

Assessment of regular monitoring effect on academic performance among secondary schools in Meru County; Kenya.

Idah Gatwiri Murithi¹, Dr. Dennis Nyongesa Wamalwa (Ph. D)²

¹ (MA Student in Development Studies, Department of Social and Development Studies, Mount Kenya University)

² (Lecturer; PhD. Department of Peace and Conflict Studies Masinde Muliro University of Science and Technology Kenya)

DOI: 10.29322/IJSRP.12.05.2022.p12547

<http://dx.doi.org/10.29322/IJSRP.12.05.2022.p12547>

Paper Received Date: 3rd May 2022

Paper Acceptance Date: 17th May 2022

Paper Publication Date: 20th May 2022

Abstract

Study purpose was to assess regular monitoring effect on academic performance among secondary schools in Meru County; Kenya. The target population for this study was secondary schools Principals or Deputy and the teachers and students in all the 930 schools in the County. Stratified random sampling was used to obtain the required sample of 186. Stratification ensured that each department is represented in the sample. Before going to collect data, pilot study was carried out to ensure that the instruments test what they are meant to. The questionnaire was checked if the words are well understood by participants. Primary data was collected through the use of key informant method using a self-administered questionnaire. Data was analyzed using quantitative technique and both descriptive and inferential statistics have been used in the data analysis. Descriptive statistics was used to deduce any patterns, averages and dispersions in the variables through the measure of locations (mean) and measure of dispersions (standard error mean). Inferential statistics was used to determine the relationship between the study variables and included correlation, analysis of variance and regression. The study results have been presented in cumulative frequency tables and bar graphs. The study results show that effect of regular monitoring by the principals on performance in that 40.2 percent of the academic performance of secondary schools in Meru County can be explained by regular monitoring. The study recommends that the secondary schools in Meru County should stiff to improve on their regular monitoring and enhance teachers' participation by the principals in an effort to improve on their academic performance

Key words: Regular monitoring, Academic performance, Secondary schools.

1. Introduction

According to Maina, (2011) head teachers ought to take up their duties as excellence assurance officers in their schools and make sure that there is enough departmental control. They need to introduce staff evaluation through close designed forms to improve standards and connect in evaluative class surveillance to ensure that a variety of training methods apart from class conversation is used. Head teachers should come up with school income generating actions to ease current financial trouble that result in student non-attendance, transfers, unruliness and insufficient facilities. They should often invite excellence assurance officers to make recommendation on school affairs and neighborhood relations. What is not well understood is that learning running in schools includes the submission of running philosophies in scheming, rising and carrying out means towards attainment of educational goals (Oden, 2011) This efficiency is judged by the degree to which schools usually meet the prospect of the society within which they are recognized.

The Kenyan government has shown commitment to provision of excellent secondary school education through distribution of financial resources, provision of trained teachers a well as establishing of quality assurance department in the schools (Allen (2013), According to Stewart, *et al* (2011), teacher's shortage, basic facilities lack, community interferences, inefficient teaching methodology and management related issue such as poor management of school facilities have been blamed for the academic performance in schools.

2. Research Methodology and Design

A correlational research strategy was adopted to conduct the study. Correlational research is research concerned with establishing

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<http://dx.doi.org/10.29322/IJSRP.12.05.2022.p12547>

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relationships between two or more variables in the same population or between the same variables in two populations (Kothari, (2010). Correlational research studies relationships among variables, some of which may not be the actual cause of another. A descriptive research design strategy was embraced during the study where only quantitative data were utilized.

3. Results and Discussion

The study’s objective was to assess of regular monitoring effect on academic performance among secondary schools in Meru County; Kenya.

3.1. Regular Monitoring on Academic Performance

The researcher sort to assess the extent to which regular monitoring affect academic performance of secondary schools, respondents were to give their view on how regular monitoring had affected academic performance of secondary schools in Meru county secondary schools. The results were as shown on table Table.4.3.

Table 3.1 Regular Monitoring on Academic Performance

Organizational Structure Measures	Mean	t-value	Sig. (p-value)
Leaders in this school have a unique style leadership	2.423	52.654	0.000
Leaders choose style to employ based on the state of affairs	2.024	49.814	0.000
I only make use of leadership styles I found successful over time	2.084	43.452	0.000
Leadership tuition helps me be acquainted with right style to employ in the school	2.391	36.291	0.000
Leaders are given room to exercise my preferred leadership styles	2.029	34.891	0.000
Overall mean score=2.190			

Source: Primary Data, 2019

Overall, the intensity of regular monitoring affect academic performance of secondary schools in Meru County on percentage of 43.8 out of the maximum score of 5. This can be interpreted, its influence in academic performance has a direct positive effects on learning and the results in class. Regular monitoring by school seniors in relation to this study has good impact on academic performance to students in secondary school

3.1.2 Effect of Regular Monitoring on Academic Performance

The study’s first object was to assess the extent to which regular monitoring by principals and the academic performance of schools in Meru County. In order to evaluate extent to which regular monitoring by principal and the academic performance, the study had the following research question;

RQ1. To what degree does regular monitoring effect on academic performance of Secondary schools?

In order to be able to answer the research question above, the researcher used regression coefficient (beta β) which indicates the direction of the effect on the dependent variable caused by the independent variable. The collective mean scores of academic performance events were regressed alongside the mean scores of events of performance of Secondary schools in Meru County and results recorded in table 4.9.

Table 3,2 (a) Regression Grades for Regular Monitoring and Performance

Model 1			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.634	.402	.768	.3821

Source: Primary Data, 2017

The results show that 40.2% of performance of Secondary schools in Meru County can be explained by regular monitoring by principal (R squared = .402) table 4.9. The study therefore found out that there was an effect of regular monitoring by principal on the performance

of Secondary schools. This study result concurs with the results of a study done by Nancy (2005) which found out that progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. By regularly measuring all skills to be learned, teachers can graph changes if the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Although schools can develop the probes themselves, developing enough equivalent, alternate probes for frequent measurement at each grade level is daunting for many schools. Therefore, they often turn to commercially available products, most of which are computer-based and can automatically graph the progress of individual students. The study demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance.

Table 3.3 (b) Regression Grades for Regular Monitoring and Performance ANOVA

	Sum of Squares	DF	Mean Square	F	Sign. (p-value)
Regression	2.018	1	2.218	39.018	.006
Residual	1.640	144	.124		
Total	3.368	145			

Source: Primary Data, 2017

The effect of regular monitoring by principals in Secondary schools in Meru County on performance was positive and significant in that its R was .552 (table 4.9a). The study results on the other hand shows that 32.8 percent of the performance of Secondary schools in Meru County can be explained by regular monitoring by principals (R squared = .328). From the above regression analysis, the study found out that there is a relationship between regular monitoring by principals and performance of Secondary schools in Meru County. The study results answer the research question in that it has found out that regular monitoring by principals had an effect on the performance of Secondary schools in Meru County.

4. Conclusion and Recommendations

The study assessed the extent to which regular monitoring by principals affect performance of secondary schools in Meru County. The results revealed that regular monitoring by principals was found to have effect on academic performance of secondary schools. The effect was significant because it had p-value less than 0.05 with academic performance of secondary schools in Meru County depended on the regular monitoring by principals with forty point two percent of performance being explained by regular monitoring by principals (R squared = .402). The study result is in agreement with Nancy (2005) the scholars argue that improvement on monitoring helps the teachers to keep on evaluating the effectiveness of training so as to make informed decisions. Fuchs (2002) conducted analysis of students monitoring that considered it as a method reliable and a varied predictor of subsequent performance on variety outcome measures. Deno (2003) has validated the use of regular academic monitoring as a way that encourages students to work hard which improves the results. This means that the performance of secondary schools depends largely on the regular monitoring by principals of the schools.

The study results show that effect of regular monitoring by the principals on performance in that 40.2 percent of the academic performance of secondary schools in Meru County can be explained by regular monitoring. Based on the study findings therefore, the study can conclude that regular monitoring helps in improving the academic performance of secondary schools in Meru County. Secondary schools in Meru County should therefore stiff to improve on their academic performance of secondary schools in Meru County because this study found it to have an effect on academic performance of secondary schools in Meru County.

The study recommends that the secondary schools in Meru County need to perk up on their regular monitoring by the principals in an effort to improve on their academic performance.

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