

ABSTRACT

Studies have revealed that school administrators contribute to students' academic performance by enhancing instructional supervision, teacher motivation, teaching /learning resources and physical facilities. Notwithstanding this assertion, in some countries academic performances have been found to be low despite this administrators' contribution. In Kenya the average performance for the years 2010 to 2014, only 29% candidates scored above a mean score of 6.00 points. In Emuhaya and Vihiga Sub Counties 3535 (26%) and 2104 (15%) candidates respectively scored above 6.00 points compared to Hamisi and Sabatia Sub-Counties' with 3913 (28%) and 4275 (31%) candidates respectively between years 2009 and 2013. The purpose of the study was to establish administrators' contribution to students' academic performance in secondary schools in Emuhaya and Vihiga Sub- Counties. The objectives of the study were to; establish the contribution of administrators to instructional supervision, teacher motivation, teaching learning resources, and physical facilities.in enhancement of students' academic performance. The study was guided by a conceptual framework in which the independent variables were administrators' contribution in form of instructional supervision, teacher motivation, teaching learning resources and physical facilities, and the dependent: variable students' academic performance. The research designs for this study were descriptive survey and correlation. The study population was 4874 and consisted of 58 principals, 58 deputy principals, 58 directors of studies, 4640 students, 58 chairpersons of the Boards of Management (BOM) and 2 Sub- County Quality Assurance and Standards Officers. Fisher's formula was used to determine sample size of 354 students. Saturated sampling technique was used to sample principals, deputy principals, chairpersons of the boards, directors of studies, and Quality Assurance and Standards Officers. Questionnaire, observation checklists, document analysis guides, interview schedules were used to collect data on administrators' contributions. Face and content validity of research instruments were determined by experts in Educational Administration. Reliability of questionnaire was determined by Cronbach's alpha whereby the coefficients for the scales were greater than .70, meaning that they were reliable. Quantitative data was analyzed using frequency counts, means, percentages and regression analysis. Qualitative data was analyzed in emergent themes and sub themes. The study established that administrators' contribution to instructional supervision was low (Adjusted R²= 0.011) and not significant. Administrators' contribution to teacher motivation was strong (Adjusted R²= 0.623), significant and enhanced students' academic performance by 62.3%. Administrators' contribution to teaching /learning resources and physical facilities were moderate (Adjusted R² = 0.343, and 0.303 respectively), and thus enhanced students' academic performance by 34.3% and 30.3% respectively. The study concluded that administrators' contribution to instructional supervision was not significant. Administrators' contribution to teacher motivation, teaching learning resources and physical facilities was significant and therefore, enhanced students' academic performance. The study recommended that administrators should increase their contribution to instructional supervision, teacher motivation, teaching learning resources and physical facilities in order to enhance students' academic performance. The study findings are of significance to school administrators, policy makers, and other stakeholders in education on ways of contributing to students' academic performance.