



Principals' and Deputy Principals' Perceptions of the Effect of Quality Control Practices on the Academic Achievement of Public Secondary Schools in Kakamega County, Kenya

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ABSTRACT

Though internal quality and standards assessments has the potential to improve the academic achievement of public secondary schools, there are no clearly laid down procedures on how to manage internal quality standards in public secondary schools in Kakamega county. Consequently, the structures and procedures that are followed during the external quality and standards assessments are absent in the internal quality and standards assessments. The problem then is that internal quality and standards assessments are not taken seriously in public secondary schools in Kakamega County. This study specifically sought to analyse the principals' and deputy principals' perceptions on the effect of quality control practices on the academic achievement of public secondary in schools Kakamega County, Kenya. The study was guided by School-Based Management Theory. A descriptive research design was used. The target population was 415 principals and 415 Deputy Principals. Stratified and purposive sampling technique was used. The sample comprised of; One hundred principals, 100 deputy principals. The research instruments were; Questionnaires and interview schedule. Descriptive analysis was done using frequencies and percentages while inferential analysis was performed using Chi-square Analysis and Pearson product moment. The chi-square analysis revealed no significant difference in stakeholder's perceptions on the effect of schools' quality control practices and academic performance in public secondary schools in Kakamega County, Kenya at a p value $p > 0.05$. In conclusion the stakeholders perceived that internal quality and standards assessments in secondary schools in Kakamega county Kenya made a difference in academic achievement of learners. The study recommended that a personnel in charge of quality and standards assessment be posted in schools to do the monitoring, reporting and follow ups of recommendations on quality and in public secondary schools in Kakamega County.

Keywords: Academic Achievement, Kakamega County, Perceptions, Public Secondary Schools, Quality Control Practices

I. INTRODUCTION

Internal quality and standards assessments are critical in the overall quality assurance and improvement of an institution. Besides the student's cognitive development, students' social development also counts. Students are expected to relate well in society, while schools are supposed to help the students to nurture their talents and to bring the best out of themselves. What the students achieve after undergoing the education process is revealed clearly by the quality of education that they get from these institutions (Gibbs, 2010).

Scheerens et al (2011), found out that a student's achievements in education was a very important part of quality because it is the product of the education process. Quality assurance encompasses the methodical evaluation of educational programs seen in the student's academic results, transition from school to work and the processes that maintain and improve their quality, equity, and efficiency (Obiekwe et al., 2019).

The common objective of quality assurance mechanisms is to improve teaching and learning with the view to support the best outcomes for learners even as the tools, processes, and actors vary across national contexts. The mechanisms used in quality assurance approaches can be both external and internal to schools. According to DeLuca and Bellara (2013), external mechanisms comprise of either national or regional school evaluations and large-scale student assessments. While the internal mechanisms can comprise of the following forms; school self-evaluation, staff appraisal, and the classroom-based student assessments.

Studies that were conducted about a drop in education standards in Pakistan attributed the decline in education standards to the outdated teaching methods, defective administration, ineffective evaluation systems, inflexible curricula, and the flawed inspection systems (Shah et al., 2016).

In several other emerging countries, education has generally been viewed as the keystone supporting economic growth and development (Oredein & Oloyede, 2017). For instance, Nigeria's administration was confident that to live in the competitive world economy, quality education was the vital variable. Anchored on this belief, informative reforms were directed toward improving the quality of education. These models stressed the importance of continuous improvement for both the teacher and the student in equal measure.

Sessional Paper No. 1 of 2019 of the Government of Kenya (GOK) details the initiatives taken by the government to enhance secondary school education in Kenya. In an endeavour to ensure that there is an equitable allocation of teachers, and by extension their usability, the Kenya Education Staff Institute (KESI) has put in place capacity building programs to strengthen the capacities of the education administrators (Osiri et al., 2019)

The government of Kenya also funds subject-specific in-service training for educators in an effort to raise the standards of teaching across the board and to simplify the curriculum for both students and teachers. Despite the state's best efforts, there are still obstacles in the secondary school sector that threaten to undermine the quality of education offered in the country. It was observed that the managerial study program for head teachers in Kenya placed less emphasis on: departmental supervision, self-evaluation, and class visits, but more emphasis on reviewing teachers' professional records. In addition, there was an obvious monetary barrier to overcome, which had unfavourable effects on classroom settings, student resources, and the educator practices (Mobegi, 2010).

Wango (2010), suggested that the school principals and their teams should engage in ongoing self-evaluations, occasionally supplemented by external assessment so that the learner outcomes in their schools can improve. And that, a school can maintain its high standards and address any potential issues through self-evaluation after an external standards assessment. These internal review procedures include; meeting regularly as a department, examining student notes, and implementing a rigorous testing and examination policy (Ogamba, 2011).

According to Chepkuto (2012), schools with strong internal management procedures tend to offer high-quality instruction on a predictable routine to students. These cumulatively yield positive results in the students' character development over time. And that the institutions that manifest the foregoing tend to improve their own internal quality and standards practices. He further notes that internal quality and standards assessments do not require expensive resources or personnel. This is because, it is done by the school's senior management team comprising of the principal, the deputy principal, and senior teachers. However, in some other schools, they may include the heads of departments. The internal quality assessments and standards in schools are meant to point out the areas of weakness in the learning process and then improve on the outcomes in the national examination (Chepkuto, 2012). However, the irony is that, although the internal quality and standards assessment is not expensive, most schools have not embraced it in Kakamega County. Secondly, the few schools that observe it are very casual about it. Therefore in view of the foregoing, it was imperative to carry out a study to examine the perceptions of the various stakeholders about the role of internal quality on the students' achievement in public secondary schools in the county.

1.1 Statement of the Problem

The academic performance of students in public secondary schools has emerged as an increasing concern on a global scale, with particular emphasis on the situation in Kenya. The performance of public secondary schools in Kakamega County in national examinations, including the Kenya Certificate of Secondary Education (KCSE), has exhibited variability over the years. A multitude of factors has been identified as contributing to this inconsistency, encompassing student welfare, school infrastructure, and the quality of teaching. Nevertheless, a significant yet insufficiently examined aspect is the influence of quality control practices enacted by school leadership, particularly by principals and deputy principals. Studies indicate that proficient school leadership plays a crucial role in improving academic outcomes. Research conducted by Waweru and Orodho (2014) alongside Kariuki (2018) revealed that the leadership practices of school principals had a considerable impact on student outcomes, particularly when their efforts were directed towards instructional supervision, discipline enforcement, and performance monitoring. Nevertheless, these studies frequently highlight overarching leadership roles without specifically delineating quality control practices, including internal auditing, curriculum oversight, and compliance with established educational standards, as pivotal mechanisms that could influence student achievement. Numerous studies highlight the critical role of leadership in influencing academic performance; however, there exists a paucity of empirical evidence that directly examines the views of principals and deputy principals on the efficacy of quality control practices. Furthermore, there exists a notable deficiency in the contextual emphasis on Kakamega County, as the majority of research tends to concentrate on more expansive national or urban environments, thereby rendering rural or semi-urban locales such as Kakamega inadequately explored. Moreover, the current body of literature inadequately examines the ways in which perceptions of leadership influence the execution of quality control mechanisms and their direct effects on academic performance. This research aimed to explore the perceptions of principals and deputy principals regarding the impact of quality control practices on the academic performance of public secondary schools in Kakamega County, Kenya.



1.2 Research Objective

To analyze the principals' and deputy principals' perceptions on the effect of quality control practices on the academic achievement of public secondary in schools Kakamega County, Kenya

1.3 Research Hypothesis

H₀: There is no statistically significant effect of Principals' and deputy principals' perceptions on the effect of quality control practices on the academic achievement of public secondary in schools Kakamega County, Kenya

II. LITERATURE REVIEW

2.1 Theoretical Review

The study was guided by School-based management (SBM) Theory.

2.1.1 School- Based Management (SBM) Theory

School-based management (SBM) theory was the basis of this study. This theory is about the systematic decentralization of authority and responsibility on decisions and significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability. The theory was started at the end of the 1980s by Yin Cheong Cheng. Malen et al. (1990), as cited by Babara (2015), ascertained that school-based management could be perceived conceptually as a form of decentralization or formal alteration of governance structure. This theory identified the individual school as the key unit of improvement, and the reorganization of the decision-making authority as the primary means through which the improvement could be motivated as well as continued.

The current study set out to determine the education stakeholders' perceptions on the effect of internal quality and standards assessment on the academic achievement of public secondary schools in Kakamega County. The internal quality and standards assessments carried out in school involves; parents, students, teachers, and principals who make decisions and implement them as guided by the school policies set out by the board of management. The SBM was used in this study because the independence, responsibility, and accountability of individual schools pertaining to the academic achievement of its learners is important. Unfortunately in Kenyan secondary schools there are no specific personnel in charge of monitoring quality and required standards.

Moradia et al (2012), conducted a study guided by the school-based management theory whose philosophies are; school-based, student-centered, and quality focused. Kamla (2012), developed the concept of school based management to support the reforms which mapped the characteristics of school functions to facilitate the management of the reforms in local or international contexts. In his study, Cheng (1991), as cited by Mapunda (2011), described that school-based management utilized the theories of equifinality and decentralization. It assumed that a school is a self-managing system and regarded the initiative of human factor as well as the improvement of an internal process as important. In this concept, Cheng (1991), maintained that school management strategies should encourage participation and give full play to the members' initiative. In a nutshell, the SBM theory transfers the authority to manage activities to the school management. Some of the activities of relevance to this study are the maintenance of and monitoring of student performance through the implementation of the correct curriculum (Mercy & Ujiro, 2012).

2.2 Empirical Review

The empirical review on Principals' and Deputy Principals' Perceptions of the Effect of Quality Control Practices on the Academic Achievement reveals several findings. The United Nations International Children's Emergency Fund (UNICEF) recommends that the quality control practices within the school be conducted by the quality and standards department, which includes the heads of departments, the deputy principal, and the principal. In certain educational institutions, a teacher is designated by the principal to fulfill the role of a quality and standards officer. The officer or department responsible for quality and standards assumes a supervisory role in activities that foster high-quality learning (UNICEF, 2000).

Mercy and Ujiro (2012) conducted a study in Nigeria's Edo central district to determine if there was a correlation between high school students' study habits and their grades. Based on his findings, he concluded that the pupils' academic achievement was average and that the average number of hours spent on academic activities each week in high schools were 5 hours. The average time spent studying each week at high school was 6 hours and 30 minutes, with the private high schools using fewer study hours than public ones. It was argued that in order to improve the students' academic performance, secondary school principals should make sure teachers are being closely monitored during class time and that educators should be committed to their jobs by making efficient use of the time allotted for scholastic activities.

Abebe (2014), investigated the state of school-based supervision in the public high schools of Kamashi zone in Ethiopia and found out that the various supervisory options used by these schools' supervisors, the methods used in secondary school classroom observation, the extent to which school-based administrators fulfilled their responsibilities, and the challenges presented in the implementation of school-based supervision were the focus of five essential questions. Descriptive survey approach was used to gather data for this investigation. One supervisory coordinator from the zonal education office and five from the Woreda education office were chosen at random. There were ten public secondary schools in the zone; five were chosen at random to serve as a representative sample. Results showed that supervisors did not have the expertise to carry out the procedures necessary for classroom observation, teachers needed more information and guidance on the activities central to school-based supervision, and supervisory options were not being used that were suitable to each teacher's developmental stage. Lack of relevant training programs, a lack of competent supervisors in school-based supervision activities, a lack of supervision manuals in schools, and a lack of allotted funding for supervisory activities are all factors that impacted on the quality of supervision in schools.

Mavindu (2013), analyzed the students' results in KCSE exam to determine the impact of the principals' instructional management strategies in the Trans-Mara west district. The primary goal of the study was to determine whether or not the principals of secondary schools in the Trans-Mara west district engaged in clinical supervision activities such as frequent classroom visits, teacher observation, post-observation conferences, and the review of teachers' professional records. The study used a descriptive survey for data collection. All public secondary schools that presented candidates for KCSE for the years 2009 and 2012 constituted the target population. Fifteen principals from those schools participated in the research. The findings of this study revealed that about 86% of principals made classroom visitations, 98% examined teachers' work records, 99% ensured adherence to the school schedule, and 13 % recorded lessons. The Schools with the highest mean score grade in KCSE were found in Kilgoris central division. These results could be credited to the high proportion of instructional supervision practices.

Osiri et al (2019), conducted a study on the KCSE performance and school administration of students attending public secondary institutions in the Kamukunji Sub-County of Nairobi County, Kenya. The work was based on the system theory of organizations developed by Ludwig Von Bertalanffy. The results showed that the duty of instruction supervision at the best schools had an impact on the students' grades. These responsibilities included monthly classroom visits, inspecting student notebooks, examining records of work, schemes of work, lesson plans, and the attendance registers, and conducting the classroom observations of actual teaching and learning taking place. Based on the findings it was concluded that the Teachers Service Commission should prioritize hiring principals who have experience in supervising classroom instruction. This would ensure that their responsibilities are properly planned, organized, and carried out.

Muasya et al (2017), conducted a study in Machakos County that sought to determine the magnitude to which the leadership practices of head teachers contributed to students' academic performance. Some of the selected instructional leadership approaches were: articulating the school's mission, managing the curriculum, creating a positive learning atmosphere, and rewarding good teaching. A survey methodology was used for the research. A stratified sample approach, was used to select 38 principals, 190 instructors, and 345 students from among the 176 public secondary schools that took part in the study. In this study, questionnaires were filled out by students (reliability = 0.75), teachers (reliability = 0.74), and principals (reliability = 0.78). The Bolman and Deal's (2003), multidimensional theory of leadership was applied, this theory posited that following four leadership stances (frames) were essential: The structural framework, in which the leader advocates for well-defined positions within the company and the importance of role coordination.

Orina and Omariba (2017), studied the influence of the principal's leadership behaviour on students' academic performance in secondary schools in Manga division, Nyamira district, and Nyanza province. They observed that the need to outshine had been there from when formal education was presented in Kenya at the time of the African search for quality education comparable to that of the Europeans that prepared them to pursue it with great interest. This created a need for good school management and leadership style. In schools, better performance was comparatively equivalent to sound administration. Moreover, the administrative position of the principal entailed directing and controlling the management of all issues relating to education improvement in the school. This indicated that all happenings done in the school were executed on behalf of the principal. Sound and efficient leadership was associated with schools that performed well.

Orina and Omariba (2017) further asserts that the success of the school could not have been accomplished without strong leadership. A principal's job was to create an environment where employees worked together and held each other in high esteem. This would help to foster an atmosphere where leaders learned from each other, and to inspire their pupils to give their all. School administrators should routinely inspect classrooms, review teacher attendance and performance records, and enforce the established schedule. While they were monitoring teachers in the classroom, they made no notes during post-observation conferences or while reviewing lesson plans. There should be a high percentage

of instructional supervision practices. Other control practices that enhance quality learning focused on the learner should be emphasized. Learners should remain in school without interruption to ensure quality learning.

Waweru et al (2017), conducted a controlled experiment in a public primary school in the Subukia sub-county of Kenya to determine the impact of quality assurance techniques in schools on students' academic outcomes. The research was grounded in the value-added education and production-function theories. Using a census-based ex post facto study approach, researchers administered questionnaires to all 42 principals of public primary schools in Subukia Sub County. The academic performance of students in public primary schools in Subukia sub-county Kenya, was found to be positively related to the following variables: head teachers' planning activities ($r=.573$, $p<0.05$), coordinating practices ($r=.618$ $p<0.05$), staffing practices ($r=.689$ $p=.00<.05$), and controlling practices ($r=.667$, $p<0.05$). The study recommended that, Subukia's public elementary school principals should hold meetings as a quality assurance practice in order to filter the perspectives of different stakeholders on quality assurance and incorporate them into the various facets of the school management. Primarily, the Parents and Teachers Association [PTA] meetings were used to regulate administrative processes in order to accelerate effective teaching and learning.

The PTA and school administration must work together to launch long-term initiatives, repair crumbling facilities, and educate teachers about best practices. The major purpose of this research was to analyze how the quality assurance procedures implemented by principals in public primary schools in Subukia sub-county, Kenya, affected student achievement. The study found that, in addition to principals holding school-wide meetings, quality assurance practices had a favourable impact on students' academic achievement. Students' academic performance was found to be significantly impacted by the head teacher's roles in planning, coordinating, staffing, and controlling practices in public primary schools in Subukia sub-county, Kenya. There was a clear and statistically significant relationship between the planning, coordinating, staffing, and regulating procedures of principals and the academic success of their charge. Waweru et al studied quality assurance practices in primary schools in Subukia Sub County in Kenya and the present study sought to find out education stakeholders' perceptions on quality and standards assessments effect on academic achievement of public secondary schools in Kakamega County. The study by Waweru et al was conducted using an ex post facto research strategy, which indicated the researcher had no control over the factors they studied. The present study used descriptive design, which noted what the education stakeholders perceived on the tenets of quality and standards assessment.

III. METHODOLOGY

3.1 Research Design

This research problem was studied using a descriptive research design. A descriptive research design gathers information about a particular group or phenomenon and it has the advantage of collecting data from a large number of participants, and it is also cost effective. In addition it has the ability to allow for the standardization of interview questions (Setia, 2016). The design provided a detailed and accurate perceptions of the characteristics and behaviours of the education stakeholders. The descriptive research design was relevant because it made it possible for the researcher to collect data about the stakeholders' perceptions on the effect of internal quality and standards assessments on the learners' achievement in public secondary schools in Kakamega County (Schmidt et al., 2016).

3.2 Location of the Study

The research was carried out in Kakamega County in Kenya. Kakamega County is located in Western Kenya and covers an area of 3,224.9 km². According to the 2019 Kenya population and housing census, the population was 1,867,579. The County borders; Vihiga County to the South, Siaya County to the West, Bungoma and Trans Nzoia counties to the North, and Nandi and Uasin Gishu Counties to the East. Kakamega County is on latitude 0.283333° N and longitude 34.75° E. The County has 415 public secondary schools which comprised of; 2 National schools, 26 Extra County schools, 20 County schools and 367 Sub county schools. The southern part of the County is hilly and made of granite. The Nandi escarpment is on the eastern border with steep cliffs. The main economic activity in Kakamega County is sugarcane production. According to Uwezo-Kenya Report (2013), students in the public secondary schools had low levels of reading, writing, and arithmetic proficiency, giving an impression that the quality of education in the county was rather low. Consequently, there was need to conduct a study of this kind in the County with a view to assess the stakeholders' perceptions on the role of internal quality and standards assessment on academic achievement.

3.3 Target Population

The target population comprised of 415 Principals, 415 Deputy Principals, 415 directors of studies, and 33,296 students, from four hundred and fifteen (415) public secondary schools in Kakamega County, Kenya. The public

secondary schools that were selected included the national schools, extra county schools, county schools and sub county secondary schools as shown in table 1.

Table 1

Categories of Secondary Schools in Kakamega County

Category	No. of Public Secondary Schools	Percentage (%)
National	2	0.5
Extra-County	26	6.5
County Schools	20	5
Sub-County Schools	367	88
Total	415	100

Source: *Kakamega County Education office*

3.4 Sample Techniques and Sample Size

3.4.1 Sampling Techniques

The stratified random sampling techniques were used to select the sample for the study. The strata were made of the following categories of public secondary schools in Kakamega County: Sub County schools, County, Extra County and National schools. The stratified random sampling was advantageous because it ensured that all the strata of the target population had an equal opportunity of being included in the study, while keeping the size (Kothari 2004).

3.4.2 Sample Size Determination

The sample sizes for the various categories of the population are as shown in Table 2. The sample sizes of the principals and deputy principals were determined on the basis of Nassiuma formula as presented below:

$$n = \frac{Nc^2}{c^2 + (N - 1)e^2}$$

Where:

n = sample size, N = population size, c = coefficient of variation ($\leq 50\%$), and e = error margin ($\leq 5\%$).
Substituting into the formula:

$$n = \frac{34541 * 0.5^2}{0.5^2 + (34541 - 1) * 0.05^2} \cong 100$$

A sample size of 100 schools was obtained using the above formula (Hungu & Thuku, 2010).

Table 2

Population and Sample

Category	Population(N)	Sample size(n)	% of Sample
Principals	415	100	24
Deputy principal	415	100	24
Total	830	200	

Source: Kakamega County Education office (2024)

3.5 Data Collection Instruments

The study relied on primary and secondary data, which was collected using sets of questionnaires and an interview schedule. These tools were; the Principal's interview schedule (PIS), the deputy principal's questionnaires (DPQ).

3.5.1 Principals Interview Schedule

This instrument (Appendix II) had 13 open-ended items that collected different types of data from principals of public secondary schools in the County. The data that was obtained comprised of the following: perceptions of the principals with regard to the effect of teaching practices on academic achievement in public secondary schools in Kakamega County.

3.5.2 Deputy Principal's Questionnaires

The Deputy Principal's Questionnaires had open ended and close ended items. The instrument has 3 sections with twenty four items which collected quantitative data. The instrument collected information on the perceptions of the

deputy principals on the effect of; teaching practices, examination practices and the quality control practices on academic achievement.

3.6 Pilot Test

Prior to data collection, a pilot study was performed. Its purpose was to evaluate the efficacy of the data collection instruments. Abdinoor (2012), recommended, 1% to 10% of the Sample as adequate for piloting. Hence, the pilot sample comprised 10% of the sample schools. Out of the 100 respondents targeted in this study, ten respondents from Trans Nzoia County were sampled. Modifications was done in the students' questionnaire and the director of studies questionnaire after the pilot exercise.

3.6.1 Validity Test

This research relied on both content and face validity. The term content validity was used to describe how well a test's elements represented the concept being assessed. The questionnaires were given to my supervisors at Masinde Muliro University of Science and Technology to conduct content and face validity of the instruments. The instruments' contents were enhanced based on the supervisors' recommendations and comments. The questionnaires were then reconstructed to relate to each research question. Validity in the interview was ensured through a one-to-one correspondence between interview questions and underlying competency. The purpose of validity was to assess the extent to which the instruments would measure what they were designed to measure. (Robson, 2011)

3.6.2 Reliability test

Cronbach reliability coefficient was used to test the reliability of instruments. The reliability estimate known as Cronbach's alpha takes on values between 0 and 1, because it covered the range of internal consistency. If the values were more than the threshold of 0.7, established by Nunnally (1978), and cited by Aroni (2013), then the reliability of the instrument is high. In this study, the interview schedules were reviewed to increase dependability.

3.7 Data Analysis and Presentation

The raw data was appropriately coded tabulated and subjected to analysis. Both the descriptive and inferential statistics was used to analyze the collected data. The data was presented in frequency tables, frequency curves and pie charts. The data collected was both qualitative and quantitative in nature. The principal's interview schedule and the deputy principals' questionnaires were the instruments used. The responses from the 67 principal was grouped into themes in line with the studies' objectives. The themes were coded and subjected to further analysis. Descriptive statistical analysis was done using frequencies and percentages to describe the essential characteristics of the data. The data from the 77 deputy principals was analyzed descriptively using means and standard deviations before being subjected inferentially to the chi-square test analysis. The chi square value was significant because it showed if there was a difference between the education stake holders, perceptions on the effect of quality control practices on academic achievement of public secondary schools in Kakamega County, Kenya.

IV. FINDINGS & DISCUSSIONS

4.1 Demographic Data of Respondents

4.1.1 Type of Secondary School

This section shows the distribution of public secondary schools in Kakamega County by the different types of schools categorization. The details are tabulated in table 3.

Table 3

Categorization of Public Secondary Schools in the County

Type of school	Number	Percent
National	1	2.0
Extra-County	17	27.0
County	16	24.0
Sub-county	32	47.0
Total	66	100.0

Source: Kakamega County Education office (2024)

According to table 3, forty seven percent (47%) of the public secondary schools are sub county schools, twenty seven percent (27%) are Extra County schools, twenty four percent (24%) were County schools, while two percent (2%) are National schools.

4.2 Education Stakeholders Perception on the Effect of Schools' Quality Control Practices on Academic Achievement in Secondary Schools in Kakamega County, Kenya

The study sought to find out the education stakeholders' perceptions on the effect the quality control practices on academic achievement. The respondents were the principals and deputy principals. The quality control practices constituted of; checking professional records, lesson attendance, a conducive work environment and the feedback mechanism. The perceptions were rated on a 5 point Likert scale as elaborated as 1: No effect (N), 2: Negative effect (NE), 3: A low positive effect (L), 4: A moderate positive effect (M) and 5: A high positive effect (H). The feedback as tabulated in table 4

4.2.1 Deputy Principals' Perceptions on Quality Control Practices

In this section the perceptions of the principals with regard to the effect of quality control practices on the academic achievement of their schools are presented. The details are as presented in Table 4

Table 4

Deputy Principals' Perceptions on Quality Control Practices

Quality Control practices	Perceptions					Total
	H	M	L	NE	N	
Checking professional documents	30(39%)	13(13%)	34(39%)	0(0%)	0(0%)	77(100%)
Timetable adherence	77(100%)	0	0	0	0	77(100%)
Incentives	45(58%)	30(32%)	2(1%)	0	0	77(100%)
Planning, management, organization	76(99%)	1(1%)	0	0	0	77(100%)
Internal exams & KCSE	68(88%)	4(7%)	5(5%)	0	0	77(100%)
Total	296(79%)	48(12%)	41(9%)	0	0	385(100%)

Table 4 shows that 79% of the deputy principals were of the view that the quality control practices engaged by the teachers had a very high positive effect on the academic achievement of the learner. While 48% and 41% of the deputy principals felt that the quality control practices had a moderate positive effect and low positive effect respectively. As far as the individual control practices were concerned, 100% of the deputy principals felt that adherence to the timetable had the highest positive effect on academic achievement. While 99% of the deputy principals felt that proper management, planning and organizing has a high positive effect. In addition 58% of the deputy principals opined that incentives have a high positive effect on academic achievement. These findings corroborated those of a study by Mudassir et al. (2015), who studied on the influence of school environment on the academic performance of secondary school students in Kuala Terengganu, Malaysia. In this study a regression analysis revealed that there was a positive correlation between the schools' work environment and academic performance.

4.2.2 Principals' Perceptions on Quality Control Practices

In this section the perceptions of the principals with regard to the effect of quality control practices on the academic achievement of their schools are presented. The details are as presented in Figures 1 and 2.

According to Figure 1, 26% of the principals were of the view that lesson attendance and teacher appraisal were critical elements of quality control in ensuring teaching. While 19% of them felt that the implementation of the curriculum was crucial in quality control.

Four percent (4%) of the principals reported that they were keen to ensure that the staff submit and update their professional documents, besides maintaining the teaching and learning standards. These findings corroborated those of Mavindu (2013), who reported that 98% of principals in the Trans-Mara West District inspected the work records of their teachers and made sure that students kept to their timetables. Only 13% of educators reported that their classes had been watched. While neither educators nor the administrators said they had discussed or evaluated teaching plans afterward.

Frequency (%)

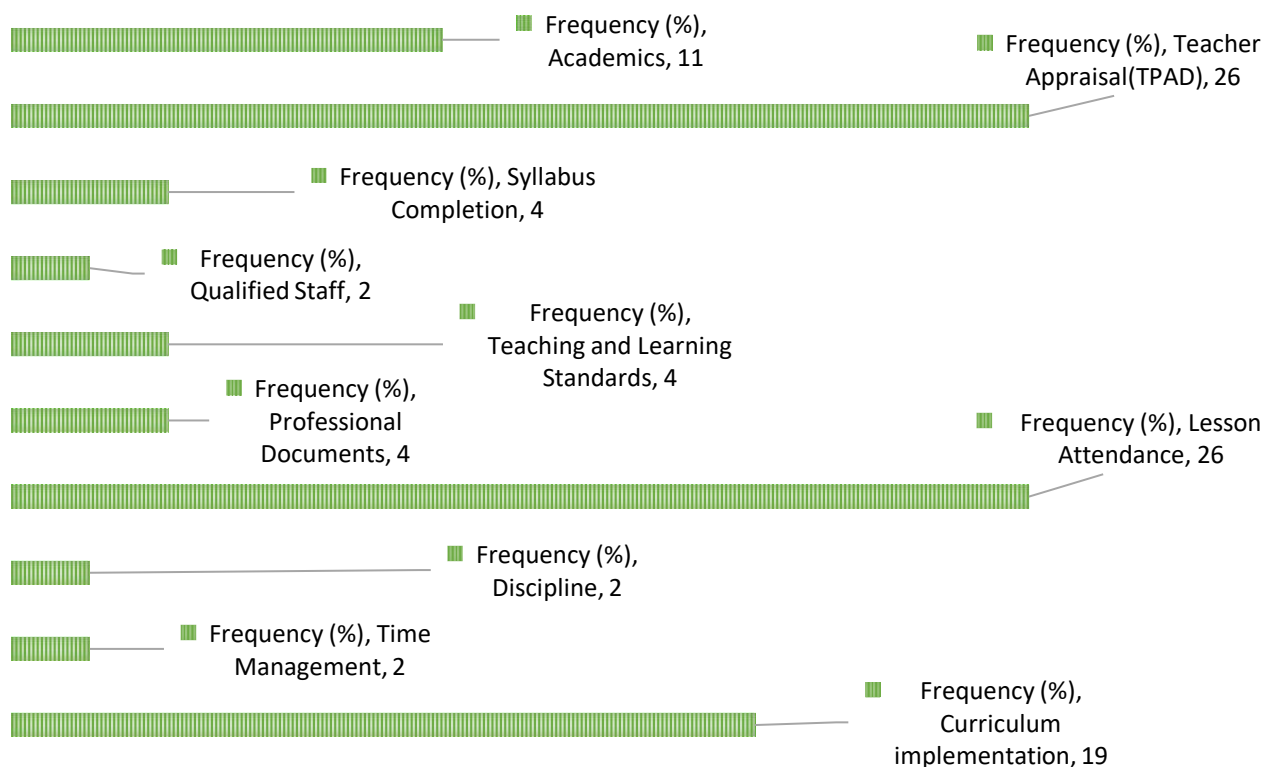


Figure 1

Quality and Standards Practices Monitored

Figure 2 shows that 41% of the school principals used money awards as a reward to the best-performing students, as evidenced by a proportion of 41%. On the other hand principals; 16% of the principals used public recognition, stationery and uniforms as a reward to the students. Schunk (2008), also found that students were more motivated when they were rewarded for their efforts in class. Students learned to link their good behavior with positive reinforcement from the teacher.

The learning process required both reward and punishment. Rather from being a form of torture meant to stifle individuality. The frequency of the response drops not for any other reason than the response-consequence link. Lefrancois (2006), made a similar point, saying that punishment and reinforcement were equivalent in that both were decided by their effect. Punishment, on the other hand, entailed putting a stop to a behavior rather than encouraging it, which was the key distinction between the two.

Also, the study established that the respondents used public recognition and forced remedial and stationeries and uniforms to reward and punish the best and worst performers, respectively, as evidenced by a frequency of 16%. Moreover, the respondents stated that they used academic counselling as a policy to improve the performance of weak students, as evidenced by a frequency of 14%. In addition, the respondents reported keenness in identifying subject champions, as evidenced by 8% frequency. Finally, 5% of the respondents attributed the improvement in academic performance, to the invited motivational speakers, who they invited to their schools.

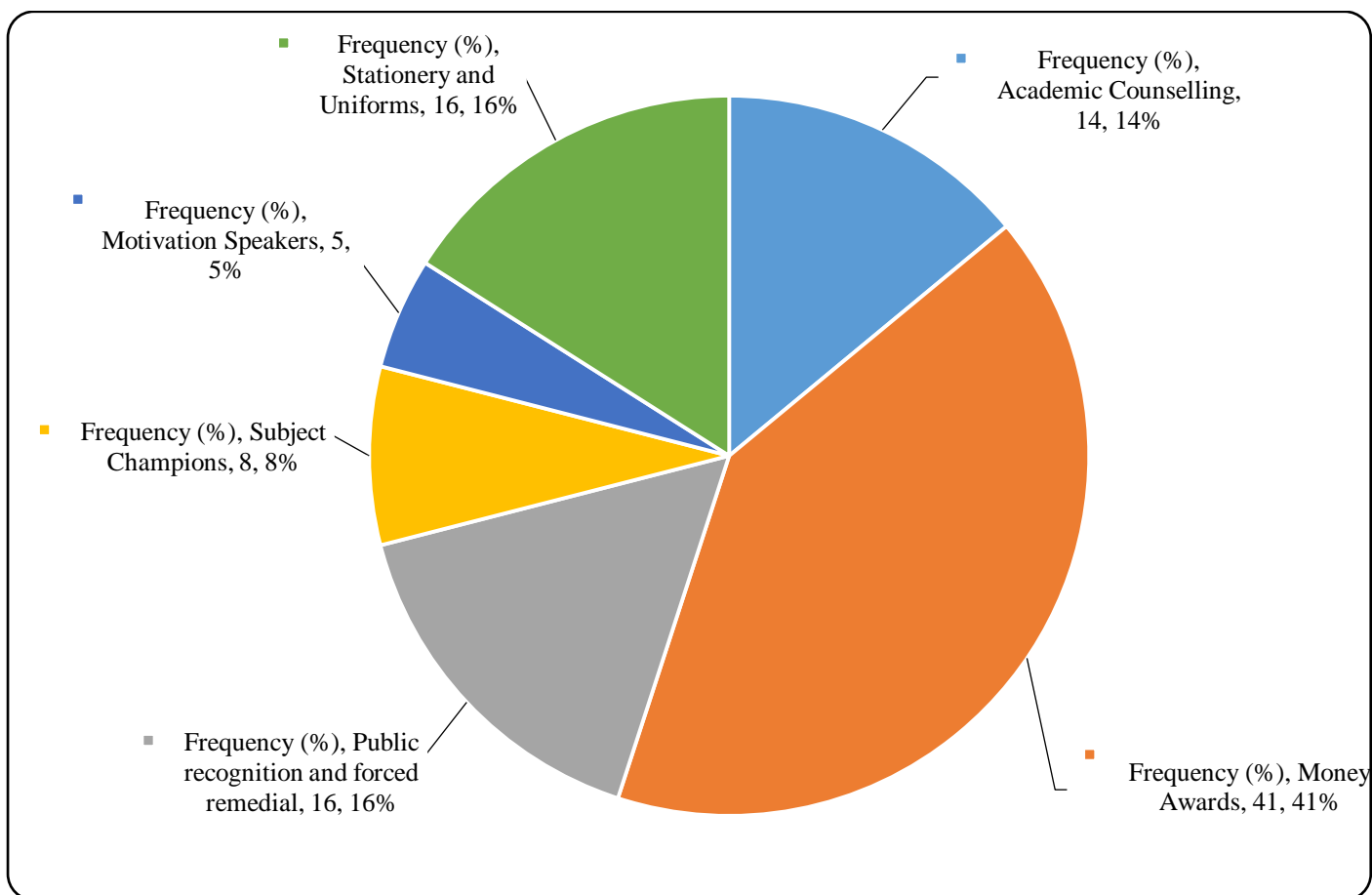


Figure 2
Reward and Punishment Policy

4.3 Testing of the Null Hypothesis

H01 There is no statistically significant difference in the deputy principals' perceptions on the effect of quality control practices on academic achievement of public secondary schools in Kakamega County, Kenya. To facilitate for testing the above hypothesis the perceptions of the deputy principals from the sampled schools were subjected to a chi-square analysis. The details of the results are shown in the Table 5.

Table 5
Chi Square Analysis of the Deputy Principals, Perception

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.276 ^a	16	.179
Likelihood Ratio	6.201	16	.185
N of Valid Cases	531		

Table 5 shows the chi-square test for deputy principals' perception. The results showed that there was no significant difference in the perceptions of the deputy principals on the effect quality control practices on academic achievement with a p value $p > 0.05$. Therefore the null hypothesis was not rejected. This implies that according to the deputy principals, the different quality control practices that are administered in public secondary schools are not attributable to the differences in the academic performance of their schools. The finding was against Adriana et al (2023), study findings on managerial practices and performance across six countries. They found that managerial practices at the school level were positively related to student outcomes in Italy. Learning in schools differed from what the teachers were to do and what the learners could do. Therefore, learning involved the competencies learners can grasp and do by verifiable indicators. Learning was about learners and not teachers. Learning was about what the learners grasped by doing. This led us to competency-based learning and teaching, whose main aim was to ensure learners grasped the taught competencies. Orina and Omariba's (2017), study on the effect of the principal's leadership style on student achievement in secondary schools found similar results.

V. CONCLUSION & RECOMMENDATIONS

5.1. Conclusions

The study sought to determine the stakeholders' perceptions on the effect of schools' quality and control practices on academic achievement in secondary schools in Kakamega County, Kenya. The specific indicators of quality control practices were checking of professional documents, timely lesson attendance, feedback mechanism and the effect of internal exams on KCSE.

The research findings indicate that the quality control measures implemented by educators substantially enhance academic performance. A significant proportion of deputy principals noted a markedly positive impact, with adherence to timetables and effective management identified as the most pivotal factors. Furthermore, principals underscored the significance of teacher evaluation, lesson participation, and curriculum execution as essential components of quality assurance. The results align with earlier studies, underscoring the essential importance of monitoring and organized instructional methods in enhancing student performance.

5.2 Recommendations

Following the study's findings, the researcher recommends that high quality control measures should be tailored to improve academic achievement of learners.

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