



Vol. 14 | Social and development concerns in Africa (c)

Vol. 14 Article 10 | September 2021

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(An International Publisher for Academic and Scientific Resources)

SCHOOL MANAGEMENT AND ACADEMIC PERFORMANCE OF ORPHANS IN ONGATA-RONGAI CONSTITUENCY, KAJIADO COUNTY, KENYA

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Editing Oversight
Impericals
Consultants
International Limited

Abstract: *The main objectives of the study were to assess the effect of school management on orphans' students' academic performance in Kajiado County, Kenya. The study was guided by the classical organization theory (1930) and the effective school model theory (1989). The study adopted a descriptive survey design, targeting 6 managers, 148 teachers and 5 counselors. The sample was made up of 6 managers, 64 teachers, and 5 counselors. The research instruments used included a questionnaire for managers, teachers and counselors. Qualitative and quantitative data were obtained from the field and data obtained were analyzed by using both descriptive and correlation analysis according to the study objectives. Frequency distributions, percentages, mean scores and Pearson analysis were computed and presented in form of tables. The study found that school planning affects orphans' academic performance to great extent. Human resource management impacts orphans' school performance to a great extent and has a positive significant effect on their academic performance. School coordination very greatly influences orphans' academic performance and also has a positive correlation with academic performance. Evaluation of teachers, teaching methods, and set plans influence orphans' academic performance to a great extent. The study recommends that specific and orphans-oriented plan should be established in school in order to address academic needs of orphans' students. Government should help schools and orphanages to develop fundraising systems in order to help orphans' needs. Schools should also involve qualified volunteers to train managers, teachers and students. The government should improve educational institutions and adoption institutions networks.*

Key terms: *School management, academic performance, orphans*

1.1 Study background

According to Hargreaves and Glynn (2002), orphan-hood has a substantial influence on the academic achievement of orphaned students. These experts argued that orphan-hood causes a condition of sorrow for orphans' learners, especially when they understand that their school experience would be of poor quality. Agreeing with that, in his study, Case (2004) found that parentless children in Sub-Saharan Africa are far less likely to be selected for school than non-orphaned children with whom they live. The poverty of orphans' students in Africa is one of the main reasons that cause low school attendance.

Van Reenen and Renata stated that the implementation of an effective management practices is important for school success, according to their study (2014) on school management in the United Kingdom. The study also concluded that the implementation of effective management raises the school management quality from the lowest 1 to the top 10. They also noted that increasing management quality from average to excellent necessitates not only the skills of teachers and school administrators but also strong accountability of local governors. Bettman (2006) discovered in his studies that millions of youngsters in Switzerland were experiencing unhappiness, mental instability, and a large sense of doubt as a result of observing sickness and the loss of their loved ones, and this worry was likely transferred to school.

In Malawi, a work on the long term impact of orphan-hood on the motility and physical health of children stated that numerous previous analyzes have revealed that the previous monetary limitations of adults, deceased or sick siblings and neglect of the involvement of living parents, or parental abandonment cause student children to develop mental injury which, in turn, influence their academic accomplishments and maintenance in school. They may, moreover, be stigmatized and this may influence them adversely in accomplishing their instruction (Crampin, Floyd, & Glynn, 2003).

In Zimbabwe, Oyedele (2016) studied the problems that orphaned children face and their impact on orphans' academic performance in the Samarinda cluster secondary schools. Most orphans students and instructors agreed that orphaned kids face academic problems, according to the data. The majority of instructors must create a strategy to assist orphaned children to improve their academic performance. The study stated that heads of schools involved in the study should build up a mechanism to help orphaned students with fundraising and/or form a network with scholastic partners and non-governmental organizations should develop programs to help orphaned pupils.

Kigotho (2012) states that in Kenya, for case, in 2011, out of the 357,488 students who sat for their KCSE, in Kenya, as it were, only 27% got a C+ and over, which is considered the least college passage benchmark. The 2013 execution remained moderately comparable to that of 2011, where, as it were 27.46% of the candidates (123,365) got the least college passage capability of C+ compared to 28.36% of the candidates in 2012 (Delicate Kenya, 2016). In any case, there was a least change in execution in 2014, where 42.92% (208, 405) of the candidates got the least score necessary for joining college (Siringi, 2015). In general, it can be concluded that more than half of students who sat for their KCSE within the period 2011-2014 fizzled to score a least of C+. Muniyithya (2012), speaking on orphans and vulnerable children's capacity to attend primary education in Kenya, claimed that a lack of facilities has a negative impact on the quality of education provided to students. The students traveled great distances to get to nearby schools, and

they were usually exhausted when they arrived. Due to these circumstances, as well as a shortage of food and children's inclination to work to support the family's income, many students do not attend school and are thus missing the majority of the school year.

1.2 Statement of the Problem

Ongata-Rongai has several orphanages and children homes, most of them send those children to the surrounding schools. The academic performance of OVC in general depends on a lot of factors like financial constraints due to adult sickness or deaths and implications of a loss of parental involvement, etc (Crampin, Floyd, & Glynn, 2003). Orphans students in particular face trauma, negative health, discrimination, poor social and developmental outcomes resulting in poor school attendance which in term affect their academic achievements and retention in school, also orphanhood creates a state of hopelessness among students who are orphaned; orphans students experience a higher level of stigma and bullying at school which doesn't concur with the SDG 2030 in its section 4 (Educational Goal), Target 4.5 which states that the government should eliminate discrimination in education. According to Wood and Goba (2011), regarding educating orphans, most instructors believed they are unprepared to deal with challenges that affect orphans. In Ongata-Rongai, moreover, 30% of students drop out before taking the Kenya Certificate of Secondary Education (KCSE) (Manyuira, 2011). According to the Education Policy and Data Center (2016), orphans have a high school dropout rate of 55 percent; also only 37 percent of students pass their KCPE and KCSE in Kajiado County, while only around 19 percent of orphans pass their KCPE and only around 23 percent pass their KCSE, results with a total rate of 43 percent dropping out of school. The mean grade of non-orphans kids in Ongata-Rongai is approximately 56 percent (C+) (Kajiado North DEO KCSE Examination Analysis Report, 2019), but the mean grade of orphans pupils is around 48 percent (C-) (Researcher 2021), and the mean of schools in Ongata-Rongai for the year 2018 and 2019 is respectively 47.5 and 49.1.

Orphans in Ongata-Rongai face a variety of issues, including neglect, abuse, a lack of parental love, a lack of food, high labor demand at home, stigmatization at school due to a lack of school uniforms and/or learning materials, school teachers lacking specific skills in dealing with orphans, and the lack of a specific orphans-oriented plan to name a few (Ministry of Planning and National Development, 2007). This study attempted to find answers to the issues, with a particular focus on how schools are managed in order to enhance orphans' school performance. The researcher discovered that no research has been conducted on how schools are administered in the Ongata-Rongai Constituency in general, and particularly regarding enhancing orphans' academic performance. To increase orphans' academic performance, school administration and its impacts on academic performance are required. In this respect, the study will look at the impact of school management on orphans' academic performance in Kajiado County's Ongata-Rongai Constituency.

1.4 Objectives of the study

The main purpose of this research was to study the relationship between school management and orphans' academic performance based in Ongata-Rongai Constituency.

1.5 Justification of the Study

Challenges facing orphans students in Ongata-Rongai if not properly addressed, they could jeopardize the quality of education offered by schools. Since academic performance is one of the major indicators of an effective school, school management in planning, human resources,

coordinating and evaluation would help schools to address the challenges facing orphans regarding school performance. Application and documentation on school management practices in terms of enhancing orphans' students' academic performance in Ongata-Rongai have not been studied.

1.6 Significance of the Study

It is assumed that the findings from the study might be beneficial to managers of schools and teachers regarding increasing their knowledge about orphans' students and it will help them to increase their managerial skills. It will help them to provide specific needs that may enhance orphans' school performance. The findings might also help teachers to strengthen and perform effectively the roles they play in providing education to orphans and influence their behaviors positively. The findings might also help organizations in Kajiado like NGOs and FBOs, CBOs which work with orphans in many ways like helping those organizations to understand how good or bad schools are managed and how it affects orphans education and also help them to come up with specific ideas to support orphans financially. Findings might help to understand as well orphans education needs and try to come up with proper solutions to help them in order to cease being among members of disadvantaged groups in society, at least, as far as education matters are concerned.

1.7 Literature review

Effective Schools Model Theory

The research was based on Lezotte's effective schools model theory (J.Scheerens, M. Creemers, 1989). According to this model, a successful school is one that can demonstrate the existence of both quality and equity in terms of assessed student accomplishment. Strong instructional governance, a clear and focused mission, safe and orderly school systems, an environment of high expectations of success, regular monitoring of teachers and student progress, positive home-school relations, and opportunity to learn/time on task are the seven correlates of effective schools according to the theory. Strong educational leaders are proactive in seeking assistance in developing team leadership and fostering learning and professional growth culture. The principal and other staffs at an excellent school act as educational leaders, effectively and consistently communicating and modeling the school's mission to staff, parents, and students. An effective school is a school where everyone in the organization knows where they are going and what they are doing if they have a clear and defined vision and mission. The alignment of programs and activities for school improvement is aided by a clear focused school vision. School leaders and stakeholders use a collaborative method to identify school's goals and then establish consensus around the staff in order to effectively elaborate a specific and focused plan. Also an effective school is a school that the atmosphere and culture are characterized by realistic expectations for behavior, consistent and fair enforcement of standards and regulations, as well as caring; Responsive interactions between staff and kids is classified as a safe and orderly school. Learning activities are meaningful, engaging, and the classroom atmosphere is warm and inviting. Personalized learning environments are designed to foster good interactions among students as well as between students and teachers. Students feel respected and recognized as members of the school community, and their origins and experiences are seen as strengths rather than weaknesses.

In a high-stakes environment, the phrase "all kids can learn" must be accompanied with

educational practices and teacher conduct that indicate that instructors believe in their students, believe in their own ability to teach them to high standards, and will continue to educate them. For all students to accomplish at high levels, advanced skills and instruction for comprehension must be taught alongside basic abilities. The approach is important to this research because the correlates of good school administration necessitate strong leadership from school administrators. This is similar with Sullivan et Al's (2000) who claimed that primary responsibility for school leaders is to provide instructional leadership that results in a common vision of the school's goals and to manage change in ways that assure the school's success in achieving those goals. The hypothesis is also important to the study since it demonstrates that high expectations in the teaching process correlate with academic success. Pupil progress toward important objectives is assessed and monitored often in an efficient school, and the findings of those assessments are utilized to enhance individual student behaviors and achievements, as well as the program as a "whole" (Lezotte, 2001, p. 8).

Quality leadership as a manager, which assisted the researcher in the study in analyzing principals' skills and experience and abilities; high expectations of students and teachers, continuing screening of student/teacher growth and achievement, goals and direction, and student safety and security were the five characteristics they identified. These characteristics, according to Sadker and Zittleman (2000), increase student success and improve a school's educational quality. Another study conducted by Harvard researchers (2001) identified a slightly different set of variables that impact the success of a school. Regular instructor feedback, for example, is thought to aid this study by monitoring and evaluating teachers' teaching approaches and ways to change some of them. According to Harvard research, an effective school is defined by data-driven education, high-dose tutoring, expanded instructional time, and an emphasis on academic performance.

The flaw with this theory is that it causes work to become more mechanical. Workers are expected to obey the school statement and mission goal rather than come up with innovative or adaptable solutions throughout the execution of the statement or mission objectives. Biesta (2010) responds by claiming that education cannot be reduced to a "technology" with "completely predicted results" and "completely assured" successes ('On the Weakness of Education,' 354). This is because the link between learning and teaching is more "hermeneutic" than "physical," as students interpret and strive to make sense of their experiences.

The conclusions of the school effectiveness model have been challenged in the past for being "common sense." "There is a bit of truth in this statement," writes Sammons (1994), "since school efficiency models by their very nature seek out to uncover the characteristics of successful practices." Rutter et Al (1979) also mentioned that "Research on practical topics such as education seldom yields completely unexpected results. On the other side, it aids in determining which of the many good ideas accessible are linked to positive outcomes." Gray (1990) made a statement in a discussion on suitable frameworks for assessing the quality of education. "Schools that do the types of things that science shows make a difference; on average, have better results (however these are measured or assessed). The issue is that these are trends rather than guarantees. Regarding odds, the model would be correct approximately seven out of ten times, especially if professional assessments could back it up."

Review of Empirical Literature

Ansoff (1990) observes that, from a global viewpoint, intentional and methodical pre-planning of strategy acquisition provides considerably higher organizational performance than an unplanned opportunistic, adaptive approach. According to Foster (1993), while strategy formulation and planning in smaller companies is opportunistic and unstructured, the strategic management process is important in both small and large companies. Similar to this, Foster (1993) asserts that although strategy making and planning in small firms is opportunistic and informal, the strategic management process is important in both small and large enterprises. This is largely true if planning can be thought of as the reflective activity that precedes making of decisions. Teachers' experience which is determined by the training teachers go through and the duration of their teaching significantly determines their efficiency in teaching. Similarly, Jepsen (2005) stated that teaching experience affects classroom management. Organizations that engage in strategic planning to achieve clarity of future direction, design internal action approaches, make appropriate choices and priorities, effectively deal with organizational changes and external uncertainties, promote teamwork and expertise based on resources, processes, and people, and develop methods to enhance the performance of an organization (Cole, 2004, Peng, 2007).

From a global viewpoint, Mussela and Leithwoods (1991), a study of principals of excellent schools in Canada, found that good schools can only be the product of a purposeful effort to create chances for both administrators and teachers to maintain professional growth and self-renewal. In a study aiming at anticipating future development requirements of managers, Smith and Dodds (1997) found that team-working skills are rising rapidly. People development experts should make leadership development a top focus. Since then, leaders have learned how to operate as a team, to empower rather than dominate, and to create an environment in which choices may be discussed rather than made unilaterally. For efficient school administration, this statement highlights the necessity to create other leadership roles in institutions, such as deputy head teacher, heads of departments, and others. According to Aaronson (2003), students taught by high-quality teachers achieve significantly higher levels of achievement; however, resume characteristics such as teacher education, training, and experience, which are used to determine teacher compensation, explain little of the variation in teacher quality. Another type of research looks at the direct link between instructor qualities and student success. Some of these researches have employed experimental methodologies, with the primary goal of determining the impact of teacher incentives (Lavy, 2003).

According to a research by Motoko, Akiba, Gerald Letendre, and Scribner (2004), nations with higher teacher quality had higher academic success. These studies give empirical, cross-country evidence of the necessity of investing in the quality of teachers in order to improve national performance. As a result, in education, human resource management entails efficiently coordinating the actions of staff, students, and parents in order to fulfill educational goals and objectives (Adeniyi, 2004). Using data from 4000 teachers in North Carolina, Wayne and Youngs (2003) discovered that teachers' experiences were positively connected to student success in both reading and mathematics. Rice (2003) discovered that the link between teacher experience and student success was strongest for secondary pupils.

Lumby, (2003) argues that repeated educational reforms, as well as dreadful physical circumstances in many schools, have had an impact on teachers' motivation. He goes on to say that when motivation and morale are low, instructors and students suffer. As a result, motivation

and morale are the most important variables in teaching and learning. Because principals are unaware that they are human resource managers, they are unaware of human resource roles such as motivation (Lumby, 2003). In Nigeria, Osagie and Okafor (2012) conducted a study on teacher effectiveness and student academic performance in public schools, concluding that the teacher is the primary determinant of the end-of-test results. Osagie and Okafor (2012) also stated that successive Nigerian governments have made efforts to improve human resource management in educational institutions. Although the importance of human resource management has been highlighted, there is little research on its link with secondary school students' academic achievement. Secondary schools must hire competent instructors, secure modern premises, offer appropriate facilities, and supply equipment to promote teaching and learning while instructional monitoring is carried out for quality control. Administrators, supervisors, guidance counselors, Parents Teachers Association (PTA), curriculum developers, funding agencies, non-teaching personnel, inspectors, and examination boards are all potential influencers of pupils' academic achievement.

Mokoena (2012), on the other hand, suggests that school leaders who want to increase trust with stakeholders should use these indicators of participatory management effectiveness when carrying out their leadership duties and responsibilities.

According to Boy (2006), overcrowding in Kenya's public elementary schools has resulted in low performance. This may be shown by comparing the results of Kenya's national examinations in 2006 and 2007. Teachers attempting to educate more than 100 students have become all too typical in public schools, raising concerns about academic standards and calling into question the efficacy of public schools. Teachers have expressed their dissatisfaction with the increasing pupil-to-teacher ratio. As a result of the free primary education initiative, many primary schools are understaffed. As a result, their performance is affected (Too, 2005). Kenya is not alone in having a high student-to-teacher ratio; Eshiwani (1993), Okumbe (1999), and Mutai (2003), established criteria that enumerate the abilities a person must possess in order to be appointed as a principal in Kenya. This creates a management gap in public schools because principals who lack basic managerial skills are less likely to be familiar with fundamental management practices and are unable to comprehend the principles of the Education Act.

Coordination, according to Crowston (1997), is the process of connecting the operations of the organization's numerous departments. Because individual disparities may occur owing to subjective interpretations of goals and roles, Ibukun (2008) defined coordination as the requirement to coordinate individual efforts to accomplish the organization's objectives. Principals delegated all instructional leadership duties and responsibilities to their senior teacher assistant and senior teacher in the department and according to a research performed by Wildy and Dimmock (1993) in Western Australia. They demonstrated that principals fail to fulfill their responsibilities as instructional leaders. Their findings are also consistent with those of Taraseina & Hallinger (1994) in Thailand, who found that principals in North Thailand do not actively execute the instructional leadership domain. Adeyeno (2005) notes that teacher engagement in decision-making impacts classroom learning in Pakistan. Similarly, behavioral issues among OVC, along with a lack of well-established counseling mechanisms (Mwoma & Pillay, 2015), may have a poor impact on children's academic achievement.

School leadership has been a priority in worldwide education policy agendas, according to Beatriz, Nusche, and Moorman (2008). It influences the motivations and capacities of teachers, as well as the school atmosphere and environment, to improve school outcomes. To increase the efficiency and equality of education, effective school leadership is required. These researchers went on to say that if school leaders are given the authority to make crucial choices, they can improve students' school achievement. However, until autonomy is adequately supported, it will not automatically result in improvements. Furthermore, these researchers stated that school principals should provide higher degrees of autonomy with adequate support, redefine school leadership roles for improved student learning, and develop school leadership structures for improved policies and practices in order to improve coordination and leadership. In their work on promoting quality education for orphans and vulnerable children in Eastern and Southern Africa, Mannathoko, Wilkinson, Drake, and Bundy (2015) stated that if children's homes are managed poorly, orphans' students' academic achievement may be negatively impacted, especially if the homes allow duties within the organization to take priority over schoolwork. In Nigeria, a research on teacher effectiveness and student academic achievement in public schools concluded that the instructor was not the primary determinant of the test scores at the end.

In Siaya District, Kenya, Apondi (2012) found that orphans in schools were affected by an absence of parental guidance, implying that orphan-hood was an issue that required special attention in schools. Orphans were affected by a number of issues, such as a high dropout rate, absenteeism, malnutrition, low self-esteem, and lack of self-confidence, all of which were directly linked to school performance. Learner participation in school administration is still a difficulty in many schools, according to a South African research, and it has an influence on students' academic achievement. Learner engagement in school administration, according to Nongubo (2014), is still difficult, despite the fact that it is now called for by regulations governing schools, such as the South African Schools Act (2013).

According to Mutungwa and Orodho (2014), school administrators should involve students in decision-making on issues that directly impact them, rather than ignoring them. The head of school's job is to make sure that students are involved in decision-making, especially when it comes to topics that they care about.

Despite this expectation, the researcher attempted to determine whether secondary schools in Ongata-Rongai Constituency, take into account these rules by involving all stakeholders, particularly counselors, in the process of organizing the school, which can result in a low rate of school success for orphaned students because orphans' needs are not well-defined and the lack of a well-defined line in the report can result to a low rate of school success for orphaned students. As a result, the purpose of this research is to assess the impact of school management on orphans' school performance.

Arasian (1991) defines continuous assessment as "an evaluation framework that should depict the full variety of sources and methods teachers use to gather, interpret, and synthesize student information; information that helps teachers understand their students, plan and monitor instruction, and establish a viable classroom atmosphere." Continuous assessment is therefore formative, process-oriented, informal, internal, learner-centered, and self-referential. Freeman (1992) defined control as the process of ensuring that actual activities conform to planned

activities. The evaluation should be used as a formative process by teachers (Clark, 1996). When it comes to supervising teacher performance, the results of several questions indicated that principals use a supervisory rather than an evaluating approach. According to MacGilchrist (2000), school administrators can assess the quality of teaching and learning by reviewing students' work, monitoring instructors in the classroom, utilizing pupil surveys, and conversing with students about their learning. According to Devos and Verhoevensta (2003), proper assessment of teachers, school leaders, programs, or the school as a whole has increased, and data from both internally and externally evaluations are being used to measure teacher performance with two potential purposes: to identify quality educators and to identify career development.

Governments set standards for all students' attainment, clearly defining the skills and knowledge students are expected to have attained at various stages of their education, and a key priority within the assessment and evaluation framework is to develop indicators and measures of system performance that permit this, according to Paulo. Government can use this information to assess performance and establish priority areas for planning, intervention, and policy. This usually includes the creation of a framework for measuring overall performance. The school's output, which is assessed in terms of student accomplishment, can be used to indicate the school's performance (Dimmock, 2013). It covers all school-related contextual elements such as teaching, learning, management, students, and community participation that improve school facilities (Saleem, Naseem, Ibrahim and Huaain 2012). Furthermore, according to Ruann-Quinn (2012), during SSE, the principle, deputy principal, and teachers, in conjunction with parents and students, conduct a reflective investigation of the school's work. When schools participate in SSE, they evaluate their goals, consider criteria for success within the school's context and culture, and decide on the best way to assess the school's educational program. The teacher, according to Grant, Stronge, and Ward (2011), is the common denominator for school improvement and student achievement. So far, evidence has indicated that teacher evaluations have a significant impact on teacher effectiveness and student success. A teacher's view and attitude toward the assessment system is another aspect that might influence the efficacy of a teacher evaluation.

Range et Al. (2011) argue that linking teacher monitoring and evaluation systems to teachers' professional skills is essential. SSE allows teachers, administrators, and school management to engage in a concentrated dialog about teaching and learning, according to Ruain-Quinn (2012). Smith (2012) holds the opinion that SSE allows the whole school community, including students, parents, and staff, to reflect on student results in light of their objectives and critical improvement initiatives. According to Taylor & Tyler (2012), a well-structured assessment system may help teachers be more successful, and performance evaluation can be a good way for teachers to improve their skills.

Instead of being used as a tool in a rewards-and-punishment incentive structure, the focus of work should be on development. SSE, according to Sammons and Chapman (2013), is a process in which members of a school's staff reflect on their practice and suggest opportunities for improvement in order to promote learning improvement. Furthermore, their work has indicated that providing regular and detailed feedback to teachers as part of teacher evaluation systems can lead to gain in teacher performance as well as student achievement (Taylor & Tyler, 2012). Teacher assessment, on the other hand, may have varied effects on schools with various demographics and baseline success levels (Steinberg & Sartain, 2015). According to Stecher (2018), gathering and

using information on teacher practice can help advance the conversation about teacher effectiveness and potential.

According to Alimi and Akinfolarin (2012), there is a significant link between ascertaining learners' notes, lesson observation, teachers' time consciousness, attendance and regulating exam settings, and provision of marking schemes on learners' school performance among high schools in Ondo State, Nigeria, as stated in Hamza, Lucky, and Joarder (2014). Sule, Arop, and Alade (2012) in Hamzaetal (2014) in the same country argue that regular monitoring is necessary for good teacher job performance, which must include class visiting techniques and inspection by the head of school. The evaluation also aids the instructor in maintaining a continuous record of the student's physical, social, and personal characteristics, as well as serving as a monitoring mechanism for providing students with feedback on the efficacy of their learning. The conclusions of the study agree with those of Alausa (2014), who stated that the effective outcome of the evaluation is based on keeping correct records and providing feedback to each student individually, and instructors should be taught how to keep records and offer feedback.

According to Kokeyoto (2015), in Tanzania, school self-evaluation (SSE) is a daily procedure that involves monitoring and assessing teachers' professional behaviour as well as financial problems. Normally, such tasks are not specified; nevertheless, the researcher likes that the academic master assesses students' performance and instructors' attendance in class, while the deputy head teacher deals with pupils. Most school administrators, according to Kokeyo (2011), lack abilities in what the researcher refers to as "clinical supervision," making them unable to perform effective teaching methods.

In Imenti North Constituency, Meru County, Kenya, Kiambi (2017) investigated variables impacting the performance of orphans and vulnerable children programs. Kiambi (2017) concluded that the OVC project staff's technical knowledge is ineffective in achieving set goals. According to the findings, resource availability has a favorable and significant impact on the success of orphan and vulnerable children initiatives. The study concluded that financial allocation/availability improves OVCs' health; human resource efficiency allows for project monitoring of OVCs and that information communication and technology promotes transfer of knowledge, allowing individuals to meet the current and future needs of relevant parties. Furthermore, the study found that consistent funding guarantees that OVC initiatives are completed on schedule. The study also discovered that teacher and learner monitoring and assessment affected the success of orphans and vulnerable children programs in Meru County, Imenti North Constituency. The study attempted to examine the degree of management in Ongata-Rongai Constituency in terms of evaluating instructors throughout the teaching process, frequency of evaluation, and orphaned kids' school performance in order to improve it. The majority of the research failed to find a link between school assessments and orphans' academic achievement.

1.8 Methodology

In this study, the researcher utilized a descriptive design, which is defined as a research methodology used to examine facts, views, and attitudes about a phenomenon (Bryman and Bell, 2003). The research was carried out in the Ongata-Rongai Constituency of Kajiado County, one of Kenya's counties. The populous town, known locally as Rongai (Ronga), is a fast-growing hamlet with an estimated population of 172,595 people (census, 2019). Due to its closeness to Nairobi,

Ongata-Rongai has a varied population; ethnic communities represented including Kalenjin, Maasai, Kikuyu, Kamba, Luhya, Luo, and Kisii. Because the researcher is familiar with the area, and the orphans came from a variety of family, cultural, religious, and socioeconomic origins, Ongata-Rongai was chosen. In Ongata-Rongai the study has found 4 orphanages and 3 children's homes, mostly run by individuals with a total population of 172 children. These institutions mostly provide basic needs including food, clothes, shelter, medical care, and when they can basic education.

In his work on the capacity statement on OVC and protection sector, AVSI Foundation (2017) reported that the number of OVCs in Kajiado North is around 4500, and Ongata-Rongai has some registered orphanages and many schools that deal with orphans, providing the researcher with a large scale of available data. These differences make orphan kids in Ongata-Rongai a diverse population; the constituency of Ongata-Rongai contains eight schools with orphan pupils. A target population is defined as all members of a particular group to whom the research is connected, according to Musyoka (2012), whereas the accessible population is defined as the components in the target population that are within the study's reach. Managers (principals), instructors, and counselors make up the target population.

Sample and Sampling Techniques

Probability sampling methods were used, especially simple random sampling, because it ensures that results obtained from the sample should approximate what would have been obtained if the entire population had been measured.

All people under consideration in any field of inquiry constitute a universe of the targeted population (Kombo and Tromp, 2006). The study targeted 6 schools in Ongata-Rongai that comprised 6 managers, 148 teachers, and 5 counselors. This gives us a target population of 159.

The researcher conducted a research on the number of orphanages and children's homes located in Ongata-Rongai through internet research and field surveys. The 6 schools were chosen after meetings with orphanages and children's home managers indicating where children go to school. Based on their answers, the researcher selected those schools as targeted schools. The researcher confirmed also with schools managers whether they have children coming from those particular orphanages and children's homes.

$$n = \frac{Z^2 \cdot N \cdot \pi \cdot (1-\pi)}{(N-1) \cdot \epsilon^2 \cdot \pi^2 + Z^2 \cdot \pi \cdot (1-\pi)} \quad (\text{Slovin formula})$$

n = minimum size of the sample

N: is the total population in which the sample should be drawn (the population is 159)

Z = is drawn from the normal rule of quantity, under the assumption of data that is normally distributed. For an interval of confidence up to 95% (it means that for one threshold $\alpha = 5\%$), Z is 1.95.

ϵ is the wanted accuracy by the researcher, matching with the error margins judged acceptable. Regarding this research, it is considered that ϵ is equal to 5%.

The summing up shows that the size is directly proportional to the quantity $\pi (1-\pi)$

$\pi = 0.5$ (it means $1-\pi = 0.5$) gives the most elevated variance consequently leading to the most elevated size.

The researcher can be then allowed to use $\pi = 0.5$

$$x = \frac{1.962 (159) 0.5(1 - 0.5)}{(159 - 1) 0.052 \cdot 0.52 + 1.962 0.5(1 - 0.5)} = 144$$

As lunch (2011) recommends that when the sample size is close to the total of the population, the following summing up can be used for its reduction.

$$n = \frac{n}{1 + n/N} = \frac{144,1954}{1 + (144.1954/159)} = 75$$

Based on the target population, the tabulated sample size from the above formula is 75. The sample size was made up of 6 managers, 64 teachers, and 5 counselors. Census sampling was used to select schools managers and counselors. A questionnaire was utilized as the research tool in this study. Three surveys were used in the study: managers or administrators, teachers, and counselors.

Table 1: Sample table

	Target population	Sampling Method	Sample proportion (%)	Sample size
Managers (principals)	6	census	100%	6
Teachers	148	SRS	43%	64
Counselors	5	census	100%	5
Total	159		47%	75

Source: Field data, 2020

The data were grouped according to the research questions. After grouping data, the researcher tried to clean and edit it where necessary. The process of data analysis involves scrutinizing the data to construct a description of the roles played by school managers, teachers and the implication of management role has on the academic performance of the orphans’ students. Data from the questionnaires were then coded and via Statistical Package for Social Sciences (SPSS).

1.9 Presentation of Findings

The study targeted 6 managers, 64 teachers and 5 counselors in schools in Ongata-Rongai Constituency, in Kajiado County. For managers, 6 questionnaires were filled forming a response rate of 100%; 55 questionnaires for teachers forming a response rate of 85%; and 2 questionnaires for counselors forming 40%. A response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent (Mugenda & Mugenda, 2008). Hence, our total response rate is 85%.

Gender of the Respondents

The respondents were asked to indicate their gender. The results are as shown in table 4.2.

Table 2: Gender of the Respondents

Managers		Teachers		Counselors	
Frequenc y	Percen t	Frequenc y	Percent	Frequency	Percent

Male	4	67%	15	27%	1	50%
Female	2	33%	40	73%	1	50%
Total	6	100%	55	100%	2	100%

Source: Field data, 2020

From the above table on managers, it is evident that 4(67%) of them were male, while 2 (33%) were female. This implies that male and female were given opportunities in the education sectors. The table shows that teachers 15 (27%) were male while 40 (73%) were found female which concurs with the 3rd basic education policy which states that schools management should eliminate gender and regional disparities at the level of education, which also concurs with Jantine Split (2012) on her work on teacher-students relationship quality. Female teachers, according to Jantine, report better, are closer to pupils, are less conflictual, and are fewer dependents; female instructors raise females' test scores and improve the chance of female students continuing in school. Gender equality is also considered when hiring instructors in schools, as seen in the chart above. Counselor responses were split 50/50 between men and women, according to the data.

Respondents' Work Experience

The respondents were asked to indicate their level of experience. The results are as shown in table 3

Table 3: Respondents' Work Experience

	Managers		Teachers		Counselors	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Below 5 years	1	16.7%	25	45.5%		
5-10 years	2	33.3%	7	12.7%	2	100%
10-15 years	1	16.7%	7	12.7%		
Above 15 years	2	33.3%	16	29.1%		
Total	6	100%	55	100%	2	100%

Source: Field data, 2020

From the above table on managers, the study found that more of them had worked in schools for a period between 5 to 10 years, 2(33.3%) and 2 (33.3%) for an experience above 15 years. Only 1 (16.7%) have worked for a period below 5 years; the same for managers that had worked for a period between 10 and 15 years.

From teachers' findings, the study found that most of the teachers 25 (45.5%) had worked in schools for a period below 5 years, 16 (29.1%) for teachers who had worked for a period above 15 years, and finally 7 (12.7%) of teachers had worked in the schools for a period between 5-10 years, same 7 (12.7%) for teachers for a period between 10-15 years, this contradicts with Jepsen (2005) who said that teaching experience affects classrooms management and contradict also with Rice (2003) who said that relationship between teacher experience and student achievement was most pronounced for students at the secondary level and here we can see that most of the teachers'

experience is below 5 years.

From counselors' findings, 2 (100%) have an experience for a period between 5 and 10 years.

Planning on Orphans' Academic Performance

Managers were asked to indicate whether school planning affects orphans' performance. The results are as shown in table 4.

	Frequency	Percent
Yes	4	66.7
No	2	33.3
Total	6	100.0

Source: Field data, 2021

From managers' findings, 4(66.7%) agreed that planning has an impact on orphans' academic performance, while 2 (33.3%) believed that it doesn't affect orphans' academic performance. This indicates that most managers believe that good school planning may affect orphans' academic performance.

Teachers were asked to indicate the extent to which participation in school planning affects orphans' academic performance. The results are as shown in table 5.

	Frequency	Percent
Very great extent	6	10.9
Great extent	9	16.4
Moderate extent	17	30.9
Less extent	10	18.2
Not at all	13	23.6
Total	55	100.0

Source: Field data, 2021

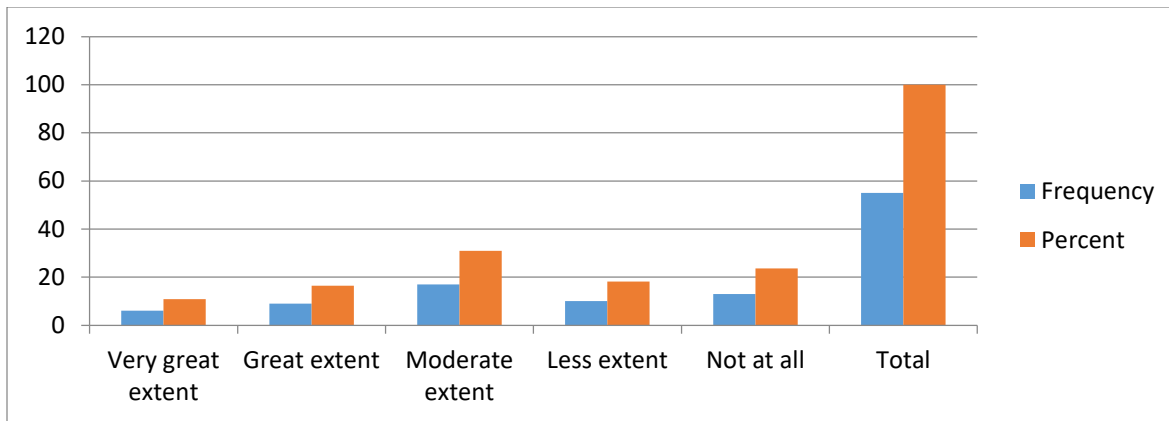


Figure 1: Planning Participation (teachers)

Source: Field data, 2021

According to the above findings, 17 (30.9%) of the teachers indicated that they participated in school planning to a moderate extent. This implies that teachers are not implicated in the school planning process. According to Cole (2004) and Peng (2007), organizations engage in strategic planning to achieve clarity of future direction, design internal action approaches, make proper choices and priorities, deal effectively with organizational changes and uncertainties in the external environment, build teamwork and expertise based on resources, processes, and people, and develop a strategic plan.

Managers were asked to rank statements about the effect of school planning on orphans’ academic performance. Results are shown in Table 4.7.

	N	Minimum	Maximum	Mean	Std. Deviation
Vision and mission statement defined	6	3	5	3.50	.837
Re-strategizing helps to correct failing strategies (plans) in the management of the school	6	3	5	4.33	.816
Re-strategizing in the school management ensure the path from the schools ‘vision to action is coherent	6	3	5	4.17	.753
A well-developed specific plan may enhance orphans’ academic performance	6	4	5	4.67	.516
Effective planning is a major boost for the academic success	6	3	5	4.50	.837

Source: Field data, 2021

The results from managers indicated that managers strongly agreed that a well-developed specific plan may enhance orphans’ academic performance shown by a mean of 4.67. The above table shows that managers agree that effective planning is a major boost for academic success shown by a mean of 4.50. Also, the above table shows that managers agreed that re-strategizing helps to correct failing strategies (plans) in the management of the school shown by a mean of 4.33. Finally, from the above table managers agreed that re-strategizing in the school management ensures the path from the schools ‘vision to action is coherently shown by a mean of 4.17, and managers also were neutral in ranking whether vision-mission statements are clearly defined shown by a mean of

3.50.

“...every new starting academic year, the school committee normally sit to define the strategic plan the school will be following...according to your topic area, I can really tell you that there is nothing in that matter...”

Respondent OM01

Source: Field Data (2020)

Teachers were asked to indicate the level of agreement on the effect of school plans on orphans’ academic performance. The results are shown in Table 7.

	N	Minimum	Maximum	Mean	Std. Deviation
A well-developed specific plan may enhance orphans’ academic performance	55	1	5	4.00	1.122
I participate in organization strategic decision making	55	1	5	3.29	1.031
Re-strategizing ensure the path from the schools ‘vision to action is coherent	55	1	5	4.04	.860
Re-strategizing helps to correct failing strategies in the management of the school	55	1	5	4.07	.920
Effective planning is a major boost for the academic success	55	2	5	4.51	.791

Source: Field data, 2020

From the above table, the study found that teachers strongly agreed that effective planning is a major boost for academic success and has an impact on orphans’ academic performance, as shown by a mean of 4.51. Teachers agreed that re-strategizing helps to correct failing strategies in the management of the school shown by a mean of 4.07 and re-strategizing in the school management ensure the path from the schools ‘vision to action is coherent shown by a mean of 4.04, teachers also agreed that a well-developed specific planned may enhance orphans’ academic performance shown by a mean of 4.00. From the above table, teachers were neutral in participating in organizational strategic decision-making shown by a mean of 3.29.

“...every serious organization has a global strategic plan to achieve set goals..., also specific oriented plan should be there to guide probable changes...Our school always organizes special meetings when unplanned events are happening...”

Respondent OT01

Source: Field Data (2021)

1.10 Conclusions

Most schools in Ongata-Rongai have a work plan which mostly refers to administrative objectives and academic objectives in general, not oriented on orphans’ academic performance or their school improvement in particular. The result from the findings shows that a clear vision and mission

statement had a positive significant influence on the academic performance of orphans in Ongata-Rongai constituency, Kajiado County, Kenya which concurs with classical organization theory where Henry Fayol said that an organization should set plans and ensure that all activities are performed following appropriate rules and procedures, which also match with Henry Fayol who stated that an effective organization should have a clear and focused mission. The study also established that a well-established management board plays a role in ensuring academic performance which matches with effective school model theory where Webber affirmed that a good management system should have strong instructional leadership to ensure specific objectives will be attained. In the same way, the study stated that a good formulation and review plan with the participation of all stakeholders on re-strategizing school management has an impact on students' academic performance. Finally, the study stated that re-strategizing helps in correcting failing strategies (plans) in the management of the school in order to ensure the path from the schools 'vision to action is coherent. The study stated that a well-established school plan affects academic performance positively which concurs with M.Webber who stated that frequent monitoring of ongoing activities will lead to correct mistakes if found and helps also to redefine objectives.

The study established that the more managers or teachers are talented, the better they will perform. The results from the study showed that specific training helps in increasing competencies in the management of schools and teaching orphans' methods in order to achieve better academic performance in Ongata-Rongai Constituency in Kajiado County. From the findings, the study concludes that human resources positively affect the management and the teaching methods of schools in Ongata-Rongai Constituency, Kenya. This concurs with Henry Fayol of classical management theory, who stated that organizations should focus on attributing tasks to specialized people while making that work simple. Fayol also said that developing specific skills according to the current or future needs of the organization can be a solution in the short or long-term management.

The study established that stakeholders in the academic performance participate in school management but not all the stakeholders are considered in the process of planning, counselors claim no to be involved which do not concurs with the classical organization theory where Henry Fayol said that one of the main duties of management is a coordination by involving all the concerned stakeholders. The study further established that coordination had a positive impact on the management to improve orphans' academic performance in Ongata-Rongai Constituency, Kajiado County, Kenya, which don't match with the effective school model theory where Webber said that schools and homes should create and maintain positive home-school relations where here home is the orphanage and orphanage's managers claimed not to be involved and claimed not to have a proper counselor to be a link between the two institutions.

The study established that schools have a well-established mechanism for receiving feedback from stakeholders and providing feedback to the stakeholders. The study found that evaluation provided is used in the improvement of school success and helps in the correction of the errors made in the strategic plan which concurs with the effective school theory of M.Webber who said that organizations should provide a screening of ongoing activities and should provide proper feedback to all the stakeholders. Also, the evaluation provided improves teachers' morale. The study further revealed that school evaluation had a positive influence on the management of schools in order to achieve the academic performance of orphans' students in Ongata-Rongai Constituency; Kajiado

County, Kenya.

Most people believed that female teachers were more likely to play pastoral care roles than men, but the study revealed that teacher gender doesn't affect orphans student academic performance. The study revealed that most orphanages are run by individuals that affect the daily well-being of children, which leads to a lack of interest and motivation to perform at schools. The study revealed also that the government does not support orphans and children's homes in Ongata-Rongai. Covid-19 really affected not only donations from the county government and abroad but also reduced help to some schools through donations from NGOs, and also reduced some advantages from certain schools on reducing school fees and finally the termination of the participation of volunteers in the education of orphans.

1.11 Recommendations

According to the Kenya National Education Policy, the main objective during the plan period includes ensuring that all children, including children in difficult circumstances, and those from marginalized/vulnerable groups, have access to and complete quality free and compulsory basic (ECDE, primary and secondary) education. From the results, the study recommends that a specific and orphans-oriented plan should be established in schools in order to address the academic needs of orphans' students which will help to understand physical and emotional needs in order to develop adaptive methods and processes to improve orphans' academic performance in Ongata-Rongai Constituency, Kajiado County.

School Managers

Based on the findings, the study recommends that schools (managers and teachers) should be trained in order to develop their capacity on dealing with orphans academically. The study recommends also reviewing current training programs offers in schools in Ongata-Rongai and schools should be aware of the operational guidelines of SNE (Special Needs Education) which deals with the education of vulnerable children and children in difficult circumstances. The study also recommends that schools should improve the school-orphanage relationship by more involving counselors and other stakeholders in the planning process. Managers should identify, and record the number and names of orphaned students and data should be kept for future reference. Finally, schools should also involve qualified volunteers to train managers, teachers, and students. The solution to the congestion problem is for more classrooms and even schools to be constructed. Managers should increase the number of classes in these schools which concurs with J. Njoroge (Kajiado North, Sub-County director of education, 2020) who said that even if teachers are doing their best, the high number of pupils is a stumbling block, adding that in certain schools, there are up to 120 pupils per class. The school welfare officer should help the school to contribute to identifying school and network priorities, particularly in identifying and supporting students with behavioral, mental health, or welfare issues. The school welfare officer should create or review the existing school health and well-being framework in order to support orphaned students.

Government Institutions

Government should help orphanages to acquire more counselors who will be the link between the school and orphanage, playing a parental role that is believed to positively impact academic performance. The study recommends also the government to improve assessing schools to ensure

that schools follow the National Educational Policy of Kenya and work accordingly with Kenya SDG 2030. The government should provide assistance that should not focus on orphans alone but also on children living with terminally ill parents or families impoverished by HIV. The government should improve educational institutions and adoption institutions networks. The study recommends that schools in Ongata-Rongai should improve the assessing teachers on their teaching methods because some believed that a specific pastoral care role for orphans should not be a part of their workload. For the congestion problem, the government should build new schools in order to reduce the teacher-per-students' ratio. Also, the government should monitor and evaluate the impact of their interventions to identify the most effective; also, the government should help schools and orphanages to develop fundraising systems in order to satisfy orphans' needs.

Social Institutions

Social workers should help schools work in collaboration with community-based services and develop networks of programs that promote the health and wellbeing of all students. Social workers should also help schools to ensure smooth transitions and provide additional support to students who are at risk and also educate non-orphaned students about the challenges normally faced by orphaned students and thus they should not undermine the orphaned students. This will create awareness for other students about the feelings and pain resulting from being an orphan. It will also eliminate any trace of discrimination among students. Social workers should support a case management approach to student interventions, including participating in orphans students support groups and conducting follow-ups. Community members should aim to raise awareness of the value of education in improving children's futures.

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