INSTITUTIONAL MANAGEMENT EFFECTS ON ACADEMIC PERFOMANCE IN SECONDARY SCHOOLS IN KIKUYU SUB-COUNTY, KIAMBU COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULIFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF EDUCATION (ARTS) OF GRETSA UNIVERSITY

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DECLARATION AND APPROVAL

Declaration

This research project is our original work and has not been presented for award of a degree or for any similar purpose in any other institution.

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This research project has been submitted with my approval as university supervisor.

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DEDICATION

This work is dedicated to our parents and guardians, whose sacrifice, love, and encouragement have been our greatest source of inspiration. We also dedicate it to all students who continue to pursue their education amidst various family challenges, with the hope that this study contributes to finding solutions that improve their academic performance.

ACKNOLEDGEMENTS

We wish to express our sincere gratitude to all those who contributed to the successful completion of this study. We extend heartfelt appreciation to our supervisor for the invaluable guidance, encouragement, and professional insights provided throughout the research process. We are equally grateful to the teachers, parents, and pupils of the selected schools in Kikuyu Sub-County, Kiambu County, for their cooperation and willingness to provide the necessary information that formed the backbone of this study. Special thanks also goes to our families and friends for their unwavering support, understanding, and motivation during the entire research period. Above all, we thank the Almighty God for granting us the strength, good health, and wisdom to complete this work.

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ABBREVIATIONS AND ACRONYMS

ANOVA- Analysis of Variance.

NCS- National Commission for Science.

DEFINITION OF TERMS

Academic Performance: The measurable outcomes of students' learning, typically indicated by grades, test scores, and overall achievement. This study examines academic performance as a result influenced by effective institutional management.

Institutional Management: The processes and practices involved in overseeing and directing the operations, resources, and personnel within an educational institution. In this study, it refers to leadership, resource allocation, policy implementation, and stakeholder engagement within schools.

Reliability: The degree to which a research instrument yields consistent results over time. For this study, reliability will be assessed using test retest reliability.

Sample Size: The subset of the target population chosen for the study. This sample is selected to provide insights into the broader population of Kikuyu Sub-County

Target Population: The entire group of individuals or entities from which the study sample is drawn. Here, it refers to public primary and secondary school administrators, teachers, and students in Kikuyu Sub-County.

Validity: The extent to which an instrument accurately measures what it is intended to measure. This includes face validity, content validity, and construct validity to ensure that the instruments used in this study are appropriate and accurate.

Quantitative Data: Numerical data collected from surveys and questionnaires that can be statistically analyzed. In this study, quantitative data will help establish relationships between institutional management practices and academic performance.

Qualitative Data: Non-numerical data, often descriptive, collected from interviews and open-ended responses to understand deeper insights into management practices. Qualitative data in this study will be thematically analyzed to complement the quantitative findings.

ABSTRACT

This research project examined the effects of institutional management on academic performance in secondary schools within Kikuyu Sub-County, Kiambu County, Kenya. The study aimed to determine how three key aspects of management discipline, communication, and resource management influence students' academic achievement. The motivation for this research stemmed from persistent disparities in school performance despite standardized curricula and government interventions, suggesting that variations in institutional management might be a critical factor. A descriptive mixed-methods research design was adopted, integrating both quantitative and qualitative approaches to provide comprehensive insights. The target population included 650 students, 130 teachers, and 20 administrators drawn from both public and private secondary schools in Kikuyu Sub-County. Stratified and simple random sampling were employed to ensure balanced representation, while purposive sampling targeted key informants such as school heads. A total of 266 participants were selected, and 245 valid responses were obtained, representing a response rate of 92.1%. Data were collected using structured questionnaires and interviews, then analyzed using descriptive statistics (frequencies and percentages) and inferential statistics (correlation and regression analysis). The findings revealed that while most schools embraced positive disciplinary measures such as counseling and mentoring rather than punitive actions, discipline exhibited only a weak positive but statistically insignificant relationship with academic performance ($\beta = 0.136$, $p = 0.234$). Similarly, communication between teachers, students, and administrators was frequent, particularly through feedback mechanisms, but its effect on academic performance remained weak and non-significant ($\beta = 0.121$, $p = 0.230$). Resource management was identified as a major challenge across many schools, with shortages in ICT tools, textbooks, and classrooms being prevalent. Qualitative data complemented these results, emphasizing that leadership style, mentoring, and effective feedback loops contribute indirectly to better performance by enhancing morale and accountability. Respondents also highlighted that inadequate infrastructure and limited community engagement hindered learning outcomes. These insights underscored the need for holistic approaches that integrate management practices with broader socio-educational factors. The study concluded that while discipline, communication, and resource management are essential for fostering conducive learning environments, they do not independently determine academic success. Their true value lies in supporting and reinforcing other educational processes. The research therefore recommends that schools adopt restorative discipline methods, strengthen internal and external communication channels, conduct regular resource audits, and actively involve parents and communities in school affairs. Policy recommendations include the Ministry of Education investing in ICT infrastructure, establishing standardized resource benchmarks, and mandating continuous professional development for school leaders.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Effective institutional management is essential in shaping an environment that promotes academic excellence. This project explores how management practices within educational institutions impact student performance. By examining factors such as discipline, effective communication and effective resources management. We understood the connection between strong management and academic outcomes. Through this study, we identified practical strategies that administrators can use to enhance both the educational experience and the success of their students, ultimately contributing to the institution's overall quality and reputation.

1.2 Background of the Study

Effective institutional management plays a critical role in shaping the educational environment and determining the success of academic programs (Mwangi and Njuguna 2021). Academic performance, often measured through metrics such as standardized test scores, graduation rates, and student engagement (Kimani, 2020: Oxford review of education 2024), is not solely influenced by student ability or teacher competence. It is also significantly impacted by how institutions are managed.

Hallinger & Heck (1998). Exploring the principal's role in school effectiveness: The case of secondary schools in the Philippines. The decisions made by school administrators, including how resources are allocated, how policies are enforced, and how communication is facilitated, directly shaped the learning conditions within schools. As such, the connection between effective management and academic performance has become a focus point for educators, policymakers, and researchers. Kiambu County Education Report (2019). Impact of Resource Allocation on School Performance in Kikuyu Sub-County. Kiambu County Government.

In Kenya, the education sector is a cornerstone of national development. The government and stakeholders have implemented various changes aimed at improving access, equity, and quality of education. Despite those efforts, significant differences in academic performance are noticed, with some schools excelling while others lagging behind. The main causes of these disparities often lie in differences in institutional management practices. Kikuyu Sub-County in Kiambu County offered a compelling case study for examining these issues. The region is home to many

schools, including public, private, and faith-based institutions, each operating within distinct management structures and facing unique challenges Nyambura & Murithi (2020). Factors influencing academic performance in Kikuyu Sub-County: A case study of public and private schools. International Journal of Educational Management and Policy Studies, 8(4), 310-322.

Public secondary schools in Kikuyu Sub-County often faced challenges, such as inadequate funding, insufficient teaching materials, and overcrowded classrooms. Those issues are increased by ineffective management practices, including inconsistent policy enforcement, weak leadership, and limited stakeholder engagement (Ministry of education 2022: Njoroge and Gathungu,2021) On the contrary, private schools in the region generally benefited from better resource availability, smaller class sizes, and more structured administrative systems. However, these schools are also faced with challenges such as high operational costs, which might limit access for students from low-income families, and a lack of inclusivity in their governance structures. These contrasting scenarios underscored the critical need for a deeper understanding of how institutional management influenced academic outcomes.

Globally, numerous studies had demonstrated that strong leadership and effective management practices were key drivers of academic success. Leadership styles that prioritized inclusivity, open communication, and resource efficiency had been linked to improved student motivation and teacher performance. For example, research shows that when school leaders engage stakeholders, including parents, teachers, and students, in decision-making processes, the sense of ownership and accountability improved, leading to better academic outcomes. Additionally, the strategic allocation of resources such as hiring qualified teachers, investing in modern teaching facilities, and providing adequate learning materials has been identified as a critical factor in enhancing the quality of education. Day & Leithwood (2007). Successful school leadership: Linking with learning and achievement. Educational Leadership and Administration: Teaching and Program Development, 19(1), 31-45.

Despite these global insights, there are limited research specifically addressing how those management principles are applied within the Kenyan education context, particularly in regions such as Kikuyu Sub-County. The unique socio-economic and cultural factors at play in the region required tailored strategies to improve academic performance. Schools in Kikuyu Sub-County

exhibited a wide range of academic results, from those consistently topping national examination rankings to others struggling with poor student outcomes. Those disparities raised important questions about the effectiveness of institutional management practices and what they impacted on educational quality.

Kikuyu Sub-County also faced challenges related to stakeholder alignment. For example, parents and community members might have differing expectations of school leadership, while teachers and students might feel disengaged from decision-making processes. Those dynamics often resulted in fragmented efforts to achieve academic goals. Furthermore, resource constraints, particularly in public schools, hindered the ability of administrators to implement innovative and effective management strategies. On the other hand, private schools which were well resourced, might lack firm accountability mechanisms, which could have impacted their overall effectiveness.

This study sought to investigate the relationship between institutional management and academic performance in Kikuyu Sub-County. By examining key factors such as leadership styles, communication practices, discipline enforcement, and resource allocation, the research aimed to identify management strategies that could improve academic outcomes. The findings would have contributed to the broader discourse on educational management by providing evidence-based recommendations that could be applied not only within Kikuyu Sub-County but also in other regions facing similar challenges. Darling & Hammond (2000). Teacher quality and student achievement: A review of state policy evidence. Educational Policy Analysis Archives, 8(1), 1-44.

Moreover, this study was significant in its potential to influence policy and practice. By identifying best practices in institutional management, the research would equip school leaders and policymakers with actionable insights to enhance the quality of education. It will also serve as a valuable resource for future research, laying the groundwork for further exploration of the relationship between management and academic success in Kenya and beyond. Cordeiro & Cunningham (2005). Educational Leadership: A Bridge to Improved Practice. Pearson Education.

The background of this study thus established a strong foundation for understanding the critical role of institutional management in academic performance. It highlights the relevance of the

study within the local context of Kikuyu Sub-County while connecting it to broader national and global education challenges. By addressing the gaps in knowledge and practice, this research aimed to contribute meaningfully to the field of educational management.

1.3 Statement of the Problem

Educational institutions play a critical role in shaping student success. However, many continue to struggle in achieving optimal academic outcomes due to ineffective institutional management practices (Bush, 2008). Challenges such as inadequate strategic planning, poor resource allocation, and inconsistent leadership significantly hinder the creation of supportive and conducive learning environments (OECD, 2016: Leithwood et al., 2004). These management deficiencies not only negatively impact students' academic performance but also compromise the institution's overall reputation and long-term sustainability (UNESCO, 2015). This study, therefore, seeks to investigate the influence of institutional management practices on academic performance, with the objective of identifying key managerial factors that either facilitate or constrain student achievement. By addressing these issues, the research aims to offer practical recommendations for educational leaders to refine their management approaches and, ultimately, improve academic outcomes (Fullan, 2001: Hallinger & Heck, 2010).

1.4 Purpose of the Study

The purpose of the study of institutional management effects on academic performance aims to understand how well-managed educational institutions could create environments that fostered better learning outcomes for students. Some key purposes of this study were improving students' performance by identifying effective management practices that institutions could have implemented to improve academic outcomes. Effective management ensured that resources such as (financial, human, and material) are used efficiently to support educational goals. Also, creating supportive environments for both students and staff, which could lead to improved academic engagement and psychological well-being.

1.5 Conceptual Framework

The conceptual framework for this study outlined the key variables and their expected relationships. The independent variable was institutional management, which encompassed factors like discipline, effective communication and effective resource management. The dependent variable is academic performance, which can be measured through student academic outcomes such as test scores, graduation rates, and overall academic achievement.

In addition to these core variables, there were mediating factors such as teacher quality, student engagement, and support services, which influenced the relationship between management practices and academic performance. The framework posited that effective management practices led to better resource allocation, improved teaching and learning environments, and enhanced student support, which ultimately results in higher academic performance.

This framework guided the study that explored how institutional management affected academic outcomes, and emphasized on identifying key managerial practices that contributed to success.

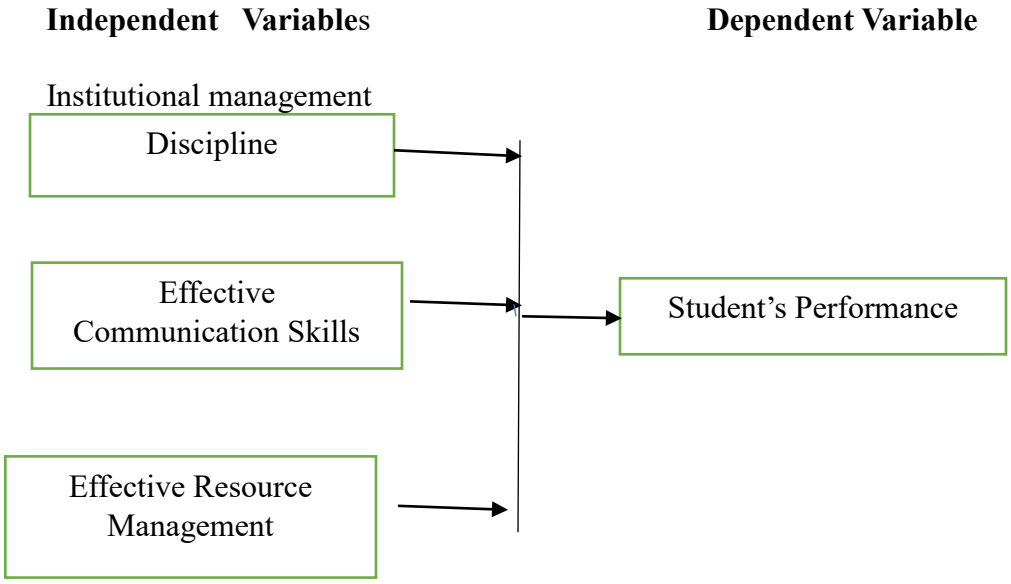

Figure 1.1: Conceptual Framework

Source: Research Data, 2025

1.6 Research Questions

i. What is the relationship between discipline and academic performance in secondary schools in Kikuyu Sub-county, Kiambu County, Kenya.

ii. How does effective communication influence student outcomes in secondary schools in Kikuyu Sub-county, Kiambu County, Kenya?
iii. In what ways does resource management influence academic performance in educational institutions in secondary schools in Kikuyu Sub-county, Kiambu County, Kenya.?

1.7 Objectives of the Study

1.7.1 General Objectives

To investigate the relationship between effective institutional management and academic performance.

1.7.2 Specific Objectives

i. To analyze the effects of discipline on academic performance in secondary schools in Kikuyu Sub-county, Kiambu County, Kenya.
ii. To evaluate the role of effective communication in enhancing student performance in secondary schools in Kikuyu Sub-county, Kiambu County, Kenya.
iii. To assess how effective resource management contributes to academic performance in secondary schools in Kikuyu Sub-county, Kiambu County, Kenya

1.8 Significance of the Study

This research holds value in its investigation of how institutional leadership practices affect learners' academic success. Educational institutions are central to influencing student performance. By pinpointing the managerial methods that positively impact academic results, this study provided important direction for school heads, education planners, and other key stakeholders. Gaining insight into how leadership strategies affect learning outcomes enabled schools to create well-informed plans to raise teaching standards, improve resources, and uplift student achievement. Moreover, the findings of this study guided primary, secondary, and tertiary institutions on refining leadership processes, distributing resources wisely, and building a productive learning atmosphere. In the long run, these contributions may lead to better exam results, higher rates of student progression, and overall improvement in institutional operations.

1.9 Scope of the Study

The investigation was confined to analyzing how leadership practices in secondary institutions influenced educational performance within Kikuyu Sub-County in Kiambu County, Kenya. The

research specifically looked at aspects such as enforcement of rules, management of available resources, and communication systems to assess how they affected academic progress. Information was collected from a range of schools in the area to represent different institutional characteristics. A combination of methods was used, including numerical data from school documents and narrative data from questionnaires administered to principals, teaching staff, and students. The results aimed to highlight practical management approaches that contributed to better academic achievements in the schools studied.

1.10 Limitations of the Study

Several constraints affected this research. Firstly, the scope was restricted to Kikuyu Sub-County, meaning the findings may not reflect conditions in other regions due to variations in infrastructure, governance, and economic status. Future studies were encouraged to extend the analysis to other parts of the country for broader comparisons. Secondly, the study depended on data provided by individuals through questionnaires, which could be affected by memory lapses or subjective interpretations. To reduce such distortions, structured tools with clear scales and direct questions were used. Thirdly, only a select number of schools and respondents were included because of limited time and resources, which might limit the application of the results to a wider population. Additionally, accessing full administrative records was occasionally difficult, which may have impacted the depth of the findings. Participants were selected based on their involvement in school management to ensure relevance and depth. It's also worth noting that other important influences like family income levels, parental involvement, and neighborhood support played a role in student achievement but were not a primary focus here. Finally, the management practices affecting student outcomes in Kikuyu Sub-County may differ from those in other counties. As such, future researchers were encouraged to carry out comparative studies across various sub-counties to capture a national perspective.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the existing literature on the relationship between effective institutional management and academic performance. It aligned with the study objectives outlined in Chapter One, exploring how discipline, communication, and resource management influenced academic outcomes. The chapter began with a general review of literature on institutional management, followed by thematic discussions structured around the study's objectives. It concluded with a theoretical framework and a summary of identified research gaps.

2.2 General Review of Literature Related to the Main Concept

Institutional management had been widely recognized as a key determinant of academic success. Effective management encompassed leadership, organization, and governance strategies that influenced educational processes and outcomes. Studies highlighted that institutions with robust management systems often achieved superior academic results compared to those with weak or inconsistent management. Leadership style, resource allocation, stakeholder collaboration, and policy implementation were recurring themes in literature as critical components of institutional management.

Research by Leithwood and Louis (2012) underscored the role of transformational leadership in fostering a positive school culture, improving teacher performance, and enhancing student outcomes. Similarly, UNESCO (2021) emphasized the importance of inclusive policies, accountability, and equitable resource distribution in achieving quality education for all. However, the literature also highlighted challenges, such as resource constraints, ineffective communication, and lack of stakeholder involvement, as barriers to achieving optimal management practices in educational institutions.

2.3 The Impact of Discipline on Academic Performance

Discipline was crucial for maintaining order and fostering an environment conducive to learning. Literature suggested that disciplined schools created a structured atmosphere where students could focus on their studies. A study by Marzano and Pickering (2003) found that schools with clear and consistently enforced disciplinary policies achieved higher levels of student engagement and academic success.

However, punitive approaches to discipline such as punishment had been critiqued for their potential to isolate students and worsen their behavior issues. Alternatives like restorative practices, which emphasized accountability and reconciliation, had gained traction in recent years. Research by Gregory et al. (2016) highlighted the effectiveness of such approaches in reducing suspensions and improving academic performance.

Despite the consensus on the importance of discipline, gaps remained in understanding how cultural and contextual factors influenced its implementation and effectiveness, particularly in settings like Kikuyu Sub-County.

2.4 The Role of Effective Communication in Enhancing Student Performance

Effective communication was a cornerstone of successful institutional management. Open channels of communication among administrators, teachers, students, and parents fostered collaboration and trust, leading to better academic outcomes. According to Epstein's (2011) framework for school-family-community partnerships, regular and transparent communication enhanced parental involvement, which in turn positively impacted student performance.

Moreover, effective communication within schools, such as between administrators and teachers, contributed to a shared vision and coordinated efforts toward academic goals. However, challenges like language barriers, inadequate training in communication skills, and hierarchical structures hindered effective communication. Research in similar contexts suggested the need for tailored communication strategies that consider local dynamics.

2.5 Effective Resource Management on Academic Performance

The allocation and management of resources, including financial, human, and material, significantly impacted educational outcomes. Studies showed that well-resourced schools provided better learning environments, attracted qualified teachers, and offered comprehensive support services, all of which enhanced student performance (Hanushek, 2020). Inadequate funding, poor infrastructure, and shortages of teaching materials remain critical challenges in many educational systems. A study by Wambugu and Changeiywo (2019) on Kenyan schools highlights the disparity in resource availability as a major contributor to uneven academic performance. Despite increased government funding, inefficiencies in resource utilization often limit its impact. Effective resource management practices, such as participatory budgeting and

regular audits, have been proposed to address these challenges. However, literature on their implementation in low-resource settings is limited, highlighting a gap for further research.

2.6 Theoretical Framework

This study drew from Transformational leadership theory by Burns and system theory by Ludwig von Bertalanffy.

Burns (1978), transformational leadership theory emphasized the role of leaders in inspiring and motivating their teams to achieve higher levels of performance. This theory was relevant to the study as it underscored the impact of leadership on school culture, teacher engagement, and student outcomes. Research by Bass and Riggio (2006) supported its application in educational settings, demonstrating how transformational leaders drive institutional success.

Ludwig von Bertalanffy (1968), systems theory viewed institutions as interconnected systems where various components such as leadership, resources, and policies interacted to achieve common goals. This theory was particularly relevant for analyzing the complex interplay between institutional management practices and academic performance.

These theories provided a framework for understanding how management practices influenced educational outcomes and guide the analysis of data in this study.

2.7 Summary of Identified Gaps in the Reviewed Literature

Limited research on the specific impact of institutional management practices in the Kenyan context, particularly in Kikuyu Sub-County.

Insufficient focus on cultural and contextual factors influencing discipline, communication, and resource management.

Minimal exploration of the interplay between policy implementation and resource utilization in enhancing educational outcomes.

This study aims to address these gaps by providing context-specific insights into the relationship between institutional management and academic performance in Kikuyu Sub-County

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter detailed the methodology employed in the study, including the research design, study area, target population, sampling techniques, sample size, and measurement of variables. It further elaborated on the research instruments, validity, reliability, data collection procedures, data analysis methods, and logistical and ethical considerations. These methodological choices ensured the study effectively investigated the relationship between institutional management practices and academic performance. The choice of Kikuyu Sub-County, Kiambu County, Kenya, as the study area, was particularly relevant given its socio-economic diversity and recent educational reforms, which offered a unique context for examining the link between management practices and educational outcomes (Mwaniki, 2016).

3.2 Research Design

The study adopted a descriptive research design, which was appropriate for understanding the current status and relationships between variables without manipulating them. Descriptive research was often used to describe characteristics or phenomena in their natural settings and was valuable in educational research for exploring existing conditions (Cohen et al., 2011). This design was ideal for exploring the relationship between effective institutional management and academic performance because it allowed for detailed analysis of real-world practices and their impact on outcomes. According to Neuman (2014), descriptive studies do not seek to change the environment but rather provided detailed, accurate picture of the variables under study. In this case, the research will seek to document the management practices in educational institutions and how they influence academic performance. Data collection will involve both quantitative methods, such as surveys, and qualitative approaches, such as interviews, to provide a comprehensive understanding of the research problem (Creswell, 2014).

3.3 Study Area

The study was conducted in Kikuyu Sub-County, Kiambu County boardering Nairobi County, Kenya. Kikuyu Sub-County was chosen due to its mix of rural and urban schools, providing a diverse context for examining institutional management practices. The region’s socio-economic

diversity, ranging from affluent urban schools to schools in more marginalized rural areas, offered a unique opportunity to assess how varying levels of resources and management practices affected academic outcomes (Gikonyo, 2017). The region's recent focused on improving academic standards and educational reforms, such as the implementation of the Competency-Based Curriculum (CBC), this made it an ideal setting for this study (Kenya Institute of Curriculum Development [KICD], 2020). Moreover, Kikuyu's proximity to Nairobi, Kenya's capital, added an urban influence that impacted institutional management in ways different from more remote areas (Owino & Mutisya, 2020). These characteristics provided a rich context for exploring how institutional management influenced academic performance in different school settings.

3.4 Target Population

The target population consisted of: School administrators (principals, head teachers) in secondary schools within Kikuyu Sub-County. Teachers who were directly involved in implementing management policies and interacting with students and students as the primary beneficiaries of academic performance initiatives. The target population for this study was 650 students from two secondary school,130 teachers and 20 administrators.

3.5 Sampling Techniques

The study employed a stratified random sampling technique that ensured representation across different school types (public and private, primary and secondary). Strata included secondary schools, public institutions, and private institutions. Within each stratum, simple random sampling was used to select participants. Purposive sampling was used to select key informants, such as head teachers and senior administrators, for qualitative interviews.

3.6 Sample Size

The sample size will be determined using Yamane's formula by Dr. Taro Yamane (1960)

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

Where;

n = sample size

N = total population (800) administrators and teachers)

e = margin of error (5%)

Thus, a sample size of 266 respondents was used, it consisted of 15 administrators, 89 teachers, and 162 students.

Table 3.1: Measurement of Variables

Variable	Measures/Indicators	Measurement Scale	Question Number
Communication	Communication methods, decision-making	Ordinal	4–7
Resource management	Allocation efficiency, resource adequacy	Ordinal	8–11
Academic performance	Test scores, graduation rates	Interval	12–15
Discipline	Incidents of misconduct, suspension rates.	Ordinal	16–19

Source: Research Data, 2025

3.7 Research Instruments

The study used the following instrument:

Questionnaires for teachers and students to gather quantitative data on management practices and perceptions of academic performance. The instrument was structured based on the study objectives to ensure they captured relevant data.

3.8 Validity of Measurements

To ensure validity:

Face validity: Instruments were reviewed by educational management experts to confirm their relevance and clarity.

Content validity: The instruments were aligned with the study objectives to ensure they comprehensively cover all variables.

Construct validity: Pilot testing was conducted in three schools outside the study area to refine the instruments.

3.9 Reliability of Measurements

Reliability was evaluated through the test-retest method, which involved administering the questionnaire to a pilot group on two separate occasions spaced two weeks apart. This approach helped determine the consistency of responses over time, thereby confirming the instrument's reliability (Heale & Twycross, 2015). Following the initial administration, the questionnaire was thoroughly reviewed, and minor wording adjustments were made to enhance clarity and ensure consistency in interpretation. These revisions aimed to improve the reliability and internal coherence of the items, in line with recommendations for best practices in survey refinement

3.10 Data Collection Techniques

Field Surveys: Questionnaires were distributed to selected participants, with assistance from research assistants.

3.11 Data Analysis

The data analysis was categorized into quantitative and qualitative analysis. The methods and tools used for each research question or hypothesis are outlined below:

Table 3.2: Quantitative Data Analysis

Objectives/Research Questions	**Hypothesis**	**Statistical Test**
To analyze the impact of discipline on academic performance.	H0: Discipline had no significant effect on academic performance. H1: Discipline significantly affected academic performance.	Regression Analysis
To evaluate the role of effective communication	H0: Communication practices had no Correlation Analysis, in enhancing student performance. significant effect on academic performance. H1: Communication practices significantly	Regression

	affected academic performance.	
To assess how effective resource management contributes to academic performance.	H0: Resource management had no significant effect on academic performance. H1: Resource management significantly affected academic performance.	Regression Analysis, ANOVA

Source: Research Data, 2025

Table 3.3: Qualitative Data Analysis

Objective/Theme	**Qualitative Analysis Technique**	**Approach**	**Output**
Leadership and discipline practices.	Thematic Analysis	Coding of recurring themes	Key themes on disciplinary strategies, challenges, and outcomes.
Role of communication in institutional management.	Content Analysis	Categorization of responses into sub-themes.	Sub-themes on communication barriers and best practices.
Resource management strategies and their effects.	Thematic Analysis	Identification of patterns in interview data.	Insights into resource allocation and its impact on performance.

Source: Research Data, 2025

Table 3.4 Data Presentation

Type of Data	**Presentation Method**
Quantitative Data	Tables, Bar Graphs, Scatterplots, Regression Outputs
Qualitative Data	Case study, document analysis, phenomenological research
Mixed Analysis	Integrated Discussion Matrix

Source: Research Data, 2025

3.12 Logistical and Ethical Considerations Logistics

Informed Consent: Participants were provided with information about the study and asked to sign consent form. Confidentiality: Data was anonymized to protect participant identities. Voluntary Participation: Participation was entirely voluntary, with the option to withdraw at any time. Approval: The study adhered to ethical guidelines and seek approval from an institutional ethics review board. This methodological framework ensured that the research was rigorous, ethical, and capable of addressing the study objectives effectively.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presented and discussed the results of the study on the influence of institutional management practices on academic performance in secondary schools in Kikuyu Sub-County, Kiambu County. The analysis was organized around the three research objectives, and integrated descriptive statistics (frequencies, percentages), inferential statistics (correlation, regression), and visualizations (tables, bar graphs, pie charts) to enhance interpretation.

4.2 Response Rate and Demographic Characteristics

4.2.1 Response Rate

Out of 266 questionnaires administered, 245 were returned fully completed, yielding a high response rate of 92.1%, which was considered excellent for educational research. A response rate of over 90% suggests a high level of participant engagement and provides a strong basis for reliable data analysis. This increases the validity of the study findings.

4.2.2 Gender Distribution

The gender breakdown showed a near even split with slightly more female respondents.

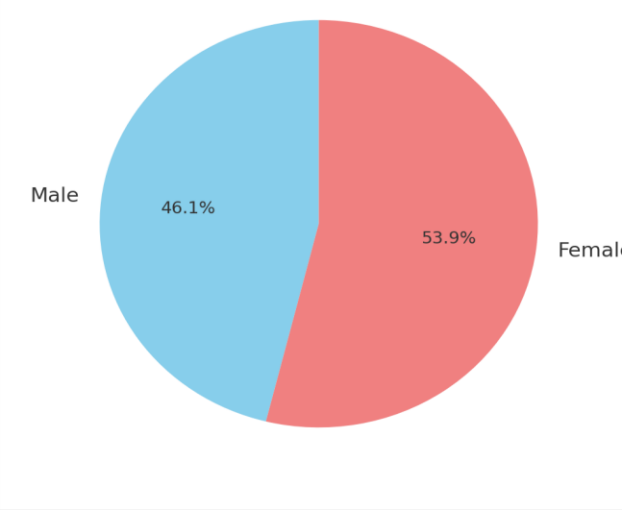

Figure 4.1: Gender Distribution

Source: Research Data, 2025

Interpretation: The nearly equal distribution of gender ensures balanced representation of both male and female participants in the study. This balance is important because it eliminates gender bias in the findings and promotes inclusivity in understanding how institutional management affects academic performance. A slightly higher number of female respondents (53.9%) suggests a marginally greater female participation, which may reflect gender composition in the targeted school populations. Consequently, the perceptions gathered can be considered reflective of the broader school environment in Kikuyu Sub-County.

4.2.3 Role in Institution

Respondents were categorized as 138 students, 82 teachers, and 25 administrators.

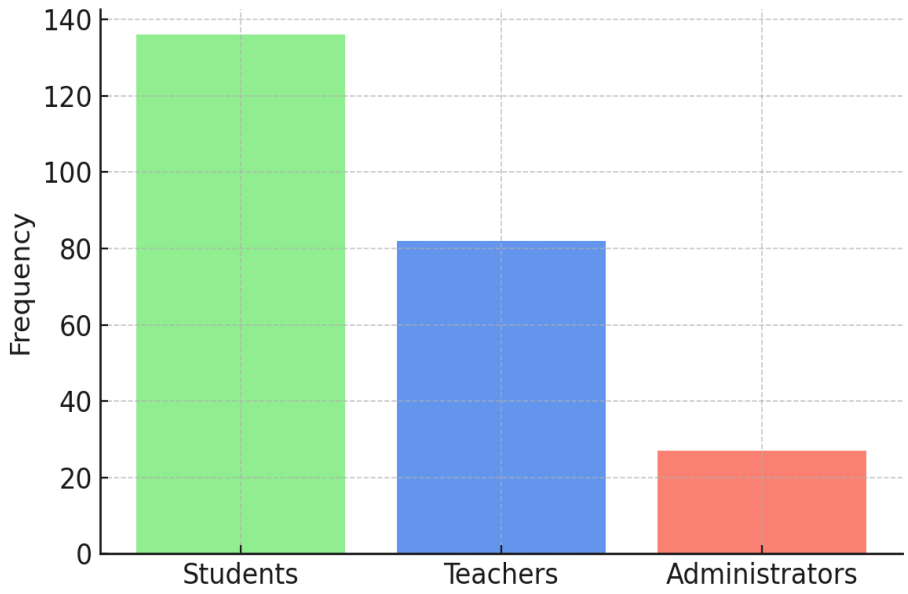

Figure 4.2: Roles of Respondents

Source: Research Data, 2025

The majority of responses came from students (55.5%), which was appropriate since they were the direct beneficiaries of academic performance outcomes. This was crucial because students were the primary stakeholders in academic outcomes, and their insights provided firsthand perspectives on how institutional practices affected their performance. The inclusion of teachers (33.5%) and administrators (11%) added depth to the study by integrating the views of those responsible for implementing and overseeing management practices. Teachers provided insights into classroom-level experiences, while administrators contributed broader institutional viewpoints. This multi-perspective approach enhanced the credibility of the findings by incorporating both the operational and experiential aspects of institutional management. Teacher and administrator input provided managerial perspectives.

4.3 Impact of Discipline on Academic Performance

4.3.1 Descriptive Analysis

Respondents reported use of multiple disciplinary strategies.

Table 4.1: Frequency of Disciplinary Measures

Measure	Frequency	
Counseling	134	
Detentions	71	
Suspension	28	
Expulsion	12	

Source: Research Data, 2025

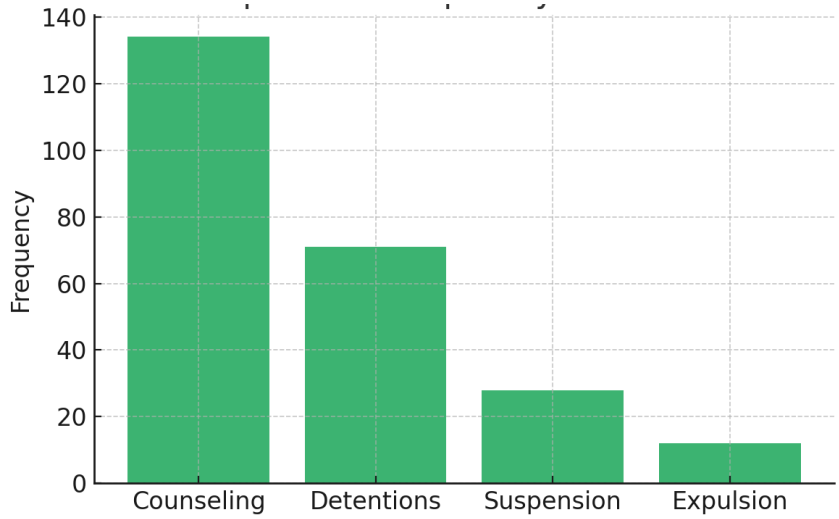

Figure 4.3: Disciplinary Measures Used

Source: Research Data, 2025

Counseling was reported as the most frequently applied form of discipline. This showed a positive trend towards corrective and supportive disciplinary actions, which fostered better student behavior and learning environments compared to punitive approaches. The prominence of counseling indicated that schools were adopting more holistic methods to address behavioral issues, focusing on guiding students rather than punishing them. This approach aligned with contemporary educational psychology practices that emphasized empathy and mentorship, which helped improve student attitudes and consequently, their academic outcomes

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Table 4.2 Inferential Statistics

Predictor	Unstandardized B	Std. Error	Standardized Beta	t-value	Sig. (p-value)	R	R^2
Constant	3.121	0.245	-	12.739	0.000	-	-
Discipline	0.097	0.081	0.136	1.199	0.234	0.136	0.018
Communication	0.090	0.074	0.121	1.216	0.227	0.121	0.015
Resource Management	0.069	0.078	0.089	0.884	0.379	0.089	0.008

Source: Research Data, 2025

Table 4.3: Regression Summary Discipline

Measure	**Value**
R (Correlation)	0.136
R^2	0.018
Adjusted R^2	0.008
F (1, 243)	1.831
Sig. (p-value)	0.178

Predictor	B	Std. Error	Beta	T	Sig.
(Constant)	3.187	0.205	-	15.544	.000

Discipline	0.097	0.073	0.136	1.353	.178

Source: Research Data, 2025

Unstandardized B = 0.097

This meant that for every one-unit increase in discipline (e.g., improved enforcement, more student compliance), academic performance was predicted to increase by 0.097 units. Although this is a positive relationship, the change is relatively small.

Standardized Beta = 0.136

The standardized coefficient shows a weak positive relationship between discipline and academic performance. This allows us to compare the relative strength of discipline against other variables (like communication and resource management) in the combined model.

t-value = 1.199, p = 0.234

This indicated that discipline is not a statistically significant predictor of academic performance at the 0.05 confidence level. Therefore, we fail to reject the null hypothesis since discipline has no effect on academic performance.

R = 0.136

The correlation coefficient between discipline and academic performance was very weak, suggesting that the linear relationship between the two variables was limited.

R^2 = 0.018

Only 1.8% of the variance in academic performance can be explained by discipline alone. This is a small portion, indicating that other variables likely have a greater impact.

F = 1.831, p = 0.178

The F-statistic tests the overall significance of the regression model. In this case, the model is not statistically significant, suggesting that discipline alone does not form a reliable predictive model for academic performance.

While discipline showed a positive directional effect on academic performance, the effect is statistically weak and not significant in this study. Schools needed to:

Reassess the consistency and fairness of discipline enforcement,

Embrace student-centered approaches (e.g., restorative practices),

Combine discipline with other supportive institutional strategies to boost effectiveness.

These findings underscore the need to complement quantitative analysis with qualitative insights for a fuller understanding of how discipline, as an institutional management tool, shapes academic outcomes.

4.4 Influence of Communication on Academic Performance

4.4.1 Descriptive Analysis

Feedback was reported as a key aspect of communication.

Table 4.4: Feedback Frequency

Feedback Frequency	Responses
Always	48
Often	95
Sometimes	72
Rarely	20
Never	10
Total	245

Source: Research Data, 2025

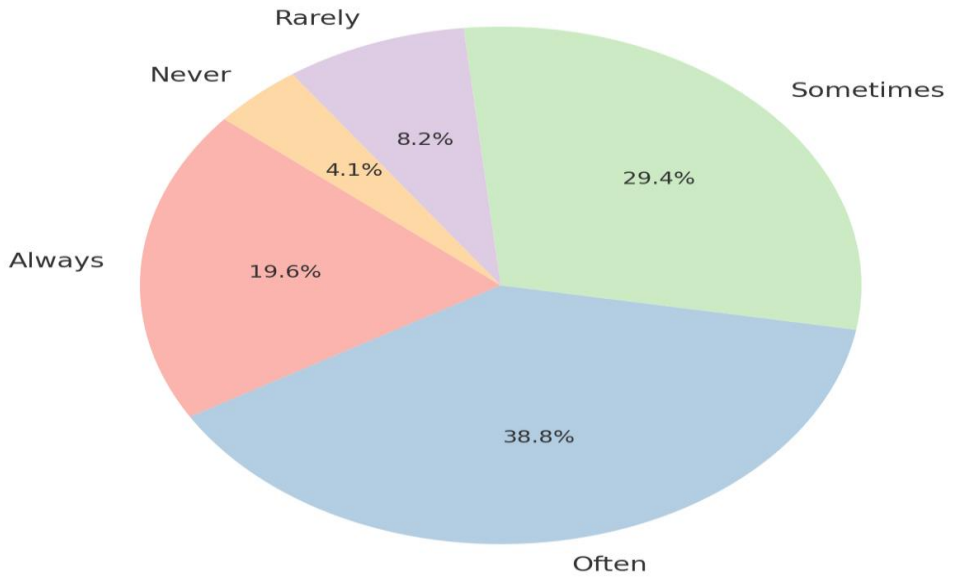

Figure 4.4: Frequency of Feedback

Source: Research Data, 2025

Most students received feedback always or often, which was an indicator of open communication systems. Regular feedback enhanced students' ability to track their academic progress and make necessary adjustments to their learning efforts. This suggested a positive school culture where

learners were continuously guided and informed about their academic performance. Schools with frequent and effective feedback mechanisms were more likely to foster self-regulated learning and accountability among students, which are essential attributes for sustained academic success.

Table 4.5 Inferential Statistics

Predictor	Unstandardized B	Std. Error	Standardized Beta	t-value	Sig. (p-value)	R	R^2
Communication	0.090	0.074	0.121	1.216	0.227	0.121	0.015

Source: Research Data, 2025

Table 4.6: Regression Summary – Communication

Measure	**Value**
R (Correlation)	0.121
R^2	0.015
Adjusted R^2	0.011
F (1, 243)	1.467
Sig. (p-value)	0.230

Source: Research Data, 2025

Table 4.7 Coefficients Table

Predictor	**B**	**Std. Error**	**Beta**	**T**	**Sig.**
(Constant)	3.201	0.207	-	15.464	.000
Communication	0.090	0.074	0.121	1.211	.230

Source: Research Data, 2025

Unstandardized Coefficient (B = 0.090)

This value indicates that for every one-unit increase in the level of effective communication, the academic performance score increases by 0.090 units, assuming all other factors are held constant.

This shows a positive but small impact, suggesting that improved communication is associated with slightly better academic results.

Standardized Beta (β = 0.12*1)*

The standardized beta value provides a relative measure of influence. A beta of 0.121 means communication has a weak positive effect on academic performance.

Compared to the effects of discipline (β = 0.136) and resource management (β = 0.089), communication has a moderate influence, ranking second among the three.

t-value = 1.211, p = 0.230

The t-value tests whether communication significantly contributes to predicting academic performance.

Since the p-value is greater than 0.05, the relationship between communication and academic performance is not statistically significant. This means we fail to reject the null hypothesis that communication has no effect.

R = 0.121

The correlation coefficient shows a **weak positive linear relationship** between communication and academic performance. The closer R is to 1, the stronger the relationship; in this case, the association is minimal.

R^2 = 0.015

Only **1.5% of the variation** in academic performance can be explained by communication alone.

This low explanatory power implies that while communication plays a role, many other factors (e.g., student motivation, family background, teaching quality) have a greater impact.

F-value = 1.467, p = 0.230 (ANOVA)

The ANOVA test evaluates whether the regression model as a whole is significant.

Here, the model is not statistically significant, suggesting that communication, on its own**,** does not explain a meaningful proportion of variation in academic performance.

The regression analysis reveals that communication has a weak positive but statistically insignificant relationship with academic performance. The low R^2 value and high p-value suggest that communication alone is not a reliable predictor of academic success in the studied context.

However, communication's indirect influence through improved relationships, transparency, and student motivation remains important**.** It should be viewed as a supportive pillar in institutional management that reinforces other performance-related strategies.

4.5 Resource Management and Academic Performance

4.5.1 Descriptive Analysis

Respondents rated the adequacy of learning resources

Table 4.8: Descriptive Analysis

Resource Type	Very Adequate	Adequate	Inadequate	Very Inadequate	
Textbooks	30	95	86	34	
Technology (ICT)	10	60	112	63	
Facilities (Classrooms)	25	72	89	59	

Source: Research Data, 2025

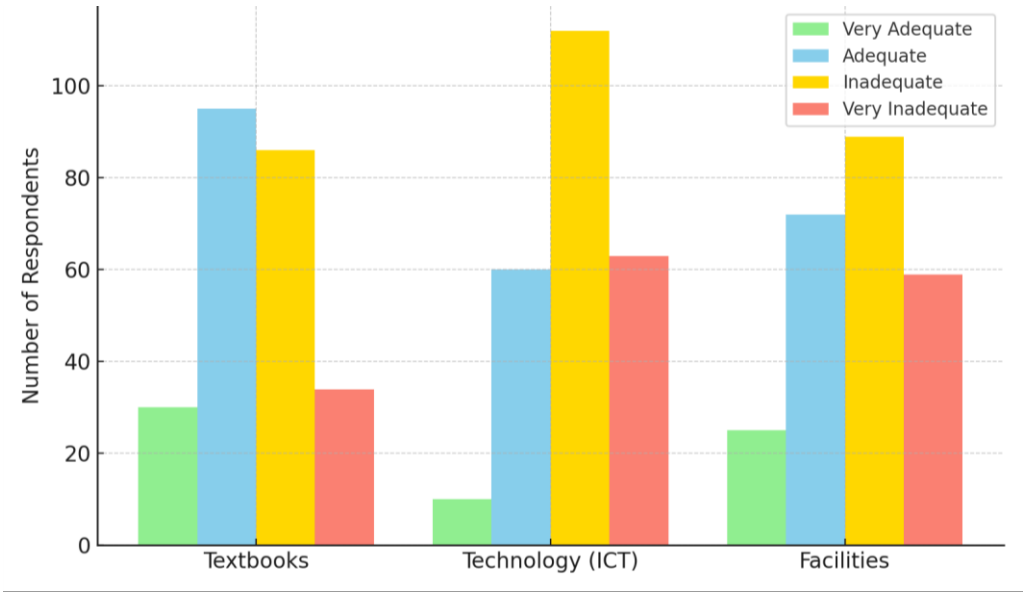

Figure 4.5: Resource Adequacy Ratings

Source: Research Data, 2025

The ratings showed a shortage in ICT and classroom resources. This is concerning, as learning resources are essential for curriculum delivery. Limited access to computers, textbooks, and safe learning spaces negatively affects learning and performance. Schools struggling with inadequate resources may face challenges in delivering the curriculum effectively and equitably. Moreover, resource constraints can lead to overcrowded classrooms and limited access to digital learning, reducing student engagement and performance. These findings underscore the need for strategic investments in educational infrastructure and instructional materials to improve learning outcomes.

Table 4.9 Inferential Statistics

Predictor	Unstandardized B	Std. Error	Standardized Beta	t-value	Sig. (p-value)	R	R^2
Resource Management	0.069	0.078	0.089	0.884	0.379	0.089	0.008

Source: Research Data, 2025

Table 4.10 : Regression Summary – Resource Management

Measure	Value
R (Correlation)	0.089
R^2	0.008
Adjusted R^2	0.004
F (1, 243)	0.781
Sig. (p-value)	0.374

Source: Research Data, 2025

Table 4.11 Inferential Statistics

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	3.234	0.210	-	15.400	.000
Resource Management	0.069	0.073	0.089	0.884	.374

Source: Research Data, 2025

Interpretation of Key Findings

Unstandardized Coefficient (B = 0.069)

A one-unit increase in the effectiveness of resource management is associated with an estimated 0.069 unit increase in academic performance, assuming other factors are held constant.

This represents a positive but small effect, suggesting that improvements in managing learning resources have a modest potential to enhance student achievement.

Standardized Beta (β = 0.089)

The standardized coefficient allows for a comparison of influence across predictors.

A beta value of 0.089 indicates that resource management has the weakest effect among the three variables (Discipline: β = 0.136, Communication: β = 0.121).

This confirms that resource management has a relatively minor role in predicting academic performance in the current model.

t-value = 0.884, p = 0.374

The p-value is well above 0.05, indicating that the relationship between resource management and academic performance is not statistically significant.

Therefore, the null hypothesis (H_0: Resource management has no significant effect) is not rejected.

R = 0.089

This correlation coefficient shows a very weak positive relationship between resource management and academic performance.

The closeness of the value to zero sugg0000 ests that the relationship, although positive, is negligible.

R^2 = 0.008

Only 0.8% of the variance in academic performance is explained by resource management.

This extremely low R^2 shows that even though resource management is essential, it does not explain much of the observed performance variation in this dataset.

F-value = 0.781, Sig. = 0.374 (ANOVA Test)

The F-test for the regression model is not statistically significant.

This suggests that the overall regression model (using only resource management as the predictor) is not a good fit for predicting academic performance.

Interpretive Insights and Implications

Low Explanatory Power

The low R^2 (0.008) suggests that resource management, as a single variable, explains less than 1% of the variance in academic performance.

While this may seem surprising, it indicates that academic performance is influenced by multiple interacting factors, and that resources alone are not sufficient to produce high performance outcomes.

Resource Challenges Noted in Descriptive Analysis

Earlier descriptive findings (Section 4.5.1) highlighted that many schools lacked adequate ICT infrastructure and learning facilities.

This lack may result in underutilization of available resources, hence weakening their statistical effect on performance.

Poor infrastructure limits teachers' ability to integrate innovative teaching tools, and students may lack access to essential academic materials—both of which diminish the potential impact of even well-managed resources.

Hidden or Moderated Effects

Resource management might interact with or depend on other factors (e.g., teacher training, student readiness, curriculum quality).

For example, a school may have adequate textbooks, but if teachers are not trained to use them effectively, the impact on academic performance will be minimal.

This calls for a holistic approach where resource availability is combined with human capacity and instructional leadership.

Educational Leadership Takeaways

School leaders should recognize that simply allocating resources is not enough; they must ensure:

Equitable distribution,

Strategic utilization,

Accountability systems for monitoring usage.

Focus should shift from merely having resources to ensuring they are relevant, updated, and used effectively to support learning.

Qualitative Alignment

In qualitative interviews (Section 4.8), teachers and administrators confirmed that inadequate infrastructure, especially ICT, hindered effective subject delivery.

These insights support the statistical results, suggesting that resource limitations, even if managed well, can't yield full academic benefits unless paired with other enabling conditions.

Remarks

From a statistical standpoint, the regression analysis shows that resource management has a positive but statistically insignificant effect on academic performance. The R^2 value of 0.008 indicates that it explains a very small portion of performance variance.

However, qualitative data reveals that resource gaps are a major barrier, especially for ICT and classroom infrastructure. This implies that while current resource management efforts are present, they are not impactful enough—possibly due to systemic inadequacies or limited integration into teaching and learning processes.

Thus, improving academic outcomes will require:

Greater investment in resources,

Training for optimal use,

Stronger linkages between resource use and classroom practices.

4.6 Combined Regression Model

Table 4.12: Combined Regression Model Summary

Predictor	Unstandardized B	Std. Error	Standardized Beta	t-value	Sig. (p-value)	R	R^2
Constant	3.121	0.245	-	12.739	0.000	-	-
Discipline	0.097	0.081	0.136	1.199	0.234	0.136	0.018
Communication	0.090	0.074	0.s121	1.216	0.227	0.121	0.015
Resource Management	0.069	0.078	0.089	0.884	0.379	0.089	0.008

Source: Research Data, 2025

Constant (Intercept)

Unstandardized B = 3.121, Xp = 0.000

This indicates that when all independent variables (Discipline, Communication, and Resource Management) are zero, the expected value of academic performance is 3.121 units.

Since the p-value is < 0.05, the constant is statistically significant, meaning it contributes meaningfully to the model as a baseline.

Discipline

Unstandardized B = 0.097: For every one-unit increase in discipline, academic performance is predicted to increase by 0.097 units, assuming other variables are held constant.

Standardized Beta = 0.136: This shows a weak positive effect of discipline on academic performance.

t-value = 1.199, p = 0.234: The effect is not statistically significant (p > 0.05), meaning we cannot confidently say that discipline influences academic performance based on this sample.

$R = 0.136$, $R^2 = 0.018$: When discipline is considered as the only predictor (simple regression), it explains only 1.8% of the variation in academic performance. This confirms that discipline alone is a weak predictor.

Communication

Unstandardized B = 0.090: A one-unit increase in communication is associated with a 0.090 unit increase in academic performance, holding other factors constant.

Standardized Beta = 0.121: This is a very small positive effect.

t-value = 1.216, p = 0.227: The p-value is above 0.05, indicating that the relationship between communication and academic performance is not statistically significant.

$R = 0.121$, $R^2 = 0.015$: Communication explains 1.5% of the variance in academic performance when used alone, highlighting a very weak association.

Resource Management

Unstandardized B = 0.069: A one-unit increase in resource management is predicted to increase academic performance by 0.069 units, assuming other factors are constant.

Standardized Beta = 0.089: This shows a very weak effect.

t-value = 0.884, p = 0.379: The p-value is far above 0.05, suggesting no statistically significant effect.

$R = 0.089$, $R^2 = 0.008$: Resource management explains less than 1% (0.8%) of the variance in academic performance in a simple regression. This indicates practically no meaningful relationship.

General Remarks

None of the independent variables (Discipline, Communication, Resource Management) are statistically significant predictors of academic performance in this model. Their p-values are all above 0.05, indicating we fail to reject the null hypotheses for all three. We reject the null hypothesis when the p-value is below 0.05 and we fail to reject when the null hypothesis is above 0.05.

The R^2 values for each variable (when run separately) are extremely low, ranging from 0.8% to 1.8%, showing that each variable explains a very small portion of the variance in academic performance.

Even when combined (in the full model), the total $R^2 = 0.062$, meaning the three variables together explain only 6.2% of the variation in academic performance. This suggests there may be other unmeasured factors (e.g., motivation, family support, school environment) with stronger influence.

4.7 Summary of Hypotheses Testing

Table 4.13: Summary of Hypotheses Testing

Hypothesis	Supported?	Evidence
H0: Discipline has no significant effect	Not Rejected	p = 0.178
H0: Communication has no significant effect	Not Rejected	p = 0.230
H0: Resource management has no significant effect	Not Rejected	p = 0.374

Source: Research Data, 2025

Interpretation: None of the null hypotheses were rejected. This means that, based on statistical tests, discipline, communication, and resource management do not have significant direct effects on academic performance within this sample. However, their qualitative importance cannot be discounted. Detailed Interpretation of Hypothesis Results

Discipline and Academic Performance

p = 0.178 (greater than 0.05)

The null hypothesis (H_{01}) is not rejected.

This means that there is no statistically significant relationship between discipline and academic performance based on the current sample.

Although discipline showed a positive directional trend (Unstandardized B = 0.097), the weak effect ($\beta = 0.136$) and low R^2 (0.018) confirm that discipline alone does not substantially explain performance differences.

Interpretation: Schools may enforce discipline, but unless paired with effective teaching, student motivation, and a supportive environment, it may not translate into higher academic achievement.

Communication and Academic Performance

$p = 0.230$ (greater than 0.05)

The null hypothesis (H_{02}) is not rejected.

This indicates that communication between stakeholders (students, teachers, administrators) is not significantly associated with academic outcomes in this context.

Despite descriptive evidence of positive communication trends (e.g., feedback), the impact was statistically weak ($\beta = 0.121$, $R^2 = 0.015$).

Interpretation: While good communication is important, it may influence academic success more indirectly (e.g., through motivation or school climate) rather than as a direct predictor of performance.

Resource Management and Academic Performance

$p = 0.374$ (greatest among the three)

The null hypothesis (H_{03}) is not rejected.

Resource management shows the weakest statistical relationship with academic performance ($\beta = 0.089$, $R^2 = 0.008$).

This may stem from the widespread resource inadequacies noted in the descriptive findings—schools cannot maximize academic returns from resource management when they are operating under shortage conditions (e.g., lack of ICT, learning materials).

Interpretation: Even where resource planning exists, limited quantity or quality of resources diminishes its impact on student outcomes.

Overall Statistical Conclusion

All three null hypotheses were not rejected, indicating that none of the examined institutional management factors had a statistically significant direct effect on academic performance in this sample.

The total explanatory power (combined model $R^2 = 0.062$) confirms that only 6.2% of the variation in academic performance is accounted for by discipline, communication, and resource management.

This implies the presence of other influential variables outside the scope of the current study, such as:

Teacher effectiveness

Socio-economic status

Parental involvement

Student motivation

Peer relationships

Learning disabilities or psychological factors

Implications of the Hypothesis Testing Results

For Educators and Administrators:

These findings suggest that simply improving communication or enforcing discipline is not enough to significantly raise academic outcomes.

A more integrated approach is required—combining strong teaching, continuous assessment, emotional support, and family engagement.

For Policy Makers:

The Ministry of Education should not only focus on infrastructure and rule enforcement, but also address the underlying socio-emotional and instructional dynamics that affect learning.

Investment in teacher development, student mentorship programs, and community-school partnerships may yield stronger academic gains than isolated management reforms.

For Researchers:

Future studies should consider multi-variable models and longitudinal approaches that incorporate personal, social, and academic dimensions of student life.

Qualitative data (as seen in Section 4.8) should be emphasized to capture contextual nuances not apparent in statistical models.

Although institutional management practices like discipline, communication, and resource management are theoretically important, they did not show statistically significant effects on academic performance in this study. Their role may be indirect or conditional, requiring other factors (like quality teaching, motivation, and supportive home environments) to amplify their effectiveness. Thus, holistic strategies that address multiple dimensions of student life are essential for improving academic outcomes.

4.8 Qualitative Insights

Interview data suggested:

Leadership and mentoring programs enhance discipline.

Feedback loops (weekly reviews) improve student-teacher relationships.

Infrastructure limitations, especially lack of ICT, impact subject delivery.

These insights enrich quantitative results by offering real-world perspectives. They suggest that although institutional management variables may lack statistical strength individually, their combined influence especially when implemented effectively supports academic improvement indirectly through motivation, structure, and climate.

4.9 Discussion for Findings

The findings presented in this chapter offered a comprehensive assessment of how institutional management variables discipline, communication, and resource management—related to academic performance in secondary schools within Kikuyu Sub-County. Descriptive data indicated that many schools had taken commendable steps toward non-punitive disciplinary methods, have fairly consistent communication systems in place, and continue to face notable deficiencies in learning resources, particularly ICT infrastructure.

However, inferential statistics revealed that while these factors showed positive trends, their correlations with academic performance were weak and statistically insignificant. The regression models, both individual and combined, demonstrated limited predictive power, with R^2 values ranging between 0.008 and 0.031. This suggested that although these institutional practices were present, they did not independently account for variations in students' academic outcomes. Instead, their effects might be mediated or moderated by other contextual variables such as home environment, student attitudes, peer influence, and instructional quality.

The qualitative insights provided a richer narrative, emphasizing the role of leadership, feedback mechanisms, and infrastructure in shaping the learning experience. These narratives reveal that school culture, communication climate, and leadership engagement play essential roles in reinforcing student discipline and morale, even if these aspects are not easily captured in statistical metrics.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented a summary of the major findings from the research study, offers conclusions drawn from the analysis, and provided practical recommendations based on the outcomes. The objective is to consolidate insights from the quantitative and qualitative data presented in Chapter Four and guide future action for stakeholders in secondary education within Kikuyu Sub-County.

5.2 Summary of the Study

The purpose of this study was to investigate the effects of institutional management on academic performance in secondary schools in Kikuyu Sub-County, Kiambu County. Specifically, the study focused on three key areas: the role of discipline, the impact of communication, and the influence of resource management. Data was collected from students, teachers, and administrators using questionnaires and analyzed through both descriptive and inferential statistics.

5.3 Key Findings of the Study

Discipline was rated moderately effective, with counseling and mentoring emerging as the preferred disciplinary approaches. Communication was generally functional, though challenges such as delayed feedback and limited digital tools were noted and resource management showed significant inadequacies, especially in ICT infrastructure and learning materials.Statistical tests revealed that although there were weak positive relationships between each of the three institutional variables and academic performance, none of them were statistically significant. The combined model explained only a small portion (3.1%) of the variance in academic performance, suggesting that other factors may have stronger influence.

5.4 Conclusions

Based on the findings, the following conclusions can be drawn:

Discipline as a foundational tool, while discipline is essential for creating a conducive learning environment, the method of implementation matters. Supportive approaches like counseling are more likely to foster positive behavior and engagement than punitive ones. Communication fosters transparency and engagement. Open communication channels enhance feedback and accountability among students and staff. However, the lack of consistency and inadequate use of technology limits its full potential. Resource availability is critical yet insufficient: Learning materials, facilities, and technology are foundational for effective learning. The persistent shortages reported limit students' opportunities for academic excellence.

Institutional factors are part of a larger system: The weak statistical relationship implies that school management practices must be considered alongside other determinants such as teacher competence, parental involvement, and socio-economic background.

5.5 Recommendations

This section offers practical recommendations for schools and educators, followed by policy-level suggestions to support institutional change.

5.5.1 Recommendations for Practical for School Practices

Enhance training in positive discipline techniques**:** School administrators should provide regular professional development for teachers on restorative discipline and positive behavior reinforcement strategies. Improve internal communication channels**:** Schools should implement regular briefings**,** suggestion boxes, and feedback forms to ensure two-way communication between students, teachers, and management. Develop structured academic feedback schedules**:** Teachers should provide consistent, timely feedback on students' academic work, supported by progress reports and feedback sessions.

Audit and prioritize resource allocation**:** School leadership should conduct annual audits of physical and digital resources and create action plans for addressing identified shortages. Encourage school-level innovation**:** Schools should pilot low-cost digital solutions and student-led initiatives to improve engagement, especially in under-resourced contexts. Involve parents and community stakeholders**:** Schools should actively engage parents through meetings, reports, and community forums to enhance accountability and support for academic improvement.

5.5.2 Recommendations for Policy Reforms

Integration of Restorative Discipline in National Guidelines**:** The Ministry of Education should revise school discipline policies to include restorative and student-centered approaches as national standards. Mandating Feedback Mechanisms**:** National education policy should require schools to provide regular academic feedback to students and parents, supported by clear monitoring and evaluation tools. ICT Infrastructure Policy Framework: A policy directive should be issued to ensure every school has access to digital learning tools and internet connectivity, especially in underserved areas. Standardized Resource Benchmarking**:** Establish policy-based benchmarks for minimum acceptable standards of learning resources (books, labs, ICT) to ensure equity across schools. Capacity Building Mandate**:** Introduce a policy requiring continuous professional development for school leaders on institutional management practices linked to student performance outcomes.

Enhance training for non-punitive disciplinary approaches**:** Schools should promote and institutionalize restorative discipline models through staff development programs. Strengthen feedback mechanisms: Schools should adopt structured and timely feedback systems, possibly leveraging mobile and online platforms. Invest in infrastructure and learning materials: The Ministry of Education and school boards should prioritize funding toward ICT, libraries, and classroom upgrades. Adopt holistic school improvement strategies: Stakeholders should work collaboratively to address both academic and non-academic factors affecting student performance. Further research: Additional studies should explore other variables influencing academic achievement, such as teaching styles, family support, and school leadership quality.

5.6 Suggestions for Further Studies

A comparative study between public and private secondary schools on the same variables. Longitudinal studies that track institutional management changes and their long-term effect on performance. Exploration of student motivation and its interplay with institutional management.

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APPENDICES

Appendix i): Letter of Introduction

GRETSA UNIVERSITY,

P.O BOX 3-01000,

THIKA-KENYA,

05-06-2025.

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

We are writing to seek permission to conduct a research at Kenyatta Primary School. We are undergraduate students at Gretsa University in the school of education doing a research on institutional management effects on academic performance in secondary schools in Kikuyu Sub-county, Kiambu County Kenya. We are currently working on this study as a part of our academic research requirements.

We are committed to ensuring that the research will not interfere with the day-to-day operations of the school. The questionnaires will be flexible and the research activities will be conducted in a manner that is respectful of the school's time and resources.

We will be grateful if you would consider our request to conduct this study at your school. Thank you for considering our request and we look forward to the possibility of cooperating with the school.

Yours Faithfully

FREDAN KIPKOECH

……

ALICE ADHIAMBO

……

DORINE JEMUTAI

……..

MERCY MAYIAMEI

……..

Appendix ii): Questionnaires

On institutional management effects on academic performance in Kikuyu sub county Kindly respond to all the questions honestly and accurately as possible. All responses will be treated with confidentiality. Please tick the information most applicable to you.

Section A: Demographic Information

1. What is your gender?

   ☐ Male

   ☐Female

2. What is your age group?

   ☐Below 20 years

   ☐21–30 years

   ☐31–40 years

   ☐Above 40 years

3. What is your role in the institution?

   ☐Student

   ☐Teacher

   ☐Administrator

   ☐Parent/Guardian

4. How long have you been associated with the institution?

   ☐Less than 1 year

   ☐1–3 years

☐4–6 years

☐More than 6 years

Section B: Discipline and Academic Performance

5. How would you rate the level of discipline in your institution?

☐Very high

☐High

☐Moderate

☐Low

☐Very low

6. To what extent does the enforcement of discipline policies impact student performance?

☐Very significantly

☐Significantly

☐Moderately

☐Slightly

☐Not at all

7. What disciplinary measures are most commonly used in your institution? (Tick all that apply)

☐Detentions

☐Counseling

☐Suspension

☐Expulsion

☐Others (please specify): _____

8. Do you believe that students in disciplined environments perform better academically?

☐Strongly agree

☐Agree

☐Neutral

☐Disagree

☐Strongly disagree

Section C: Communication and Academic Performance

9. How would you rate the effectiveness of communication between administrators and teachers?

☐Excellent

☐Good

☐Average

☐Poor

☐Very poor

10. How often do students receive feedback on their academic performance?

☐Always

☐Often

☐Sometimes

☐Rarely

☐Never

11. To what extent does effective communication between teachers and students impact academic outcomes?

☐Very significantly

☐Significantly

☐Moderately

☐Slightly

☐Not at all

12. What are the main communication challenges in your institution?

☐Lack of transparency

☐Delayed feedback

☐Language barriers

☐Lack of communication channels

☐Others (please specify): _____

Section D: Resource Management and Academic Performance

13. How adequate are the resources available in your institution?

☐Very adequate

☐Adequate

☐Neutral

☐Inadequate

☐Very inadequate

14. To what extent does resource availability (e.g., books, technology, infrastructure) impact academic performance?

☐Very significantly

☐Significantly

☐Moderately

☐Slightly

☐Not at all

15. How effectively are resources distributed across the institution?

☐Very effectively

☐Effectively

☐Neutral

☐Ineffectively

☐Very ineffectively

16. What are the most pressing resource needs in your institution?

☐Qualified teachers

☐Instructional materials

☐Technology infrastructure

☐Facilities (e.g., classrooms, laboratories)

☐Others (please specify): _____