saudi Ministry of Education's under-emphasis of the principal or headteacher's function and the Saudi educational context's failure to sufficiently focus on head teacher preparation may be the cause of this. A flat managerial structure and a centralized educational system are only a couple of the characteristics that (Shava and Tlou, 2018). As a result, rather than serving as the formal leader of the school, the principal may serve more as an operational manager. This affects how they approach the difficulties they have in performing their administrative duties.

Educational administrators encounter a variety of difficulties as they manage schools on a daily basis. These difficulties determine the caliber and efficacy of the school's management and administration. According to Kharmes (2013), the biggest issue facing secondary school administration, is the lack of proper educational facilities and access to education. African new principals encounter a number of difficulties as they frequently work in underwhelming facilities with undertrained staff Ministry of Education. (2019). Secondary school principals are chosen based more on their track record as teachers than their ability as leaders, and formal leadership training is unusual. According to a study conducted in six Sub-Saharan African nations-Ghana, Guinea, Ethiopia, Tanzania, Uganda, and Madagascar-new principals face serious challenges with students who are unable to pay fees because parents are reluctant to do so, a shortage of teachers, and insufficient teaching and learning resources. According to Diète (2012), some of the significant issues impacting administration of secondary schools include a lack of proper money, physical facilities, and human resources, among other difficulties. Diète's study focused on reforming schools with an emphasis on modelling in Botswana.

RESEARCH METHODOLOGY

2.1 Location of the study

The current study was based in Tharaka Nithi County, Maara sub-county. Tharaka Nithi, is among the 47 counties in Kenya. Purposefully sampling was done, considering that study scientific assessments carried

out by Uwezo (2023) revealed that only 24.83 % of principals of public day secondary schools in Tharaka Nithi County achieved standard set goal of their administrative duties, which are less than the national standard of 27.2 %. As a result, the researcher tried to investigate the aspects that contributed to those low principals' accomplishments in administrative duties. As a result, it was examining the factors impacting principals' administrative duties at public day secondary schools in Maara Sub-County, Tharaka Nithi County, Kenya.

2.2 Research design

A research design is the structure, method, outline, or plan utilized to provide answers to research questions (Orodho, 2013). In order to answer the research questions, the current study used a descriptive research design. The descriptive survey design was used in this study because it describes the behavior of all the independent and dependent variables in order to establish a relationship between them, whether they influence each other, and it determines and effectively reports the way things are or situations (Mugenda, 2013). As a result, the descriptive research design was concerned with determining whether there is any relationship between variables, where they can affect one another in any way, and providing a description of them, in public day secondary schools in Maara Sub-County, Tharaka Nithi County, Kenya.

2.3 Target population

Mugenda, (2013) define target population as a group of activities, people, or objects to whom the researcher want to generalize the findings of the study. The target population for the present study comprised; parents, class led teachers, Quality Assurance Officer, and school principals, associated with public day secondary schools in Maara Sub-County, Tharaka Nithi County, which equate to the total target population of 162, as indicated in table 3.1.

Table 1: Target population

Category	Population
School principals	22
Parents	109
Class led teachers	30
Quality Assurance Officer	1
Total	162

Source: Researcher (2021)

2.4 Sampling frame

The sampling frame included 125 people chosen from a pool of 162 people living in Maara Sub-County in 2020. The decision was made because it is unlikely that Maara Sub-County public day secondary schools have kept track of the elements impacting principals' administrative obligations. This study adopted the simplified formula by Yamane (1967) in sample size calculation to provide the number of respondents needed using the equation:

$$n = N / 1 + N(e)^2$$

Where:

n = Sample size

$N = n = \text{Population size} = \text{Constant}$

$e = \text{precision level}$

$1 = \text{Constant}$

The formula above assumes the degree of variability to be 0.5, of the precision level or 5% with the confidence level of 95%.

$$n = 162 / 1 + 162(0.05)^2$$

$$= 162 / \{1 + 162(0.0025)\}$$

$$= 162 / \{1 + 0.405\}$$

$$= 162 / 1.405$$

$$= 115.3 \sim 115$$

$n = 115$ respondents

Kothari (2008) argued that a 10 unit sample is added to gather for non-response. Therefore, the current study will have the sample size of 125 (115+10) respondents, as illustrated in table 3.2 below.

Table 2: Sample size

Members	Population	Sample
School principals	22	11
Parents	108	89
Class led teachers	30	24
Quality Assurance officer	1	1
Total	162	125

Source: Researcher, 2021

2.5 Sampling techniques and sample size.

2.5.1 Sampling techniques

The cluster, purposeful, and random sampling techniques were used in this investigation.

Cluster sampling was used to choose schools from three geographical areas in Maara Sub-County.

Because purposeful sampling will include all school principals, it will be utilized to choose school principals and Quality Assurance officers. School parents and class-led teachers from the sampled school will be chosen at random, giving each of them an equal chance of being chosen.

2.5.2 Sample size

A sample is a subset of the target population that is smaller for simple access and presentation of the full population, allowing anybody to create an exact image of the entire population in the area of specific

interest of the study (Mavrenko, 2016). As a result, advised the researcher to select 50% of the 22 school principals, parents, 81.4% of 70 and class led teachers. 81.4% of the 30 class-led teachers.

2.6 Research instruments

Data was gathered using a questionnaire, interview guide, observation checklist, and document analysis guide. To gather quantitative data, a questionnaire with closed and open questions was employed. To collect data from a conversation, an interview guide comprised of open-ended questions was employed. A schedule consisting of learning materials and equipment was employed to collect data on the presence or absence of the same. The document analysis schedule gave data on aspects relating to government invitation letters or message for training and communication.

2.7 Pilot study

A pilot study assists re-search in determining whether there is any ambiguity or weakness with the questionnaire so that necessary changes may be made to the questionnaire prior to the start of the major research (Graham & Bennett, 2001). As a result, the research instruments were tested in the neighbouring Meru County on 6 schools with similar characteristics and were not included in the main study

2.8 Validity and reliability of the instrument

2.8.1 Validity of the research instrument

The researcher validated the tools by, first, previewing their contents, second, reading related information from other researchers, third, requiring industry experts in research and education to go through the tools for content coverage and also facing of appropriateness, and finally, through pilot tests to evaluate phraseology, for articles knowledge of the concerns, and time it will take a person to answer to the issue items. The information gathered will aid the researcher in determining if it is worthwhile to administer study equipment to a specific group (Yunus & Weber, 2017).

2.8.2 Reliability of the research instrument

The consistency of data collected and evaluated findings is defined as reliability. If the analysis is conducted on a regular basis and the results stay consistent, the research instrument is dependable (Gall, Borg, & Gall, 2018). If the Cronbach's Alpha reliability value is more than 0.75, the questionnaire's reliability will be determined. This would indicate that the instrument is adequate for collecting data for the upcoming study.

2.8.3 Data collection procedures

Data was collected by using self-administered questionnaires to the respondents by the researcher, and the respondents fill them in the presence of the researcher. The collected questionnaires was read out to the respondents to make certain the accuracy of the data they gave. This help to stop the probable of losing or omission of data. After gathering the questionnaires, the researcher will ensure that all of the questionnaires of the respondents are counter checked to ensure that respondent will be likely be left out to answer the about the factors influencing principals' administrative duties, in public day secondary schools in Maara Sub-County, Tharaka Nithi County, Kenya.

2.9 Data analysis

The data acquired from the field was analyzed quantitatively and qualitatively in this study. These data analysis procedures will necessitate several stages, including data cleaning and explanation. Data cleaning entails tabulating and editing data to illustrate whether there are any abnormalities in the responses of data

collected and providing particular numerical values to respondents for further review, as well as editing completed questionnaires for consistency (Billett, 2014). Tables and figures were used data was analyzed by utilizing descriptive statistics. Descriptive statistics includes the use of the actions of central tendency to analyze the data collected. Descriptive statistical tools help in describing the data and find out the respondents' level of agreement with the different statements under each aspect. Furthermore, multiple regression analysis was utilized to determine the relationship between the administrative duties of the principal and characteristics such as human resources, the community surrounding the school, and finances. Regressions are commonly used to examine relationship variables (Bahizi, 2015).

The regression design is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:

Y = principals' administrative duties

α = Constant term

$\beta_1, \beta_2, \beta_3,$ = Coefficients of determination of the independent variables

X_1 = finances

X_2 = human resources

X_3 = community around the school

ϵ = Error term

RESULT AND DISCUSSION

Results

This section describes the study's findings and results. The research objectives were to investigate the impact of instructional resources on students' academic achievement in public secondary schools: a case study of Maara Sub-County, Kenya, to assess the impact of physical facilities on students' academic achievement in public secondary schools: a case study of Maara Sub-County, Kenya, and to evaluate the impact of human resources on students' academic achievement in public secondary schools: a case study of Maara Sub-County, Kenya.

3.1. Questionnaire response rate

Table 1: Questionnaire response rate

Employees	sample size	response Rate
Head-teachers	19	19
Teachers	195	181
Total	214	200

Source: Data Analysis, 2023

The results in table 2 show that there was a questionnaire return rate of 200(93%) including 19 head teachers and 181 teachers.

3.2 Demographic and General Information

Table 2: Gender of the respondent

Gender	Frequency	Percent
Male	112	56
Female	88	44
Total	200	100.0

Source: Data Analysis, 2023

The result in table 3 show that 112(56%) of the respondents were male while 88(44%) were female.

Table 3: Age of respondent

Age (years)	Frequency	Percent
18-24	44	22
25-34	84	42
Above 48	72	36
Total	200	100

Source: Data Analysis, 2023

Table 4 results shows that 84(42%) of respondents were between the ages of 25 and 34, 72(36%) were over the age of 48, and 44(22%) were between the ages of 18 and 24

Table 4: Experience of working

Working years	Frequency	Percent
1-2	4	2
3-5	44	22
Above 5	152	76
Total	200	100

Source: Data Analysis, 2023

Table 5 results shows that 152 (76%) of respondents had more than 5 years of work experience, 44 (22%) had between 3-5 years, and just 4 (2%) had between 1-2 years.

Table 5: Qualifications of respondent.

Working years	Frequency	Percent
PhD	2	1
Masters	32	16
Bachelors	134	67

Diploma	32	16
Total	200	100

Source: Data Analysis, 2023

According to the statistics in table 6, 134 (67%) of the respondents had a Bachelor’s degree, 32 (16%) had a diploma, 32 (16%) had a master’s degree, and only 2 (1%) had a PhD.

3.3 Research findings

3.3.1 Objective one: Instructional resources and academic achievement Table 6: Instructional resources and academic achievement

Statements	Mean	Std. deviation
ICT infrastructure improve engagement of teachers and learners in modern forms of knowledge acquisition	4.111	.352
Textbooks and notes books makes students’ to excellence in academic outcomes	4.232	.456
Teaching aids mostly audio-visual enhances resilience of learners to life	4.000	.335

Source: Data Analysis, 2023

Key: 1=strongly Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5= Strongly Agree

Table 7 shows that respondents (mean 4.00) agree that ICT infrastructure improves engagement of teachers and learners in modern forms of knowledge acquisition; textbooks and note books lead to excellence in academic outcomes; and teaching aids, mostly audio-visual, increase learners’ resilience to life.

3.3.2. Objective two: Physical Facilities and Academic Achievement

Table 7: Physical Facilities and Academic Achievement

Statements	Mean	Std. deviation
School building design enhances teachers retention, hence improved academic achievement	4.003	.142
Laboratories promotes practical work, hence enhanced academic achievement	4.142	.234
Conducive classrooms promotes teachers and students’ attitudes, hence academic achievement	4.432	.249

Source: Data Analysis, 2023

Key: 1=strongly Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5= Strongly Agree

The results in table 8 show the respondent agree (mean 4.000) that school building design enhances teachers retention, hence improved academic achievement; laboratories promotes practical work, hence enhanced academic achievement and that conducive classrooms promotes teachers and students’ attitudes, hence academic achievement

3.3.3. Objective Three: Human Resources and Academic Achievement

Table 8: Human Resources and Academic Achievement

Statements	Mean	Std. deviation
Teachers’ professional discharge of duties increases quality of education hence academic achievement	4.256	.234
School administrators that can organize the process of teaching and learning to promote the school mission, enhance academic achievement	4.427	.396
Teachers experience, knowledge and teaching skills enhances their effectiveness, hence improved academic achievement	4.409	.309

Source: Data Analysis, 2023

Key: 1=strongly Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5= Strongly Agree

Table 9 shows that respondents agree (mean 4.000) that teachers’ professional discharge of duties improves educational quality and thus academic achievement; school administrators who can organize the process of teaching and learning to promote the school mission improve academic achievement; and teachers’ experience, knowledge, and teaching skills improve their effectiveness and thus academic achievement.

3.3.4.: Academic Achievement

Table 9: Academic Achievement

Statements	Mean	Std. deviation
The number of students’ joining secondary schools has declined in the past five years (2018-2022)	4.104	.453
There has been decrease in KCPE mean grade in the past five years (2018-2022)	4.29	.967
There has been deterioration in school ranking in the past five years (2018-2022)	4.321	.098
There has been decline in subject mean score in the past five years (2018-2022)	4.321	.685

Source: Data Analysis, 2023

Key: 1=strongly Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5= Strongly Agree

Table 10 shows that respondents agree (mean 4.000) that the number of students enrolling in secondary schools has decreased in the last five years (2018-2022); there has been a decrease in KCPE mean grade in the last five years (2018-2022); there has been a deterioration in school ranking in the last five years (2018-2022); and there has been a decline in subject mean score in the last five years (2018-2022).

DISCUSSIONS

- **Instructional resources on students’ academic achievement in public secondary schools**

The study found that respondents (mean 4.00) agree that ICT infrastructure improves teachers’ and students’

engagement in modern forms of knowledge acquisition; textbooks and note books lead to excellence in academic outcomes; and teaching aids, mostly audiovisual, increase learners' resilience to life. These findings corroborate the conclusions and arguments of numerous researchers. Onche, (2014), discovered that textbooks may affect achievement by substituting for additional post-secondary Mathematics education of teachers and by delivering a more comprehensive curriculum in their longitudinal data from a national sample of eight grade Mathematics classrooms in Thailand. Altbach (2007) previously stated in his own contribution that "nothing has ever replaced the printed word as the key element in the educational process, and as a result, textbooks are central to schooling at all levels." Fuller (2005) discovered that students who had used more than two textbooks were nearly three times as likely to pass the 67 percent graduating examination as students who had no textbooks in school (only 24 percent graduating).

Griffith, (2014), claimed in his article on teachers' reliance on textbooks that individuals attempting to increase educational quality assumed that improvements in instructional materials would necessarily lead to changes in actual teaching. For many teachers, textbooks can be a good and useful resource without usurping the teacher's position. While the selection of a textbook has been shown to be critical to academic accomplishment, it is unfortunate that suitable textbooks are not available for teaching and learning activities (Sunda, et al., 2018). Oni (2012) found a substantial association between suggested textbooks and academic success in introductory technology, Business Studies, and Home Management in his study on resources and resource utilization as indicators of academic accomplishment. Good, (2009) stated that school libraries may not be useful if the books in them are not adequate and up-to-date, as their impact may only be meaningful if the library is open to students at all times during the school day. Cooper (2013) discovered that a well-equipped library corresponds with academic accomplishment, and such schools typically retain good academic performance. In another study on enhancing school quality in disadvantaged nations, demonstrated that the quantity of books kept in the library for reading is associated to performance. According to Ratemo (2022), schools cannot ignore technology in curriculum implementation because modern educational approaches require teachers to use information and communication technologies (ICTs) to increase efficiency. Marshall (2004) defines curriculum design and delivery in preschools and schools as "the selection of teaching and learning materials."

• **Physical facilities on students' academic achievement in public secondary schools**

The study discovered that school building design improves teacher retention, which leads to increased academic success; laboratories stimulate practical work, which leads to improved academic achievement; and conducive classrooms promote teachers' and students' attitudes, which leads to improved academic accomplishment. These findings are consistent with the findings of numerous researchers. Many research findings have demonstrated that the provision of physical infrastructure, particularly the school building, is critical to the success of any educational endeavor (Owoeye and Yara, 2022). Yara and Otieno (2010) discovered that classroom/laboratory and textbooks/student-ratio could be utilized to predict academic success in mathematics in secondary schools in Kenya's Bondo Sub-County. The quality of school infrastructure has a substantial impact on school attendance and dropout rates.

Students are less likely to attend schools that require structural repairs, temporary constructions, or have understaffed cleaning services (Branham, 2004). In standard buildings, the percentage of pupils passing SOLs was 2.2-3.9% higher in English, mathematics, and science than in substandard buildings (Bullock, 2018). According to Buckley, Schneider, and Shang (2005), "A" condition buildings have around 5% more teachers than "F" condition buildings. rating of facility condition Teacher Retention in the Coming School Year K-12 Teachers in the DC Public Schools (n=835).

According to Blincoe, (2008) there is a 4-9% difference in graduation rates between students in the worst/best condition schools, a 5-9% difference between students in the oldest/newest schools, and a 4% difference in graduation rates between students in the worst/best condition schools and students in the

oldest/newest schools. Approximately one-third of schools reported at least one factor interfering with their capacity to give instruction to a substantial amount (32 percent for permanent facilities and 35 percent for portable buildings). Students at schools with inadequate facilities attended fewer days on average and so scored lower on ELA and Math standardized assessments. According to Earthman and Lemasters, (2009), instructors at schools in excellent conditions are much more likely to have positive opinions about their classrooms than teachers in substandard buildings (across a wide variety of metrics, although short sample limits causal inferences). Hughes, (2006) discovered numerous favourable relationships between building design characteristics and student accomplishment.

Based on multilevel logistic and linear regressions, Kumar, O'Malley, and Johnston (2008) found that students are sensitive to school ambience and that the association of various aspects of the school's physical environment with students' problem behaviours is positive for all students' and greater for 10th- and 12th-grade students'. According to Schneider, M. (2003), inadequate facilities harm teachers' health and productivity (attendance) and make teacher retention difficult (particularly in schools with a condition grade of "C" or lower). On the academic front, moving from the best to the worst facilities reduces student test performance by 3% (in DC, this is for both math and reading, while in Chicago, it is for the percentage of kids achieving at or above grade level).

In addition to socioeconomic factors, the state of school facilities has a demonstrable impact on student achievement and teacher experience/turnover. Most notably, for every 10% decrease in the percentage of portable facilities/student, test results climbed by 11 points, but for every 10% rise in deferred maintenance, test scores decreased by 0.61 points (Sheets, 2019). According to Stevenson, (2011), there is a substantial association between building condition and test scores. Furthermore, at least 75% of principals reported that the school facility's adequacy influenced teacher attitudes, teacher recruitment and retention, student behaviour, and parent and community attitudes and support. Tanner (2009) discovered significant connections between high scores on all three design aspects and test score results. According to Yadar (2018), no course in science and mathematics can be deemed comprehensive unless it includes some practical activity. Individuals should perform the practical work in science laboratories or in classrooms. Practical work is even more vital at the school level since we learn by doing. Thus, scientific processes and applications become more meaningful. It is a well-known fact that an object handled leaves a stronger impression on the mind than an object seen from a distance or in an illustration. As a result, practical activity is an integral component of any science and mathematics course (UNESCO, 2018).

Different literatures have found a link between student achievement and school building conditions (Filardo, 2008; Hunter, 2006; Schneider, 2013). Students in classrooms with large windows, natural illumination, and well-designed skylights outperformed their counterparts in schools without these elements, according to Hale (2016). Hunter discovered that the environmental conditions at schools, which included an inoperative heating system, inadequate ventilation, and bad lighting, had an impact on kids' and staff morale. Olson and Kellum (2015) discovered that sustainable schools, as well as adequate lighting, site planning, indoor air quality, acoustics, healthy building materials, and the utilization of renewable energy, improved student achievement. Bullock (2018) discovered that kids fared better in new or recently renovated schools than in older schools. Student achievement was favourably connected to the overall building condition, the building's age, and the windows in the instructional sections (Bullock, 2018).

- **To assess the influence of human resources on students' academic achievement in public secondary schools: a case of Maara Sub-County, Kenya.**

The study found that teachers' professional discharge of duties improves educational quality and thus academic achievement; school administrators who can organize the process of teaching and learning to promote the school mission improve academic achievement; and teachers' experience, knowledge, and teaching skills improve their effectiveness and thus academic achievement. These findings are consistent

with numerous educationalist viewpoints and research findings. Teachers are known to have a significant influence on students' academic achievement, and they also play an important role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with students. (Afe, 2011). Teachers are responsible for both teaching and learning, which is why an effective teacher has been defined as one who achieves desired results while doing his or her duties as a teacher (Uchefuna 2017).

The quality of education and student success are dependent on teachers and how they carry out their responsibilities. Over time, students' academic success in both internal and external tests has been used to assess the efficacy of teachers and teaching (Ajao, 2016). Schools require skilled leaders to organize the process of teaching and learning to ensure that the school's mission is met (Lydia and Nasongo, 2019). The primary responsibility of the instructional leader is to assure the attainment of the defined mission by providing a positive school environment (Lezotte, 2011). Musungu and Nasongo (2018) discovered that secondary school head teachers supervised teachers' work by inspecting records such as schemes of work, lesson books, records of work covered, class attendance records, and clock in/clock out books in a Kenyan study on the instructional leadership role of secondary school head teachers. This study discovered that the frequency with which head instructors received internal supervision linked to improved performance. Several Kenyan research have yielded similar results, revealing that poor performance in secondary school tests is a result of bad administration and leadership practices (Githua & Nyabwa, 2018). Several studies have examined the impact of teachers' teaching effectiveness on students' learning outcomes as evaluated by academic performance (Adediwura and Tayo 2018; Adu and Olatundun 2018). According to the findings of the preceding studies, good instruction is a strong predictor of students' academic progress.

As a result, successful teachers should generate kids who perform better academically. Jacob and Lefgren (2015) discovered a link between a principal's appraisal of a teacher's effectiveness in boosting students' achievement and that teacher's success in doing so as evaluated by the value-added approach. According to the findings of the preceding study, administrator ratings could be part of a comprehensive assessment system used to assess teachers' effectiveness in secondary schools. Bangbade (2014) discovered that teachers' characteristics had a substantial association with students' academic achievement. Such characteristics include teachers' topic expertise, communication competence, emotional stability, strong interpersonal relationships, and interest in the profession. According to Rena (2014), one of the criteria for pupils to perform well in any examination is that their teachers know them and have a thorough understanding of their physical, intellectual, and psychological preparation. Prozesky, (2014) discovered that professional development has a favourable effect on student achievement. According to research on the impact of teacher experience on student learning, there is a positive association between teachers' efficacy and their years of experience.

The study found that teachers' professional discharge of duties improves educational quality and thus academic achievement; school administrators who can organize the process of teaching and learning to promote the school mission improve academic achievement; and teachers' experience, knowledge, and teaching skills improve their effectiveness and thus academic achievement. These findings are consistent with numerous educationalist viewpoints and research findings. Teachers are known to have a significant influence on students' academic achievement, and they also play an important role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with students. Teachers are responsible for both teaching and learning, which is why an effective teacher has been defined as one who achieves desired results while doing his or her duties as a teacher (Uchefuna 2016).

As a result, successful teachers should generate kids who perform better academically. Jacob and Lefgren (2016) discovered a link between a principal's appraisal of a teacher's effectiveness in boosting students'

achievement and that teacher's success in doing so as evaluated by the value-added approach. According to the findings of the preceding study, administrator ratings could be part of a comprehensive assessment system used to assess teachers' effectiveness in secondary schools. This shows that teachers' characteristics had a substantial association with students' academic achievement. According to Bangbade (2014), such characteristics include teachers' topic expertise, communication competence, emotional stability, strong interpersonal relationships, and interest in the profession. One of the criteria for pupils to perform well in any examination is that their teachers know them and have a thorough understanding of their physical, intellectual, and psychological preparation. Wenglinsky (2010) discovered that professional development has a favourable effect on student achievement. According to research on the impact of teacher experience on student learning, there is a positive association between teachers' efficacy and their years of experience.

CONCLUSION

Based on the findings, the study concludes that principals' human resource management practices affect students' academic performance. Therefore, school principals who employ effective human resource management practices engender good academic performance in their schools. Human resource management practices that motivate the school staff to work also promote academic performance of the learners. Additionally, the research study found that the number of students enrolling in secondary schools has decreased over the last five years (2018- 2022); there has been a decrease in KCPE mean grade over the last five years (2018-2022); there has been a decrease in school ranking over the last five years (2018-2022); and there has been a decrease in subject mean score over the last five years (2018-2022). The study also found that instructional resources, physical facilities, and human resources all have an impact on a student's academic performance in public secondary schools.

For effective learning and higher academic performance, the government should ensure that suitable instructional resources are available in all schools. The government and school administration should guarantee that there are sufficient physical facilities in schools, such as laboratories, class rooms, dormitories, libraries, playing fields, and dining halls, to allow for effective learning and enhanced academic achievement of students. The school administration should ensure that human resources are managed effectively and efficiently in order to boost student academic performance. Based on the conclusions of the study, it is recommended that school principals should employ effective human resource management practices such as competitive recruitment, professional development of staff, rewarding and staff welfare programmes.

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