



**SCHOOL ADMINISTRATION AND STUDENT'S KCSE PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
KAMUKUNJI SUB-COUNTY, NAIROBI COUNTY, KENYA**

Osiri, F. K., Sr. Piliyesi, E., & Ateka, F.

**SCHOOL ADMINISTRATION AND STUDENT'S KCSE PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
KAMUKUNJI SUB-COUNTY, NAIROBI COUNTY, KENYA**

**Osiri, F. K.,<sup>1\*</sup> Sr. Piliyysi, E.,<sup>2</sup> & Ateka, F.<sup>3</sup>**

<sup>1\*</sup>Master Candidate, Faculty of Education, Catholic University of Eastern Africa [CUEA], Kenya

<sup>2</sup>Ph.D, Lecturer, Catholic University of Eastern Africa [CUEA], Kenya

<sup>3</sup>Lecturer, Catholic University of Eastern Africa [CUEA], Kenya

**Accepted: August 30, 2019**

**ABSTRACT**

*The purpose of this study was to assess the influence of school administration on students' performance in KCSE in public secondary schools Kamukunji Sub-County. The research was based on Ludwig Von Bertalanffy's system theory of organizations. The target population was all the six public secondary schools, all the six principals, all the ninety teachers and four hundred and twenty form three and three hundred form four students from public secondary schools in Kamukunji sub-county. The study employed convergent parallel mixed research design where both descriptive survey and phenomenology design research designs were used. Simple random sampling was used in this research to sample the learners and purposive sampling was used to sample the principals and teachers. Questionnaires were used to gather student and teacher information while interview guides were used to gather principals' information. Pilot testing was conducted to evaluate the validity and reliability of research instruments. Reliability was determined using the Alpha Coefficient technique of Cronbach. Qualitative data generated in the study was organized into themes and patterns, grouped through content analysis and then narrated. Findings established that: the school principal role of instruction supervision influenced academic performance of students. The roles were; checking professional documents like schemes of work , records of work, lessons plan and attendance register; classroom observation which involved observing teaching and learning activities, checking students' notebooks and visiting students in classrooms monthly. The study recommended that Teachers Service Commission should appoint head teachers who are experienced in instruction supervision. This would ensure adequate planning, organization and execution of obligations. It also ensured that the schools have measures to observe progress in terms of work plans and the schemes of work.*

**Key words:** *Academic Performance; Instructional supervision; Physical facilities; Principal; School administration; Teaching and learning materials.*

**CITATION:** Osiri, F. K., Sr. Piliyysi, E., & Ateka, F. (2019). School administration and student's KCSE performance in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya. The Strategic Journal of Business & Change Management, 6 (3), 636 – 647.

## INTRODUCTION

Governments in all countries of the world strive to provide education to their citizens with the understanding that it is essential, not only for economic growth but also for social stability. Education is expected to produce graduates who are able to thrive in a fast challenging world, meet challenges and solve problems; be entrepreneurial and create jobs, critical and active citizens (Research on Poverty Alleviation, 2008). However, achievement in students' academic performance in public secondary schools cannot be achieved if school administration is not fully committed to play their roles effectively. West & Jackson (2002) contend that school management has become more complicated worldwide since curriculum requirements, public expectations and demand for higher school efficiency have increased. As a consequence, head teachers were unable to provide efficient leadership that had an impact on the performance of students.

United Nations Children Fund (2012) states that, under poor leadership and administration, learners perform poorly in national examinations and leave school ill prepared, lacking necessary skills to thrive in difficult social and economic environment and the capacity to contribute effectively to the society transformation. Such situation is alarming, bearing in mind that these schools were established to serve the social needs.

A study by Williams (2010) in America on teacher's perception of principal's leadership explained that the head teacher is significant to the academic growth and performance of the pupils because he/she is usually the major source and the driving force that uphold the welfare of the organization. Brookover (2009) in Michigan discovered that successful school administrators commonly visited the classroom, provided the employees with innovative programs and strategies to discuss books on the efficacy of the school. They met with small groups of teachers to discuss the achievement of

their students and organized the training program for efficiency of teachers.

Studies have shown that Head teachers in Africa are barely ready for their duties of management for instance the Federal Republic of Nigeria (2013) recognized curriculum and instruction management, the oversight of classroom instruction, the monitoring and evaluation of advancement and accomplishment of learners, the promotion and enhancement of the learning setting, the establishment and support of ongoing staff development and the provision of teaching and learning educational equipment as main supervisory tasks of schools. A study in Cameroon revealed that primary school head teachers, especially those in rural schools, are left unsupported once they are offered a headship appointment (Bush and Oduro, 2015). Lack of assistance from education supporting important stakeholders impacts the management efficiency provided by the head teachers, thus negatively impacting the output of the students. For example, without training, managers can only acquire leadership skills by observing serving managers or by delaying managers' ability to deliver good results from their personal experience.

In Kenya, principals are leaders and managers of all that take place in school. They are charged with ensuring that proper educational strategies are made domicile for suitable learning to take place in schools. The starring role of principals in Kenya is to uphold academic excellence of their students by focusing on teaching and learning in terms of measurable students' performance. Principals should coordinate and direct all the learning in schools and ensure that students achieve their academic goal at the completion of the set time (Ronoh and Tanui, 2016).

Study by Githua & Nyabwa (2008) in Nakuru County showed that there are deficiencies in the process of instructional supervision by principals which result to poor performance by students. These deficiencies include poor supervision techniques which lead to

poor interaction between principal and teachers, failure of principals to carry out proper class visitation and observation which improves teaching methodologies and class learning climate, and poor provision of learning aids to improve student learning. These circumstances limit the school administration effectiveness in execution of their roles. Without adequate and competent teaching staff, infrastructure, teaching/learning materials, even the most ardent supervision may not achieve much. Without proper administration, which motivates others to accomplish their tasks effectively, high achievement in students' academic performance cannot be realized in public secondary schools, even if an institution would have all the financial resources to excel. Therefore, a school administrator can influence students' performance positively or negatively. Academic performance in the five-year Kenya Certificate of Secondary Education exams in government secondary schools in Kamukunji sub-county had been declining. Therefore, this research sought to find out the reasons for declining performance specifically in relation to the variables of school administration affecting performance in KCSE in Kamukunji sub-county government secondary schools.

### **Problem Statement**

In Kenya as in different countries in Africa, examination achievement was used as the ground for assessing the ability of a student as well as a means of choice for development of education and job opportunities. Differences in the results of exams by learners at distinct stages of the education had been noted over the years, with some students performing well and others performing poorly. In Kenya, KCSE performance is the key to higher learning institutions that ultimately secure jobs and thus benefit from education. Over the years, continuous discrepancies in academic performance in the Kamukunji sub-county have created great concern for learners, educators and other educational stakeholders.

Furthermore, secondary schools in Kamukunji sub-county had different levels of performance, ranging from high to low performance.

There are various studies carried out on relationship between school administration and performance of the students; Leithwood & Riehl (2013) revealed that head teachers are significant in the delivery of quality; Williams (2010) explained that the head teacher is significant to the academic growth and performance of the students; Bush & Oduro (2015) revealed that primary school head teachers, especially those in rural schools, are left unsupported once they are offered a headship appointment and Mwatsuma (2012) found out that the effectiveness of staff monitoring by the head teacher was significantly correlated to the schools mean score. The studies showed that there is a relationship between school administration and students performance. However there was no study carried out in Kamukunji sub-county on influence of school administration on performance in public secondary schools which created a study gap which this study aimed at filling. Low levels of performance had been reported in Kamukunji sub-county government secondary schools over the past 5 years and this prompted the researcher to find out whether school administration influences performance of public secondary schools in Kamukunji sub-county.

The research objective was to assess the influence of school administration on students' performance in Kenya Certificate of Secondary Education (KCSE) in public secondary schools Kamukunji Sub-County.

### **LITERATURE REVIEW**

Khan (2012) assessed instructional leadership, supervisors and teachers development in Japan. Findings established that supervision improves teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction. Teachers are guided and

affected by monitoring to achieve the required instructional goals and objectives.

Gamage, Adams & McCormack (2013) conducted a study on the role of school leader on student achievement in public secondary schools in Malaysia. The researcher employed descriptive research design. Findings showed that educators in schools with enhanced student performance requested assistance on educational issues more frequently than educators in low-performing schools. Furthermore, the capacity of teachers to exercise educational leadership resulted to educational gains for learners. Lockheed & Verspoor (2011) carried out a study on factors affecting improvement of Primary Education in New York. Findings established that: teaching and learning materials are critical ingredients in learning, and the intended programme cannot be easily implemented without them; No meaningful teaching and learning takes place without adequate resource materials and adequate teaching and learning resources have an impact on academic performance.

Farrant (2010) carried out a study on principles and practice of education in Hong Kong. Findings established that many schools perform poorly because administrators fail to provide adequate support. Findings also established that schools where administrators provide the adequate teaching and learning resources, students in those schools still perform poorly. Parveen & Mohammad (2012) conducted a study to investigate the role of physical facilities in teaching and learning process and to highlight the role and importance of physical facilities in improving teaching learning process in Pukhtunkhwa, Province of Pakistan. The finding of the study was that there was a strong need for creating an excellent and suitable learning environment where all sorts of physical facilities were available both to teachers and taught. Effective teaching learning was not be possible without adequate physical facilities to the students and teachers.

Smith (2011) studied impact of parental involvement on student achievement in Southern California. The major findings were; developing either a district-wide or school-wide parent resource center providing resource information for parents, as well as their children, is essential. The resource center would be the hub of where parents attend workshops, assist with specific teacher projects and have access to technology resources. Training parents on their value at the school was beneficial to the school and to their child's academic achievement. The data showed that parents need specific training on setting academic goals, monitoring success and specific academic skills to assist with their child at home.

Onuma (2016) study in, Abakaliki, Nigeria examined Principals' performance of internal supervision of instructions in public secondary in Ebonyi State. The results showed an important favorable connection in the oversight of the classroom between secondary school principals, monitoring the evaluation / accomplishment of learners, and providing and maintaining educational materials. Most of the supervisory tasks of school principals on staff development have made an important distinction. Findings also established that factors that cause poor academic performance of students in public secondary examination in Nigeria included: the poor location of the school, incessant changes in government policies, home-school distance, high student teacher ratio, lack of supervision, monitoring and evaluation machinery, lack of good textbooks, poor content, and context of instruction, poor, and non-conductive school environment.

Akomolafea & Adesua (2016) examined the relevance of physical facilities in enhancing the level of motivation and the academic performance of senior secondary school students in South West Nigeria. The findings revealed that the availability and effective utilization of school physical facilities play a significant role in enhancing students' academic performance, while inadequacy of such physical

facilities could contribute to poor academic performance in students. If the physical facilities are available, adequate and effectively utilized it could captivate and sustain students' interest to learn and invariably contribute to high level of academic performance of students in public secondary schools.

Sabola (2015) conducted a study to the underlying factors behind the students' poor academic performance in Social and Development Studies (SDS) National Examinations in Malawi. The findings revealed that teachers were not given adequate supervisory and advisory support by heads of departments, head teachers and school inspectors. The study concluded that the introduction of the revised senior secondary school Curriculum was poorly managed such that the schools did not have adequate capacity to successfully implement the teaching of newly introduced subjects like SDS.

Onyeachu (2010) performed a research on factors that affect secondary school students' academic performance in Ghana. The design used in the investigation was ex-post facto study design. Findings established that unavailability of teaching/learning resources in teaching and learning processes may cause meager attention span and poor learning which impede the success of planned aims of a lesson. The researcher also noted that most schools which performed poorly spend less money on the purchase of teaching/learning resources and suggested that head teacher has to bear in mind where to house the educational program, the population to be served by the facility, and ensure that financial resources are readily available for the school expansion.

Mwamwenda & Mwamwenda (2012) carried out a study to establish how the availability of physical facilities affect the pupils' performance in Botswana. Descriptive research design was employed. The study revealed that physical facilities had a direct link to the education quality measured in terms of students' pupils' performance. Rwezaura (2011) carried out a

study on influence of principal instruction supervision on students' performance in Rwanda. Findings also established that enforcement of rules for teachers' attendance was weak where teachers even missed lessons while in school. In addition to weak enforcement of rules, there was also lack of stiff penalties and distraction by their private businesses also contributed to teachers' absenteeism resulting to failure to cover the syllabus in time hence poor students' performance.

Abdi (2017) carried a study to establish the relationship between on institutional supervision and student performance in public secondary schools in Hargeisa city, Somalia. Findings established that student's performance was influenced by extent of using instructional materials which were available and sufficient to the teachers and students. This study established that when instructional materials which are available and sufficient in terms of students' ratio, they have a significant relationship on students' performance. The study showed that in every school, availability and sufficiency of instructional resources influence students' performance. Buregeya (2010) study examined the influence of private secondary school head teachers' general and instructional supervisory practices on teachers' work performance in Uganda. Findings also stated that 64.3% of school head regularly reviewed the pedagogical records of their students and as a teacher supervision exercise, while 57.1% of school head visited their students informally during school training. The also disclosed that the head teachers were unaware of their job description, were not supported in the exercise of teaching oversight, and encountered both conflicting roles and ambiguity in the course of the leadership work.

Kanguo (2011) investigated factors that influence the academic performance of students in the community and government secondary schools in Mbeya municipality, Tanzania. The research finding showed that there were insufficient teaching and learning

materials, methods of teaching and learning were poor, and the equipment available in the schools did not match the number of pupils. This affected students' performance negatively. Komba (2013) studied factors influencing academic performance of ward secondary schools in Moshi District. The study reported that respondents were not satisfied with the general performance of ward secondary schools. Several factors were reported to have significant contribution to students' poor performance that included the unavailability of libraries and laboratories.

Kago (2014) conducted a study on Community involvement in management of public secondary schools in Limuru Division, Kiambu District, Kenya. Based on the results, it was found that in the Kiambu District Division of Limuru, the community was engaged in the leadership of government high schools. In Nyamira North District, Kenya, a study by Mwamba (2013) explored the role of school-based educational performance variables in government secondary schools. Findings disclosed that education quality affected the learning environment. Findings also disclosed that quality education was influenced by educational resources and physical equipment. For instance, in their classrooms, textbooks were insufficient, school stationery was insufficient and in bad condition. Most schools had insufficient chemicals and facilities from the laboratory. The research also found that quality education has been affected by physical equipment. Schools, for example, had insufficient classrooms, insufficient labs and bathrooms. The research further found that quality education is influenced by the use of evaluation materials. For instance, CATs were not frequently administered that could impact quality education while educators were unhappy with additional materials being revised.

Mugambi (2015) carried out a study on influence of principals' leadership practices on KCSE performance of students in Tinderet Sub County, Kenya. Findings

established that the principals visited classrooms, observed teachers as they carried out instruction and frequently checked teachers' records of work. The findings showed that instructional supervision strategies such as teachers' post observation conferences and checking of the lesson plans were the least practised in secondary schools in comparison to classroom visits, checking of schemes of work, record of work covered and observation of the teaching process. Thiruaru (2016) conducted a study on the causes of pupils' poor performance in public primary schools of Imenti North Sub-County. Findings established that inadequate physical facilities such as classrooms, negative attitude of teachers, school punishment, inadequate teaching and learning resources, poor sanitation, contributed to the pupils' poor performance. Musyoka (2013) undertook a research to determine the effect of physical infrastructure on the performance of Kenya Secondary Education Certificate in Mwingi Central District secondary schools by learners. The results of the research were that schools have insufficient physical equipment. Such physical installations include classrooms, labs, libraries, desks and toilets that adversely affect their academic performance.

## **METHODOLOGY**

This study used the convergent parallel mixed method in which descriptive survey design and phenomenology design was used to generate both qualitative and quantitative data at the same time. The study's target population included 6 principals, 90 teachers, 420 form three students and 300 form four students from public secondary schools in Kamukunji sub-county. This study used three sampling techniques namely stratified, simple random sampling and purposive sampling techniques.

The study used questionnaires and interview guide as the tool for data collection. Questionnaires were used to collect data from teachers and students. The researcher used interview guides to collect data from

the principals. A document analysis guide was also used. The document included school performance in the last five years and tools of instructional activities. The researcher employed the Cronbach's Alpha Coefficient method to test reliability of the questionnaires. The researcher also used credibility and dependability to test reliability of the interview guides. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages. Furthermore, qualitative data derived from open ended questions and interview guides were analyzed using content analysis technique. The data was then presented in narratives in form of direct quotes. The respondents were assured of confidentiality of the information to be provided and anonymity of the source of data as the questionnaire did not require disclosure of identity. In reporting the findings, the researcher accurately represented data collected and it was used only for the purposes of this study.

## RESULTS

The study aimed at assessing the school administration's impact on the performance of Kamukunji sub-county government secondary schools. The researcher focused on various roles performed by principals as the main secondary school administrator in order to improve students' performance. The roles included checking of teachers' professional records, classroom observation and organizing academic clinics. The researcher sought to find out the frequency of checking of teachers professional records. Teachers were asked to tick on the scale to show how often the principal checked their profession records. Responses were presented in Table 1.

Key: W (Weekly), F (Fortnightly), M (Monthly), O (Once per term), N (Never)

**Table 1: Teachers Responses on Frequency of Checking Professional Records (n-72)**

Professional records	W		F		M		O		N	
	F	%	F	%	F	%	F	%	F	%
Schemes of work	0	0	0	0	22	30.6	50	69.4	0	0
Records of work	6	8.3	10	14.0	36	50.0	20	27.7	0	0
Lessons plans	12	16.7	18	25.0	33	45.8	9	12.5	0	0
Progress records	3	4.1	20	27.8	37	51.4	7	9.7	5	7.0
Students attendance register	7	9.7	35	48.6	10	14.0	6	8.3	14	19.4

Source: Researcher (2019)

Results in Table 1 showed that majority of the teachers 69.4% said that principals check schemes of work once per term which help to improve on students subjects performance, 50% indicated that records of work were checked monthly and this ensured that students were taught what was planned for each and got enough revision time, 45.8% said that lessons plan were checked monthly which ensured that teachers did not miss lessons hence covering syllabus on time, 51.4% indicated that progress records were checked monthly which helped to track and follow up on students' performance and identify their weak areas and 48.6% of the

respondents indicated that students attendance register was checked by the principal after every two weeks which aided in inspecting students' attendance register hence reducing truancy and consequently improved academic grades.

The findings showed that principals were fulfilling their instruction supervision. The principals should therefore supervise teaching and learning in the school by: Ensuring that early lesson planning is always carried out, ensuring that lessons are structured with an exciting start, revision of prior lessons, voice variants of teachers and overview of



key points, proper use of backups (teaching aids by educators) and excellent relationships between educators, learners, and strict supervision of curriculum by teachers. The finding concurred with Noor (2012) that preparation of professional document influences the quality of education standards. In schools where teachers prepared their documents well without being coerced by the school administration they posted good performance.

The researcher sought to find out the frequency of classrooms observation to assess teachers' behaviors in classroom on content delivery and students' classroom behavior. Responses were presented in Table 2.

Key: W (Weekly), F (Fortnightly), M (Monthly), O (Once per term), N (Never)

**Table 2: Teachers Responses on Frequency of Classroom observation (n-72)**

Classroom observation	W		F		M		O		N	
	F	%	F	%	F	%	F	%	F	%
Observing teaching and learning activities	6	8.3	7	9.7	16	22.2	34	47.2	9	12.5
Checking students' notebook	11	15.2	14	19.4	37	51.4	10	14.0	0	0
Visiting students in classroom	13	18.0	7	9.7	40	55.6	4	5.6	8	11.1

Source: Researcher (2019)

Results in table 2 showed that majority of the teachers 47.2% indicated that principals observed teaching and learning activities once per term which ensured that quality content was delivered to students and syllabus was strictly followed, 51.4% indicated that principals checked pupils' notebooks monthly which helped to ensure that students finished their assigned and teachers mark their books and 55.6% indicated that principals visit students in classrooms monthly to observe the various learning activities in class especially during prep times when teachers were not in class which ensured that students used their free time for revision. This showed that although the principals visited the classrooms, the visits were very rare. This implied that principals in the study area rarely observed classrooms and they rely on class teachers reports

which might not true at times hence they need to personally visit the classrooms to identify some of the classroom activities affecting students' performance. The finding concurred with According to Kimeu (2010) that regular class visits encourages observing of teachers and planning for after observation meetings where matters of supervising are discussed.

The study sought to find out whether principals organize academic clinics where students' performance strengths and weakness are discussed in presence of their parents. Teachers were asked to tick on the scale to show how often the principal were involved in academic clinics. Responses were presented in Table 3.

Key: W (Weekly), F (Fortnightly), M (Monthly), O (Once per term), N (Never)

**Table 3: Teachers Responses on Principals' Involvement in Academic Clinic (n-72)**

Involvement in academic clinic	W		F		M		O		N	
	F	%	F	%	F	%	F	%	F	%
Organizing academic clinics	2	2.8	4	5.6	8	11.1	50	69.4	8	11.1
Discussing students performers with parents and teachers	5	7.0	6	8.3	16	22.2	43	59.7	2	2.8
Guiding and motivating students	8	11.1	12	16.7	35	48.6	15	20.8	2	2.8

Source: Researcher (2019)

Findings in Table 3 showed that majority of the teachers 69.4% indicated that principals organized academic clinics once per term, 59.7% indicated that principals awarded pupils for their performance once per term and 48.6% of the teachers indicated that principals guided and motivated students after every two weeks. This implied that involving parents in academic activities of students helped to improved academic performance. The finding was also in line

with Donkor (2010) study that education is influenced by the parents' level of participation in school activities.

The students were also asked to tick on the scale to show how often the principal practiced his role of instruction supervision. Responses were presented in Table 4. Key: W (Weekly), F (Fortnightly), M (Monthly), O (Once per term), N (Never)

**Table 4: Students Responses on Principals Instructional Supervision (n-105)**

Instruction supervision	W		F		M		O		N	
	F	%	F	%	F	%	F	%	F	%
Visits to classrooms to observe teachers lessons	11	10.4	17	16.2	61	58.1	9	8.5	7	6.7
Monitoring of Students Academic Progress	18	17.1	58	55.2	14	13.3	10	9.5	5	4.7
Checking teachers' schemes of work	7	6.7	21	20.0	62	59.0	15	14.3	0	0
Checks teacher's record of work	12	11.4	16	15.2	55	52.3	22	21.0	0	0
Protecting instructional time by Punctuality	19	18.1	60	57.1	14	13.3	7	6.7	5	4.7

Source: Researcher (2019)

Findings in Table 4 showed that 58.1% indicated that the principals visited the classrooms to observe teachers lessons monthly, 55.2% indicated that principals monitored students' academic progress after two weeks, 59% indicated that principals checked teachers' schemes of work monthly, 52.3% indicated that principals checked teacher's record of work monthly and 57.1% of the students indicated that principals protected instructional time by punctuality fortnightly. The principals supported the findings. This meant that excellent teacher time management would facilitate efficient coverage of the syllabus. This also implied that instruction supervision helped to improve performance since covering the coverage on time gives the students more time to revise in readiness for the exams and it ensures that teachers deliver content to students

which promote comprehension of topic under study. The finding concurred with Yunas (2013) that principal needs to supervise the teaching and learning process to have effective teaching and learning within the school through frequent classroom observations; supervision and involvement of staff in school-based activities.

Availability and the use of teaching and learning resources could contribute to high quality of education and performance of students. To make learning a success, it would require the schools to be equipped with adequate learning and teaching materials. This prompted the researcher to find out from the teachers and students on the availability these resources. Table 5 presented findings from the teachers.

**Table 5: Teachers' Responses on Adequacy of Teaching and Learning Resources (n-72)**

Teaching and learning resources	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Chalk boards	50	69.4	22	30.6	0	0
Reference books for teachers	0	0	44	61.1	28	38.9
Students books	0	0	48	66.7	24	33.3
Number of text books in every subject	0	0	52	72.2	20	27.8

Source: Researcher (2019)

Findings in Table 5 showed that 69.4% of the teachers indicated that chalk boards were adequate, 61.1% indicated that reference books for teachers were inadequate, 66.7% indicated that number of text books in every subject was inadequate and 72.2% of the teachers indicated that the students' books were inadequate. This implied that the school generally lacked adequate teaching and learning resources that would greatly help to improve students' performance. Finding concurred with Lockheed and Verspoor (2011) teaching and learning materials were critical ingredients in learning, and the intended programme cannot be easily implemented without them; no meaningful teaching and learning takes

place without adequate resource materials and adequate teaching and learning resources have an impact on academic performance.

The status of the schools physical structures such as classrooms, libraries, laboratories, toilets and play grounds is a very important factor that has to be considered when it comes to the delivery of quality educational services. Schools that performed consistently well have adequate physical facilities. The study therefore aimed at finding out whether the schools in the study area had adequate physical facilities. Table 6 presented teachers' responses on adequacy of physical facilities in their schools.

**Table 6: Teachers Responses on Adequacy of Physical Facilities (n-72)**

Name of facility	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Classrooms	50	69.4	22	30.6	0	0
Desks	46	64.0	26	36.0	0	0
Libraries	9	12.5	45	62.5	18	25.0
Laboratories	22	30.6	50	69.4	0	0
Play fields	20	27.8	42	58.3	10	14.0

Source: Researcher (2019)

Findings in table 6 showed that 69.4% of the teachers indicated that they had enough classrooms, 64% had enough desks, 62.5% indicated that libraries were inadequate, 69.4% indicated that the laboratories were inadequate and 58.3% indicated that the play fields were inadequate. This implied that most schools in the study area did not have adequate physical facilities thus affecting students' performance. The finding concurred with Mwamwenda and Mwamwenda (2012) that physical facilities had a direct link to the education quality measured in terms of students' performance.

## CONCLUSIONS

The study concluded that the school administration influence students' academic performance in various ways through various administrative practices. Principals use several methods to oversee the procedures of teaching and learning. Some of these

methods are frequent school visits to work for learners, ensuring educators have professional documents such as job plans, lesson notes and work records, asking teachers for syllabus coverage reports, and asking the officers to oversee teacher attendance when the principal is present. However, very few teachers commonly practice certain methods such as visiting schools to observe a teacher.

It was concluded that preparation of professional document influence quality of education standards and schools where teachers prepare their professional documents without being told to do so by principals post good performance in national examinations. The study also established that principals observed teachers in classrooms which enabled them to observe teaching and learning activities and also check students' notebooks. Learning is productive when the teacher has the

ability to gain stipulated aims which are only achievable when the supervisor who is the principal determines whether the teacher uses teaching methods through class observation.

The researcher concludes that checking of teachers' professional document influence quality of education standards and schools where teachers prepare their professional documents without being told to do so by principals post good performance in national examinations. Learning is productive when the teacher has the ability to gain stipulated aims which are only achievable when the principals conduct instruction supervision.

It was also concluded that teaching/learning materials promote and encourage effective teaching and learning and their shortage in teaching and learning process lead to poor attention span and poor learning which hinder attainment of the planned aims of a lesson contributing to poor performance in national exams. It was also concluded that the head teachers carry out their administrative task of improving relations with the parents and community at large which enhances parents' positive attitude towards the school making a significant differences in children's performance.

### **RECOMMENDATIONS**

Teachers Service Commission should appoint head teachers who are experienced in instruction supervision. This will ensure adequate planning, organization and execution of obligations. It also ensures that the schools have measures to observe progress in terms of work plans and the schemes of work. The assessments of students which should be done regularly to ensure that teachers prepare well

### **REFERENCES**

Abdi, M. (2017). *Institutional factors and student performance: A survey on public secondary schools in Hargeisa City, Somaliland. International Journal of Education and research*, 5 (3), 45-54.

for lessons and provide notes, assignments and gets to mark them well in the knowledge that the work will be assessed. Principals should enhance the practice of classroom observation as instruction supervisory tool for the realization of their mandates and also improve relationship with students and teachers to enhance good performance. The principals should therefore organize academic clinics in the schools more often and create a platform where individual subject teachers meet with students and their parents and have thorough discussion with respect to students' performance in each subject.

The Ministry of Education should provide adequate teaching and learning resources which include textbooks, wall charts, chalk board, maps, and atlases. This will improve the service delivery by the teachers and enhance instructional supervision by principals. The government should ensure there are enough physical facilities, which include classroom, desks, library and toilets to enable students learn effectively. The Ministry of Education (MOE) should constantly organize workshops, meetings and seminars to discuss and emphasize the significance of educational supervisory positions and staff development. The study similarly recommends that a policy on parental involvement in the school programs should be formulated. Such a policy should include regular sensitization of parents on their importance to get directly involved in academic progress of students especially at home. Such initiative will positively improve their attitude towards students school work compared to the current lack of interest shown by parents in students' homework.

- Brookover, W. (2009). 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
- Buregeya, N. (2010). *Influence of Head Teachers' General and Instructional Supervisory Practices on Teachers' Work Performance in Secondary Schools In Entebbe Municipality, Wakiso District, Uganda*. Unpublished M.Ed. Thesis. Nkumba University
- Gamage, D. Adams D. & McCormack, K. (2013). How Does a School Leader's Role influence student Achievement? A Review Research Findings and Best Practices. *Internal journals of Educational Leadership Preparation*, 4(1).
- Khan, Z. (2012). Instructional Leadership, Supervisors and teachers Development. Retrieved on July14, 2018. [www.qurtuba.edu.pk/.../dialogue](http://www.qurtuba.edu.pk/.../dialogue) – octob...
- Leithwood, K. & Riehl, J. (2003). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35, 679–706.
- Lockheed, E.& Verspoor, A. (2011). *Improving Primary Education in Developing Countries*. New York: Oxford University Press for the World Bank.
- Mugambi, P. (2015). Influence of principals' leadership practices on KCSE performance of students in public secondary schools in Tinderet sub county, Kenya. *Journal of Advanced Research in Education & Social Sciences*, 1 (2), 1-6.
- Musyoka, L. (2013). Influence of Physical Infrastructure on The Students' Performance of Kenya Certificate of Secondary Education in Secondary Schools in Mwingi Central district. *Unpublished M.Ed. Thesis. University of Nairobi*.
- Mwamwenda, T. & Mwamwenda, B. (2012) School facilities and pupils academic Achievement Comparative, 23(2), PP.225-235 New York John Willey & Sons Ltd.
- Onyeachu, J. (2010). Quality assurance in primary education in Nigeria, in *International Journal of Research Development* retrieved in December 13, 2015, from [www. Wwes.edu.com/asseqen/approaches](http://www.Wwes.edu.com/asseqen/approaches) in international 2010/*international journal vol 2*
- Smith, L. (2011). *Political spectacle and the fate of American schools*. New York: Routledge Falmer.
- Williams, E. (2010). Evaluation of a school systems plan to utilize teacher perceptions of principal leadership to improve student achievement. *Challenge: A Journal of Research on African American Men*, 15(1), 15-32.