DETERMINANTS OF EFFECTIVE LEADERSHIP AND MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN MWALA SUB-COUNTY, KENYA

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A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF PROFESSIONAL STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE IN MASTERS OF ARTS IN LEADERSHIP AND MANAGEMENT OF SCOTT CHRISTIAN UNIVERSITY.

OCTOBER, 2022

DECLARATION

I declare that this thesis is my original work and has not been submitted for any other academic award or certificate in any other University.

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APPROVAL

This thesis has been submitted with our approval as University supervisors

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ABBREVIATIONS AND ACRONYMS

ANA: Annual National Assessment

BOM: Board of Management

HOD: Heads of Department

ICT: Information Communication Technology

KCSE: Kenya Certificate Secondary of Education

MBWA: Management by Walking Around

MDG: Millennium Development Goals

MOEST: Ministry of Education Science and Technology

NACOST: National Council for science and Technology

NEEDS: Nigerian Economic Empowerment Development Strategy

NESCK: National Economic Social Council of Kenya

NPE: National Policy on Education

NSSS: Nigerian Secondary School System

OECD: Organization for Economic Cooperation and Development

PTA: Parents Teacher Association

QA: Quality assurance

TSC: Teacher Service Commission

UNESCO: United Nations Science and Cultural Organization

USA: United States of America

OPERATIONAL DEFINITION OF TERMS

Institutional Culture refers to a social system of meaning and custom developed within an institution to assure its adaptation and survival which is characterized by a set of unspoken rules that shape values, beliefs, and habits, patterns of thinking, behaviors, and styles of communication (Norton, 2018)

Management refers to the administrative roles of ensuring effective and efficient running of public secondary school education.

Principal refers to the head of public secondary school charged with administrative responsibilities of the school.

Professional Experience refers to the knowledge and skills acquired after a number of years in teaching and especially in public secondary school in area of leadership and management.

Professional Qualification refers to the highest educational level obtained by a principal of public secondary in relation to leadership and management.

Public secondary schools refer to government established public institution opened to all citizens who have succeeded in primary school education and in need to acquire post primary education.

Resources refer to assets that are transformed to produce benefit and in the process may be consumed or made unavailable.

Technology refers to an appliance of knowledge using materials, tools, techniques and sources of power to make life easier and more productive in relation to leadership and management of secondary schools.

ABSTRACT

The public secondary school leadership and management is of paramount importance in the education system. Poor leadership and management inhibit the achievement of academic goals characterized by unstable and unpredictable school climate, general students' indiscipline, low staff morale and poor academic performance. The main purpose of this study was to examine the determinants of effective leadership and management of public secondary schools in Mwala Sub-County, Kenya. The study intended to: examine the influence of professional qualifications on leadership and management of public secondary schools, establish the influence of school culture on leadership and management of public secondary schools, determine the influence of school resources on leadership and management of public secondary schools and establish the influence of technology on leadership and management of public secondary schools in Mwala sub-county. The study was grounded on two theories namely; Behavioral and Great Man Leadership theory. The research employed a descriptive survey design. The target population was 90 respondents, comprising of thirty principals, 30 deputy principals and 30 senior teachers. The study used simple random sampling technique to get the sample size of 15 public secondary school where all schools had equal chances of being selected. Purposive sampling technique was used to select one principal, one deputy principal and one senior teacher from each school thereby giving a sample size of 45 from the target population; they were selected by virtue of being leaders and managers of the selected schools. A pilot study was done in the neighboring Machakos Sub County using two schools, two principals, two deputy principals and two senior teachers. Data was collected using questionnaires and the collected data was analyzed. Descriptive statistics such as percentages, frequencies and mean were generated and information presented in form of tables. Inferential data analysis was done using multiple regression analysis to establish the relationship between the independent variables and dependent variable. Regarding the research findings, this study concluded that there is a significant influence of professional qualifications, school resources and technology on the effectiveness of leadership and management of public secondary schools in Kenya, institutional culture however, does not have a significant influence on the effectiveness of leadership and management of public secondary schools. Given these conclusions, the study recommended that: the ministry of education should promote leadership training short courses among all school administrators starting from the principals, deputy principals, senior masters and heads of various departments in order to enhance their leadership skills for effective management of school affairs, the government should increase the allocation of financial resources to public secondary schools to enable school administrators run the schools effectively; the government should also allocate funds to boost school infrastructures such as laboratories, classrooms and dormitories especially in rural schools to improve leadership effectiveness and enhance performance. The government should install the necessary ICT infrastructure in all public secondary schools to promote effectiveness on the part of the school administrators; all school administrators should be given ICT gadgets like laptops and Ipads to help them in communication and quick tracking of school performance.

CHAPTER ONE

INTRODUCTION

The chapter comprises of background of the study, problem statement, general objective of the study, specific objectives, and research questions, significance of the study, delimitations of the study, limitations and basic assumptions.

1.1 Background of the Study

Leadership and management skills are often a key factor that makes the difference between effective and ineffective institutions (Abas & baba, 2018). Strong institutions all over are based on competent leaders acquainted with skills necessary to take an institution from one level to another (Aysha, 2015). According to Al-mahdy, Emam &Hallinger (2018) school administrators with effective leadership and management skillfulness encourage constructive climate which embraces school culture, teaching and learning, assessment for educational and non-academic performance, inter-communication, answerability, teacher and students' mind-sets, harmonious relationships among schools, families and wider community. This confirms leadership and management skills being critical for competent leader.

Secondary schools therefore require strong leadership and management for optimum effectiveness. It is a trait both inbuilt and acquired that connects human psychology and expert tactics as asserted by Zhang and Bartol, (2010). Institutional leadership emphasizes development of skills and abilities relevant across the board. This conveys potential of an individual to counteract challenges during critical conditions. It is true that lack of quality skills of leadership and management spells doom to any institution. This identifies and distinguishes leaders from managers (Wong & Giessner, 2016).

Yoon, (2012) asserts that model institutional administrators should embrace democracy. They should give guidance to those they lead; ensure good judgment, act responsibly and give purposive direction in line with successful achievement of school set goals. Such administrative skills will ensure effective and efficient leadership which results to the required development hence bring about institutional resilience to contemporary challenges and changes (Sharma & kirkman, 2015).

Highly ambitious leaders are meticulous, self-confident, intelligent, energetic, have motivation to lead, thorough knowledge of their job, exercise honesty and flexibility hence high likelihood of succeeding as institutional managers. Effective leaders promote leadership skills such as teamwork, cooperation, efficient communication, group dynamics, conflict resolution, decision making and problem solving skills (Maggitti, Slay & Klark, 2010). Leadership occurs when the leaders guide their employees towards the organizational goals, communicate and motivate them and ensure right positioning of every member for maximum utilization of their talents and total commitment to their work (Mittal, 2015).

According to Walumbwa (2015) school principals as leaders and managers should clearly communicate and clarify the institutional vision, mission, policies and procedures. They should ensure effective and efficient institutional operations which are of paramount importance to staff motivation and morale. Such operations help members develop their competency and give positive contributions towards the achievement of the set institutional goals. This is imperative for institutional manager and it ethically provides desirable values to an individual and society at large.

Ethical consideration in leadership and management is a critical domain to be considered. It deals with the purity and intentions of an individual. They serve as guidelines for the analysis of expectations in a particular situation. Relating ethics to leadership, ethics defines a leader's uniqueness and his responsibility. Leadership and management theories assume two major domains namely; deeds and conduct of leaders' persona and moral fiber. Leaders and managers operate by influencing subordinates to achieve a common goal, whether team work, institutional quest, or project. Leadership and management entail treating subordinates with respect to enhance unique personality. Ethical consideration in institutional leadership is then developed by leader's influential role to build institutional values (Hassan, Mahsd, Yukl &Prussia, 2013).

Globally, in an effort to achieving global institutional results, leadership and management are of paramount importance (Hallinger, 2011). Across the world, institutional systems have been subject to periods of sporadic reform and intervention in the pursuit of right leadership and management (Jamelaa & Jainabee, 2011). Institutional wave of leadership and management reforms, particularly in the United States of America (USA), United Kingdom (UK), Canada and Australia, has manifested itself in the form of national standards, testing and prescribed curricula for learning institutions (Halili, Rahman, & Razark 2014).

The global drive for improved public secondary school leadership and management demands for answerability, placing tight approved objectives amid well-organized changes (Van Dyne, Ang & Livermore,2010). Globally institutions therefore require strong leadership and management skills in order to enact the necessary changes. Racicot and Ferry (2016) investigated the dynamics of leadership and management in New Zealand. They found that the concepts of leadership and management have an overlapping relationship hence accorded diverse prominence in due time and under differing circumstances. The fraction usage varies crosswise

in different countries and specialized ethnicities. School principals' role as leaders and managers in some countries such as Russia, Australia, Canada, and India for instance, is portrayed as of primary significance in raising and maintaining standards and promotion of school development. On the contrary, school leadership and management in Netherlands and Scandinavian countries focus on individuals' competency and the resultant benefits to the society (Harris, Jones, Cheah, Devadason & Adams, 2017). These differences are clear indicators of disparities in operations of leadership system, their past, nationalized and regional guiding principles on leadership and management role in secondary schools (Harrison, 2012).

Regionally, Despite the African developments in scholarly literatures on leadership and management in education, researchers have generally observed that the field has not received enough attention in line with rigorous empirical studies and knowledge accumulation Asuga, (2015). In Nigeria, failure of effective leadership and management in public secondary schools can be attributed to various dynamics contextualized to the sphere of influence of principals, school stakeholders, instruction language, wider society and government policies (Hinrichs, 2011). It is said that leadership and management has been considered the cornerstone for development since it forms the basis for performance, acquisition of skills, advances in, technology and ability to bring together human capital and other physical resources in an effort to achieve societal set goals (FRN, 2015).

According to Todd Whitaker (2014) the cause of mass failure in leadership and management to public school principals are multi-dimensional in nature. He highlights that this failure constitutes wastage on investment in an organization. Abonyi & Sofo, (2019) carried an investigation in Ghanaians secondary schools to explore the importance of instructional leadership and management practices of leaders and managers. The study recommends that since

leadership performance and management in secondary school is instrumental to nationwide advancement, all stakeholders should play their roles maximally for the benefit of the society and nation at large. According to Le Farve and Robinson (2015) in South Africa for instance, the competence of school principals is challenged by inadequate comprehensive understanding of their instructional leadership role.

Ramthun and Matkin (2012) carried out his study in Nigeria to investigate administrators' effectiveness in Leadership and management of secondary schools. They based their judgment on leaving examination metric and annual national assessment (ANA). They found that Nigerian secondary school administrators were really providing inadequate leadership and management as reflected in the education of their learners. Boateng (2014) asserted that the reason for little improvement in South African secondary schools is because leadership and management were either dysfunctional or did not function optimally. This was as a result of principal's incapacity to engage in planning, controlling and organizing of school processes (Ogunde 2014).

Locally, Kenyan secondary schools have been experiencing a myriad of leadership and management challenges leading to poor performance in national examinations, student unrest that has sparked a lot of debate in the education sector among the stakeholders and teacher dissatisfactions that have resulted to industrial actions in many occasions, most of these challenges have been attributed to lack of managerial skills on the part of school administrators, lack of School resources such as inadequate infrastructural facilities, teacher/student ratios imbalance, poor staff morale and motivation and poor teaching/learning strategies (Algahtani, 2014).

The administration should enhance job satisfaction among others as leadership traits to facilitate smooth running of the school. The above factors should be enforced by the principal of an institution, failure to which the school would not move to expected levels. School leadership and management is therefore a critical factor that influences overall performance. This is because good school performance promotes the leadership of the school. In contrast, blame, failure and even demotion may befall principals as a result of poor performance (Anyango, 2015).

Kenya is no exception to this trend of increasing influence of leadership and management on secondary school administrators. It is noted that for leadership of any secondary school to bear fruits, the expectation is that heads of departments should work progressively from level to next level of performance (Mahembe & Engelbrecht, 2014). However, this progression can be hampered by poor leadership performance at any management level (Manamela, Cassim &and Karodia, 2016). Mahembe (2014) argues that leadership performance tells the success of organizational management. He contends that effective leadership is very important and failure of successful management in any organization in Kenya indicates disaster to the followers and obscure uncertainties coupled with despair.

1.2 Statement of the Problem

School leadership and management play very critical roles, which involve defining the vision, values and direction to improve teaching/learning process and redesigning the institution for success (Hallinger, 2012). It aligns roles and responsibilities as it redesigns and enriches the curriculum (Hallinger, Murphy, 2012). Kenyan secondary schools have been experiencing a myriad of leadership and management challenges leading to exam cheatings, poor performance in national examinations, strikes among students which in many occasions have degenerated to arson on school properties like dormitories and classrooms, teacher dissatisfactions that have

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resulted to industrial actions in many occasions thus paralyzing learning in secondary schools, most of these challenges have been attributed to lack of managerial skills on the part of school administrators, lack of School resources such as inadequate infrastructural facilities, teacher/student ratios imbalance, poor staff morale and motivation and poor teaching/learning strategies (Algahtani, 2014).

This has therefore compromised school administrators' leadership and management expectations of the educational system thus causing moral degradation in schools. In Kenya effective leadership and management has been considered the primary agent on academic performance in any public secondary school. Nevertheless, Horng &Loeb (2010) provides that prudent leadership and management in public secondary schools can be the solution to the best performance. They further confirm that it increases people's capacity to transform their visions for society into reality.

Mabagalas (2016) conducted a study on the relationship between principal's leadership strategies and student discipline in secondary schools in Kenya. The premise of the study was that the level of students discipline depends on whether the principals discipline management approach is inclusive or exclusive of leadership involvement. The Findings indicate that majority of the principals applied more inclusive leadership and management discipline approach. The findings also reflected important implications on determining policy guidelines on headship appointments and the strategies for upholding student discipline in secondary schools.

Despite the efforts by the different researchers to provide solution on school administration, secondary schools in Mwala sub-county are facing challenges arising from inappropriate leadership and management that have led to poor performance in national examinations among the schools within the sub county over the years. It is against this backdrop that this study was

carried out to identify determinants of effective leadership and management of public secondary schools in Kenya, case of Mwala Sub County.

1.3 General Objective

The purpose of this study was to examine the determinants of effective leadership and management of public secondary schools in Mwala Sub County, Kenya.

1.4 Specific objectives

The specific objectives of this study were:

1. To examine the influence of professional qualifications on leadership and management of public secondary schools in Mwala sub-county.

2. To assess the influence of institutional culture on leadership and management of public secondary schools in Mwala sub-county.

3. To determine the influence of school resources on leadership and management of public secondary schools in Mwala sub-county.

4. To establish the influence of technology on leadership and management of public secondary schools in Mwala sub-county.

1.5 Research questions

The research intended to answer the following research questions

1. What is the influence of professional qualifications on leadership and management of public secondary schools in Mwala Sub-county?

2. What influence does institutional culture have on leadership and management of public secondary schools in Mwala sub-county?

3. What is the influence of school resources on leadership and management of public secondary school in Mwala sub-county?

4. What is the influence of technology on leadership and management of public secondary schools in Mwala sub-county?

1.6 Significance of the study

Highlights on determinants of effective leadership and management of public secondary school are of paramount importance to various stakeholders in education. It may be of practical value in helping deal with the challenges faced in school administration and offer strategies to addressing them. It may help the Ministry of Education, by pinpointing some of the challenges facing public secondary schools providing ways to counteract them. This may also attract donors, financiers and well-wishers who would give financial support hence eliminate management challenges related to inadequate resources.

The study may be of importance to teachers Service Commission (TSC) in evaluating challenges facing unskilled principals hence providing qualified personnel to secondary schools. It may harmonize the Ministry of Education Science and Technology (MOEST) and Teachers Service Commission (TSC) policies to realistically address the need to enforce strategies to realize full potential of leadership and management in public secondary schools in Mwala sub-county. It may also encourage the (MOE) to create awareness to stakeholders as B.O.M, teachers, students and guardians so as to find measures to be put in place to realize full potential of leadership and management. The study may also be of great help to future researchers by acting as a reference to facilitate their studies.

1.7 Limitations of the study

Some respondents were abit reluctant to give out the required information in fear of disclosing information they deemed confidential about their schools. The researcher however, assured them that any information obtained from them was to remain anonymous and used only for academic purpose. The researcher also showed the respondents letters of authorization from the ministry of education and NACOSTI respectively to boost their confidence.

The geographical location and distance covered to reach some of the schools was abit long and discouraging, however, the researcher used different means of transport such as motor bikes and Public service vehicles to reach these schools for data collection.

1.8 Delimitations of the Study

This study was delimited to public secondary schools in Mwala Sub County but no other sub counties in Machakos County. It involved principals, deputy Principals and senior teachers only and excluded all other teachers and school managers like the Board of management (BOM) and the teachers association (PA). The target population was 90 and sample size was 45 respondents, the study was carried out between the months of October and December 2021.

1.9 Assumption of the study

The research assumed that the four variables of professional qualifications, institutional culture, school resources and technology determine the effectiveness of leadership and management of public secondary schools. The researcher assumed that the sample group would respond to the questionnaires representing target population correctly and provide valid information.

1.10 Chapter summary

This chapter has introduced a background to the study by globally, regionally and locally dissecting a discussion on school leadership and management in general. The background has also highlighted a brief discussion on school performance as an independent variable. The chapter has also exposed the problem statement to the study and also outlined the research objectives which are to determine how professional qualifications, institutional culture, school resources and technology influence the effectiveness of leadership and management of public secondary schools in Mwala sub-county. Research questions derived from study objectives have been presented. The significance of the study to various stakeholders such as schools, ministry of education, teachers' service commission and researchers has also been highlighted. The delimitation and limitation of the study is also discussed before concluding with the assumptions of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents literature review from different sources including literature from journals, books, publication, newspapers and magazines related to leadership and management of institutions. It begins with theoretical review followed by empirical reviews according to study objectives, summary of the literature and research gap are addressed and the chapter presents a conceptual framework and ends with a summary.

2.1 Theoretical Review

The study was anchored on two main theories namely: Behavioral leadership theory and great man leadership theory.

2.1.1 Behavioral leadership theory

This behavioral leadership theory was developed in 1950s and the proponent is Dr Resins Likert. This theory posits that no single leadership style is preeminent in every situation since a manager can effectively lead people towards achieving organizational goals while employee participates in structuring the work in organization. Leadership researchers such as Widder, Kolthoff, and Brindley, (2016) observe that truthful effectual leadership is far much beyond the leader's qualities as it regards striking the correct sense of balance between behaviors and needs in various contexts.

Behavioral leadership is an ability by the leader to position, look forward to, plan and prepare for the future (Hinrichs, 2011). Worth noting is the performance of a group is dictated by the kind of leadership style employed and characterized by the spirit of team work rather than

hostility. Behavioral leadership theory is therefore based on the belief that great leaders are made not born. In relation to the researcher's study, school leaders should have skills through training and observation since it focuses on actions of individuals. Behavioral leadership theory contextualized with democratic leadership where members of one group perform well in the absence of their leader. The techniques of participative and decision-making by majority rule are used in the training involvement of members of the group to perform well in the presence or absence of the leader (Hinrichs, 2011).

The character of a democratic leader partly explains reasons behind of employees' empowerment as a prominent trend in many institutions. Evidence of his early work proves that leaders approach leadership either autocratically or democratically. Nevertheless, Shalhoop and Sanger, (2012) highlight that leadership behavior may exist on a continuum and reflect different levels of participation employee.

In relation to this study, for the success of the institution, school administrators should be fond of leadership that regards recognizable actions and responses among leaders and their subordinates in their work places. Secondary schools should be behaviorally contextualized to focus on leaders' behaviors and actions. The assumption is that leaders are made rather than being born and their success in leadership should be rooted on definite behavior that can be easily learned. According to behavioral theorists, a leader's way of life best predict his leadership achievement or failure (Hinrichs, 2011).

The practical application of the behavioral theory in an institution is application of appropriate behavior on the performance at different circumstances and times (Filipovic & Matijevic, 2014). Leaders' professionalism is enhanced by allowing possible evaluation and understanding the effects of their behavioral style on their relationship with team and how it enhances commitment

and contribution towards institutional goals. The theory helps school leaders and managers to strike a balance between differing leadership productivity in styles and necessitates proper decision making on leadership, based on people's concerns (Hassan, Mahsud, Yukl & Prussia, 2013).

2.1.2 Great Man theory of leadership

The great man theory evolved around 1840 and the proponent is Thomas Carlyle. Even though no one is able to identify scientific certainties of human, the name suggests only a man can have the characteristics of a great leader (Amos, 2017). In this view point, great leaders are born but not made. They possess internal characteristics such as being charismatic, confident, intelligent and social skills thus making them natural leaders.

The theory assumes that leadership and management competency is inherent. The theory often portrays great leaders as heroes, mythic and predestined to become leaders when needed. At the time the term, "Great Man" was used as leadership was considered primarily as a male quality, particularly in terms of military leadership. This theory suggests successful school principals, deputy principals and senior teachers as leaders and managers who have the quality of administrative force to provide essential input like adequate planning of leading a process. It is their responsibility to provide regular feed-back on institutional performance with constant keeping of records and proper skills enhancement to achieve set objectives (Duursema & serfontein, 2010).

In relation to this study, secondary school administrators should have strong administrative qualities so as to spur high level of performance. Being effective leaders and managers, school administrators will be able to lead as role models, apply leadership skills in order to evaluate the needs of support staff and also motivate their employees as they evaluate by analyzing the

situation and make necessary adjustments in their behavior. validity of success in any secondary school leadership and management is aggravated by a various variables that include the style of leadership, quality of the staff and prevailing circumstances. Secondary school administrators need specific traits to enable them lead the subordinates and shape leadership of the school (Amos, 2017).

Administrators who apply great man theory of leadership create inborn qualities and natural insight to help subordinates attain greater heights. They correlate the aspiration with distinctive particular rational, physical and individual characteristics. They therefore succeed by interacting with the group characteristics depending on the leader in power and the prevailing circumstances (wager, 2010).

2.2. Empirical Literature Review

2.2.1 Professional qualifications and leadership and management

Professional qualifications are defined by the educational level obtained by school administrators of public secondary school in relation to leadership and management of performance. Waters (2015) notes that leadership and management of schools have become so demanding that only the most skilled and experienced are able to successfully perform the associated duties. This is due to varied activities of school administration that fill administrator's day.

Making schedules, reports, managing unexpected multiple teacher and student crises, relational parent's matters and the wider community, dealing with stakeholder demands (Zame, 2018; Hope, 2016; Respress, 2014). There is a strong belief among educationists that administrators can maneuver and improve the leadership, teaching- learning environment and create conducive environment for enhanced curriculum delivery (Witziers, 2013). This therefore entails the necessary power and skills equitable for sustaining reliable and conducive learning environment.

One of the primary tasks of school administrators is escalating learner academic attainment and upholding teacher contentment which requires leadership and management skills (Welsh, 2014). They are therefore expected to organize and coordinate school-based in-service programs to strengthen teacher's capacity for improved teaching and learning as well.

Schulman (2018) conducted a study in England to investigate the principal's management of school social-economic status. The evidence points that in secondary schools where socio-economic status is low there is need for skilled personnel. In England, the National Governors Council (NGC) demands compulsory induction training for all secondary school principals as a prerequisite for the significant responsibilities (Sergiovanni, 2017).

This reflects not a rare school situation in many countries, where principals have wide range of responsibilities and are being held more accountable for school improvement, regardless of enough or inadequate support (Fleisch, 2018; Kallaway, 2013; & Singh, 2017). Nonetheless, effective school leadership leads to great success in schools. However this is only possible with well-prepared administrators and clear description of staff job description as well as necessary support for the development of their tasks. This calls for policy maker's contribution in valuing administrators' roles and including them in the frameworks of policy making (Spears, 2017).

Williams (2016) in his descriptive study carried a research in Nigerian public secondary schools to investigate leadership for school reforms, school monitoring and evaluation process. He targeted 55 secondary schools, 30 administrators and a sample size of 10 administrators. The feedback was that principals are entitled to supervise the heads of departments (HoDs) as they execute their duties. This calls for high level of application of leadership skills in scrutinizing their work, schedules and portfolio. Equally, they make sure head of departments (HoDs) examine the work of their departmental team. The principal as a qualified leader manager is able

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to understand the way, follow it and show the way as a role model. Principal should therefore be at forefront even when evaluating and monitoring the school progress through his or her employees. Since school principal is the chief administrator of the institution, he should apply legitimate power vested to him with appropriate skills to facilitate smooth running of the school (Hallinger 2017).

Rossenbach (2015) applying a descriptive survey design did the research in South Africa with an intention to investigate challenges facing incompetent administrators. He targeted 100 high schools, 20 administrators and a sample of 10 administrators. The premise was that majority of the school administrators are challenged by the diverse administrative roles and leadership practices. Secondary school administrators of current world therefore should have high level of education with necessary leadership and management qualifications.

Owens (2014) in his comprehensive study survey conducted research in Uganda to investigate principal's ability in developing and managing the staff members. The target was 150 secondary schools, 30 administrators and a sample of 5 administrators. He emphasizes the importance of empowering subordinates as a requirement to principals' exercise to leadership and management. The observation is valid since principals require high level of education and competence necessary to training them. That empowerment will entrust appropriate capacity to each particular subordinate to be able to carry out the necessary responsibility.

Barblett and Kirk (2018) investigated school administrators' leadership and management ability in Australia and resolved that secondary school administrators need to be acquainted with quality Education to be dynamism and manage well school diversity (Bush, 2011 and Van Deventer, 2016).

Andrews (2014) studied the importance of school instructional leadership in England. The findings revealed that school principals' delegation levels of administrative duties are wanting. Andrews (2018) argues that many principals are preoccupied with day-today critical issues hence overlook their core responsibility of leadership and management. Bass & Avolio (2011) add that principals' efficiency can be achieved by inculcating proper balance of skills, educational level in their diverse functions under different school circumstances.

Bush (2018) using a descriptive survey design investigated school leaders' administrative skills in leadership and management in Zambian institutions. He targeted 200 high schools, 20 administrators and a sample of 10 administrators. The study's premise was that span of time and skills for any administrator in any secondary school are so paramount and should be prioritized as a qualification in leadership and management.

Bossert, Rowan, Dwyer & Lee (2014) highlight that school administrators should be intensively evaluated. He argues that prospective leaders should be considered for principalship positions after complete a high school teacher qualification and attaining a number of years of experience in leadership capacity.

Bellon and Beaudry (2014) using a descriptive survey design conducted a survey in 180 schools in 43 school districts in North America with an intention to know the links of improving student's learning and formal leadership training. He intensively concurred that there is absence of acting principal in preparation or programs for certification. This is supported by Afonso and Aubyn (2015) by noting that no official administrative training for secondary school principals. Appointment of school principals are based on their experience of leadership and management and existing record on performance rather than their academic achievement and abilities

(Asunda, 2017). According to Bethel (2014) a strong correlation exists between high-quality school leadership and academically booming schools.

Blanchard (2012) in his mixed method survey approach did a survey in South African schools concerning effective leadership in curricular activities. He targeted 50 secondary schools, 15 administrators and a sample of 5 administrators. He observed that the absence of effective leadership and management in many high schools usually results to poor school academic standards. The School principal therefore should organize and coordinate school-based in-service programs to build teachers capacity for improved teaching (Bass, 2011).

Most of Ghanaian school administrators perform poorly in school leadership and management process because of lack of experience as conveyed in commission (2017). Chiavacci (2015) asserts that school administrators' leadership and management system of all middle-income countries have been of low standard that participates cross international assessments. That is the reason for her poor performance amid low-income African countries (Cacippe, 2010).

Comer (2011) notes that the exemplary school leadership structure is required for excellent academic performance. Principal, deputy principal and senior teacher are therefore key leaders in the instructional leadership structure. They have the power to influence the school academic performance through their leadership skills. Under these grounds, the researcher intends to examine the influence of professional qualifications on leadership and management of public secondary schools in Mwala Sub County which reviewed literature supports its significant contribution to learner performance (Bush, Joubert& Van Rooyen, 2010).

Christie (2010) using an inferential survey design researched on educational influence on conflict in South African public secondary schools. He targeted 90 high schools, 30 administrators and a sample of 5 administrators. The conclusion was that Challenges facing secondary school principals as instructional leaders and managers will remain unresolved if criteria of appointing experienced personnel will not be put in to consideration. The failures will include ineffective leader performance concerning behavioral activities, approaches, associations, efficiency and competence (Zepeda 2014). Barnett and Tooms (2012) recommend the school principals' ability to share their power, thoughts and time within the institutional environment.

2.2.2 Institutional culture and leadership and management

Norton (2018) states that institutional culture entails shared orientations that bring and bind people together and give them a distinctive identity. Nonetheless, considerable difference arises in line with what is shared (Niemann, 2010). Garber, (2010) employing a co-relational study survey sought for clarification on the authenticity of organizations having a basic culture or many cultures. The target was 40 secondary schools, 20 principals and a sample of 5 principals. He found out that Culture provides concrete meaning when judged with the world view of a particular institution and its identity.

According to Fullan, (2015) culture is driven by people's behavior and interaction in an institution. It is therefore an in-depth level of fundamental postulations, principles and viewpoints that are common and established for institution success. This aspect is critical in an institution as it affects it holistically. This includes its strength, structure, harmony and ability for modification (Gamage, 2015). Particularly, studies have gathered compelling data that supports

the proposition on the influence of school culture on school leadership and management thus affecting academic outcomes (Freiberg, 2017).

According to Ahmad (2014) school culture is direct proportional to leadership interaction. Leadership management interaction depends on cultural and environmental habit. This implies that a conducive teaching and learning environment is fundamental in producing quality performance (Sethibe, 2018).The leadership in this case ought to stimulate and sustain all staff in teaching and learning arena. Moreover recognition and acknowledgement to the contribution of others and teamwork should be encouraged (Gamage, 2017).

According to Fryer (2014), student and teacher motivation, academic attainment, teacher contentment, dedication, and teamwork and school community building are the products of positive school. The existence of different cultures at the institutional level has been recognized as leaders' influence towards its growth (Maehr and Midgley, 2018).

A study was carried out in Australia by Barnet (2012) to establish the process of making learning culture and absorbed by the school leadership. He established that school administrators should by these criteria understand the growth and origin of particular culture by evaluating set of opinions, judgments and viewpoints significantly determine the drive to work, learning outcomes through leadership and management.

 Maehr and Midgley (2018) identify dimensions such as emphasis on educational attainment, academic competence and educational innovation, dishonesty, disruptive activities and success as related to class leadership and management. They conclude that each class has its own unique culture related to school learning culture. Creating a common culture in institutional leadership and management particularly depends on school culture based on cohesiveness of a networking

group of persons (Jepketer2015). The situation mirrors a culture shared by stakeholders that enables an easier achievement of both short and long-term goals (Murphy 2018). School leadership should influence the subordinates to ensure employees associate with school culture. School leadership should use culture as a tool to influence, direct and institute teamwork among workers (Hoerr 2015). Far from being representatives of school administration, principal and deputy principal are aggravated to be guides of cultural and moral principles who initiate the conception and improvement of essential standards in school (Anita, Dollarhide &Amber, 2015; Waters, 2015).

Hoy and Miske (2010) hold that institutional culture binds people together and enables them to share common ideals, customs, philosophy, standpoints, prospects, thoughts, mythology, and developments that give it a distinguishing identity. Based on administrator's leadership style and different input, an institution produces culture that disconnects itself from that of other institutions.

According to Walker (2015) some basic tasks common to school administrators at the time of producing school culture include goals setting, formulation of objectives in respect to desired values deemed fit at the school, directing the school community members to apply these goals and objectives, building and supporting school culture based on shared trust (Şişman, 2014). Leadership and management team in this case assume the main task of creating positive atmosphere that contributes and creates a powerful culture. This leads to effective integration of both formal and informal school dimensions whereby all stakeholders are proud of being part of the school community.

These regular sentiments ensure unity and union among school leader, teaching staff, students' parents and well-wishers (Gentilucci & Muto, 2017). This philosophy addresses distinctions of good and effective leaders considering good leaders to have power of changing organizations, while effectual leaders have ability to change people positively (Anand, & Saraswati, 2014). Positive changes among staff ensures creation of a positive culture consequently leading to growth and development of the institutions, in particular schools (Griffin 2015).They will also have ability to equip leaders within measurable dynamism who will in turn prepare others for future leadership opportunities.

Leadership assumes different approaches, including dictatorial, charismatic, traditional, ethical, intellectual, transformational, situational, transformational and visionary (Murphy, 2018). School principals' awareness of subordinate's both professional and private needs enhances creation of a positive school culture. School culture consists of self-confidence, ethics, norms/regulations and values which are learned by a group. Approval of the assumption makes it become a regular behavior practice of an organization viable for problem solving and decision making. Leadership competency of principal in any secondary school influences an individual's job performance. Comprehensively implementation of positive culture in a school environment increases leadership and management performance (Riehl, 2013).

2.2.3 School Resources, Leadership and Management

Umar (2019) in his historical survey design conducted a study in Nigeria on education reforms agenda of the Nigerian Economic Empowerment Development Strategy (NEEDS) and the Millennium developmental goals (MDGs). The target was 60 secondary schools, 15 administrators and a sample of 5 administrators. He found that identification and setting of goals and objectives for the school in line with the national objectives was paramount duty of the

principals. Directing the school towards proper direction and appropriate use and maintenance of school resources was greatly expected from the administrators (chongcharoen, 2018). These resources include finances, materials, infrastructure etc. The school administrator analyzes staff responsibilities and shares duties according to specialty and know-how as well (Stock and Xin, 2020). Some administrative tasks performed by schools principals include school financial management on yearly basis (Friedman, 2017).

According to Matheka (2012) the principal is responsible for controlling the accruing revenue from the school as well as making sure cautious utilization of levies. He should plan and articulate plans on how to operate with the school finance to enable better running of school program. Complementing government efforts by raising funds by school principals as a management strategy calls for an establishment of good rapport with Parents Association (PA), Board of Management (BoM), school alumni and Non-Governmental Organizations (NGO).The rapport does not only motivate the associates to streamline the cohesion to financial progress but also will maintain the momentum flow of resources (Philips, 2010).The success of the organization lies in the hands of the principal who controls the school direction and has the power to influence employee's motivation to take the institution to greater heights.

According to survey conducted by Makori and Onderi (2013) on acquisition and maintenance of infrastructural facilities in schools. School administrators should be highly concerned about physical environment and facilities within the school. Dilapidated structures, neglected projects, dark buildings, rough floors among others demoralize people, particularly the students in any school hence affecting principal's leadership(Brigid Barron & David Osher,2019).Therefore, it is

the administrators' responsibility to ensure that facilities are in good condition even when resources at their disposal are scanty. It is their responsibility to provide instructional staff with essential resources for successful teaching (http://www.philliphallinger.com., 2015).

According to Leithwood, Wahlstrom and Anderson (2010) administrator's leadership will therefore be influenced by the shortage of resources given that one of the areas of focus by quality assurance (QA) is the teaching /learning process. School resources in any school leadership are necessary to realize its dream and attain expected performance. (Hallinger, 2018) contends that quality assurance is focusing on teaching and learning process in conjunction with learning environment. Principal as chief executive officer with his management should understand that any progress in poorly facilitated environment is doomed to fail. Motivation is another task to be considered by the principal in school organization.

Ajayi and Oguntoye (2016) assessed the influence of personnel motivation on administrator's leadership and management; they said that institutional stability is retained by encouraging and motivating their employees. It goes without question that school training of administrators in the act of school administration and acquaintance with the guiding principles controlling administrative processes is mandatory. He is expected to modify staff attitudes and encourage them to do their best in achieving educational set goals.

Ajayi and Oguntoye (2016) add that motivated staff perform well and bring about good yields. The functions of the school principal involve obtaining and availing all educational information for the staff, observing teachers in classrooms; checking and offering professional guidance for improvement in their work performance (Tobin, J.2014). He should be firsthand information as chief executive officer of the institution to offer valid information to the subordinates and encourage them in job description for purpose of expected performance.

Tweedie and Holley (2016) used a descriptive survey design and carried the survey in America to investigate the change management in American academics. They targeted 300 high schools, 50 administrators and a sample of 30 administrators. The outcome was that school administrators are responsible for facilitating change. The effort to enhance the school quality is key to making change occur and it facilitated by financial stability. He should struggle to obtain relevant information from necessary sources as change agent to become a current dynamic leader.

According to study done by Bush (2017) in Ethiopian schools pertaining leadership and change, the outcome that the principal is the pivot school reforms given that a school is recognized an tool of change and development in the society. The principal is the pivot of school reforms whose responsibility is mandatory and hence he is expected to employ leadership and administrative skills in resource management and adapt prevailing changes that may affect the school system.

According to a study by Bush (2017) in India concerning finance and organization, finance as a resource is key to the advancement of any organizational system simply because all resources apportioned for secondary education service delivery center on finances. According to National Policy on Education (NPE) (2018), education is a costly societal service that requires sufficient financial provision from all government tiers for successful realization of educational programs.

Bush (2018) applying a descriptive survey design carried a study in Nigerian secondary schools on relationship between finance and leadership quality. He targeted 150 high schools, 50 administrators and a sample of 20 administrators. He noted that the quality of performance in leadership and management in any organization is positively related to finance. The input-output

analysis revealed that recurrent maintenance and repairs expenses positively correlate with the quality of school leadership and management. Andambi (2013) studied effectiveness of resource utilization and its effectiveness on student in Homa Bay County and proposed that enough class rooms equipped with appropriate materials provides expected learning outcome to the students hence attaining school goals and objectives. School leadership takes initiative of providing and maintaining the physical facilities of the institution. Full concern on the physical environment and school facilities is considered as part of principals' leadership responsibilities. The needs of every potential student in the school should be well accommodated (Musee, 2017).

Andambi (2013) majoring on cross-sectional survey further investigated the effectiveness of teaching-learning resources in Kenyan schools. The target was 70 secondary schools, 20 administrators and a sample of 5 administrators. The findings show that shortage of resources has been more pronounced in district schools than provincial ones. He notes that it is the work of school leadership to identify any shortage of particular resource and take the right measure in providing them.

2.2.4 Technology, leadership and management

Integration of Information and Communication Technology (ICT) in the present world in education has turned out to be very essential (Paris, 2016).Conversely, it seems impossible to efficiently integrate technology in classroom practice without administrator's indisputable efforts (McNulty, 2015). Principals' affirmative approach to educational technologies is considered to be fundamental in integrating information technology in the teaching/learning exercise (Buabeng, 2012). A comprehensive study by Abu-Obaidah, Alazam, Bakar, Hamzah, and Asmiran, (2018) revealed that principals' application of technological skills in their day to day leadership is directly related to principal's leadership and management proficiencies. This

study aims at analyzing the influence of technology on leadership and management among secondary school principals in Mwala Sub-County. Lack of adequate technology to meet educational goals through leadership and management skills is a major challenge (Stock, & Xin, (2018). Regarding teachers' aptitude towards educational technology asserts that aptitude is an important domain to build not only educational strategy but also leadership and management dimension. The fact that information technology is a vital part of secondary school principal and the world economy is irrefutable (Willey, 2013).

With the high growth in information technology job fields, industry is eager to build relationships with educational institutions in order to bridge the gap between the need for qualified skilled workers and student seeking positions in high growth technical companies (MOEST, 2015). School leadership will be integrating (ICT) pertains to Microsoft word in data entry to counteract the challenges posed by the technology when positioned in growing companies.

The administration is in a position to make decisions on the sustainability of such programs so as to provide necessary information required by the leaders (Schork, 2018).The rapid growth in ICT has brought remarkable transformations in the twenty first century and has also affected the education demands of contemporary societies. Information technology has become increasingly significant in our everyday life and is a big as it boost to the education systems (Prasad & Junni, 2016). There is therefore, a growing demand to integrate technology related skills and knowledge to the learning exercise among students in all educational institutions. Realizing the effects of information technology on the work place, principals in learning institutions attempt to reorganize their school administration in an endeavor to viaduct the present technological gap in school leadership and management (Buabeng, 2012).These reform processes require efficient

integration of technology into the existing environment in order to enhance professional output and general management of the school (Buabeng, 2012). This implies that principal's mind-set and competency influence integration of ICT in schools.

Muli (2017) in his descriptive survey design conducted the study in Kitui County to investigate principal's integration to ICT in public secondary schools. His target population was 200 high schools, 50 administrators and a sample of 30 administrators. He observed that there are more computers in the school but no school administrator committed to ICT integration. The motion of current movement towards integration of technology into secondary schools should be considered key since it enables principals reassess school programs and policies as they examine its impact on school leadership and management (Ghaida Alayyar & Gerald Knezek, 2013). School leadership should make sure that staff members do not neglect information technology if the school has computers in place (Muli, 2017).

Lukowski (2017) highlights that integration of information technology in schools play a crucial function in supporting a central and resourceful in educational leadership and management. According to Atkinson (2015) secondary schools in Cyprus, USA use of computers in schools makes work easier by stating important roles it plays. She emphasized the essentiality of ICT skills integration among personnel, student, and resource, financial and general administration.

According to willey (2013) integration of technology facilitates the possibilities of the education managers to carry out their responsibilities. In this view, integration of technology is achieved through the administration of students' records, resource management among others. He further recommends that school principals ought to be efficient, fast communicators and be able easily

access and use up-to-date information. This is due to the fact school leaders and managers have to communicate via internet sources, use emails, and create school websites for public relations and marketing (Handgraaf, de Jeude, & Appelt, 2013).The dynamics of introducing modern technological applications in schools is linked not only at the school levels but also in carrying out leadership and management tasks such as Kenya Certificate of Secondary Education (K.C.S.E) online registration (MOEST, 2015).

School leadership and management will acquire the above benefits when principals, deputy principals and senior teachers will provide necessary support and visionary leadership in the whole organization. Netherland is involved in showing the requirements for far sighted school leadership and management which is able to sustain dramatic changes which enable technology integration persuade and give confidence to all involved stakeholders in school organizations. The concerns include non-teaching staff, the teachers, the heads of department, the deans of studies as well as the deputy principals of secondary schools (Organization for Economic Cooperation and Development (OECD, 2014).

When the change is employed it will ensure effective running of the school through technology integration in leadership management (Kiula, 2017). Through the use of modern technology, Government of Kenya has put in place Vision 2030 with an aim of making Kenya a lately industrialized middle income country and provides quality life for her citizens. The emphasis is not only to integrate secondary schools to technological advancement but also Kenyan government upgrades every organization to consider technology as a tool for change and get the country from one level to another. (National Economic Social Council of Kenya, (NESCK, 2017). The role of technology in Kenyan schools cannot be overstated owing to numerous advantages allied with it. These encompass painless work presentations, quick access to

information and effective monitoring and evaluation of education standards. Principals are entitled to connect with the language passed and conveyed by the computer since it operates with voice of command. Processing of matters and issues related to student's registration, discipline, class attendance, curriculum delivery, personnel, school community relationships, maintenance of physical facilities and financial management in the absence of can be quite a challenging task for the principal as a school administrator (Visscher, 2013).

2. 3 Research Gap

Despite the efforts by the government, to provide Institutional leadership and management trainings, right personnel for effective leadership and management in secondary schools is wanting (Mackey, 2016). There is need for more comprehensive research on the influence of leadership and management of performance of public secondary schools. Many administrators struggle to figure out how their institutions can effectively perform through leadership and management role (Smith, 2015). He further noted that the whole institutional system continue to suffer loss since the light to improve leadership and management in secondary schools has not been shed. According to Schulz (2012) secondary school leadership and management has been weak due to principal's negligence in coping with technological advancement and mismanagement of school resources. In this manner, some have not been in ability to cope with new culture. Many of them are used to serve in mega schools with sufficient financial resources.

The current instituted schools in Mwala sub-county do not have required resources like enough class rooms, laboratory for necessary experiment and that contribute to leadership and management failure among others (Cortes & Herrmann, 2019). Most of these researches try to tackle important areas on leadership and management among secondary school principals in

Kenya. However, there is paucity of research on factors influencing leadership and management among secondary school principals in Mwala Sub County. Based on this information the study sought to analyze the factors influencing the effectiveness of leadership and management among secondary school administrators in Mwala sub-county.

2.4 The conceptual framework

According to Ravitch & Riggan (2017), conceptual framework focuses on the indicators to measure the success or failures in research. It diagrammatically illustrates the relationship and interactions of the study variables (Regoniel & Patrick, 2015). In this study, the researcher focused on how the independent various were manipulated to bring the outcomes of the dependent variable. The variables included administrators' professional skills, institutional culture, school resources and information technology. Figure 2.1 presents conceptual framework
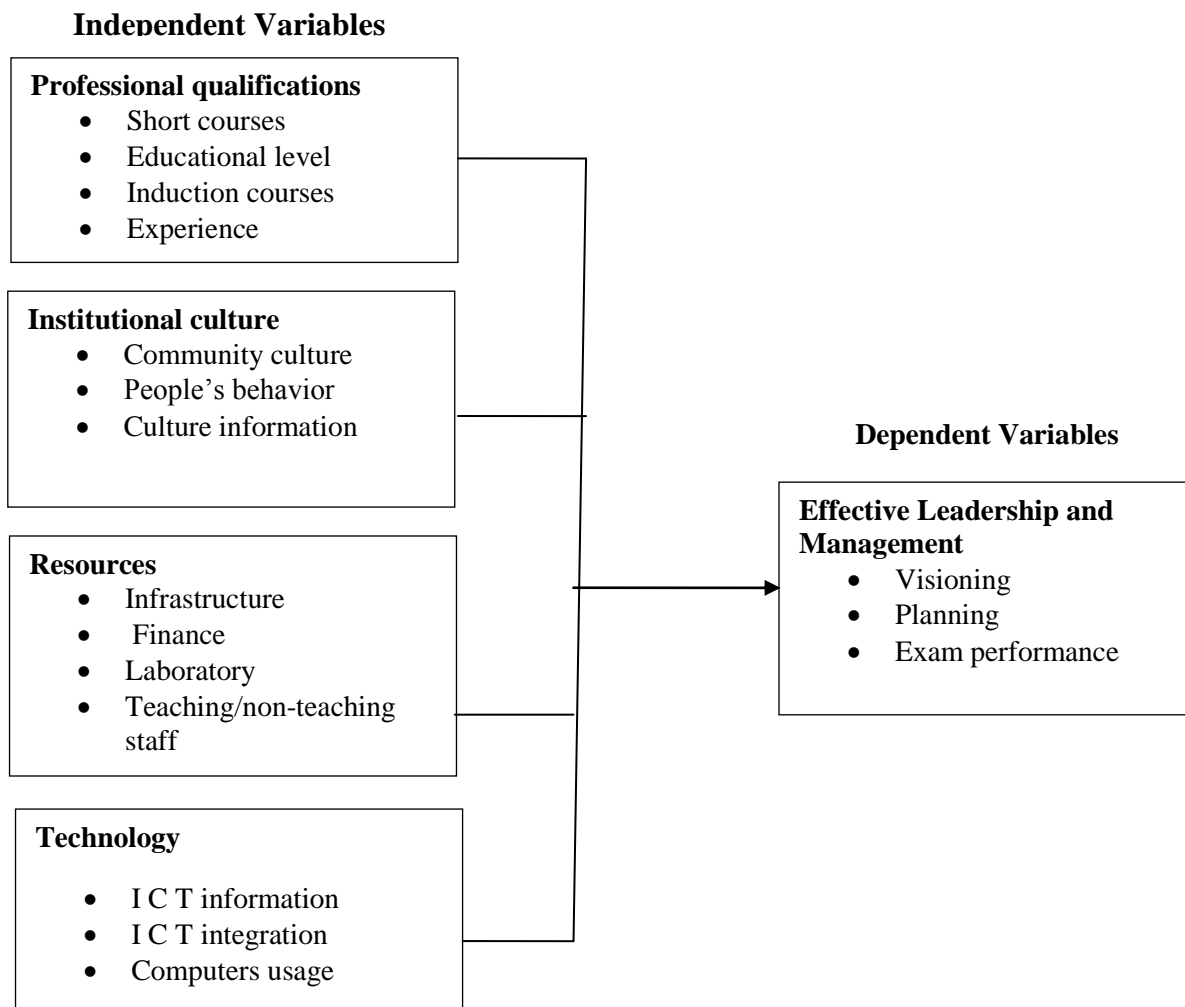
Independent Variables

```
┌─────────────────────────────────┐
│ Professional qualifications      │
│   •  Short courses               │
│   •  Educational level           │
│   •  Induction courses           │
│   •  Experience                  │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│ Institutional culture            │
│   •  Community culture           │
│   •  People's behavior           │
│   •  Culture information          │
│                                  │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│ Resources                        │
│   •  Infrastructure              │
│   •   Finance                    │
│   •  Laboratory                  │
│   •  Teaching/non-teaching       │
│      staff                       │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│ Technology                       │
│                                  │
│   •  I C T information           │
│   •  I C T integration           │
│   •  Computers usage             │
└─────────────────────────────────┘
```

Dependent Variables

```
┌─────────────────────────────────┐
│ Effective Leadership and         │
│ Management                       │
│   •  Visioning                   │
│   •  Planning                    │
│   •  Exam performance            │
│                                  │
└─────────────────────────────────┘
```

Figure 2.1: Conceptual frame work

2.5   Chapter Summary

This chapter has presented theoretical review on leadership theories, where Behavioral leadership theory was reviewed; the theory is based on the belief that great leaders are made not born, and therefore school leaders should be equipped with skills through training and observation since it focuses on actions of individuals. The great man theory of leadership was also reviewed to anchor this study; the theory posits that great leaders are born but not made. They possess internal characteristics such as being charismatic, confident, intelligent and social skills thus making them natural leaders.

School administrators should be people who portray some of the attributes of great leaders if they are to inspire their schools for greater performances. Empirical review on the four study objectives regarding professional qualifications, institutional culture, school resources and technology was done and identified research gaps highlighted and presented a conceptual framework. The literature review has revealed that indeed a lot of studies have been done by many scholars in the area of leadership and management of institutions and this current study was undertaken to fill some of the gaps identified from the previous studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population, sample and sampling procedures, data collection techniques, piloting, validity and reliability of the instruments, data analysis techniques and ethical issues.

3.1 Research Design

This study adopted a descriptive survey research design. A research design is a plan or blueprint for conducting the research with complete control over elements that may interfere with the validity of the results (Sekaran, 2009). Orodho (2012) states that descriptive survey design is suitable because it is used to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviors, or values. This design was used since it enables the researcher collect data across the sampled population using the same instruments.

3.3 Target population

The target population for this study entailed individuals who fitted in the specification of school administrators. The target population comprised of 90 respondents which represented by 30 principals, 30 deputy principals and 30 senior teachers in secondary schools in Mwala sub-county (Mwala sub-county Director of Education, 2016).

3.4 The sample Size and Sampling Procedures

The sample size constitutes a few items selected from the total population for the study, (Luvai, 2014).The sample size had similar characteristics of the total population. This allowed making generalizations about the entire population. The study used purposive sampling to select 15 principals, 15 deputy principals, and 15 senior staff from each of the 15 secondary schools thereby giving a sample size of 45 respondents. The advantage of purposive sampling is that all the respondents are captured in the sampling frame of the study. Table 3.1 presents the sample size

Table 3.1 Sample size

Designation	Total population	Sample size	percentage
Principals	30	15	16.67%
Deputy Principals	30	15	16.67%
Senior teachers	30	15	16.67%
Totals	**90**	**45**	**50%**

3.5 Research Instruments

The researcher developed data collection instruments in collecting data for the study. The researcher developed and used questionnaires to collect data from the respondents. Based on study objectives, the researcher developed structured questionnaire for the collection of required data.

3.6 Pilot study

Piloting of the research instruments was carried out by researcher before the collection of actual data. This should translate to 10% of the sample size (Mugenda and Mugenda, 2016). It was conducted in the neighboring Machakos Central Sub County. It involved a small representative sample identical to and not those involved in the actual study. The researcher randomly selected two schools, two principals, two deputy principals and two senior teachers. The study checked whether the instruments were logical and illicit comments that aided in the modification of the data collection instruments (Taherdoost, 2016).

3.7 Validity of Instruments

Validity is a concept used to evaluate the quality of research which gives the accuracy of a measure. It implies that the individual's scores data collection instruments are logical, meaningful and good conclusions can be drawn from the sample to represent the entire population. According to Chiang (2015) validity indicates how well a method, technique or test measures something. This study tested the construct validity of the instruments which is the measure of the degree to which data obtained from instruments accurately reflects a theoretical concept. The study ensured content validity by deriving relevant representative questions to cover the study objectives. Validity concerned the extent to which the instruments really measured what purport to measure.

3.8 Reliability of Instruments

Reliability is about the consistency of a measure and it is ensured by the extent to which the results will be analyzed (Yasar, 2014). The test assessed the relevance of the research objectives and understandability of the research tools. It ascertained the extent to which instruments

produces stable and consist results on repeated trials. The test-retest method ensured reliability of the instrument (Taherdoost, 2016).

3.9 Data Collection

This study collected data from the respondents using structured questionnaire. The method used was appropriate to provide answers to the problem being investigated. the researcher obtained an introductory letter from the relevant authority to allow him carry out the study. The researcher used 5-likert scale questions to obtain data from the respondents.

3.10 Data Analysis

Data analysis involved putting together the collected data, classifying, editing, coding and tabulation to make it more meaningful (Kothari, (2014). Data was analyzed descriptively to generate frequencies and percentages. Descriptive analysis was used because they enable the researcher to meaningfully describe distribution of scores or measurements using few indices (Rumsey, 2012).

Inferential data analysis was done using multiple regression analysis models using statistical package for social sciences (SPSS). Simple regression model was used to ascertain the relationship between the independent and dependent variables. Simple regression attempts to determine whether independent variable predict a given dependent variable (Babbie, 2010).

An empirical model was used to test the statistical significance of independent variables on effectiveness of leadership and management of public secondary schools in Mwala sub county, Machakos County. To facilitate the application of the regression model, weighted averages of the four constructs for independent variable was computed using the following equation model:

Y = β0 + β1X1 + β2X2 + β3X3 + β4X4 + ε

WHERE:

Y= Dependent variable (leadership & management)

β0 is a constant

B1-4 = Coefficient of independent variables

X1= Professional qualifications

X2= Institutional culture

X3= School resources

X4= Technology

ε= Error term

3.11 Ethical Considerations

The researcher made efforts and obtained research permit from NACOSTI to enable him move to the required areas in accordance to rules and regulations of appropriate research. The researcher also sought clearance from Scott Christian University and from Mwala Sub-County Director of Education (SCDE) to legally carry out the study in the sub county. The researcher introduced himself, explained the purpose of the study and ensured that the respondents participated with informed consent and maintained confidentiality of the data obtained from the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

This chapter presents the findings of the study, interpretation and discussions of the results. Data was analysed according to the study objectives using statistical tool of analysis to generate response rate, respondents' general information, frequency distribution tables and charts making the descriptive analysis of the data collected. Regression analysis was also carried out to establish the relationship between the study variables.

4.2. Response Rate

A survey was carried out through questionnaire administration, where a total of 45 questionnaires were distributed to the respondents and out of which 39 questionnaires were obtained back representing 86.7 % response rate. According to Mugenda and Mugenda (2003), any response rate that is above 70% is very good. Table 4.1 indicates the response rate.

Table 4.1: Response rate

Issued Questionnaires	Returned Questionnaires	Response rate
45	39	86.7

4.3 Background information

The study sought to find out general background information about the respondents in terms of gender, Age and number of years served.

4.3.1 Distribution of respondents by Gender

Out of the 39 respondents whose questionnaires were obtained 24 (61.5%) were male while 15 (38.5%) were female. This clearly shows that men occupy most of the leadership positions of public schools in Mwala sub-county.
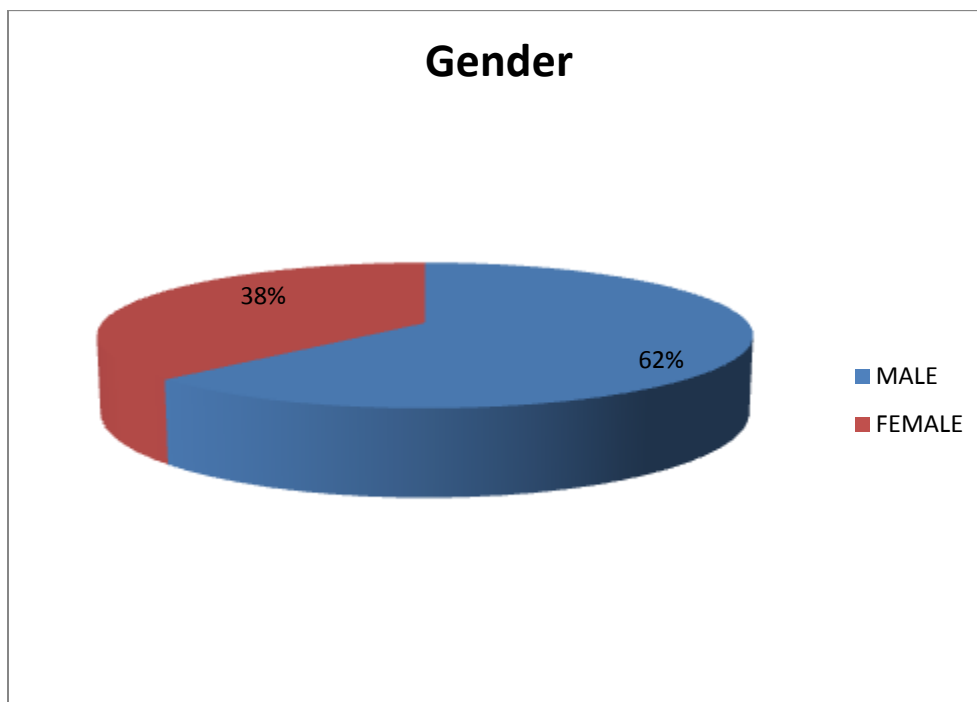

Figure 4.1: Distribution of gender

4.3.2 Distribution of respondents by level of education

Table 4.2 indicates that all the 39 (100%) respondents had a Bachelors degree out of which 15 (38.5%) of the respondents had a masters degree. The study findings indicated all the respondents had the required minimum qualifications i.e bachelor's degree followed by master's degree and this shows they are knowledgeable and qualify in school leadership and management positions in secondary schools.

Table 4.2 Distribution of Respondents by Level of Education

Academic achievement	Frequency (f)	Percentage (%)
Certificate	0	0
Diploma	0	0
Bachelors Degree	24	61.5
Masters Degree	15	38.5
Total	**39**	**100**

4.3.3 Distribution of respondents by number of years served

All the 39 respondents indicated they had served for more than 5 years in leadership positions. This means a majority of the leadership of public secondary schools in Mwala Sub County are people with adequate experience that can be utilized to spur schools performance.

Table 4.3 Distribution of Respondents by number of years served

Duration of Church Membership	Frequency (f)	Percentage (%)
Less than 1 year	0	0
1 to 5 years	0	0
6 to 10 years	10	25.6
Over 10 years	29	74.4
Total	**39**	**100**

4.4 Descriptive Analysis

The descriptive analysis on research variables is presented in this section. The section has findings presented in tables according to research objectives together with associated explanations. Respondents were asked to indicate the extent to which they agreed with statements on the variables of the study. These were measured on a 5-point Likert-type scale, ranging from strongly disagree (1) to strongly agree (5).

4.4.1 Professional qualifications and leadership and management effectiveness

4.4.1.1 Level of education and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that leader's level of education influences their effectiveness in executing their leadership roles and the results are as shown in table 4.4 where 51.3 % of the respondents strongly agreed, 35.9 % agreed and 12.8 % remained neutral on the question. These results indicate that education level is a great tool in terms of promoting leadership effectiveness in public secondary schools in Mwala Sub County.

Table 4.4 Level of education and leadership effectiveness

Level of education influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	20	51.3
Agree	14	35.9
Neutral	5	12.8
Disagree	0	0
Strongly Disagree	0	0
Total	**39**	**100**

4.4.1.2 Leadership short courses and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that taking leadership shot courses influences their effectiveness in executing their leadership roles and the results are as shown in table 4.5 where 41.0 % of the respondents strongly agreed, 48.7 % agreed and 10.3 % disagreed with the question. These results indicate that majority of the school administrators agreed that taking leadership short courses influences their leadership effectiveness.

Table 4.5 Leadership short courses and leadership effectiveness

Leadership short courses influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	16	41.0
Agree	19	48.7
Neutral	0	0.0
Disagree	4	10.3
Strongly Disagree	0	0
Total	**39**	**100**

4.4.1.3 Leadership experience and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that leadership experience influences their effectiveness in executing their leadership roles and the results are as shown in table 4.6 where 51.3 % of the respondents strongly agreed, 43.6 % agreed and 5.1 % disagreed with the question. These results indicate that majority of the school administrators strongly agreed that the number of years one has been in leadership influences one's leadership effectiveness.

Table 4.6 Leadership experience and leadership effectiveness

Leadership experience influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	20	51.3
Agree	17	43.6
Neutral	0	0.0
Disagree	2	5.1
Strongly Disagree	0	0
Total	**39**	**100**

4.4.2 Institutional Culture and leadership effectiveness

4.4.2.1 School performance culture and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that school performance culture influences their effectiveness in executing their leadership roles and the results are as shown in table 4.7 where 25.6 % of the respondents strongly agreed, 56.4 % agreed, 5.2%

remained neutral and 12.8 % disagreed with the question. These results indicate that majority of the school administrators simply agreed that school performance culture influences one's leadership effectiveness.

Table 4.7 School performance culture and leadership effectiveness

School performance culture influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	10	25.6
Agree	22	56.4
Neutral	2	5.2
Disagree	5	12.8
Strongly Disagree	0	0
Total	**39**	**100**

4.4.2.2 Local community culture and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that local community culture influences their effectiveness in executing their leadership roles and the results are as shown in table 4.8 where 12.8 % of the respondents strongly agreed, 33.3 % agreed, 10.3% remained neutral and 43.6 % disagreed with the question. These results indicate that majority of the school administrators disagreed with the question that local community culture influences school administrators' leadership effectiveness.

Table 4.8 Local community culture and leadership effectiveness

Local community culture influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	5	12.8
Agree	13	33.3
Neutral	4	10.3
Disagree	17	43.6
Strongly Disagree	0	0
Total	**39**	**100**

4.4.2.3 Teacher delocalization and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that delocalization positively influences their effectiveness in executing their leadership roles and the results are as shown in table 4.9 where 12.8 % of the respondents strongly agreed, 25.6 % agreed, while 61.5% of the respondents disagreed with the question. These results indicate that majority of the school administrators disagreed with the question that school teacher delocalization influences school administrators' leadership effectiveness.

Table 4.9 Teacher delocalization and leadership effectiveness

Delocalization positively influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	5	12.8
Agree	10	25.6
Neutral	0	0.0
Disagree	24	61.5
Strongly Disagree	0	0
Total	**39**	**100**

4.4.3 School resources and leadership effectiveness

4.4.3.1 Financial resources and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that school financial resources influences their effectiveness in executing their leadership roles and the results are as shown in table 4.11 where 53.8 % of the respondents strongly agreed, 25.6 % agreed, while 20.6 % of the respondents disagreed with the question. These results indicate that majority of the school administrators strongly agreed with the question that school financial resources influences school administrators' leadership effectiveness.

Table 4.11 Financial resources and leadership effectiveness

Financial resources influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	21	53.8
Agree	10	25.6
Neutral	8	20.6
Disagree	0	0.0
Strongly Disagree	0	0
Total	**39**	**100**

4.4.3.2 School infrastructure and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that school infrastructure influences their effectiveness in executing their leadership roles and the results are as shown in table 4.12 where 64.1 % of the respondents strongly agreed, 30.8 % agreed, while 5.1 % of the respondents remained neutral. These results indicate that majority of the school administrators strongly agreed with the question that school infrastructure influences school administrators' leadership effectiveness.

Table 4.12: School infrastructure and leadership effectiveness

School infrastructure influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	25	64.1
Agree	12	30.8
Neutral	2	5.1
Disagree	0	0.0
Strongly Disagree	0	0
Total	**39**	**100**

4.4.3.3 Support staff and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that school support staff influences their effectiveness in executing their leadership roles and the results are as shown in table 4.13 where 23.1 % of the respondents strongly agreed, 66.7 % agreed, while 10.2 % of the respondents remained neutral. These results indicate that majority of the school administrators agreed with the question that school support staff influences school administrators' leadership effectiveness.

Table 4.13 Support staff and leadership effectiveness

Support staff influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	09	23.1
Agree	26	66.7
Neutral	4	10.2
Disagree	0	0.0
Strongly Disagree	0	0
Total	**39**	**100**

4.4.4 Technology and leadership effectiveness

4.4.4.1 Use of ICT and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that use of ICT influences their effectiveness in executing their leadership roles and the results are as shown in table 4.14 where 51.3 % of the respondents agreed, 5.1 % remained neutral on the question, while 43.6 % of the respondents disagreed. These results indicate mixed feelings about the role of ICT in influencing leadership effectiveness of school administrators.

Table 4.14 Use of ICT and leadership effectiveness

Use of ICT influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	00	0.0
Agree	20	51.3
Neutral	2	5.1
Disagree	17	43.6
Strongly Disagree	0	0
Total	**39**	**100**

4.4.4.2 Availability of ICT Infrastructure and leadership effectiveness

The respondents were asked to indicate the extent to which they agree that availability of ICT infrastructure influences their effectiveness in executing their leadership roles in their schools and the results are as shown in table 4.15 where 64.2 % of the respondents agreed, 10.2 % remained neutral on the question, while 25.6 % of the respondents disagreed. These results indicate that a majority of the school administrators agree that availability of ICT infrastructure influences their leadership effectiveness.

Table 4.15 ICT infrastructure and leadership effectiveness

Availability of ICT infrastructure influences leadership effectiveness	Frequency (f)	Percentage (%)
Strongly agree	00	0.0
Agree	25	64.2
Neutral	4	10.2
Disagree	10	25.6
Strongly Disagree	0	0
Total	**39**	**100**

4.5 Regression Analysis

This study sought to find out the determinants of effective leadership and management of public secondary schools in Mwala sub-county. This establishment was achieved through regression analysis that tested the effect of each of the independent variables (professional qualification, institutional culture, school resources and technology) on the dependent variable (effective leadership and management). Composite mean was computed for every variable. Values of R-Square, and ANOVA were interpreted to make decisions.

4.5.1 Influence of professional qualifications leadership and management of public secondary schools in Mwala sub-county

The regression analysis results in table 4.16 shows the coefficient of determination R Squared = .431, this implies that professional qualifications account for 43.1 % of the variations on effective leadership and management of public secondary schools in Mwala sub-county. This shows that the influence of professional qualifications on effective leadership & management of public secondary schools in Mwala Sub County is significant.

Table 4.17 Regression Model on Influence of professional qualifications

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.140[a]	.431	-.471	.84791

a. Predictors: (Constant), Professional qualifications

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.086	3	.029	.040	.988[b]
	Residual	4.314	6	.719		
	Total	4.400	9			

a. Dependent Variable: Effective leadership and management

b. Predictors: (Constant), Professional qualifications

These findings coincide with those of Blanchard (2012) where in his mixed method survey approach did a survey in South African schools concerning effective leadership in curricular activities. He targeted 50 secondary schools, 15 administrators and a sample of 5 administrators. He observed that the absence of effective leadership and management in many high schools usually results to poor school academic standards. The School principal therefore should organize and coordinate school-based in-service programs to build teachers capacity for improved teaching (Bass, 2011).

4.5.2 Influence of institutional culture on leadership and management of public secondary schools in Mwala sub-county.

The regression analysis results in table 4.17 shows coefficient of determination R Squared = 0.015 which implies that institutional culture account for 1.5 % of the variations on effective leadership and management of public secondary schools in Mwala sub-county. This shows that the influence of institutional culture on effective leadership & management of public secondary schools in Mwala Sub County is not significant.

Table 4.18 Regression Model on Influence of institutional culture

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.131[a]	.015	-.241	.54571

a. Predictors: (Constant), Institutional culture

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.014	2	.012	.020	.876[b]
	Residual	2.202	4	.618		
	Total	2.216	7			

a. Dependent Variable: Effective leadership and management

b. Predictors: (Constant), Institutional culture

Some findings from other studies however point to the contrary. A study carried out in Australia by Barnet (2012) to establish the process of making learning culture and absorbed by the school leadership. He established that school principals should by these criteria understand the growth

and origin of particular culture by evaluating set of opinions, judgments and viewpoints significantly determine the drive to work, learning outcomes through leadership and management.

Maehr and Midgley (2018) identify dimensions such as emphasis on educational attainment, academic competence and educational innovation, dishonesty, disruptive activities and success as related to class leadership and management. They conclude that each class has its own unique culture related to school learning culture. Creating a common culture in institutional leadership and management particularly depends on school culture based on cohesiveness of a networking group of persons (Jepketer2015).

4.5.3 Influence of School resources on leadership and management of public secondary schools in Mwala sub-county

The regression analysis results in table 4.19 shows coefficient of determination R Squared = .331, which implies that school resources account for 33.1 % of the variations on effective leadership and management of public secondary schools in Mwala sub-county. This shows that the influence of resources on effective leadership & management of public secondary schools in Mwala Sub County is significant.

Table 4.19 Regression Model on Influence of school resources

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.135[a]	.331	-.391	.73475

a. Predictors: (Constant), Professional qualifications

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.072	3	.038	.043	.877[b]
	Residual	3.312	5	.681		
	Total	3.384	7			

6

a. Dependent Variable: Effective leadership and management

b. Predictors: (Constant), School resources

These empirical findings agree with those of other scholars. According to survey conducted by Makori & Onderi (2013) acquisition and maintenance of infrastructural facilities is of great consideration. School administrators should be highly concerned about physical environment and facilities within the school. Dilapidated structures, neglected projects, dark buildings, rough floors among others demoralize people, particularly the students in any school hence affecting principal's leadership(Brigid Barron &David Osher,2019).Therefore, it is the principals' responsibility to ensure that facilities are in good condition even when resources at their disposal are scanty. It is their responsibility to provide instructional staff with essential resources for successful teaching.

4.5.4. Influence of technology on leadership and management of public secondary schools in Mwala sub-county

The regression analysis results in table 4.20 shows coefficient of determination R Squared = .212, which implies that technology account for 21.2 % of the variations on effective leadership and management of public secondary schools in Mwala sub-county. This shows that the influence of technology on effective leadership & management of public secondary schools in Mwala Sub County is significant.

Table 4.19 Regression Model on Influence of technology

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.241[a]	.212	-.412	.81217

a. Predictors: (Constant), Professional qualifications

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.068	4	.046	.051	.876[b]
	Residual	4.211	6	.762		
	Total	4.279	8			

a. Dependent Variable: Effective leadership and management

b. Predictors: (Constant), Technology

These empirical findings concur with those of Muli (2017) where in his descriptive survey design conducted the study in Kitui County to investigate principal's integration to ICT in public secondary schools. His target population was 200 high schools, 50 administrators and a sample of 30 administrators. He observed that there are more computers in the school but no school administrator committed to ICT integration. The motion of current movement towards integration of technology into secondary schools should be considered key since it enables principals reassess school programs and policies as they examine its impact on school leadership and management (Ghaida Alayyar & Gerald Knezek, 2013). School leadership should make sure that staff members do not neglect information technology if the school has computers in place (Muli, 2017).

4.6 chapter summary

The chapter presented data analysis on the study variables and the findings indicate that professional qualifications is a significant factor in influencing the effectiveness of school administrators, school administrators' level of education, skills and experience cannot be ignored when talking about leadership and management of public secondary schools. Data analysis results revealed that school resources such as financial resources, support staff and infrastructure facilities like classrooms, dormitories and laboratories are significant determinants of school administrators' effectiveness. Technology was also found to be a significant factor in terms of enhancing leadership effectiveness while the empirical findings reveal that institutional culture was insignificant in terms of determining school administrators' effectiveness.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter summarizes the findings and discussion based on the objectives of the study. Major conclusions drawn from the study are also discussed. The key recommendations and suggestions for further research are presented.

5.1. Summary of the findings.

The study aimed at identifying the determinants of effective leadership and management of public secondary schools in Mwala sub-county. It sought to examine the influence of professional qualifications on leadership and management of public secondary schools, asses the influence of institutional culture on leadership and management of public secondary schools, determine the influence of school resources on leadership and management of public secondary schools and to establish the influence of technology on leadership and management of public secondary schools among principals in Mwala sub-county.

5.1.1. Influence of professional qualifications on leadership and management of public secondary schools.

The study findings indicated that professional qualifications had a significant influence on the effectiveness of leadership and management of public secondary schools in Mwala sub-county, 51.3 % of the respondents strongly agreed that level of education influences the effectiveness of leadership and management of public secondary schools, 48.7 % of the respondents agreed that taking leadership short courses influences the effectiveness of leadership and management of public secondary schools. Regression analysis results indicated coefficient of determination R

Squared = .431, this implies that professional qualifications account for 43.1 % of the variations on effective leadership and management of public secondary schools in Mwala sub-county.

These results imply that in the school where principal, deputy principal and senior teacher are highly skilled, students are well informed and well taught as subordinate staff is motivated. This is evidence enough that professionalism in leadership and management determines holistic performance of any school.

5.1.2 Influence of institutional culture on leadership and management of public secondary schools.

The study findings indicated that institutional culture does not have a significant influence on the 43.6 % of the respondents disagreed with the question that local community culture influences school administrators' leadership effectiveness, 61.5% of the respondents disagreed with the question that delocalization of teachers positively influences leaders' effectiveness and management of public secondary schools. Regression analysis results indicated that R Squared = 0.015 which implies that institutional culture account only for 1.5 % of the variations on effective leadership and management of public secondary schools in Mwala sub-county. This shows that the influence of institutional culture on effectiveness of leadership & management of public secondary schools in Mwala Sub County is insignificant, some studies have however emphasized that culture is important and influences performance.

5.1.3 Influence of school resources on leadership and management of public secondary schools.

The study findings indicated that school resources had a significant influence on the effectiveness of leadership and management of public secondary schools in Mwala sub-county,

51.3 % of the respondents strongly agreed that financial resources influences the effectiveness of leadership and management of public secondary schools, 64.1 % of the respondents strongly agreed that school infrastructure influences the effectiveness of leadership and management of public secondary schools. Regression analysis results indicated coefficient of determination R Squared = .331, which implies that school resources account for 33.1 % of the variations on effective leadership and management of public secondary schools in Mwala sub-county. This shows that the influence of resources on effective leadership & management of public secondary schools in Mwala Sub County is significant.

5.1.4. Influence of technology on leadership and management of public secondary schools.

The study findings indicated that school resources had a significant influence on the effectiveness of leadership and management of public secondary schools in Mwala sub-county, 51.3 % of the respondents strongly agreed that financial resources influences the effectiveness of leadership and management of public secondary schools, 51.3 % of the respondents agreed that the use of ICT influences the effectiveness of leadership and management of public secondary schools. Regression analysis results indicated coefficient of determination R Squared = .212, which implies that technology account for 21.2 % of the variations on effectiveness of leadership and management of public secondary schools in Mwala sub-county. This shows that the influence of technology on effective leadership & management of public secondary schools in Mwala Sub County is significant.

5.2. Conclusion

In view of the empirical findings of this study, the study concludes that there is a significant influence of professional qualifications on the effectiveness of leadership and management of

public secondary schools. Leaders' level of education, attending short training courses on leadership and experience in leadership are factors that contribute to the effectiveness of leadership and management of public schools.

The study concludes that institutional culture does not have a significant influence on the effectiveness of leadership and management of public secondary schools, local community culture, educational performance culture and teacher delocalization factors do not bear a significant influence on the leadership and management of public schools.

Given the empirical findings, the study concludes that there is a significant influence of school resources on the effectiveness of leadership and management of public schools. Financial resources, school infrastructure and support staff are all critical factors that determine the effectiveness of leadership and management of public schools.

The study further concludes that there is a significant influence of technology on the effectiveness of leadership and management of public schools. Use of ICT and enhancement of ICT infrastructure in schools contribute to the effectiveness of leadership and management of public secondary schools.

Finally the study concluded that there has been a decline in leadership and management of public secondary schools which could be attributed to unqualified leaders, insufficient school resources and lack of information computer technology (ICT) in public secondary schools in Mwala- sub-county. The schools have not been performing well and this could be because of poor leadership and management of these institutions.

5.3 Recommendations

5.3.1 Policy recommendations

Since the findings of this study indicate that professional qualifications significantly influences the effectiveness of leadership and management of public secondary schools, the ministry of education should promote leadership training short courses among all school administrators starting from the principals, deputy principals, senior masters and heads of various departments in order to enhance their leadership skills for effective management of school affairs.

Since school resources are significant in influencing leadership effectiveness, the government should increase the allocation of financial resources to public secondary schools to enable school administrators run the schools efficiently; the government should also allocate funds to boost school infrastructures such as laboratories, classrooms and dormitories especially in rural schools to improve leadership effectiveness and enhance performance.

This study makes further recommendation that the government should partner with the private sector to install the necessary ICT infrastructure in all public secondary schools, all school administrators should be given ICT gadgets like laptops and Ipads to help them in communication and quick tracking of school performance.

5.3.2. Recommendation for further studies

This study recommends that further research be carried out to determine the influence of government policy on the effectiveness of leadership and management of public secondary schools in Kenya. In order to remove the bias that could be associated with this study for limiting itself to public secondary schools, further research should be carried out on the determinants of effective leadership on private schools in Kenya for comparison purposes.

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APPENDICES

Appendix I: Research Questionnaire

The purpose of this study is to analyze the determinants of effective leadership and management of public secondary schools, Mwala sub-county. You are requested to respond to the items as honest as possible. Kindly fill the spaces provided with appropriate information or tick where applicable. Please do not write your name or that of your school on this questionnaire. The information provided will be treated with confidentiality and it will be only used for analytical purpose of the study.

Section A: Demographic Factors

1. Please state your gender?

   i. Male   (   )

   ii. Female   (   )

2. What are your age brackets in year?

   i. Less than 25 ( )

   ii. 26-30   ( )

   iii. 31-35   (   )

   iv. 36-40   ( )

   v. 41-45   ( )

   vi. 46-50   (   )

   vii. Over 50   (   )

3. Please state your highest professional qualifications

i. Certificate ( )

ii. Diploma   ( )

iii. Degree   ( )

iv. Masters   ( )

v. PhD   ( )

vi. Any other ( )

4. What is your leadership position? _____

5. How long have you been in this school?

i. 15 years and above ( )

ii. 10-14 years ( )

iii. 6-9 years ( )

iv. Less than 5 years ( )

6. What is your leadership experience?

i. Less than 5 years ( )

ii. 6-10 years ( )

iii. 11-15 years ( )

iv. 15 and above ( )

10. In your view what is the level of the deputy principal responsibility in your school?

i. Good ( )

ii. Very good ( )

iii. Average ( )

iv. Below average ( )

v. Above average ( )

Section B: professional qualifications and leadership and management

15. The following statements relate ways in which professional qualifications influence principal's leadership and Management. Relate them using-Strongly Agree (SA), Agree (A), Neutral (N),Disagree (D), Strongly Disagree (SD)

Statement on professional qualifications influence &Leadership and management	SA	A	N	D	SD
Leaders' level of education influences their effectiveness					
Taking leadership shot courses enhances leadership effectiveness					
leadership experience enhances effectiveness					
High skilled leadership influences the school positively					
Leader's level of education matters a lot in an organization development					
Principal's experience helps him/her address further challenges					

Section C: School culture, influence and leadership and management

15. The following statements relate ways in which culture influence principal's leadership and Management. Relate them using-Strongly Agree (SA), Agree (A), Neutral (N),Disagree (D), Strongly Disagree (SD)

Statement on culture influence &Leadership and management	SA	A	N	D	SD
School performance culture influences leadership effectiveness					
local community culture influences leadership effectiveness					
Delocalization positively influences leadership effectiveness					
Leadership involves understanding a particular culture					
Culture is driven by peoples' behavior in organization					

Section D: School resources influence to principals leadership and management

16. The following statements relate ways to which school resources influence leadership and management. Rate them accordingly.

Statement on resource influence on leadership effectiveness	SA	A	N	D	SD
School financial resources influences leadership effectiveness					
School infrastructure influences leadership effectiveness					
School support staff influences leadership effectiveness					
Infrastructure in school lead to poor performance					
Inadequate finances motivates teachers to work better					
Principal should use his/her own resources to run the school					

Strongly agree (SA), Agree (A), Neutral (N) Disagree (D), Strongly disagree.

SECTION E: Technology influence to principal's leadership and management

17. The following statements relate ways to which technology influence principal's leadership and management. Rate them based on Strongly Agree (SA), Agree (A), Neutral (N) Disagree (D), strongly disagree (SD)

Statement on technology influence to school leadership and management	SA	A	N	D	SD
school support staff influences leadership effectiveness					
Use of ICT influences leadership effectiveness					
Availability of ICT infrastructure enhances leadership effectiveness					
ICT usage in schools has been the easiest way to pass information					
Integration of ICT in education has become crucial					
Principal's positive attitude towards ICT will promote school leadership					

Appendix II: Introduction Letter

Introduction letter

Stephen Mutuku Kioko,

Scott Christian University,

P.O.BOX 49,

Machakos.

15th March, 2021.

The Director,

Machakos County Education Office,

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT AN EDUCATIONAL STUDY IN MWALA SUB-COUNTY:

I am a post graduate student of Scott Christian University Currently carrying out a research on the above stated subject at Mwala Sub-County which is in Machakos County. The study entails data collection by interview guides and questionnaires. The target respondents include the principals, deputy principals and senior teachers in selected secondary schools. The information given will be treated with strict confidentiality and will be used for academic purposes only

Your assistance and support will be highly appreciated.

Yours Faithfully,

Stephen M Kioko -MLM/010/16

Appendix III: Research Authorization Letter

Stephen Mutuku Kioko
Scott Christian University
P.O.BOX 49,
Machakos

21st May, 2021
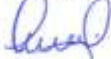
The County Director Education,
Machakos County.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT AN EDUCATIONAL STUDY IN MWALA SUBCOUNTY:

I am a post graduate student of Scott Christian University Currently carrying out a research on the above stated subject at Mwala Sub-County which is in Machakos County. The piloting of the study will be done in Machakos sub-county. The study entails data collection by interview guides and questionnaires. The target respondents include the principals, deputy principals and senior teachers in selected secondary schools. The information given will be treated with strict confidentiality and will be used for academic purposes only your assistance and support will be highly appreciated.

Yours Faithfully,

Stephen M Kioko -MLM/010/16

Cc: COUNTY COMMISSIONER
      MACHAKOS COUNTY

      COUNTY GOVERNOR
      MACHAKOS COUNTY

Appendix IV: Authorization by Institution

Appendix V : Authorization by Ministry of Education

MINISTRY OF EDUCATION, SCIENCE &TECHNOLOGY

STATE DEPARTMENT OF EDUCATION

Telegrams: "ELIMU"		SUB COUNTY EDUCATION OFFICE
Telephone: Mwala		MWALA SUB COUNTY
Fax: Mwala		
Email – deomwaladistric@gmail.com		P.O. BOX 413-90101,
When replying please quote		MASII
REF. ML/ED/AD/037/VOL.1/015		Date: 07/06/ 2021

TO PRINCIPALS
1. Muthetheni Girls
2. Kyethivo Girls
3. Kimuuni Secondary
4. Mbaani Secondary
5. Masii Girls
6. Mwala Boys
7. Kikaso Secondary
8. Masii Boys
9. Muthetheni Mixed
10. Kilala Secondary

RE; RESEARCH AUTHORIZATION: STEPHEN MUTUKU KIOKO

The bearer of this letter is a student of Scott Christian University; He is authorized to undertake research in the above secondary schools Mwala Sub-County, on the topic:

"Determinants of effective leadership and management of public secondary schools" from 1st June 2021 to 30th June 2021

Any assistance accorded to hi will be highly appreciated

Thank You

ROSE KATHIE
FOR: SUB COUNTY DIRECTOR OF EDUCATION
MWALA

Appendix VI: Research Permit by NACOSTI