

**INFLUENCE OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP
PRACTICES ON LEARNERS' PERFORMANCE IN SECONDARY
SCHOOLS IN MURANG'A AND KIRINYAGA COUNTIES, KENYA**

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DECEMBER, 2020.

DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a conferment of a degree in any other university or for any other award.

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Declaration by the Supervisors

We confirm that the work reported in this thesis report was carried out by the candidate under our supervision and has been submitted with our approval as university supervisors.

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DEDICATION

This thesis is dedicated to my dear husband Stephen Irungu and our two daughters, Irene Wanjiru and Annette Waithira. From them, I draw inspirations.

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ABSTRACT

In Kenya, as in many other countries of the world, academic performance in national examinations determines a student's life. Despite the fact that Kenyan children have more opportunities to attend school, there still remains large gaps in learning outcomes. This stagnation in learning is confirmed by results of national examinations such as Kenya Certificate for Secondary Education (KCSE). Examinations results analysis from Murang'a and Kirinyaga counties of Kenya shows that performance is still below expectations and this trend is worrying. Evidence adduced point to, among others, a dearth of principals' instructional leadership in schools which is significant in fostering teachers' instructional practices and subsequently students' learning and achievement. The aim of this study was to examine principals' instructional leadership practices and their influence on learners' performance. The study was guided by the following specific objectives: to establish the relationship between principals' communication of school goals and learners' performance; to assess the relationship between principals' supervision of teaching and learners' performance; to examine the performance of the principal's role in promoting teachers' professional development and learners' performance and finally, to evaluate the influence of principals' promotion of collaborative practices on learners' performance. Weber's Model for Instructional Leadership guided the study as the principal theory. The study adopted the descriptive survey research design with a target population of 436 principals and 8,049 teachers from secondary schools in Murang'a and Kirinyaga counties. The study employed Krejcie and Morgan's Table of Sample Size to determine the sample size of 205 principals and 367 teachers. Purposive sampling was used to select 205 principals while 367 teachers were selected using stratified and then simple random sampling methods. Data from the two sets of respondents was derived from a normal population and this was established using Kolmogorov- Smirnov test statistic (KS-Test) and Shapiro-Wilk Test (SW-Test). The researcher used open and closed-ended questionnaires to collect quantitative data from the teachers and semi-structured interview schedules to gather qualitative data from principals. A pilot study was conducted in two schools in Kiambu County and Cronbach's alpha coefficient with a threshold of 0.7 was used to determine the internal consistency of the items. The instruments yielded an aggregate reliability coefficient of 0.962, hence were considered reliable. Quantitative data was analyzed using descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 26. Hypotheses were tested at $p > 0.5$ level of significance using Pearson Product Moment Correlation and t-test to determine whether or not the means were statistically significant. Multiple regression analysis was used to determine whether the principals' instructional leadership practice is a predictor of learners' performance and which was proved in the derived regression model $Y = 3.884 + 0.204X_1 + 0.101X_2 + 0.94X_3 + 0.124X_4$. Qualitative data was analyzed using qualitative analysis software *ATLAS.ti* and reported in narrative form. The major findings of the study were that a positive relationship exist between principals' communication of school goals, supervision of teaching, promotion of collaborative practices and learners' performance. However, promotion of teachers' professional development had no significant relationship with learners' performance. The study concludes that there is need to emphasize on instructional leadership in the endeavours to strengthen learners' performance. The research findings are significant to school principals in designing instructional strategies to improve learners' performance. The study recommends that educational policy makers in Kenya design policies that support and promote continual teacher professional development.

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ABBREVIATIONS AND ACRONYMS

BOM:	Board of Management
EFA:	Education for All
FDSE:	Free Day Secondary Education
FPE:	Free Primary Education
HOD:	Head of Department
INSET:	In-Service Training
KCSE:	Kenya Certificate of Secondary Education
KICD:	Kenya Institute of Curriculum Development
KIE:	Kenya Institute of Education
MDGs:	Millennium Development Goals
MOEST:	Ministry of Education, Science and Technology
NACOSTI:	National Commission for Science, Technology and Innovation
OECD:	Organization for Economic Co-operation and Development
QASO:	Quality Assurance and Standards Officer
SDGs:	Sustainable Development Goals
SPSS:	Statistical Package for Social Sciences
TPAD:	Teacher Performance Appraisal and Development
TSC:	Teachers Service Commission

UNESCO: United Nations Educational, Scientific and Cultural Organization

UPE: Universal Primary Education

USAID: United States Agency on International Development

CHAPTER ONE

INTRODUCTION

1.1 Overview of the Chapter

This chapter presents the background of the study, statement of the problem, purpose of the study, general objective as well as the specific objectives of the study. It also presents the study hypotheses, justification and significance of the study and also the scope and limitations of the study. The chapter also includes assumptions of the study, theoretical and conceptual frameworks as well as the operational definition of terms.

1.2 Background to the Study

Most countries all over the world have realized that in order to acquire sustainable development, peace, and stability within each country and among countries, quality education to their citizens has to be provided (Oguntuase, Awe & Ajayi, 2013). Education has a transformative value and among other functions increases productivity for enhanced values to the people (UNESCO, 2004). Education is seen as a channel for raising political and social awareness as well as a route for developing manpower (Onyara, 2013). It is thus regarded as a fundamental component for the advancement of any society. Yara and Otieno (2010) describes education as a vital human right. The Kenyan education sector has continued to experience paradigms of change in its quest for provision of quality education.

This change has also happened in the whole world at large as the determining global landscape on education is the essence for quality learning. In Kenya, the country's vision 2030 envisages to offer to its citizens quality education that is globally competitive as well as training and research. In the absence of education, it becomes

difficult to attain an individual's wellbeing as well as achieving the development of the country as a whole. It is the role of schools to transmit and perpetuate sustenance of society. This sustenance of society can be propagated through provision of education.

In the Kenyan secondary schools' context, the principal as the leader has the responsibility of providing instructional foundation to the learners. In order for the principal to provide instructional foundation to his or her learners, the principal requires some indispensable functions. One of these requisite functions necessary for effective operations of a good school system is instructional leadership. According to Billy (2009) instructional leadership involves several important activities that a school principal should carry out. These activities include setting of clear goals, allocation of resources for the instructional programmes as well as management of the curriculum. It also involves regular checking of lesson plans and other professional documents as well as assessing teachers on a day to day basis. Instructional leadership is generally defined by all these activities which are all geared towards management of curriculum and instruction by a school principal.

Instructional leadership is recognized by scholars all over the world as one of the most valuable tool that create an effective teaching and learning environment (Pustejovsky, Spillane, Heaton & Lewis, 2009; Hallinger & Walker, 2015). According to Hoy and Miskel (2008) every school has its core responsibility which is basically teaching and learning. In order to focus on this very important duty of every school, educational leadership in form of instructional leadership is applied. This leadership focuses on responsibilities such as outlining the school vision, mission and aims or goals of the school as stipulated in its strategic plan. The leadership also concentrates on the organization and supervision of the instructional programme as well as the promotion of the school climate which involves support of child-friendly schools.

However, according to the United Nations Educational, Scientific and Cultural Organization's (UNESCO) (2004) numerous measurable factors are already in existence. These factors can be used to determine the success of classroom instruction. This includes giving thought to the expertise that teachers should have. Teachers' expertise can be used for aligning curriculum to assessment and keeping subject matter aligned to the intended curriculum. This is also meant to ensure that emphasis on learning outcomes, including the most basic competencies in literacy and numeracy is not overlooked. If these aspects of learners' development are not addressed, then learners are denied the basic skills intended to contribute to their survival, healthy development and full participation in society (Fleet, Watkins & Greubel, 2011).

When these basic skills are denied, the goals that education is meant to achieve for the well-being of the society is hampered. An effective school system and one that is geared towards the attainment of the set goals and objectives can only be achieved when appropriate instructional leadership practices are designed. It is therefore paramount that when such practices are formulated, the principals and the personnel working together with the school leader implement the practices in a professional way. When effective schools were analysed in the United States of America in a research which was carried out by McEwan in 2009, ten traits of such schools were derived (McEwan, 2009). The trait that was categorized highly amongst the ten traits in academically successful schools was the trait of strong instructional leadership.

This clearly spelt out the importance of instructional leadership for the attainment of academic success in schools. In Australian schools, duties and responsibilities of principals had increased greatly or in a major way over time. This was found out when heads of twenty secondary schools were interviewed (Gillet, 2010). The increase in their work had as a result forced the principals to shift their attention from their role of

instructional leadership to increasingly focusing on financial administration. In order for schools to achieve their primary objective which is exemplary academic performance, principals are expected to largely concern themselves with instructional activities. However, this is not largely the case as a lot of emphasis has occasionally been directed towards managerial issues as a result of the great pressure emanating from the increase in their work. These actions have largely contributed in widening the gap that exists between principals, their staff and learners.

Effective schools have unique characteristics that are correlated with student success and great achievement. Lezotte (2010) referred to these characteristics as correlates. These correlates have assisted in the attainment of high, unbiased and equitable levels of education in different schools. Lezotte therefore cited the seven correlates as a clear school mission, having high expectations for success, instructional leadership, having an opportunity to learn and obtain time on tasks, safe and a child friendly environment in school, good school-home relations and frequently ensuring that students' progress is monitored. In an effective school, all students are able to learn and acquire essential knowledge and skills necessary for advancement to higher levels in their school system.

Further, it has occasionally been found out through research of effective schools that, when school improvement processes are implemented, more learners are able to achieve academic excellence or at times their academic achievement remains the same. Excellent academic performance is realized where principals largely engage in hands-on supervision of classroom instruction. Despite this, in Canada, it is possible for most heads of schools to often find themselves with limited or without the time, expertise or even the tendency to perform effective and regular supervision as found out by

(Hallinger, 2005). This was also evident even in smaller elementary schools where effective supervision is expected to be realized. In such elementary schools, management duties are expected to be minimal and therefore principals are expected to be engaged in the aspect of instructional leadership.

Consequently, the principal may not have any knowledge of what goes on in the classrooms during the actual process of teaching and learning. This is a gap that may be existing in most learning institutions. A research was carried out on instructional leadership by principals' in Thailand in 1994. This research showed that principals in secondary schools in Northern Thailand did not exercise active instructional leadership (Syarwan & Hussain, 2012). This concurs with the findings by Hallinger (2005) on the gap that exists between the actions carried out by principals specifically on supervision of teaching in the classrooms.

A rating scale which was developed by Hallinger and Murphy in 1985 known as the Principal Instructional Management Rating Scale (PIMRS) displayed this gap when the domains were measured by deploying the scale. Instructional leadership is also instrumental in ensuring that challenges towards attainment of education are overcome. Achieving universal education was goal number two in the Millennium Development Goals (MDGs). This was articulated in the World Conference on Education for All (EFA) held in 1990 at Jomtien (Thailand) and in the year 2000 declarations in Dakar, Senegal. This was also a way of underscoring the importance of children's right to education as stipulated in the Children's Act of 2001.

The United Nations (UN) settled on the eight MDGs in the year 2000. The UN settled on the MDGs because it hoped that it would deal with some of the most difficult challenges that were being experienced. The MDGs galvanized efforts not seen or

practiced before in order to skillfully manage development challenges. As a result, major achievements have been realized among them higher enrolments of both boys and girls in primary schools (UNESCO, 2000). This has formed a new direction of development in education over the last decade.

At the World Education Forum held in Dakar Senegal in the year 2000, a total of 164 governments agreed on the Dakar Framework for Action. The governments aimed at ensuring that collective commitments are made and an ambitious agenda launched. This agenda was meant to achieve six wide-ranging education goals by 2015. In response, UNESCO initiated the EFA Global Monitoring Reports. This was meant to monitor progress, highlight remaining gaps and provide recommendations for the global sustainable development agenda to follow in 2015.

All these efforts serve as a confirmation that there has been a lot of progressive and noteworthy progression in the education sector throughout the world since the year 2000. Despite all these endeavours by governments, civil society and the international community, the world has not achieved Education for All. A lot of efforts have been geared towards ensuring that every child all over the world is enrolled in a school. This happens on attainment of the school going age. Meanwhile, less focus and attention to other similar crucial areas such as education quality has diminished with the emphasis on universal primary enrolment (UNESCO, 2014).

Quality education is affected by among other factors teachers' absenteeism. This mainly occurs when supervision by the school administration is lacking or is not consistent. Teacher absenteeism leads to poor or lack of syllabus coverage. The learners therefore feel inadequate even as they sit for the national examinations. The outcome has largely been low and poor academic performance in the national exams.

Consequently, the MDGs focused heavily on important social development issues. These issues included poverty, health and education to the exclusion of economic and environmental aspects. There was however an attempt by proponents of Sustainable Development Goals (SDGs) to balance the three development issues. This has been the first attempt that tried to bring together the approach on such a broad range of development issues at the United Nations. The SDGs were adopted by the leaders of the United Nations member states at the 70th session of the UN General assembly in September 2015. The member states set out an agenda for global transformation.

These SDGs, known as global goals, were building on the strategy set by the MDGs to end all forms of poverty and focus even further on inequalities and climate change (UNESCO, 2014). In contrast to the MDGs, SDGs were designed to extend the responsibility and loci for action worldwide. They were meant to ensure that all countries whether poor, rich or middle income countries engage in activities to promote prosperity that is sustainable for all (Webb, Holford, Hodge, Milana & Waller, 2017). One of these activities was to provide lifelong learning for quality education. Quality education named as just one of the 17 development goals (SDG Goal 4) has been defined as the process of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO, 2016).

Inclusive and equitable quality education can be attained through provision of education which can be achieved if principals practice effective instructional leadership. Sustainable Development Goal number four is on quality education which is meant to ensure that there is promotion of lifelong learning opportunities for everyone. The concept of life-long learning is an organizing principle for education in the 21st century.

This is whereby the concept of learning for personal or community empowerment is central. The 21st century has rapid and constant changes that pose several challenges to the people. If education is to effectively respond to these challenges, then learning will have to be lifelong.

This is learning that will take place throughout one's life. Lifelong learning is achieved by ensuring that there is an equitable quality education which is all inclusive. These efforts notwithstanding, it has been difficult to advance a single issue as sustainable development in itself includes social, economic as well as environmental dimensions (UNESCO, 2015). This has happened because in most cases there has been contradictions between some of the goals and targets. The connections between education and some of the SDGs appear rather obvious and despite this fact, recent research examining how UN reports envisage education in relation to the SDGs places its interest on the interconnectedness of education and the majority of the SDGs.

According to Vladimirova and Le Blanc, (2016) the same research notes that there is neglect of the policy implementation aspects for education in these UN reports. As a result of such negligence, principals as instructional leaders in schools have to come in and ensure that the policies laid out are implemented in their schools. This will ensure that lifelong learning for quality education is attained. In a report prepared by Organisation for Economic Co-operation and Development (OECD, 2017), an ambitious agenda was set by SDG goal number four and its associated targets. The agenda emphasizes on quality learning and equity in education alongside the more traditional indicators of access and participation. In doing so, the report challenges every single country in the world to improve its education system.

This challenge marks a significant departure from previous global education goals and targets, such as the MDGs and Education for All (EFA). MDGs and EFA focused more on access and participation (OECD, 2017). The switch and commencement of the initiation of provision of quality learning, equity in education, access and participation requires effective instructional leadership which can only be offered by effective principals in their respective schools. To date, the OECD report on Education at a Glance 2017 (OECD, 2017), in reviewing progress towards SDG goal number four on quality education notes that there are still many educational challenges in all OECD countries.

However, OECD and partner countries have been successful in their progress towards some of the SDG goal four targets. The countries have partially achieved many of those relating to school infrastructure and access to basic education. Although, despite these achievements, significant challenges remain for many countries with respect to achieving targets that measure learning outcomes and equity. Therefore, if school principals take up an active role in implementing instructional leadership practices in their respective schools, these actions can lead to better learning outcomes.

According to Webb et al., (2017) other challenges that still exist in OECD and partner countries is gender gaps that appear in adult education and in learning outcomes. This has occurred despite the fact that OECD countries have achieved gender parity in access to early levels of education. Webb et al., stated that an important distinction was being identified in the 2017 OECD report. This was the distinction between structures that enable educational participation and practices that transform educational outcomes (in

relation to knowledge, competences and skills). When this occurs, individuals' well-being and prosperity is ensured.

The report drew attention to the continuing inequalities in educational outcomes in many countries. This is particularly so for those students from a disadvantaged socio-economic background at the point at which they leave school. The shaping of the 2030 Agenda for Sustainable Development that was adopted by the UN General Assembly in 2015 has picked great contributions from UNESCO. The 2030 agenda was designed as an agenda of the people, by the people and for the people. The agenda places national ownership and support at the country level as a cornerstone for its successful implementation.

The agenda also builds upon the achievements and lessons learned from the MDGs and it seeks to address their unfinished business. The 2030 Agenda gives new momentum to UNESCO's actions at the global, regional and national levels. The new momentum is obtained from the fundamental contribution of quality, inclusive education at all levels and to the importance of lifelong learning opportunities for all as articulated in SDG goal four. The 2030 agenda breaks new ground in recognizing the growing importance of Science, Technology and Innovation (STI) for sustainable development (UNESCO, 2015). Proper instructional leadership such as promotion of professional development of teachers through In-Service Training (INSETS), seminars and symposiums among others will equip teachers with the necessary skills in the region of STI. This will in turn be cascaded to the learners in their schools.

The 2030 agenda recognizes the importance of addressing various rising inequalities. It supports countries in addressing inequalities through its work to promote quality and

inclusive education for all. The agenda equally helps in narrowing the science and knowledge gaps between and within countries as well as closing the digital divide. There is also the development of inclusive public policies that promote social inclusion and intercultural discourse. These inequalities may however be difficult to address.

The fact that the world faces several global education challenges makes it difficult to tackle and eventually address these inequalities. One major challenge is a deficit of about 69 million teachers who are required worldwide to be able to reach the 2030 education goals (UNESCO, 2015). Shortage in the teaching force will eventually lead to poor quality education as well as poor academic achievement by the learners at all levels of education. Another challenge is the existence of 758 million adults who lack any literacy skills whereby two-thirds of them are women (UNESCO, 2015). This therefore hampers equitable quality education. Some of these challenges can be surmounted by effective instructional leadership in the schools.

When instructional leadership is effectively carried out, the available teachers are effective in their duties and this leads to improved performance from the learners. With proper instructional leadership, collaborative practices will be enhanced amongst all stakeholders irrespective of their literacy levels. According to Koopasammy (2012) the South African Education Department conducted National Systematic Tests in Grade Three and Grade Six in Numeracy/Mathematics and Literacy. The tests confirmed the below average performance of majority of the South African learners across the various levels of education. In order for the learners to post better results, more effective leadership should be displayed.

This can only be done by the principal who is the instructional leader and is answerable for the overall academic performance of the school. Koopasammy further indicates that principals are key role players in developing and maintaining of academic standards in schools. Therefore, poor academic standards could be indicative of ineffective leadership as well as commitment at the different school levels. A number of researchers among them Mestry (2017), Mestry and Singh (2007), Mestry, Naidu, Joubert, Mosoge and Ngcobo (2018) and Kallaway (2009) concur with the view that many South African school principals lack the skills to effectively manage and offer instructional leadership in their schools.

In South Africa, there exists changes that are taking place rapidly. The rate at which changes have taken place and are still taking place together with increased volume of paperwork that the principals have to undertake, has placed them under an enormous amount of pressure. As a result, Goslin (2009) argues that many principals overlook their responsibilities of instructional leadership. Instructional leadership is their primary task but many principals may not be fully aware of this. The other reason could be because they are too busy attending to administrative duties of managing buildings and people.

Every day, the principal has to carry out management tasks such as scheduling, reporting and handling relations with parents and community. Goslin further asserts that the principal has also to deal with multiple crises and special situations that are inevitable in schools. As a result, they spend relatively little time on instructional leadership. Although these tasks are necessary for the smooth running of a school but the task of instructional leadership is of ultimate importance for academically successful schools to be realized. In order to effectively manage and run the

instructional programme, it is the obligation of the school principal to collaborate and work together through team work with their teaching and non-teaching staff.

If collaboration exists in a school, the principal will be in a position to delegate some of his/her functions. The principal can therefore have ample time to deal with instructional matters. Principals who are termed as effective instructional leaders are those that are aware of everything that is happening in the classrooms. They are able to do this because they are available and are also hands on. They are therefore able to carry out a Strength, Weaknesses, Opportunities and Threats (SWOT) analysis of their teachers.

Through the SWOT analysis, they ensure that they develop the capacities of their teachers through encouraging them to continue making use of their strengths and also lessen their weak points (Spillane & Zuberi, 2009). By doing this, school administrators are able to execute their duties and responsibilities in a better way as they are able to go beyond the traditional roles played by school principals (Jita, 2010). The school management will also be in a position to provide more opportunities to the teaching staff and also thwart any detected threats. For instructional leaders to be termed as effective, they are expected to spend more time and energy concentrating on curriculum implementation, knowledge development as well as instruction and assessment.

UNESCO's (2013) assessment of Botswana's Basic Education system discovered that the students' overall academic performance was dismal. The students in Botswana dismal overall educational performance was found when they were compared with other international students. The students used in comparison were of high and middle income countries and of the same age group and below. The students were also drawn from those countries that Botswana is in a position to compete with academically.

Learners in all levels had posted a continued decline in performance at the national examinations (Moswela & Mphale, 2015).

The different levels in Botswana are the levels of primary, junior and senior secondary schools. The bleak performance was evident in the way in which the students performed in the public examinations at all those levels. This consistent decline could be partly attributed to out of date teaching methods and practices that the teachers could be using in the classrooms. The report also indicates that that the problem is compounded by lack of training. Teachers have in the past been expected to implement the new curriculum even without any training concerning the curriculum.

They therefore find themselves handicapped and are not in a good position to implement the curriculum properly. Moswela and Mphale further ascertain that the observations have repercussions on the worth of the teachers. Negative overall academic performance in the national exams may be displayed at the end of the education cycle when curriculum implementation is inappropriately effected. Excellent or quality teaching and learning in the classrooms can be achieved by developing teachers through proper training. For this training to be carried out, the teachers' training needs have to be identified.

These specific training needs of the teachers can be identified through effective classroom clinical supervision. When clinical instructional supervision is carried out, guidance will be offered to the concerned teachers. This will assist the teachers in improvement of their instructional delivery to the learners at the classroom level (Moswela & Mphale, 2015). This can however be realized if the principals are assisted or provided with the knowledge on good instructional management practices. When

principals are well equipped, they are able to execute the task of instructional leaders of colleague teachers at the school level.

According to Lahui-Ako (2001), survey studies in Papua New Guinea and Thailand indicate that their principals are positioned at a lower level in instructional leadership items than their western colleagues. This is because curriculum implementation and supervision is not directly related to the job of the principal. In other African countries such as Nigeria, Botswana and Ghana, there are instances where majority of the principals are not promoted on criteria of their performance as classroom teachers. Some of them may have never been classroom teachers. This is because political affiliations may be a prevailing factor in their appointment and placement (Duze, 2011).

In such situations, it is less probable that the principals would be of any assistance to the teachers in helping improve their teaching practices or be in a position to evaluate their abilities. However, Shen (2008) found in his research that there were differences in schools that were managed by principals who were apparently seen by the teachers they supervised to be strong instructional leaders. These schools displayed significantly greater scores in performance in Mathematics and Reading than the schools that were operated by principals who were perceived as being average or even weak instructional leaders.

Provision of quality education to a country's population is crucial to the attainment of sustainable national development (Kiamba, 2011). In Kenya, the National Rainbow Coalition (NARC) Government took a bold step in January 2003. The NARC Government brought into effect again the Free Primary Education (FPE) as a way of realizing the goals of Universal Primary Education (UPE) from class one to class eight

(NARC, 2002). With the introduction of FPE, the Government responded to the recommendations made at the World Conference on EFA in Jomtien (Thailand) in 1990 and the World Education Forum in Dakar (Senegal) in 2000. The achievement was later followed by provision of the Free Day Secondary Education (FDSE) in the year 2008.

Recent efforts to advance quality in Kenya's education system has witnessed a growing focus on learning outcomes rather than improved inputs as the measure of education quality. These efforts evoke the sixth goal of EFA that the whole world shall seek to develop all aspects of quality of education. In order for all learners to achieve recognizable and quantifiable learning outcomes, the world as a whole should also ensure that there is some measure of excellence in some domains. The achievement should especially be found in the domains of numeracy, literacy and essential life skills (UNESCO, 2000). Several efforts have therefore been put in place to improve the quality of education in Kenya.

These efforts have been implemented by both government and non-government actors which have been acknowledged by the stakeholders. In their analysis, Nicolai, Prizzon and Hine (2014) identified four dimensions of progress in Kenya's education. These includes: a rising public demand for higher levels of education; political commitment to education and accompanying bold policy moves; key financing reforms which have helped to shift the burden from households to government at all levels and the active role of communities and the private sector in expanding the supply of post-primary education services. When effective instructional leadership practices accompany these efforts, better academic performance will be achieved in schools.

Indeed, the reforms introduced through the Kenya Education Sector Support Programme (KESSP) in 2005 brought in dimensions to increase infrastructure. Reforms

were also meant to enhance teaching and learning through school health and nutrition programs. There was also to be a greater supply of instructional materials, teacher capacity development and introduction of information and communication technologies (MoEST, 2005). Newer dimensions proposed through the National Education Sector Policy (NESP) (MoEST, 2014a) propose to move beyond infrastructure and learning environments to also include curriculum reform, stronger quality assurance, teacher accountability and outcomes of schooling as among the key measures of progress.

There were also other perspectives that may be required so as to enhance both the quality and quantity of secondary schooling. They will also improve engagement of local communities to govern education as well as include further reduction of the expenditure on secondary school education and attract private investment (MoEST 2014a). Principals are the accounting officers and the ones with authority to incur expenses. They are also the immediate supervisors of curriculum implementation and are expected to ensure that the various reforms are put in place and academic improvement is achieved.

Most African children among them Kenyans currently have opportunities to attend school as a result of most countries efforts of implementing the MDGs, EFA and the SDGs resolutions. Although these efforts are in place, there continues to be large gaps in learning outcomes. This includes essential life skills such as reading, writing and numeracy. There exists serious stagnation in learning at the basic education levels both in Primary and Secondary schools. It is therefore not yet clear what contributes to low performance especially when so many interventions have been institutionalized and geared towards good performance (UNESCO, 2015). It is during the Kenya Certificate of Secondary Education (KCSE) national examinations where learning outcomes are

measured that the stagnation in learning that may have occurred at various stages is confirmed.

The Kenyan government, apart from obligating itself to realize UPE by the year 2005, also committed itself to realize EFA by the year 2015. Although these policies are still being supported by the current government, the FPE policy brought in challenges in teaching practices and school management. It was noted that smooth implementation of free education and other processes such as instructional leadership was hampered by various factors. Among them was the implementation of the programmes without prior consultation or preparation of teachers and lack of regular communication to sensitize the various stakeholders on their roles (Kiamba, 2011). Additionally, lack of proper planning before the implementation of the free education may have contributed significantly to the unimpressive overall performance in the national exams at Kenya Certificate of Secondary Education (KCSE) in Kenya.

The general performance at KCSE examinations in the country has been dismal. The number of students attaining university qualification has remained dismal and wastage grades have remained consistently high. The situation in Murang'a and Kirinyaga counties corresponds to what is phenomenon in the country. Information on Figure 1.1 shows the results of the two counties from 2014 to 2017 for the candidates who attained grades A to C+.

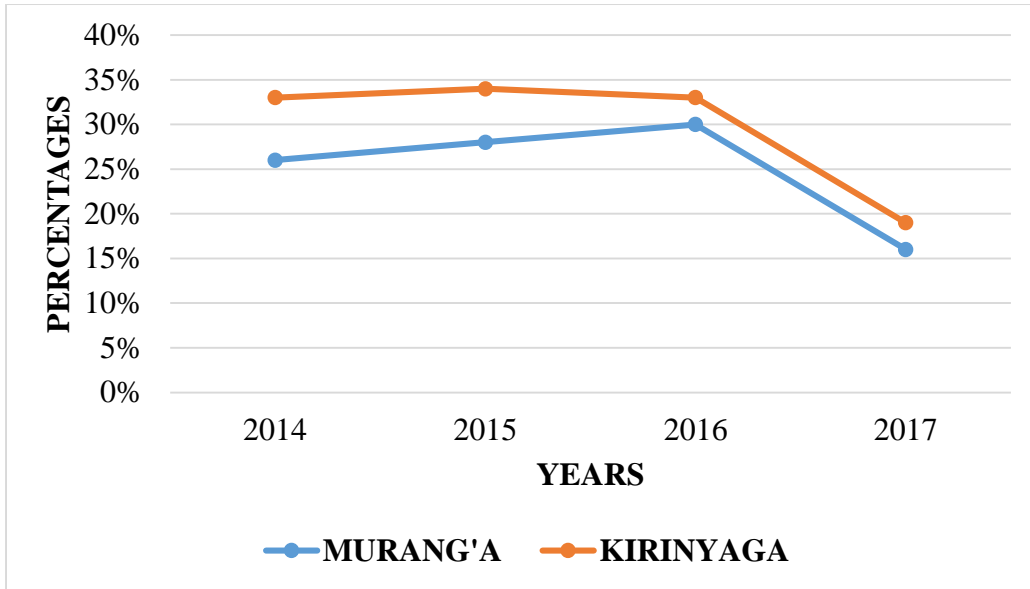


Figure 1.1 Murang’a and Kirinyaga Counties KCSE Results Analysis for Grade A to C+

Source: Murang’a and Kirinyaga Counties Education Offices 2018

According to the Ministry of Education, Science and Technology (MOEST) County Directorate of Education in Murang’a and Kirinyaga counties (2018), KCSE performance for the stated years was dismal. Figure 1.1 shows that the attainment of quality grades at KCSE in the two counties is low as both counties have below average performance. However, Kirinyaga County has a slightly better performance in this range of grades as compared to Murang’a County. It is also evident that university qualification is higher in Kirinyaga than in Murang’a County with almost a third of the candidates being able to attain the university qualification in Kirinyaga County. According to Murang’a County KCSE results analysis for the year 2015, in Murang’a County only one out of four candidates who sat for the examination were able to attain the minimum university entry grades. This was also evident in Kirinyaga County because only 12% of the 8,918 candidates qualified for entry to the university as shown by Kirinyaga County KCSE results analysis for the year 2015.

Figure 1.2 shows the KCSE results analysis for the grades D+ to E in both Murang'a and Kirinyaga counties.

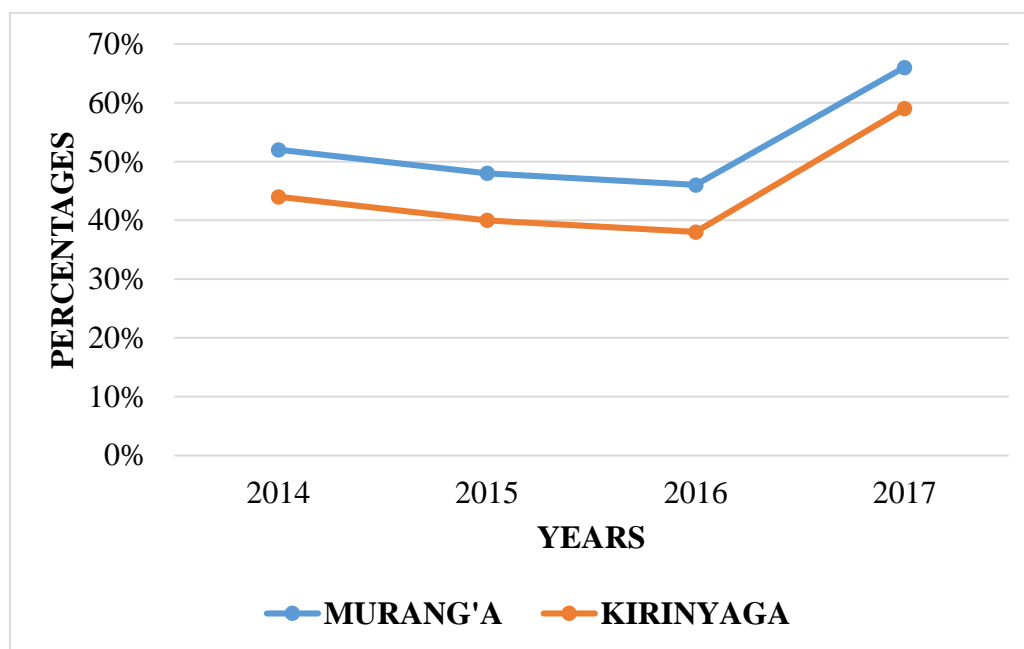


Figure 1.2 Murang'a and Kirinyaga Counties KCSE Results Analysis for Grade D+ to E

Source: Murang'a and Kirinyaga Counties Education Offices (2018)

The results in Figure 1.2 indicates that a higher percentage of candidates have been scoring the lower grades of D+, D, D- and E as compared to those candidates who attained the university entry grades of A to C+. Almost half of the candidates scored the lower grades in Murang'a County which implies that the percentage of wastage is higher in the county. This means that on average the performance in Kirinyaga County is better than in Murang'a County. This study is expected to offer insight towards the means that can be utilized so as to guarantee the lowering of wastage grades in secondary schools at the KCSE level. This can be accomplished through enhancement of instructional leadership practices in schools.

Performance in national examinations is a major concern for educational researchers. The major reason is because failure in these examinations is perceived as a setback for the learners whose life becomes uncertain and full of despondency. According to Mwangi and Nyagah (2013), the overall performance of an individual in the national examinations is a predictor of that person's destiny or future. Due to the concern of the countries around the globe about their citizen's destiny, education has become a major center of investment. Academic performance in Kenya determines whether a student will advance either to the university or to other tertiary institutions of learning.

Academic performance in the national examinations is in most instances a determinant of a student's future life. It is for this reason that secondary school administrators in Kenya are obligated to ensure that the grades attained by students in KCSE improve. Even though there are many factors that define performance, instructional leadership plays a key role. Therefore, if the goal of the country is to have effective schools, then all stakeholders must seek for approaches to emphasize on instructional leadership. The study therefore focused on the influence of principals' instructional leadership practices on learners' performance in secondary schools in Murang'a and Kirinyaga counties, Kenya.

1.3 Statement of the Problem

Despite the fact that Kenyan children have more opportunities to attend school, there still remains large gaps in learning outcomes. This stagnation in learning is confirmed during national examinations such as KCSE. According to KCSE examinations results analysis from Murang'a and Kirinyaga counties, performance in KCSE in the two counties is still below expectations and this trend is worrying. The number of students who have continuously scored grade D+ and below at KCSE every year as shown by

the results obtained from the Ministry of Education offices in each county have continuously remained high compared to those attaining grade C+ and above.

This poor performance has persisted despite the fact that most schools in the two counties are assumed to be having adequate and well trained teachers as well as adequate facilities. Maintaining excellent results and working towards the improvement of poor performance is the major undertaking of an instructional leader. School principals need to employ instructional practices such as setting goals, organization of the academic programme, promotion of professional development of instructors as well as promotion of a collaborative school culture in order to be able to achieve the school's intended objectives.

Public concern on school principals and teachers to improve academic performance at the national examinations level has led to schools coming up with various performance enhancement strategies to ensure that improvement is achieved. However, there has been instances where some of the strategies engaged by schools to improve academic performance are not based on research evidence. Others such as forcing students to repeat classes and additional tuition have been shown to be counterproductive (Bray, 2007). Pustejovsky et al., (2009) as well as Hallinger and Walker (2015) indicate that instructional leadership is shown by several studies as one of the most useful tools for improving and advancing learners' achievement in schools.

In spite of the fact that instructional leadership is significant in fostering teachers' instructional practices and students learning and achievement, it is not clear whether or not principals have adopted instructional management practices in their schools. Secondly, it is not clear whether principals even practice instructional leadership practices and thirdly, the influence or impact of these leadership practices so as to be

able to yield quality learning and ultimately better performance in their schools. It is against this background that the study sought to establish the influence of principals' instructional leadership practices on learners' performance in Murang'a and Kirinyaga counties, Kenya.

1.4 Purpose of the Study

The purpose of this study was to establish the influence of principals' instructional leadership practices and its impact on learners' performance in Murang'a and Kirinyaga counties, Kenya.

1.5 Objectives of the study

In order to attain the main objective of the study, the study was guided by four specific objectives which were to:-

- i. establish the relationship between principals' communication of school goals and learners' performance in Murang'a and Kirinyaga counties.
- ii. assess the relationship between principals' supervision of teaching and learners' performance in Murang'a and Kirinyaga counties.
- iii. examine the performance of the principals' role in promoting teachers' professional development and learners' performance in Murang'a and Kirinyaga counties.
- iv. evaluate the influence of principals' promotion of collaborative practices on learners' performance in Murang'a and Kirinyaga counties.

1.6 Research Hypotheses

The study postulated and tested the following hypotheses:-

HO₁: There is no statistically significant relationship between principals' communication of school goals and learners' performance in KCSE in Murang'a and Kirinyaga counties.

HO₂: There is no statistically significant relationship between principals' supervision of teaching and learners' performance in KCSE in Murang'a and Kirinyaga counties.

HO₃: There is no statistically significant relationship between the performance of the principals' role in promoting teachers' professional development and learners' performance in KCSE in Murang'a and Kirinyaga counties.

HO₄: There is no statistically significant relationship between the influence of principals' promotion of collaborative practices and learners' performance in KCSE in Murang'a and Kirinyaga counties.

1.7 Justification of the study

The main objective of the study was to investigate the influence of principals' instructional leadership practices on learners' performance in Murang'a and Kirinyaga counties. In the two counties, performance in KCSE has been below expectations and this trend has been a major concern among the stakeholders. The number of students in both counties who have continuously scored grade D+ and below every year have consistently remained high. The study sought to unearth the issues that may be contributing to the poor overall performance at national examinations in the two counties. The study also sought to provide knowledge on how to empower principals

on methods of promoting professional development of teachers as well as promotion of a collaborative school culture. The study is therefore intended to provide solutions to the issues hampering the achievement of the schools' intended goals and objectives.

1.8 Significance of the Study

The study aimed at examining the influence of principals' instructional leadership practices on learners' performance in Murang'a and Kirinyaga counties. The study is significant to the education policy makers and implementers. The study findings can be of immediate benefit to the Teachers Service Commission (TSC), the Ministry of Education Science and Technology (MOEST) as well as Kenya Education Management Institute (KEMI). KEMI is the branch of MOEST that is in charge of training of the human resource. MOEST through KEMI can use the findings of the study to carry out in-service training to the practicing principals and teachers on instructional leadership practices.

This would be of assistance in curtailing the prevailing gaps in the teaching and learning process. These gaps may be contributing to the poor performance in the national examinations in the country at the KCSE level. The government should be able to make policy interventions on teacher professional development mechanisms from this study because these institutions can use the findings to establish proper guidelines to develop policy frameworks. These policy frameworks can offer guidelines for effective instructional leadership for transformative and quality learning in schools. Findings from the study can contribute towards developing knowledge for universities, teacher training colleges and educational institutions that participate in the training of teachers. Since instructional leadership has become a focal area in educational research, the

research findings would also contribute to the body of knowledge on instructional leadership practices.

The findings and recommendations of this study are significant to the school policy implementers such as principals for the study findings sought to seek various dimensions of empowering their instructional leadership practices. The findings of the study would empower them on approaches of communication of school goals, supervision of teaching, promotion of professional development of teachers as well as promotion of a collaborative school culture so as to be able to achieve the school's intended objectives. The nature and quality of instructional leadership within a school is believed to have outcomes on the knowledge, practice and job satisfaction of teachers and, by extension ultimately, on student outcomes such as academic achievement. The knowledge that was to be generated in this study can assist the principals towards better instructional leadership practices which are geared towards improvement of KCSE performance in the two counties.

1.9 Scope and Limitations of the Study

This study sought to explore principals' instructional leadership practices and their influence on learners' achievement. In exploring the concept of instructional leadership, the following variables were analyzed: communication of school goals; supervision of teaching; teacher professional development and collaborative practices.

1.9.1 Scope of the Study

The scope of the study dwelt on the influence of principals' instructional leadership on learners' achievement in Kenya. The study was confined to selected public secondary schools in Murang'a and Kirinyaga Counties. The respondents for the study were principals and teachers from the sampled schools who were present in school at the time

of the study. The respondents in this study were 205 principals and 367 teachers. The respondents were sampled from the two counties as follows: From Murang'a County, 123 principals and 220 teachers were sampled and from Kirinyaga County, 82 principals and 147 teachers were sampled. Data collection was done through two principal instruments; questionnaires and interview schedules.

1.9.2 Limitations of the Study

Limitations of a study is a function of factors that might impact on the outcome of the study but which have not been taken into account (Mugenda, 2011). The study had several limitations. First, it was possible that the respondents in the study who included the principals and the teachers would not be honest. This is because the items in the instruments could have been perceived as a measure of their competence. The principals could for example give information that would indicate that they practiced instructional leadership in their schools. This situation could however be different in real practice in the schools.

The teachers could also give information that instructional leadership was being practiced in their schools. This is because they don't want to appear to betray their principals or the school management. In order to counter this limitation, the researcher requested for honesty from the respondents. The researcher also assured the respondents of utmost confidentiality by stating so in the two data collection instruments; the questionnaire and the interview schedule.

Secondly, the researcher was not able to obtain data from all schools in Kenya, therefore, only 205 schools were sampled in Murang'a and Kirinyaga counties in the Republic of Kenya. Nevertheless, data obtained from the sampled schools was identified as a representative of the distribution of the phenomenon under research and

would be generated to all the secondary schools in Kenya. The findings of this study should be generalized to the rest of the country with caution due to the individual population attributes of Murang'a and Kirinyaga counties which could be different from other counties.

1.10 Assumptions of the study

The study was based on the following assumptions:-

- i. Respondents cooperated and provided honest and reliable responses.
- ii. The variables under study which included principals' communication of school goals, principals' supervision of teaching, performance of the principals' role in promoting teachers' professional development and the influence of principals' promotion of collaborative practices would not change in the course of the study.
- iii. All principals were trained or were aware of instructional leadership practices.

1.11 Theoretical Framework

The research was guided by the Model for Instructional Leadership developed by Weber (1996). Weber's Model identified five crucial domains of instructional leadership: defining the school's mission, managing curriculum and instruction, fostering a positive learning climate, observing and improving instruction and assessing the instructional programme. Weber (1996) proposed that observations are opportunities for professional interactions. These interactions provide professional development opportunities for both the observer and one being observed.

According to Weber, the school's undertaking is a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest. The school staff, students

and parents should be bound by the school mission to a common vision. When proper communication of the set goals is done, it assists and increases teachers' commitment to the school and performance of their duties (Weber, 1996). The model was found appropriate for the study because it would expound on instructional leadership practices that are responsible for improved learners' attainment in schools.

The principal as the instructional leader offers the stakeholders with opportunities to discuss values and expectations for their school. Together they work to create a shared mission for the school. Teachers are provided with the necessary resources that are important for ensuring that learners are provided with the right opportunities to succeed. This occurs when instructional leaders' selection of classroom supervision and instructional practices is enhanced. The leader helps teachers use current research in best practices and instructional strategies to reach school goals for student performance.

The researcher found this model applicable in this study because Weber's model of instructional leadership integrates research about shared leadership and empowerment of informal leaders. Shared leadership and empowerment of leaders helps to create a school that underscores the emphasis of academics and student achievement for all students. The school goals and expectations are more likely to be achieved when the principal is clear and works together with other stakeholders in setting goals and expectations. The principal will also be at the forefront and will be playing a central role in the professional development of teachers. Professional development will help in equipping as well as motivating teachers. When teachers are equipped, their performance in the classrooms will improve thus leading to better academic performance in the schools.

1.12 Conceptual Framework

Instructional leadership practices such as principals' communication of school goals and objectives, supervision of teaching, promotion of professional development of teachers as well as promotion of a collaborative school culture are leadership practices that influence transformative and quality learning outcomes such as good performance in KCSE examinations. These leadership practices would also influence identification and development of individual talents in the learners. This would therefore produce learners who would perform well both academically as well as in other fields where their nurtured talents and abilities would be manifested.

Effective leadership practices can assist in the transformation of the teaching profession. The profession can be transformed into being more attentive and receptive to the needs of learners and other stakeholders in the education sector. According to Nzile (2012) principals have their own external characteristics and values which influence the way they behave in different situations as they perform their duties. Their actions hence exhibit different behaviours to their followers which calls for different responses from the subordinates. The principal has a direct control on both the teachers and the students. Nzile acknowledges that the behaviour of the teacher will adversely affect the performance of the student. Therefore, through instructional leadership, control of teachers and students can be achieved.

The relationship between the teacher and the students in the teaching learning process can be influenced by their attitudes hence influencing the performance at the KCSE level. However, if effective instructional leadership is supported by other factors such as government policies, stakeholders' influence such as the support from the community and environmental factors, then more benefits in terms of quality learners'

outcomes can be realized. This can also lead to other benefits such as the enhancement of the overall performance of the school which is also useful to the teaching staff for their career progression and self-development. Information on Figure 1.3 illustrates the independent, dependent and the moderating variables of the study. The conceptual framework below was used to guide this study.

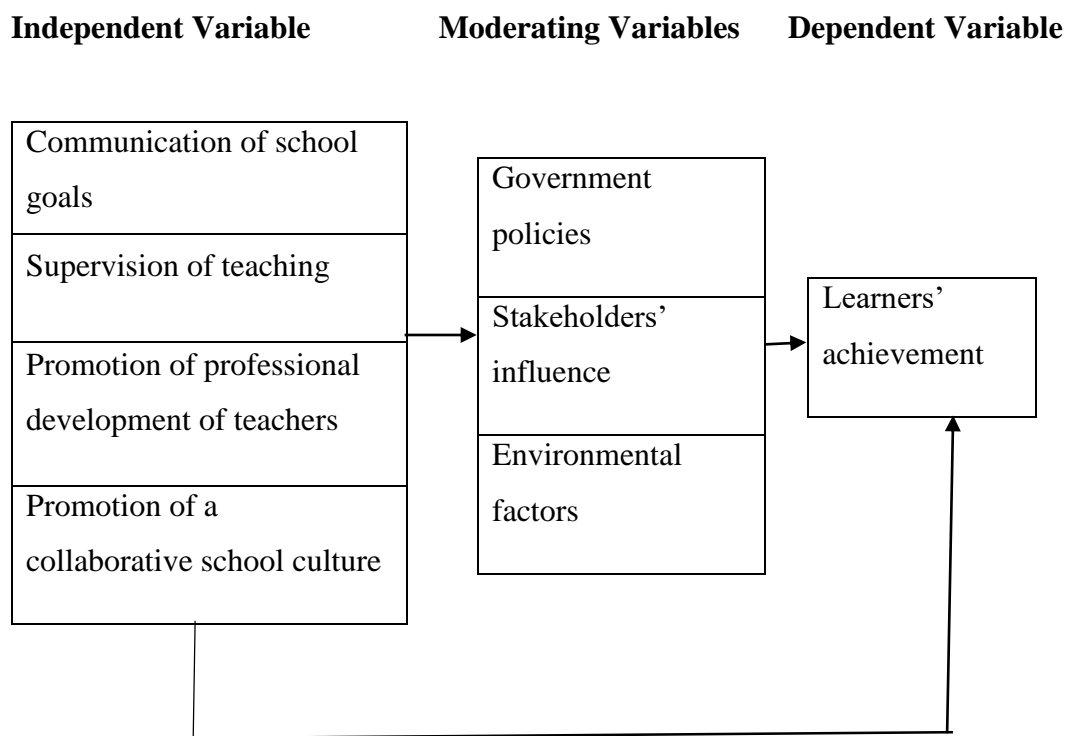


Figure 1.3 Conceptual Framework of the Study

Source: Researcher (2018)

1.13 Operational Definition of Key Terms used in the Study

Collaborative culture:

Allowing involvement in the school decisions and forming a productive community relationship amongst all the stakeholders in a school environment.

Curriculum Supervision:

An act of monitoring the effectiveness of the processes of teaching and learning being carried out in a school situation.

Instruction:

Planned interaction between teachers and learners for the purpose of imparting knowledge to the learner within the classroom.

Instructional Leader:

A person in-charge of implementation and supervision of both curriculum and co-curricular activities that create the conditions necessary for successful teaching and learning in a school.

Instructional Programme:

Teaching and learning activities carried out in a school.

Leadership:

State of being in-charge of a school and being responsible for making decisions on behalf of other stakeholders.

Performance:

Achievements that are attained by the learners in a school situation.

Practice:

A function that a principal performs in a school.

Professional Development:

Activities geared towards improving teachers' performance through offering opportunities such as seminars and workshops where they obtain knowledge for career growth.

Public Secondary School:

A school registered and managed by the Ministry of Education Science and Technology.

Quality Education:

Excellent or valuable instruction that are useful to the learners and that have accomplished the goals and achieved the objectives of the education system.

School Climate:

The environment in which both curriculum and co-curriculum are implemented.

Transformational Leadership:

An act of offering guidance that is geared towards offering major positive changes and bringing positive alterations in an institution thus making it perform better.

Wastage:

Lower grades in the KCSE grading system of D and below that are achieved by learners.

1.14 Chapter Summary

This chapter delved into the introductory aspects of the research. It presented information on the background of the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, justification and significance of the study. It also provided information on scope and limitations of the study, assumptions of the study, theoretical framework, conceptual framework and operational definitions of terms. The next chapter is an in-depth discussion of literature review in relation to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction to the Chapter

In this chapter, literature on principals' instructional leadership as captured in the study's variables was discussed. The sources of literature included books, journal articles, thesis, reports and other relevant publications. A literature review forms a critical aspect of research as it discusses published information on a particular subject area in an organizational pattern combining both summary and synthesis. A summary is a recap of important information of the source while synthesis is a reorganization of the information to give a new interpretation tracing intellectual progress of the subject under discussion. Each work explored in this study was placed in the context of its contribution to the understanding of the subject of principals' instructional leadership and learners' achievement. The relationship was described to identify new ways of interpretations and area of scholarly contributions.

The evaluation of the literature logically leads to the research hypotheses: there is no statistically significant relationship between principals' communication of school goals and learners' performance in KCSE in Murang'a and Kirinyaga counties; there is no statistically significant relationship between principals' supervision of teaching and learners' performance in KCSE in Murang'a and Kirinyaga counties; there is no statistically significant relationship between the performance of the principal's role in promoting teachers' professional development and learners' performance in KCSE in Murang'a and Kirinyaga counties and finally there is no statistically significant relationship between the influence of principals' promotion of collaborative practices and learners' performance in KCSE in Murang'a and Kirinyaga counties.

2.2 The Context of Education in Kenya

Education is critical in promoting political, social and economic development of any country. It is expected to provide an all-round development of its recipients to enable them overcome prevailing challenges and therefore play effective roles in their immediate society. The provision of a meaningful and adequate education is fundamental to Kenya's overall development strategy (MOEST, 2014b). The functions the Kenyan education system seeks to attain are entrenched in the three aims of education and further translated in the eight national goals of education. These goals explain the ideals this system seeks to attain in terms of the knowledge, skills, and values the country wishes its learners to acquire.

The formulation of the eight goals of education is meant to specify more precisely, what qualities are thought most desirable to develop among the Kenyan citizens. Due to the significance of the eight goals of education in offering specific direction, Kenya has kept reviewing its goals of education to suit her prevailing circumstances. In 1963 after Kenya gained independence from the British Colonial Government, the system of education that was in place had been instituted by the colonial government. It was an education system that was meant and had been serving their interests.

This was the education system that the country inherited. It was therefore necessary for the new government to revise the whole school curriculum. The government of the day had an obligation of stating clearly the national goals of education that were in line with the new independent state. This important task was first undertaken by the Kenya Education commission in 1964 which became the well-known Ominde Report. It

outlined six National Goals of Education which the educational system was expected to fulfil.

These six goals were later revised to a total of eight goals and as explained by GOK, (2007) they are as follows: To foster nationalism, patriotism and promote national unity; To promote the social, economic, technological and industrial needs for national development; To promote individual development and self-fulfillment; To promote sound moral and religious values; To promote social equality and responsibility; To promote respect for and development of Kenya's rich and varied cultures; To promote international consciousness and foster positive attitudes towards other nations and finally to promote positive attitudes towards good health and environmental protection.

It is the responsibility of school principals to ensure that learners who have completed their secondary school course and are exiting their institutions mirror the eight goals of education. Principals can only be able to achieve this through curriculum supervision as this is their responsibility as instructional leaders. The Kenyan national goals of education have been enforced greatly by the MDGs, the Vision 2030 and the SDGs. The MDGs focused largely on quantity of education, for example, high enrolment rates. When the enrolment of learners increased, the quality of education declined in many societies.

This may have been because the high enrolments were not matched with increased human and financial support. The SDGs represent the first attempt by the world community to focus on the quality of education. The SDGs focused on education for sustainable development and sustainable lifestyles, human rights and gender equality.

The SDGs also focused on promotion of a culture of peace and non-violence, global citizenship, appreciation of cultural diversity and of culture's contribution to sustainable development.

The Vision 2030 which is the roadmap for Sustainable Development Goal 4, aims at ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all. This is also mirrored by the Kenyan second, third and fourth goals of education. The second goal focusses on promotion of the social, economic, technological and industrial needs for national development. The third goal envisages the promotion of individual development and self-fulfillment while the fourth goal is concerned with the promotion of sound moral and religious values. The Vision 2030 therefore envisages a world where each government will substantially increase the supply of qualified teachers.

This will also include through international cooperation for teacher training in developing countries (UNESCO, 2015). The qualified teachers that are provided in the schools will require proper supervision and continual professional development. These roles are played by principals as instructional leaders in the various institutions that the teachers are practicing in. However, according to Glennerster, Kremer, Mbiti and Takavarasha (2011), Kenya as a country may need to adopt specific pedagogical techniques in curriculum reform so as to address problems common in their schools. The stakeholders should consider adopting techniques that will greatly promote the attainment of the vision 2030.

The problems include large class sizes, varied education levels and family backgrounds, irregular student attendance and weaker motivated, poorly-trained teachers. Current teaching methods and curricula are failing very large numbers of children who attend

school regularly but learn very little. Poor academic achievement in the national examinations is the evidence showing that the large number of students attending school may not be learning much. The curricula may not be adapted to local challenges and needs. Too often, it presumes competencies that many of the learners do not have. Kenyan policy makers can learn from other educationalists in other countries.

In India, randomized evaluation of a remedial education program focused on providing at-risk children with the basic skills. These are the skills that they need to learn effectively as well as improve test scores of those falling behind the standard curriculum (Glennerster et al., 2011). The central questions are therefore how to devise pedagogies adapted to students' needs and how to get teachers to implement them through effective instructional practices. Technology could however be used to address some of these problems by providing additional instruction time, by allowing lessons to be tailored to the child and by complementing the teacher's knowledge. A program in Nicaragua that supplemented the teacher with radio lessons in mathematics yielded impressive results in a randomized evaluation (Aker, Ksoll & Lybbert, 2010).

A randomized evaluation of a computer-assisted-learning program in India targeted at reinforcing math skills also found large and persistent effects on learning. Given the costs of computers, a recent randomized evaluation of an adult literacy program found that mobile phones could be effectively used to complement classroom activities (Aker et al., 2010). These system-wide issues can often hinder the effectiveness of education policies enacted to address particular issues (Glewwe, Albert & Meng, 2010). In order for such gains to be achieved, principals need to support instructional practices such as professional development of teachers. Principals should seek to empower teachers with knowledge on how they can use technology in their day to day teaching and learning activities.

The Government of Kenya is well aware of quality issues and radical reforms are being put in place to address this among other issues that are ailing the education system in the country. The reform plan includes proposed changes to the curriculum, exam system and the structure of schooling. The plan by KICD is an effort to move largely away from a theory and test-based system to a skills-based or a competency-based system. The last curriculum reform was carried out in 1985 when the 8-4-4 system was adopted. The 8-4-4 system has been widely criticized for being heavily loaded in terms of content and too exam oriented.

This has led to a lot of undue pressure on the learners. Learners experience pressure from their teachers, parents and guardians to perform academically. The current reform envisages the move from the 8-4-4 system to a 2-6-6-3 structure. The new system places more emphasis on learners' mental ability to process issues and proposes a practical framework that nurtures competencies of learners based on their interests, passions and talents. It places emphasis on Continuous Assessment Tests (CATs) over one-off examinations.

A Task Force that was set up in 2012 with an aim of re-aligning the education sector to the Constitution of Kenya 2010 recommended that a shift was required from the current 8-4-4 education system. The Task Force noted several gaps that existed in the 8-4-4 education system. One of the areas that the Task Force noted and pointed out was that the system of education, curriculum and assessment had largely left out Early Childhood Development and Education (ECDE). In addition, in the 8-4-4 system of education, training and development of specific expected competences and their assessment is not clearly spelt out. Thus, the curriculum delivery does not focus on the development of these competences and the overall attainment of quality education.

In this regard, a more malleable, comprehensive and all-inclusive curriculum was necessary. This curriculum would specify the expected competences that learners are supposed to possess at each level of learning. In view of this, the Task Force recommendation was that the 8-4-4 structure should change to a 2-6-6-3 system of education. The recommended structure was 2 years of Pre-primary, 6 years of Primary (3 years lower and 3 years upper), 6 years Secondary (3 years junior and 3 years senior), 2 years minimum of Middle level Colleges and 3 years minimum University education. The new structure as a whole will have two cycles; a Basic Education cycle of 14 years which is free and compulsory and a Higher Education cycle with 2 years of middle level education and training and a minimum 3 years of University Education (MOE, 2012).

According to Kabita and Ji (2017) the rationalization for the revised structure was to: Firstly, ensure that learners are able to gain or acquire competences and skills that will enable them to meet the human resource aspirations of Vision 2030. This will be done by offering a choice of different subject pathways at the end of the Elementary School phase; Secondly, guarantee the attainment of 100% transition rate from primary to secondary school. This will assist in the reduction of wastage by introducing automatic advancement to the junior secondary phase.

This progression will be based on the attainment of core skills and competences which include literacy, numeracy and communication skills; third, the system will focus on early identification and nurturing of talent in individual learners by the teachers at the end of the junior secondary phase. This will assist and provide the learners with flexibility and also allow them to pursue areas that they feel interested in; Fourth, learners will pursue their specialized interest during their learning as the new curriculum will allow for specialization at the end of junior secondary; Fifth, introduce

a system of Competence Assessment Tests (CATs) that will measure knowledge, skills and competences.

The results of the CATs will form part of a formative assessment process as they will be cumulative. The end of each education phase will have a summative assessment. The credits from the formative assessment will be accumulated in the summative assessment at the end of each phase. This is different from the present examination system where students either pass or fail and exit the system. Upon exit, the students either fit in the next level or are among those who are wasted by the system (MoEST, 2014b).

On evaluation, learners would be assessed continuously in a process that would account for 70 percent of the final grade. The remaining score of 30 percent would be obtained from a national exam set by the Kenya National Examinations Council (KNEC). Kabita and Ji (2017) further ascertains that learners who would now be in Grade nine would then proceed to senior school. In senior school, it is expected that about 60 percent of the learners would be exposed to science, technical, engineering and mathematics fields. Others would train in languages and humanities while the rest would focus on arts and sports science.

Tertiary and University education would last for 3 years. The achievement of Vision 2030 depends heavily on science, technology and innovation. However, the current structure leaves little room for development of technical education, innovativeness and identification of individual talents. In addition, learners exiting current system at the end of either primary or secondary school levels are not well prepared to join the world

of work. They also lack focus on the type of trade they may wish to join at either middle or tertiary level.

This is partly because the system lacks mechanisms of identifying their talents and competencies early enough. In order to ensure success in the implementation of the competency-based curriculum, the government should be keen and ensure that all stakeholders are involved through public participation at all levels. The new system of education will also be a success as a result of the utmost importance of principals' instructional leadership. The principals will be expected to offer support and guidance to both the teachers and the learners in the implementation process.

2.3 Curriculum Implementation in Schools

Afangideh (2009) sees the concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. It is the actual carrying-out of societal culture and/or government policies spelt out in the curriculum. It is a stage in the curriculum process when in the midst of learning activities, the teacher and learners are involved in negotiation aimed at promoting learning. This stage of the curriculum process which can be referred to as an interactive stage takes place in the classroom. It is a combined effort of several stakeholders who include the teachers, learners, school administrators and parents or guardians.

It also integrates the application of physical facilities and the adoption of appropriate pedagogical strategies and methods. The quality of curriculum implementation of any society is the bedrock of its political, economic, scientific and technological wellbeing. Little wonder, it is always said that no society can rise above the standard of its education system. According to Chikumbi and Makamure, (2005) curriculum

implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects. On the other hand, Mkpa (2007) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned.

Garba (2004) described curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Curriculum implementation has been identified by many educationists as the major setback for attaining goals of education in Africa (Obanya, 2004). This in effect means that the achievement of the desired goals of education through effective curriculum implementation demands concerted efforts of all the end-users of the curriculum. According to Onyeachu (2008) curriculum implementation is the method of establishing through the combined efforts of teachers, students, school administrators, parents and guardians as well as the interaction with physical facilities, instructional materials, mental, social environments and all the processes that have been deliberately planned as a curriculum document into exercise in the classroom.

The teacher as a trainer is recognized as the agent inside the curriculum implementation technique. Curriculum implementation therefore refers to how the planned or formally designed route of study is translated through the teacher into syllabus, scheme of work and lessons to be delivered to students. The above definitions show that effective curriculum implementation entails interaction with the teachers, learners and other stakeholders in education geared closer to achieving the objectives of education. The principal has the role of ensuring that teachers, students and different stakeholders

collaborate with the intention to efficaciously and effectively putting in force the curriculum.

According to the GOK (2012) report on a secondary school education summative evaluation done on behalf of the MOE and funded by USAID, there is still a lot that has to be done on the secondary school curriculum in Kenya. The evaluation also aimed at establishing the type frequency and usefulness of assessment and role of management in curriculum implementation (GOK, 2012). The targets of the evaluation process is to establish the achievement or fulfillment of curriculum objectives, relevance to the desires and needs of Kenyans, ability of implementers and the supply and adequacy of resources. Wiles and Bondi (2007) in agreement states that in order to achieve the objectives and goals of education especially at secondary school level, it is imperative that curriculum is well implemented. The curriculum is manageable within the stipulated time barring for certain impediments.

These include difficult and broad content, inadequate instructional materials, and high student- teacher ratios. The proper stability in teaching load is critical for successful teaching and mastering in a school. Teaching and learning are possibly influenced by the workload that instructors have in the school. This is because it is in the classroom that the impact of curricular implementation is experienced and felt. Instructional practices such as proper supervision of curriculum implementation will lead to successful teaching and learning.

According to Shiundu and Omulando (1992) the process of curriculum implementation is a complex one and therefore requires an extremely skillful assortment of participants and relevant content for effective results. This is because policy implementation will in

most instances experience considerable degrees of challenges. One of the major challenges to curriculum implementation in Kenya is understaffing. Kahera (2010) affirms that it is clear that understaffing is a common phenomenon in most schools. The government is currently practicing and encouraging 100% transition from primary schools to secondary schools.

This policy may however have an effect on educational performance of the learners at the secondary level if it is not matched with deployment of sufficient instructors in secondary schools. An understaffed learning institution might not be capable of implementing school and government policies sufficiently. Secondly infrastructure requirements for effective policy implementation is lacking, this is a great impediment to curriculum implementation too. With increased enrolment, the schools require more classrooms, laboratories, dormitories among other physical facilities for better learning outcomes to be achieved.

Whether the teaching methods work well or not and whether the learners are well motivated to participate and learn how to learn is also experienced in the classroom situation. The actual teaching methods, styles and learning processes (as these occurs in the classroom) include the time teachers spend on teaching, assessing students and monitoring students' progress (Wiles & Bondi, 2007). If the teachers are therefore overworked, they do not get ample time to prepare adequately for the lessons. The teachers may also lack enough time to monitor their learners' progress even beyond the classroom time.

Another impediment to proper curriculum implementation that was established in Kenya was the centralized curriculum used for all regions. This curriculum does not put into consideration the learners' context. In addition, it appears that attention was largely given in the provision of theoretical abilities or skills. This was at the expense of practical competencies development and improvement in schools. This situation has been worsened by lack of adequate facilities for practical activities. This has particularly affected science and technical education which requires a heavy practical component.

In order to realize the Vision 2030, emphasis should be laid on science and technological education. This education is a critical ingredient for advancement and development of any country. The principal is expected to play a major role in ensuring that schools are able to raise funds to purchase the required equipment for the practical subjects offered in the school. This can be done through sourcing for donations or seeking assistance from the parents. The principals should also encourage teachers to be more innovative and strive to use any locally available materials especially in the teaching of practical subjects.

This can be achieved if the principal endeavours to improve his or her collaborative practices with the teachers as this will enhance proper co-operation in the school. ICT integration in curriculum implementation and the learning process is a necessary component. The study underscored the role and function of ICT in teaching and learning as well as a tool or a device that can be used in administration (Kihumba, 2007). In order for the curriculum to be effectively implemented, capacity building of the teachers is an essential ingredient. Ajibola (2008) pointed out that most of the teachers are not qualified to teach the subjects introduced in the curriculum.

In a study carried out in Nigeria, Anyakogu (2002) studied the relationship between the availability of professional teachers and implementation of secondary school curriculum in Nigeria. Fifty secondary school teachers who were the respondents were randomly selected from the teachers' populace in Lagos and Imo kingdom. In the study, Anyakogu hypothesized that there was no significant statistical relationship between the availability of teachers and curriculum implementation in Nigeria. The researcher also hypothesized that expert teachers mostly use theory techniques in their school work without the practical component.

The findings of the study indicated that there existed a significant statistical relationship between the supply of subject teachers and the implementation of talent or skill based secondary school curriculum in Nigeria. Anyakogu's study consequently concluded that exceptional or quality and quantity of teachers in Nigerian schools considerably have an effect on the implementation of the curriculum especially at the secondary school level. Capacity building in curriculum implementation has remained one of the major areas that have to be addressed in the education sector. Various education commissions, task forces and studies have shown that in the majority of cases, competences are not always marched with tasks (GOK, 2012). Although teacher improvement under the in-service training is a key strategy, there may be a need for non-stop improvement in the quality of services through continuous teacher development.

The rationale for this move is to remove existing weaknesses in the teacher quality. It is also meant to equip practicing teachers with skills beyond those acquired in the pre-

service training (Sessional Paper No. 1, 2005). It is therefore the duty of the principal to make certain that teachers as instructors are facilitated to attend the in-service courses, seminars and symposiums among others. In- service training is essential in professional development opportunities which is one of the instructional practices that a principal should uphold. Schools thorough the instructional leadership of principals should put in place improvement initiatives and appraisals with a mentoring system.

This is especially important because it is generally agreed by most teachers that the in-service training that they receive is effective in meeting their various needs (MoEST, 2010). The initiatives should be designed in a way that they are helpful and can support the teachers in mastering the many aspects related to teaching and learning. In addition deployment of existing teachers and their optional utilization has been a matter of great concern. It is therefore necessary to address teacher quality as well as their equitable distribution. Kahera (2010) ascertains that with the creation of FDSE by the government, extra teachers are continuously needed to cater for the improved enrollment in majority of the secondary schools.

The one hundred percent transition policy from primary to secondary schools has also compounded the availability of teachers. Kahera (2010) similarly avers that there are some approaches that are suggested as ways of responding to these challenges. These among others include: continuous review of staffing levels, decentralization of recruitment, ensure staff stability and equity and the need to achieve optional utilization of teachers especially those teaching the optional subjects. The TSC has currently resulted to employing interns who are expected to ease the shortage created by the new

policy. In addition, TSC can also consider the provision of relief teachers in the event of a teacher's long absence as a result of illness or any other leaves that are available to teachers.

These solutions require an effective instructional leader who is able to optimally use the scarce resources available in the institution for better academic performance. The school infrastructure which includes: buildings, play grounds, special rooms and the school compound play an important role in facilitating academic and physical education in schools. Wei, Clifton and Roberts (2011) argue that for the betterment and improvement of educational achievement, countries should ensure that they invest heavily in school facilities. Students' academic performance is greatly influenced by the availability and the performance of physical facilities that a school has. The facilities have an advantageous as well as a positive impact on learners' performance.

On the other hand, scarcity or even nonexistence of these facilities has a negative impact on learners' academic performance. Taylor and Vlastor (2009) contend that satisfactory physical facilities reinforces, supports and gives a boost to the academic performance of schools. The learning process can be upgraded through making helpful learning conditions that favour learning for example ensuring that the classrooms are arranged appropriately. In view of Taylor and Vlastor (2009) contention, the setting of the classroom increases the value to the teaching and learning process which accordingly results in academic achievement unlike when there aren't any facilities.

According to Lyons (2001), learning in an appropriately settled classroom improves participation between the teacher and the students' and consequently better students' academic performance. However, when the students are uncomfortable in the

classroom, they generally tend to submit poor outcomes in their academic performance due to communication barrier that may exist between the teacher and the students. Subsequently, teachers' adequacy and effectiveness and secondary school students' academic performance can be greatly impacted by poor school facilities. Numerous investigations have established that physical facilities and material resources in secondary schools are deficient worldwide over. For instance; World Bank (2008) carried out an investigation on textbooks and school library provision in secondary education in Sub-Sahara Africa.

The report established that textbooks and libraries were not only lacking but were also unevenly distributed among rural and urban schools in the region of study. This was found to greatly influence academic achievements. Similarly, Asiabaka (2008) on efficient management of schools in Nigeria noted that the government's failure to establish a policy directive on minimum standards for schools facilities has led to disparities in this area thus poor academic performance. Despite the importance of school infrastructure, most schools in Kenya have inadequate facilities to cater for the teachers' and learners' needs (Mutindi, 2018). The situation in the country has been aggravated by the upsurge in enrolments due to implementation of the FPE and the FDSE strategies.

Although other stakeholders such as the Constituency Development Funds (CDF) initiatives and other donors have been engaged, the situation of physical facilities in most schools is still dire. This has hindered proper curriculum implementation in some schools. Some of the upcoming schools lack essential facilities such as science laboratories. In other schools, the existing laboratories are poorly equipped. The

performance of sciences in the national exams has therefore remained below par in such schools.

The success of curriculum implementation is determined by the availability and adequacy of teachers or instructors (Mutindi, 2018). In order to discover the adequacy of teachers in the learning environment, the student-teacher ratio need to be determined. This will assist in accounting for the number of students a single teacher handles in a single class. Additionally, the methodology is useful in that it can determine the number of students that need to be enrolled in any learning institution as well as the manpower in terms of teaching force that is required for a given number of students (Afolabi, 2005). The student-teacher ratio technique will make it easy for teachers to be designated a specific number of students in the class at any educational level.

The approach will as well suggest the workload of any given teacher in any level of education. Rosenhotz and Simpson (2002) argues that current education notion holds that one of the pivotal causes of unsteady improvement in many countries is the inability to adequately and correctly staff schools with teachers. Tyke and O'Brien (2002) argue that schools are plagued by shortage of teachers because of increase in students' enrolment, teacher attrition and retirement leading to poor overall academic performance. Teacher inadequacy is believed to confront many secondary schools world over and Kenya is not exempted. A comparable scenario was observed in Australia by Klaus and Dolton (2008) who argued that the state needed to hire at least one million teachers over the following ten years because the inadequacy can impact on students' academic performance.

MacDonald (2007) contends that the steady loss of both new and experienced or skilled instructors is an extraordinary challenge for schools and schools administrators all through the United States. This can affect students' overall academic performance. Similarly, according to Tyke and O'Brien (2002) lack of teachers has pressured many education systems to lower education standards via the employment of unqualified teachers to fill the gap. This has thus led to a decrease in the school's academic performance. In Tanzania, students' performance is dismal, and the quality of performance is suspected to be influenced by inadequate teachers in addition to low syllabus coverage among other factors (Mdee, 2015). Mdee (2015) further prescribed that, for the Tanzanian nation to improve in the quality and in the performance of the students, teacher-students' ratio needs to be addressed collectively by employing extra qualified instructors.

As indicated by Mosha (2014) the greater part of secondary schools in Tanzania lack adequate teachers which has led to poor academic performance amongst the learners. A survey carried out in Kenya by UNESCO (2004) shows that an average ratio in 162 sampled schools was 58:1 against the requirement of 40:1. Such huge class sizes in public secondary school make it hard for teachers to teach lessons effectively. This is in contrast with their counterparts in private schools who in most instances manage fewer students. In most instances in such large classes, the learners are considered to be passive participants in the classroom.

This is due to their large numbers and at times as a result of the teaching techniques that will be employed by the teacher. The teacher has to make an attempt to take care

of the big population (Okongo, Ngao, Rop & Nyongesa, 2015). Therefore, teacher adequacy is a paramount and significant factor influencing students' academic performance. Since the advent of free primary and subsidized secondary education in Kenya, the ratio of teacher to student has escalated from the advocated range of 1:40 to 1:60 (MOEST, 2010). The teacher-student ratio element is a prime contributor to the compromised results of the students.

According to UNESCO (2012) on undertakings made by the government to guarantee education for all (EFA) as a Millennium Development Goal, Kenya faces a severe shortage of qualified teachers which is causing schools overall performance to be negatively affected. The report likewise emphasized the issues of shortage of teaching personnel which are factors affecting students' academic performance in Kenyan schools. The shortage of teachers is, subsequently, a significant factor that is impinging on the students' performance in KCSE examinations.

TSC has made great efforts to staff all schools with teachers. However, there still exists a high student-teacher ratio in most schools thus affecting completion of syllabuses. This is due to the fact that the vast majority of the teachers have substantial heavy workloads and are therefore in most cases discontented (MOE, 2005). As a result of these factors among others, some teachers do not perform optimally leading to poor academic performance by the learners. The principals as instructional leaders and managers ought to explore avenues in their schools and come up with income-generating projects to be able to raise more funds.

These funds can be utilized in employing more teachers under the BOM terms to supplement the ones employed by the TSC. In addition, achievement of the secondary education objectives has been hampered by a broad subject content, inadequate support materials and high student-teacher ratios (Kihumba, 2007). The schools have set policies regarding examinations in order to prepare learners for the summative examinations. In most instances, schools overburden learners with frequent continuous assessments at the expense of learning due to high stakes placed on the KCSE examination.

This has resulted into the development by KNEC of a parallel syllabus to that of KICD and which appears more attractive to teachers. This according to KICD is evidence enough that teachers teach for assessment rather than for achievement of educational objectives. As noted in this section, management plays a vital role in effective curriculum implementation. It is therefore paramount that principals need to attend management courses. This is meant to enable them provide effective instructional leadership in curriculum implementation.

Most BOM members have inadequate capacity to perform their role of managing school finances, human and material resources. The members are also expected to manage physical facilities, discipline, procurement and school performance among others which are essential in effective curriculum implementation (MoEST, 2010). They therefore should undergo capacity building courses to enhance their performance of duties as co-managers with school principals. The MOEST should additionally attempt to ensure that the members appointed in the school BOMs have a minimum of secondary education so as to be of assistance in the management of the school.

2.4 Instructional Leadership

In response to mounting expectations holding school principals accountable for demonstrating increasing levels of student achievement, instructional leadership continues to be an important focus among educational researchers. Instructional leadership can be referred to as the activities that a principal performs or assigns to various individuals to carry out. These are activities that are meant to cultivate development and improvement in students' learning as well as teachers' capability. Billy (2009) says that instructional leadership includes activities such as setting of clear and specific goals.

Instructional leadership also involves allocation of resources for the educational programmes as well as the control of the curriculum. It also entails regular checking of lesson plans and other different professional documents as well as assessing teachers. Billy establishes that instructional leadership has spread out to comprise of profound participation in the core responsibility of a school which is teaching and learning. Hallinger and Murphy (2012) avers that instructional leadership is viewed as an influence process through which leaders identify direction for the school.

The leaders motivate staff, coordinate school and classroom-based strategies aimed at improvements in teaching and learning. These strategies are meant to influence the school's instructional organization and the teaching and learning climate. The impact's goal is the improvement in the learning outcomes or achievement for the learners in the school. Hallinger and Murphy deduced that this task of the principal revolved around managerial functions. The functions are related with the coordination and supervision of curriculum and instruction.

The idea of instructional leadership is steadily getting entrenched within the education system in Kenya. Due to international technological innovations, majority of the learners are now more exposed, sophisticated, curious and are able to challenge their teachers as they demand more from them. The principal therefore has a great role to play in providing the suitable and appropriate leadership both to the teachers and to the students. This is leadership that will be of help to the teachers in making maximum contribution to the school as it endeavors towards provision of excellent and up-to-date education.

2.5 Roles of the Principal as an Instructional Leader

Wanyama (2013) avers that the students' performance depends on the school principal. This is because the principal is the focal system of a school through which all important functions rest. The principal is also the controller of all resources that may influence students' performance in a school. The principal has the authority that has been given to him/her by the teachers' employer to oversee the work of the teachers. The principal is therefore mandated to ensure that TSC policies are implemented.

Principals therefore play two major and very important roles. They are supposed to combine the role of controlling the school system with the obligation of enabling everyone to work in a harmonious environment. Lunenburg and Irby (2006) are of the view that the endeavor of an instructional leader is to assist the school to maintain a focus on why the school exists and which is to help all students learn. In some instances, principals occupy a middle management position in which their authority to command is severely restricted. The restrained authority of principals is compounded when considered in the light of their need to satisfy the expectations of those above and underneath them in the chain of command.

Moreover, any intention to provide instructional leadership, particularly in secondary schools, is confounded by the fact that in many cases principals have less knowledge or expertise than the teachers whom they supervise (Hallinger, 2003a). Some of the teachers in the school can have greater experience in their career. Some teachers can also have more noteworthy involvement as teachers or even have more advanced educational qualifications than the principal themselves. Hallinger further ascertains that transformational leaders buildup the capability of others in the school to create the correct impacts on gaining knowledge or learning.

For instance, transformational principals create an atmosphere in which teachers interact in continuous learning and in which they routinely share their learning with others. Transformational principals work with others within the school network to identify individual objectives. These objectives are afterward connected to the more extensive school objectives. This procedure is expected to expand responsibility and commitment of the staff who see the connection between what they might be attempting to achieve and the mission of the school. The principal therefore creates the conditions under which others are committed and self-motivated to move in the direction of the improvement of the school without specific directions from above.

Among the key tasks that a principal must perform is shifting the focus of instruction from teaching to learning. A principal should equally form collaborative structures and processes for departments to work together. Others include improving instruction and ensuring that professional development is ongoing and focused towards school goals. These tasks assist the principal in realizing effectiveness as an instructional leader in a professional learning community. Macharia (2016) contends that one of the greatest

and significant role of the 21st Century principal anywhere in the world is that of being an instructional leader.

The reason behind this argument is that this role is central in improving students' learning outcomes. Macharia further ascertains that no matter how much more a principal has in running the school, the students' learning must remain the primary focus for each and every school. Muchiri (2008) argues that curriculum instruction include the timetable-organization whereby timetables should be child-centered to ensure maximum learning opportunities. Timetables should provide a variety of activities with subjects spaced in a way that sustains the interest and motivation of learners. When the timetable is child centered it ensures that teachers will be available throughout when their lessons are scattered across the board.

Muchiri further ascertains that other factors influencing curriculum and instructional supervision are availability of textbooks, physical facilities, teacher qualifications and motivation, school management and leadership, the presence/absence of the learners among others. Workers including teachers face various stresses which are job related and which unless they obtain assistance could seriously affect their performance of duties. This will consequently lead to unsatisfactory services being rendered to those they are expected to serve, in this case the learners. For the teachers just like any other workers, the problem of 'burnout' maybe experienced eventually. Wanyama (2013) argues that an effective principal should practice supportive supervision.

This is supervision that is concerned with expressive needs. The principal as the supervisor should ensure that potentially stressful situations are avoided in the school environment. He/she should also try to remove stress from the teachers, reduce stress that may be affecting the teachers and also help them to adjust stressful situations that they may have no control over. Furthermore, Wanyama (2013) determines that the principal ought to likewise be accessible, available and approachable. The principal should impart trust in the teachers, give guidance and disregard disappointment or overlook failure when circumstances grant.

Wanyama further stresses that principals should sanction and share obligations for different resolutions. The principal should also provide opportunities where teachers are able to function independently in achievement and possible success in various tasks. Concerning principal's function as an instructional leader and supervisor, Lumby, Crow and Pashiardis (2009) identifies several responsibilities. These includes making frequent and formal classroom visitations, making school a safe and secure place to work and centralizing instructional leadership. It also includes ensuring that classroom atmosphere is conducive to learning for all students. The instructional leader has the responsibility of establishing high, but attainable learning standards in all academic areas as an important goal of the school.

Leithwood, Jantzi and Steinbach (2005) identify two variants: the first one is the narrow which restricts its focus to teacher behaviours and enhances student's learning. The second one is the extensive type which places more emphasis on other organizational variables such as school culture which the leadership acknowledges may have an effect on teacher behaviour. Leithwood et al., (2005) and his colleagues additionally stated that the principal alone cannot fulfill all of a school's needs for instructional leadership.

They concluded that a fundamental possibility of influence lies in the shaping of the school's direction through well thought out vision, mission and goals.

Leithwood et al, (2005) therefore propose that the broader approach is more effective because it encompasses the oblique as well as the direct impact. It is also more likely to encourage others to share the responsibilities of instructional leadership. This is in contrast with the narrower approach which is inclined on the other hand in fostering the impression of heroic leadership. Grima (2007) states that vision is central to any school based development. Grima however notes that tensions and misunderstandings may arise when the school principal has a clear vision for the school's future which initially may not be shared by the rest of the staff members.

This is where the head teacher has to have other competencies along with the capacity to guide from the front because he/she remains the chief instigator, promoter and guardian of that vision. However, Grima notes that a shared vision brings people together to discuss and draw up school development plans, to improve upon existing school policies and practices. According to Nzile (2012) there exists notable differences between the roles played by a traditional school administrator and an instructional leader. A conservative principal will basically spend majority of his/her time strictly carrying out administrative obligations.

This is in contrast with a principal who is an instructional leader as he/she outlines hi/her role to that one of a crucial learner in his/her school environment. The principal

as an instructional leader also strives to ensure that his/her community achieves excellence. The modern style of leadership is that of collaboration and empowerment. It is not as it was a few years ago when it was rather hierarchical and based on authority. It is paramount as stated by Grima (2007) that teachers be involved in projects that are being undertaken in the school. When this occurs, the teachers believe that they are part and parcel of the project and in the end they even own it. Grima concurs with Lashway (2002) who had argued that facilitative power is power through and not power over.

The collaboration of every teacher will be amazing and their enthusiasm infectious. One of the rationales for this is that they themselves will identify themselves with the concerns that may arise. They will make suggestions for improvement based on their knowledge of the context and of learners' needs. Prytula, Noonan and Hellsten (2013) argue that there are numerous factors that have ground down the instructional function of the principal. Some of these factors consists of a lot of bureaucracy, social forces, collective negotiation as well as other different reforms.

The problem has hence become much too complicated. The school organization has emerged as too huge and the stakeholders have additionally increased greatly to a level where the principal is unable to serve the school as an educator. However, over the last two decades, accountability reforms have been instituted in majority of the schools. The principals have therefore found themselves under intense pressure as they are required to exercise instructional leadership and take on less managerial and administrative responsibilities. This has however posed as a great challenge for most principals.

This is because majority of them have not been in the instructional realm for quite some time (Mutindi, 2018). They're therefore not able to re-interact in instruction and also enhance the instructional performance of the teachers they supervise. This undertaking is so big in a way that the shift from a principal who is a manager to a principal who is essentially an instructional leader has not yet been effectively accomplished. The narrow definition of instructional leadership cast against the large number of roles of the principalship continues to be a big challenge today (Prytula et al., 2013).

Prytula et al., (2013) agrees with Goodwin, Cunningham and Childress (2003) and states that instructional leadership is difficult to achieve largely because it entails a large component of managerial duties and demands. Policy issues from governments and other stakeholders as well as social forces are some of the factors that create some of these demands of principalship. They have however resulted in leadership concerns which include the increase in extra responsibilities without corresponding authority, an imbalance between management and leadership, an escalation in ambiguity and complexity and declining determination and zeal.

In addition, different factions of the community expect different outcomes from the schools and calls upon principals to be responsive to numerous demands which extends further the role of the principals. Secondly, the inadequate propagation of instructional leadership might be due to the limited empirical evidence that instructional leadership brings about improved performance amongst the learners. Kruger (2003) noted that many school principals lacked the time for, and an understanding of their instructional leadership task. He noted that a major challenge to the principal was balancing the administrative role with the curriculum/instructional role and hence queried whether one person could do the job and suggested the need to empower others to exercise

leadership. It is the obligation and commitment of the principal to work with the teachers in order to layout educational objectives and agreed upon school goals.

The principal likewise provides the significant resources for teaching and learning. The principal also ensures that he/she creates new teaching and learning possibilities for his/her group of staff and learners. Glickman, Gordon and Ross-Gordon (2004) observed that schools or school systems must first choose goals according to what is best for their students. For example, should higher achievement scores in reading and mathematics be gained at the expense of studying science, art, and music? Once goals are set, research on effective teaching that is congruent with the goals can then be applied in the most effective manner.

Yücel, Karatas and Aydin (2013) ascertain that just as an individual has his/her own identity, every institution has its own identity that helps it to identify its own characteristic. Organizational culture both affects the behavior of the staff in an institution and also it is about values shaping this institution. If a principal develops an effective organizational culture, teachers, students and the stakeholders can find themselves being more effective and they can work in a good atmosphere and healthier school. Hallinger and Heck (2002b) concurs and identify the influence of leadership, both in terms of category as follows; defining school mission, managing instructional leadership and promoting the school climate.

A Kenyan study by Musungu and Nasongo (2008) on leading the instructional program role of the secondary schools' principals found out that the principals supervised teachers' work by reviewing records such as schemes of work, learners' exercise books, records of work covered, class attendance registers and clock in-clock out records. Similar findings have emerged from various Kenyan studies, all which reveal that poor

performance in secondary school examinations is a function of poor administrative and leadership practices (Ackers & Hardman, 2001). This research established that principals' frequency of internal supervision, contributed towards better performance. Supervision is one of the instructional practices that a principal should enhance if academic achievement is to be realized in any learning institution.

2.6 Instructional Leadership Practices

Hallinger (2000) developed a conceptualization of instructional leadership that is most frequently used. Hallinger came up with a model that consists of three dimensions which are further divided into specific leadership functions. The specific functions include: defining the school mission, organization of the instructional programme and promotion of a positive school climate. Some of the activities to be carried out while defining the school mission includes framing and communication of the school goals. There are various activities that can be carried out in order to ensure that the instructional programme is well managed.

Such activities include supervision and evaluation of the day to day classroom instruction, coordination of the curriculum as well as lesson observation which is of great assistance when students' progress is being monitored. Promotion of a positive school-learning climate includes provision of incentives for both teachers and students, promotion of professional development among the teaching staff and protection of instructional time (Hallinger, 2000). The school principal is supposed to harmonize these three dimensions in order for the school to achieve its main objective of good academic performance.

In addition, Hallinger and Heck (2002a) completed a comprehensive review of school leadership research. In their conclusion, they explained that for learners to succeed and

for a school to be able to realize good students' outcomes, principals contribute to this outcome through direct, indirect or reciprocal effects. In an earlier literature review, Hallinger (2000) had found that most evidence indicates that school leaders through their actions such as shaping the school purposes, introducing changes in the learning climate and aligning their school structures with the school mission contributes indirectly to school effectiveness. This is the role that an instructional leader is expected to play.

According to Macharia (2016) instructional leadership also entails ensuring that the school goals are well articulated. This type of leadership ensures that the learning environment is safe and conducive; teachers' efforts are focused on teaching and improving their own professional skills. Finally, it ensures that principals continuously observe classroom teaching. This is necessary because if the school environment is not child-friendly, then learning and good academic achievement maybe elusive. When teachers are also absent from their work stations regularly, syllabus coverage is affected.

This may also happen in cases of absent principals. When principals are regularly away from their work stations, supervision of teachers is not effectively done. Such principals find that they have no moral authority to supervise the teachers working under them as they perform their teaching duties. Crowther, Kaagan and Ferguson (2002) states that instructional leadership is supposed to provide direction, coordination, supervision and resourcing for improving teaching and learning. Whatever the school principal does in the school, to help change or sustain practices that would improve student learning is referred to as instructional leadership.

Instructional leadership focuses mainly on direct initiatives that would directly influence teaching and students learning (Jazzar, 2004). Hoyle (2006) further explains that the instructional leadership role of a school principal is a major determining factor for academic improvement of the learners. Hoyle's work complements that of Jazzar in that if the school leader is able to steer his/her school in the right direction through sustainable practices, then good academic outcomes are realized. McEwan (2009) came up with several traits after conducting a research on the synthesis of effective schools. These traits included study on effective instruction and instructional leadership, case studies of effective schools and personal interviews of principals and teachers.

On the other hand, Lezotte (2010) in his seminal research argues that in an effective school, measured student achievements are demonstrated by the joint presence of quality and equity. Lezotte after a series of studies, came up with seven correlates of effective schools which included strong instructional leadership, clear and focused mission, safe or protected and orderly schools, positive home-school relations, climate of higher expectations for better performance, frequent supervision of student progress and availed opportunities to learn. Lezotte and McEwan had the aim of ensuring that principals ensure that equity and quality is achieved in their respective schools through supervision as well as collaboration amongst all the stakeholders.

McEwan therefore developed ten traits that have been mastered and were being practiced by highly effective schools. The ten traits that McEwan (2009) developed included: First, principals display a strong instructional leadership. In an effective school, the principal acts as an instructional leader and correctly and persistently communicates that venture to the staff, parents, guardians and students. The principal

should identify and in addition exercise the qualities of instructional effectiveness within the jurisdiction of the academic program. It is very clear that the role of the principal as the articulator of the mission of the school is imperative to the overall effectiveness of the school. The Principal's leadership will be manifested in the learners' performance as good performance will reflect effective instructional leadership.

Secondly, highly effective teachers deliver research-based instruction. McEwan (2009) reiterated that knowing what to teach and providing adequate time to teach are important for effective instruction. Teachers and administrators must balance issues of increasing curricular demands with limited instructional time. The teachers' guidance on time management is essential for good performance to be realized. TSC has come up with a strategy of ensuring that proper time management is achieved and the required time of interaction between the teacher and the learners is optimally utilized. This has been done through the introduction of the Teacher Performance Appraisal and Development (TPAD) tool.

Lesson attendance registers which are part of the TPAD are recorded by class prefects and indicate whether a lesson was attended or not. Prefects also indicate the time the teacher got into the class and at what time they leave. In agreement, Lezotte (2001) indicates that in the effective school, teachers allocate a significant amount of classroom time to instruction within the essential curricular areas. To a greater extent, a higher percentage of this time, students are actively engaged in whole-class or large group, teacher-directed, planned studying activities.

Third, the vision, mission and goals of all stakeholders are encompassed so as to foster a clear academic focus. In the effective school there is a clearly articulated school vision

or mission. Through the vision or mission, the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures and accountability. Burns (2003) states that with respect to individual change, leaders take the initiative in mobilizing people for participation in the processes of change, encouraging a sense of collective identity and collective efficacy.

This in turn brings stronger feelings of self-worth and self-efficacy. In agreement, Senge (2006) reiterates that the practice of shared vision involves the skills of unearthing shared future endeavors. These accomplishments foster genuine commitment and enrollment rather than compliance. Shared vision of goals, values and mission of the organization requires discipline in order to be able to translate individual vision into shared vision. In effective schools, the staff accept responsibility without being coerced. The school community is thus able to achieve students' learning of the school's essential curricular goals.

In such schools, parents also understand and support the school's basic mission which is the academic performance of their children. To enhance parents' participation, the school offers them opportunities and ensures that they to play an important role in helping the school to achieve this mission. This can be done through involvement of parents when their children are involved in indiscipline issues in school. The parents can also be involved in guidance and counselling sessions in the school. They will therefore just like the staff accept responsibility for students' learning.

Fourth, positive professional and personal relationships are developed. According to Lezotte (2001) in schools that are successful, there is a systematic, organized teaching and learning atmosphere. The school system is also purposeful and businesslike. Such a school system is free from dangers or threats of psychological, mental or physical

harm. The school climate is friendly, just and is not oppressive. It is thus conducive to the teaching and learning process.

In such a school all members such as the teachers, parents and other stakeholders are able to work together. They are therefore able to eliminate undesirable behaviours from the learners. The stakeholders also strive to teach the learners the needed desirable behaviours. This can be achieved through resource persons who are invited to schools to speak to the learners. It can also be achieved by teachers being good role models to their students and modelling the expected good behavior.

Conversely, principals who are poor organizational managers are more likely to have teachers who look outside the school for support (Horng, Loeb & Mindich, 2010). Strong organizational managers consequently are able to support classroom instruction. This occurs even without providing that support directly to individual teachers. Instead, they develop a working environment in which teachers have access to the support they need. The systems they put in place in the school are able to provide the necessary support to the teachers.

Fifth, the principal, teachers and students practice collaboration amongst themselves (McEwan, 2009). In order for good academic performance to be realized in a school, every stakeholder in a school setting should have their important role to play. In schools where there is no teamwork, the working environment is usually not conducive and therefore little achievement or no achievement at all may be noticed. Principals as the leaders in the school should therefore cultivate this cooperation to enhance performance. Senge (2006) confirms Lezotte's ideas by stating that leaders should be strong advocates of their visions.

They should also be advocates who can also inquire into others' visions [and] open the possibility for the vision to evolve, to become larger than individual visions. When every stakeholder feels accepted and part of the larger team, they will own the school vision and work towards its achievement.

Sixth, all stakeholders have high expectations. In effective schools, the staff have high expectations and believe in their learners' capability and their own capability as well. The staff believe and demonstrate that all their students can acquire mastery of the essential school skills. The teaching staff on the other hand believe in themselves and are confident that they are capable of assisting all their learners. They believe that they can be able to help the learners achieve the required mastery of the content that they teach (Lezotte, 2001).

In order for the teaching and learning process to be a success, the teachers devote themselves in the application of diverse teaching and learning approaches which are largely learner-centered. The learners are involved in their own learning as much as possible. The teacher behaviours exhibited are those that convey the expectation that all students are expected to obtain at least minimum mastery. This motivation propels the learners towards greater achievement in their academic work.

In the Seventh strategy, McEwan avers that an opportunity to study or learn should be provided for all students. In the effective and successful school, a substantial amount of classroom time is allocated to instruction in the essential skills (Lezotte, 2001). The students spend a greater percentage of this substantial time in whole class or in large discussion groups carrying out various activities. The learning activities are planned by the teachers and are also teacher-directed. According to Hallinger (2003) effective schools establish an 'academic press'.

This is done by making certain that high ideals and expectations and a tradition of continuous progress is established. It is the obligation of the instructional leadership to align the school's standards and practices with its mission and to create a climate that supports teaching and learning. Teachers may involve themselves and commit their free time so as to engage the slow learners in their respective classrooms. The slow learners are attendee to in what is commonly known as remedial classes. This helps the learners to catch up with their brighter counterparts in the class.

Eighth, there is an alignment of the standards based curriculum with instruction and assessment. Lezotte (2001) also states that in the effective school, student academic progress is measured frequently through a variety of assessment procedures. The teachers with the guidance of the instructional leader analyze the results arising from the assessments. The outcome of these results is used to develop strategies that are employed in order to improve the instructional programme. It is expected that an improved programme will lead to the improvement in academic performance of every individual student.

Most schools organize what are referred to as academic clinics. The academic clinics involve the subject teachers, the parents or guardians as well as the individual student. This forum is primarily meant to assess the academic progress of the learners. Students are given an opportunity to express their concerns in the particular subjects and the reasons why they may not be performing well. Parents and teachers are able to interact with the student and exchange ideas on how the learner can be able to achieve better results.

A study by Mutindi (2018) established that head teachers' frequency of internal supervision contributed towards better performance. This involved ensuring that the

following strategies are followed: proper tuition and revision, careful supervision of teachers and pupils' work, proper testing policy and quality exams are produced, syllabus coverage is effected, teacher induction courses are organized and team building is incorporated. Another way of achieving teamwork in the school is the involvement of parents in assessing the performance of their children. Although this forum maybe of help to some learners, majority of the parents have converted it to be a 'visiting day' and bring their relatives and friends and fail to give the attention that academics require on that particular occasion.

Ninth, individual growth of all students is achieved. Lezotte (2001) remarks that this is done through ensuring that students' rights and responsibilities are upheld. Individual growth of students can be achieved when all involved are left in no doubt that disrupting the education of other students is totally unacceptable. The learners are taught self-acceptance as well as being able to accommodate fellow students so that they can live in harmony as they learn. When this harmony is achieved, there is less disruption of academic activities in the school.

Learners are able to assist one another through among others peer teaching during the teaching/learning process. A lot of time and energy by all stakeholders is therefore channeled towards academic achievement. The time which would otherwise be wasted dealing with discipline cases arising from disharmony among the learners is well utilized. This behaviour is expected to lead to better academic attainment for all students and for the school as whole. This is because students are able to focus on their studies with little or no interruptions.

Lastly, internal accountability is implemented in the school with demands for continuous improvement. The school leadership emphasizes on achievement of challenging goals and effective feedback. Lezotte (2001) asserts that when the head teacher creates a decent and friendly learning environment for the students, the accomplishment of the established mission which is a core role of the school is achieved. In agreement, Lydiah and Nasongo (2009) stated that so as to organize the process of teaching and learning and to guarantee that the mission of the school is accomplished, secondary schools require great administration by the principals.

The TPAD report assists in the assessment of internal accountability or responsibility as teachers are expected to recover any missed lessons. The class prefects record the recovered lessons and any other extra lessons that are taught in their respective classrooms. Assignments given on completion of the lesson are also recorded in the Lesson Attendance Register (LAR). Some of these trends are related to instructional management. This is because they are capabilities that if implemented by the principal and other administrators including the deputy principal and the HODs, they can result in improved academic performance in schools.

The involvement of parents, guardians and the community as a whole cannot additionally be underscored in these developments and the function they play in higher academic achievement. However, not all studies focus substantially on the principal's role as an academic or instructional leader as a massive detail of effective and powerful learning and success among the students. Hardré (2009) collectively with Hardré, Sullivan & Roberts (2008) proposed that the support of teachers and their families and teachers' efforts at both school and community levels are crucial for improving achievement in rural schools. Hattie (2009) on the other hand emphasized more on the roles performed by accountable teachers and students than the role played through the

principal, in the improvement of the teaching-learning process and acquiring good learning outcomes.

In his meta- evaluation on instructional performance, Hattie mentioned the significance of the position held by the school leader through management or control of teachers and students. However, his emphasis was on teachers and students who understand their responsibilities and collaborate with their principal in order to realize improvement in the teaching and learning process. Hattie's strong emphasis on the teachers' role in student academic achievement nevertheless acknowledged to some extent the instructional and community leadership role of the effective principal in school achievement. Hattie stated that the effective principal is the one who creates a climate of psychological safety to learn and a focus of discussion on student teaching (Hattie, 2003).

Thus, Hattie believed that the effective principal is the one whose leadership influences a healthy school climate; including cultural responsiveness for enhancing efficient teaching through the expert teacher and harnessing the students' prior knowledge for effective learning and achievement. In spite of Hattie's conclusions regarding the significant role that expert teachers play in students' learning and achievement, one may submit that without the principal's efficient instructional and managerial leadership, even the most gifted expert teacher may be unable to effectively teach students. Furthermore, some developing countries have traditional, local attitudes and customs that show little respect for education norms and regulations (Hattie, 2003).

In such situations, the principal's committed instructive and administrative initiatives become important for teaching and learning to take place effectively. Hattie (2003) consequently accentuates that the role of the expert teacher in such circumstances may

no longer be the single most dominant influence on learners achievement. It will on the other hand be a fundamental part of the school leadership endeavours for improving learning. Most teachers will rely upon the management efficiency of their principals so as to successfully make an impact at some stage during the teaching/learning process. If the school principals' managerial and instructional leadership is not effective, then the teachers and the students might not be capable and may not achieve significant results.

2.6.1 Communication of School Goals and Objectives.

Leithwood and Jantiz (2008) developed a model for transformational leadership in education that contained four categories. One of the categories is setting directions which include creating a school vision, fostering specific goals, objectives and priorities and also maintaining high expectations. According to Leithwood and Jantiz, these kind of practices incorporates greater part of all the efforts needed to motivate the staff in a school. This expresses the feeling that the basic stimulant for one's responsibility concerns the establishment of a shared purpose. This conclusion was reaffirmed by Robinson, Lloyd & Rowe, (2008).

Indeed, Robinson et al., (2008) placed vision and goals as the second most significant path through which principals contribute to improved learning in classrooms. Burns (2003) proposed a theory of transformational leadership as a process in which leaders and followers uplift one another to higher echelons of ethical quality and inspiration. Bass and Avolio (2000) however distinctly breaks up the continuum into to two types (kinds) of leadership; First, Bass and Avolio described a transformational leader as one who motivates the follower to do more than they would ordinarily not do.

Secondly, transformational leadership as leadership that can be achieved in any one of three interrelated ways (Bass & Avolio, 2000): One, by raising our level of awareness, our level of consciousness about the importance and value of designated outcomes and ways of reaching them. Two, by getting the leaders to transcend their own self-interest for the sake of the team and the larger organization. Third, by leaders altering their need level of Maslow's hierarchy or expanding their portfolio of needs and wants. All these can be done through effective communication of school goals and objectives.

Burns (2003) further expressed that transformational leadership moves past the fundamental needs of the association and its members to foster higher level needs for change and potential. The leader transcends the everyday routine into a shared, long-range vision for the organization. The transforming leader searches for potential motives in followers, tries to fulfill higher needs, and engages the full potential of the follower. In line with Bass and Riggio (2006) transformational leadership may be defined as the process of influencing important changes in the attitudes, beliefs, and values of followers to an extent in which the goals of an organization and the vision of the leader are internalized in a way that followers attain performances that are beyond expectations.

Burns (2003) further ascertains that the object of transformational leadership is to turn individuals' attention towards larger causes, thereby converting self-interest into collective concerns for the whole organization. Transformational leadership's primary characteristic is evidence of a common goal or shared vision. The purpose of leaders and followers which might have started out as separate but later become fused. This is possible through proper communication of the leader's vision. Transformational leaders

interface with followers in a mutually enriching environment that allows them to realize their higher-order needs and enables them to initiate a process of self-growth and transformation (Khanin, 2007).

Every person in the organization is willing to offer any knowledge that they might possess for the common good of the organization. Thus, Burns (2003) suggests that transformational leaders are those who appeal to positive moral values. Burns further indicates that transformational leadership includes four dimensions in its definition. These include: idealized influence or charisma, inspirational motivation, intellectual stimulation and individual consideration. They represent charisma and behave in a way ensuing in the leader turning into a role model for the members of the organization.

Thus, the principals become admired, respected, and trusted by the teachers who want to emulate them. The teachers and other stakeholders also recognize extraordinary capabilities, persistence, and determination in their leader. It is also evident that principals are willing to take risks to achieve goals but assume an ethical and moral conduct for that. Principals that are leading school reform efforts need to affect every aspect of the school environment. The principals ought to be capable of identifying gaps in the school system.

Secondly, they should have the option to come up with goals that will manage and deal effectively with the diagnosed gaps. Finally, the principal should devise innovative means of communicating and achieving these goals. In demonstrating inspirational motivation, leaders motivate and inspire those around them by providing meaning and challenge to their followers' work (Bass & Avolio, 2000). Principals become the team

cheerleaders for team spirit amongst all the stakeholders. The principals display positive praise, enthusiasm, and optimism towards the teachers, parents and the students.

The principal as the team leader imparts and communicates clear desires that ought to be met by everybody and also reveals a strong commitment to the school goals and objectives. The principal provides meaning and challenge that motivates and inspires the followers' work. In this case, the principal involves them in a positive vision of the future and communicates high expectations that followers want to achieve. This can be achieved when he/she works collaboratively with all the contributors of the school for the success of the shared vision.

The transformational leader who shows intellectual stimulation encourages the members to think beyond what is expected of them without fear of criticism. The leader engages in non-directive behaviours when dealing with problem solving and decision-making. Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways (Bass & Avolio, 2000). Such leaders do not feel threatened by those working under them. They are therefore open to suggestions from their juniors and are ready to accept and change the way the organization is run.

Principals who practice transformational leadership encourage teachers to bring out new ideas into the school system that can be beneficial to the learners. They therefore embrace other ideas from other stakeholders through effective communication. Burns (2003) states that the leader promotes their followers' innovation and creativity by

questioning established assumptions, reframing existing problems, and approaching old problems in new ways. In this way, the leader encourages creativity and does not use public criticism to respond to individual followers' mistakes. Rather, the leader solicits new ideas and creative solutions to problems.

In any school, conflicts are bound to appear because of various reasons. A principal who is a transformational leader embraces conflict and makes use of it as an effective tool for progressive problem solving and decision-making. The Principal models this behaviour and communicates to different stakeholders in the school to utilize conflict as an instrument for widening potential outcomes and gaining opportunities for growth and development. Such principals will always respect the other members' professionalism, values, ideas and opinions that may conflict with their own opinions.

Transformational leaders pay special attention to individualized consideration, as they become mentors and coaches for members of their organization. This dimension of transformational leadership incorporates multiple practices of the organizational leader. These practices include but are not constrained to advancement of learning opportunities for individual members; recognizing individual differences in terms of needs and desires; individualizing the leader's behaviors to demonstrate acceptance of individuals and delegating tasks to develop followers (Bass & Avolio, 2000). Members of the school community will work for the common good and welfare of the institution as they will feel that they are valued and respected.

The outcome of such cooperation will be better academic achievement. Principals make use of these practices as they relate with their teachers and students. Examples include

giving some teachers more autonomy such as the HODs and school prefects, providing others more encouragement and support such as the deputy principal. It also includes extending firmer standards and structures to those who require such who may include teachers who are non-performers and indisciplined students. This will ensure that proper supervision of the teaching/learning process is carried out and in return, improved academic performance in the institution will be realized.

Hallinger and Murphy (2012) further ascertains that instructional leaders are goal-oriented. The goal-oriented leaders are able to motivate other stakeholders to participate in the achievement of the clear goals and direction that they themselves have defined for the school. The clear direction is the one that mainly focuses on the improvement of the students' academic outcomes. The instructionally effective schools have principals who have the vision, mission and goals strongly situated in their vocabulary. These are the principals whose wishes are to succeed in the ever changing environment of the school reforms.

An instructional leader who is effective is one who is able to align the school's academic mission, the school's activities and in addition the set out strategies. Thus, instructional leaders will ultimately direct their expertise on managing the school as well as leading from the front. Such leaders have managerial roles that include coordination, control, supervision and development of both the curriculum and instruction. Hallinger (2005) states that the two functions that contains the component of defining the school's mission are framing and conveying the school's goals by the principal to the stakeholders.

This measurement concerns the school's imperative purpose and determines the principal's role in it. Instructional effective schools have clear, time-based and measurable goals centered on the academic development of their students. The dimension of defining the school's mission in such schools focuses on the principal's role in working with both the teaching and the non-teaching staff to guarantee that this is accomplished. The principal is in the same manner expected to guarantee that the set goals are widely recognized and that the whole school community as a whole backs these undertakings. This can be attained through proper communication of the goals.

Within Hallinger's model, the goal development process was contemplated to be less critical as compared to the outcome. The model pointed out that goals will be set by the principal or in collaboration with the teaching staff. However, what was of ultimate importance is that the school has clear academic goals that the team of workers are in support of and additionally integrate or combine into their day-to-day practices inside the school. In agreement, Haberman (2003) lays the whole burden of coming up with a school mission on the principal. He emphasizes that the principal is expected to create a well-defined school mission.

In order for the principal to be effective in this role, the principal: "is expected to develop a common vision, build effective teams that will be used to implement the vision and engender commitment to the undertaking." Haberman argues that the principal as the school leader ought to take the duty of guiding the entire school. He is solely responsible for either the academic success or failure of the students. He has however failed to consider the roles played by other administrators such as the deputy principals and HODs. The teachers, parents, students and other stakeholders have their

role too in a successful school. The principal is largely supposed to offer guidance, communicate through proper channels and promote team work.

Hallinger and Murphy (2012) similarly ascertains that the way a principal puts across the importance of the school goals and dreams to staff, parents, guardians and students is referred to as a function of communicating school goals. The principal can achieve this function through either use of formal or informal ways of communication. This can be done through use of handbooks, during school assemblies, staff meetings and conversations with students, teachers or other stakeholders as well as during parents' meetings. Murphy (1990) broke down this dimension into two major roles or behaviors of the principal.

The first one is the framing of school goals and the second one was communication of the school goals. Framing school goals encompasses setting goals that emphasize student achievement for all students, incorporating data on past and current student performance and including staff responsibilities for achieving the goals. When teachers and other stake holders are left out in the framing of school goals, the goals are in most instances not implemented. This is because the other stakeholders do not own the decisions and do not implement the principal's vision. Communicating goals frequently, formally and informally to students, parents, and teachers stresses the importance of the goals.

It also emphasizes that the school goals guide the activities of the school (Hallinger & Murphy, 2012). Principals should equally strive to communicate the goals on time and in a way that they are acceptable to all. In any case, teachers are required to accomplish

more than pursue and acknowledge a principal's vision for them to be considered as a necessary part of the change process. Teachers are supposed to voice out their concerns as well as their contributions in creating the school vision. They're supposed to be co-creators as they are part of the school network.

In this respect, Cibulka and Nakayama (2000) argue that in most instances, schools are not organized as groups of professionals working towards a common and shared goal but are organized as administrative hierarchies. Cibulka and Nakayama (2000) in addition states that teachers should partner with the principal in creating that vision. However, in certain schools teachers see the principal and the school organization as the 'proprietors' of the school and the only ones to be depended on in coming up with the school vision. They are in this way not inspired by what goes on in the school and agreeably attend their lessons as timetabled and leave when they are through with the lessons.

Creating an atmosphere in which teachers are viewed as experts and have chances to participate in the advancement of the school goals and objectives. When teachers participate both inside and outside their schools, it leads towards their excellence. Once this atmosphere is achieved, it assists the teachers in leading their students to the achievement of the school goals and in the students' excellence as well. A few researches have been performed demonstrating the status of the focus given to mission and vision in secondary schools in Kenya. Kenya Education Management Capacity Assessment (KEMACA, 2008) conducted a survey aimed at determining whether capacity weaknesses existed in the Kenyan education system.

These are weaknesses which may additionally bog down the implementation of the policies of the Kenya Education Sector Support Programme (KESSP). The survey ascertained that 27% of the schools never engaged in strategic planning. Those who reported that they prepared the strategic plans, only 49% were able to produce the plans on demand. The KEMACA (2008) survey concluded that most Kenyan schools had general mission and vision statements that are not satisfactorily focused on appropriate outputs and outcomes. The ability to strategize so as to turn the mission and vision into functional plans is not yet optimal.

There appears to be very minimal prioritization and plans generally read like lists (KEMACA, 2008). There is therefore a need to relook at the mission and vision statements that schools come up with. This should be done because it will assist in ensuring that the mission and vision statements that schools advance communicate the school goals and objectives in simple and clear terms. The statements should also be practical and can be actualized by all stakeholders in the school. The broad picture of the direction in which the school seeks to move such as educating the whole child is referred to as a vision.

In contrast, goals refer to the specific targets that need to be achieved on the journey towards that vision (Hallinger & Heck 2002a). Principals ought to apply some specific practices such as developing a shared vision, furthering the acceptance of group goals and displaying high-performance expectations. Principals ought to share their vision to the teachers, students and other stakeholders. This will hasten the vision's realization. This can be demonstrated in the principal's ability as an instructional leader to deploy and connect school goals effectively to all the stakeholders. The principal can achieve

this through meetings with teachers or through advertising banners that illustrate the importance of achieving quality learning and teaching.

2.6.2 Supervision of Teaching.

Establishment of stable routines, systems and techniques to support curriculum and instruction is referred to as the management of the instructional programme. This is the responsibility of the school principal. The principal is expected to establish a positive school environment. A positive school climate increases staff performance, promotes better morale among the teaching and non-teaching staff and improves student overall performance (Hallinger & Heck, 2002b). Heck acknowledged that one of the most crucial components of a successful instructional programme is the school climate.

Heck used this importance to link school climate and student achievement. He thus noted that it was difficult or even downright impossible to attain a high degree of academic achievement. This was impossible without a climate that creates a good, harmonious and a well-functioning school. In agreement, Okumbe (2001) observed that one of the functions of educational management by principals is to encourage and motivate the human resource available, by providing a suitable organizational climate.

Robinson et al., (2008) avers that coordination and control of instruction and curriculum should be largely focused on in the management of the instructional programme. This dimension of the management of the instruction program incorporates three leadership or management functions: Supervises and evaluates instruction, coordinates the curriculum and monitors student progress. They similarly explain that this aspect requires principals and other curriculum supervisors such as the deputy principals and

HODs to be engaged in motivating, supervising and monitoring the processes of teaching and learning in their schools.

In order to be able to perform these functions, the principal should have an unwavering commitment to the school's improvement as well as expertise in teaching and learning (Hallinger & Heck, 2002a). Teachers just like any other staff will only stay effective at their important work if they are supported and well supervised. However, often teachers' supervisors, the principals move straight from being skilled practitioners as teachers, into a management and supervisory position, with no training in the skills that teacher supervision requires. Even with this limitation in supervising and evaluating instruction, the principal is supposed to ensure that the teachers working under them are translating the school goals into practice during teaching and learning at the classroom level.

In agreement with Hallinger and Heck (2012a) holds the same opinion on evaluation of factors influencing learning achievement in public secondary schools in Uganda. Hallinger and Heck ascertains that better performance in a school was encouraged by amongst others head teacher's supervision strategy. Hallinger and Heck also noted that supervision strategy was significant in influencing learning achievements in examinations. The findings of this study additionally concur with those of (Sushila & Bakhda (2004). Sushila and Bakhda carried out a study on the role of the head teachers in influencing school performance in Kuria District of Kenya.

In the study, Sushila and Bakhda ascertained that the supervisory role of the principal was paramount in academic achievement. However, Nyamongo, Sang, Nyaoga and Matoke (2014) reiterated that in carrying out supervisory duties, the head teacher ought

to have a clear specification of goals and targets. This involves coordinating the lesson objectives of teachers with those of the school. It equally involves the evaluation of classroom instruction in line with the school goals. In addition, it includes providing instructional support to teachers and monitoring classroom instruction through formal and informal classroom visits both by the principal and others engaged in instructional support (Robinson et al., 2008).

The TPAD document introduced by TSC ensures that the Deputy principals and HODs are also involved in the supervision of the classroom teaching in the school. This is done through lesson observation among others. The Principal is supposed to work together with the team of teachers in the management of the instruction programme. The principal works directly and effectively with the teachers in the areas associated with curriculum and instruction. Job functions included in this component consists of coordinating the curriculum, supervision and evaluation of instruction, coordination of the curriculum and monitoring student progress.

Supervising and evaluating instruction comprises activities that provide instructional support to teachers, monitor classroom instruction through informal classroom visits and aligning classroom practice. The instructional management responsibility of examining students' academic progress refers to the use of test results for setting goals, assessing the curriculum, evaluating instruction, and measuring improvement towards school goals (Murphy, 1990). Coordinating the curriculum refers to principal activities that provide opportunities for staff collaboration on alignment of curriculum to standards and achievement tests.

For a principal to successfully and effectively promote quality instruction, it is his/her responsibility as an instructional leader to perform numerous practices (Murphy, 1990). These practices may include conducting impromptu classroom visits to carry out lesson observation, organizing teachers' conferences such as symposiums and evaluating and providing recommendations and feedback on the teaching-learning process in their respective schools. The principal as an instructional leader can also be in a position to determine assignments that students are required to undertake. Additionally, the principal sets school policies and procedures which he uses to protect instructional time.

This has also been easier through the use of the TSC Lesson Attendance Register. Class monitors record in the register the time in which specific lessons are attended as per the school timetable. They also record the assignments that the teachers expect the learners to undertake. The principal works with teachers to coordinate the curriculum through aligning the school goals and set objectives with state standards, assessments and district curriculum. The instructional leader monitors the progress of students frequently.

According to Ho (2010) coordination of the curriculum stands out in majority of instructional effective schools. This is because the content taught in classes and the exams the students undertake are well aligned with the curricular objectives as set out in the syllabus. In addition, there appears to be a fairly high degree of continuity in the curricular series used across grade levels. This aspect of curricular coordination is often supported by greater interaction among teachers within and across grade levels on instructional and/or curricular issues. Anderson, Leithwood and Strauss (2010) assert

that monitoring student progress in instructionally effective schools places a strong emphasis on both standardized and criterion referenced testing.

The tests are used to identify problematic and also areas that students are experiencing weaknesses in. The tests are also used in assessing the results of any modifications that would have been implemented in the school's instructional program which can further assist in making classroom assignment. The principal plays a major role in this area in a number of ways. He/she can provide teachers with test results in a timely and useful fashion and discuss test results with the staff as a whole and also with individual teachers. The principal should also provide interpretive analyses for teachers detailing the relevant test data in a concise form.

This means that the principal ought to be able to supervise the educational process and evaluation with the aim of giving important notes to teachers in reference to the strengths and weaknesses they have, or through reviewing students' work and monitoring their overall performance on an ongoing basis. The principal must have the potential to maintain the time allocated for teaching by way of reducing speeches and meetings that could waste time. The principal can also be cautious and ensure that students do not sort out administrative issues during lesson time. All these is geared towards the realization of better academic achievement in the school.

Lwaitama and Galabawa (2008) avers that when teacher management and supervision at the school level is ineffective, certain inefficiencies in schools arise. These inefficiencies eventually results in poor academic performance. When principals and other supervisors are trained in order to have the necessary instructional leadership

skills, they are well versed to carry out the instructional leadership role of teachers that work under them. However, according to recent research carried out by the World Bank (2010) there are indications that in Tanzanian schools, very little attention is given to instructional leadership and particularly those practices which enhances academic performance. These are the practices that school principals are supposed to engage in as they run the day-to-day activities of their schools and are lacking.

2.6.3 Promotion of Professional Development of Teachers.

According to Eraut (2006) professional development of teachers can be defined as the natural process of professional growth in which a teacher gradually acquires confidence, gains new perspectives, increases in knowledge, discovers new methods and takes on new roles. Alternatively, Mizell (2010) defines professional development as the approach schools and school districts use to ensure that teachers continue to build up their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. The teachers work together as teams, learn and solve problems that affect their students in order to ensure all students achieve success.

Professional development can take many different forms, and can be seen by some as a systematic reform (Guskey, 2002). But one thing that most researchers and policy makers can agree upon is that professional development's main purpose is to improve student achievement (Guskey, 2002; Luke & McArdle, 2009). According to an analysis conducted by Yoon, Duncan, Lee, Scarloss and Shapley (2007) professional development affects student achievement in three ways: It enhances teacher knowledge

and skills, which then enhances classroom practice, and in turn improved teaching raises student achievement.

The continuous professional development of teachers has in recent times received a lot of attention both in research and in practice for numerous reasons. First, the fact that learner attainment seems to depend mainly on teacher quality, (Cornet, Huizinga, Minne & Webbink, 2006; Rivkin, Hanushek & Kain, 2005), it therefore makes it reasonable to assume that investing in teacher quality by stimulating continuous development of teachers will ultimately result in learner attainment. While this assumption is taken for granted by most authors, certain confirmation of it is found in research. For example, Gruenert (2005) ascertains that collaboration, sharing of ideas, and comparing views between teachers is positively related to learners' achievement. When teachers undergo various forms of professional development, they may feel motivated and challenged to practice what they learn thus leading to better academic performance of their learners.

Developing teachers refers to offering personalized support, offering intellectual encouragement and forming desirable professional practices and values in the teaching profession (Desimone, Smith & Ueno, 2006). According to a research carried out by Yoon and Birman, promotion of professional development is the most common essential leadership behaviour determined to have an advantageous effect on teacher classroom instruction (Yoon & Birman, 2002). Professional development is a concept that is thought to be key to improving teacher instruction. Therefore, school administrators are responsible for providing teachers with excellent professional development (Desimone et al., 2006).

Principals are expected to avail information to their teachers of any professional development opportunities and ensure that they facilitate their attendance. This facilitation can be in form of allowing them time off to attend seminars, workshops and symposiums. Facilitation can also be in form of financial support. Mizell (2010) avers that when professional development occurs in the context of the educator's daily work, then it becomes more effective. The school programme is set such that all educators are engaged in growth rather than learning being restricted to those who volunteer to participate on their own.

This makes learning part of the school day. School-based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. Professional development also can be useful if it takes place before classes begin or after they end. Principals accomplish this through alerting teachers to professional development opportunities and organizing in-service activities at their schools that focus on specific instructional goals. The department of Quality Assurance and Standards (QAS) visit schools for routine supervision. During such visits, Quality Assurance and Standards Officers (QASOs) train and advice teachers on instructional strategies.

Principals can therefore promote professional development of their teachers through such endeavours. Principals also support teachers by allowing them to be out of their working stations for independent studies such as the school-based and part-time studies. They also use experts in particular areas such as teachers who are Kenya National of

Examinations Council (KNEC) examiners to train the teachers and learners the techniques used in the marking of national examinations. When teachers receive professional development on a particular strategy, it increases their use of higher-order instructional strategies (Desimone et al, 2006). This in turn may translate to better academic performance.

To provide high quality education, schools not only must hire well qualified teachers, but also must help them improve their skills, stay current in their fields, and learn about new teaching methods. District and school support for professional development is likely to contribute to higher teacher morale and lower attrition. When principals promote teachers professional development, they on the other hand increase their use of contemplatively informed behaviours, including innovative ideas and instructional risk-taking (Blase & Blase, 2001). According to Blase and Blase, principals use several strategies to promote professional development. These strategies include: putting emphasis on teaching and learning, offering collaboration support among teachers, developing coaching relationships among teachers and applying principles of adult learning to staff development.

Rivkin et al., (2005) found that the participation of principals in curriculum work with teachers was a key to the implementation of higher-order thinking skills by these teachers. Robinson et al., (2008) further offers insight into promotion of professional development. Their view is that the principal's support for and participation in the professional learning of staff produces the largest effect on the learning outcomes of students. The principal has several ways of supporting teachers in their efforts to improve teaching and learning. Principals can arrange for, provide, or inform teachers

of relevant opportunities for staff development. The principal can also encourage staff development that is closely linked to the school's goals.

Effective professional development should be such that it enables teachers to acquire and develop the knowledge and skills that they need to tackle students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Professional development is not effective unless it causes teachers to improve their instruction or causes administrators to become better school leaders (Mizell, 2010). When teachers and principals undergo professional development courses, it is consequently their duty to put into proper use the expertise that they receive for the benefit of their learners.

In the increasingly knowledge-based economy world over, education is seen as one of the most important elements in global competitiveness (Center for American Progress, 2005; Dutch Education Council, 2006). As pupil attainment seems to depend mainly on teacher quality (Cornet et al., 2006; Rivkin et al., 2005), it is understandable that different governments are investing in teachers' professional development. In order for students to be able to alter their own learning once they join the workforce, they have to gain lifelong learning capabilities as opposed to memorizing information. Schools are therefore increasingly striving for self-regulated student learning (European Commission, 2005).

This kind of student learning requires new teacher roles such as coach or tutor, which, in turn, means that teachers themselves have to learn the skills required to fulfil these new roles (Eekelen, 2005). Furthermore, the ongoing technological innovations and continuous changes in pupils' backgrounds force teachers to continuously develop themselves (European Commission, 2005). To summarize, the necessity for continuous professional development in schools is now unquestioned. The principal is expected to analyze staff professional development needs and address them by running school based In-Service Training (INSET) programmes.

The principal can succeed in running the INSET programmes by seeking assistance from resource personnel such as QASOs and other available educationists. This way, the principal can be able to create professional development opportunities for teachers by way of enrollment programs inside or outside the school. Principals can also ensure the exchange of information between the teachers and the transfer of expertise and knowledge gained from these programs and courses. When the knowledge gained in these courses is utilized in the classrooms, better academic performance is expected in the respective schools.

In Kenya, there are multiple strategies aimed at teacher professional development. Several organizations are involved in in-servicing training of teachers. They include Kenya Institute of Curriculum Development (KICD) and Kenya Education Management Institute (KEMI). These agencies offer formal training through courses and seminars. Workshops and seminars are organized at several levels where professionals are invited as facilitators to enhance teachers' professionalism. These facilitators are meant to mentor teachers in their various areas of study.

Teachers also get a chance to interact with each other and learn from one another through peer mentorship. The teachers can pick some practices that are being applied in other schools after bench marking with other teachers during such trainings. Such activities can go a long way in improving academic performance in their respective schools. Other strategies for promotion of teachers' professional development that have been put in place include Strengthening of Mathematics and Science Education (SMASE). SMASE is an educational program whose major aim is to be of assistance in the improvement of the performance of Science and Mathematics in Kenyan schools.

It is a joined venture between the Kenya Government through the MOEST and the Government of Japan through Japanese International Corporation Agency (JICA) which was initially on a pilot basis. SMASE came into being when the consistently poor performance in Mathematics and Science (Biology, Chemistry and Physics) became a matter of serious concern (Republic of Kenya, 2005). The SMASE is an undertaking that focuses on upgrading capacity of teachers in mathematics and science. The objective of the SMASE INSET is to strengthen mathematics and science education at secondary level through INSET's for teachers of mathematics and science. The SMASE programme/INSET therefore generally intends to enhance the teaching and learning quality of classroom teachers and also enhance the management and leadership abilities of educational managers.

For long, teachers have not relied on learner-centered methods of teaching such as peer teaching. The programme is geared towards making teaching and learning learner centered. According to INSET (2004), mathematics which is a science and other

sciences should be learner-centered hence, there is need for teachers to change their approach towards teaching and learning. This is meant to improve learners' achievement in national examinations. The American Federation of Teachers (2006) stipulates that in a school organization, the most important asset is the teaching force.

Therefore, the most important investment a school system can make is to ensure there is continuous learning of teachers. Townshed and Bates (2007) states that in-service programmes are expected to help respective teachers in forming positive images of themselves. This occurs as they acquire knowledge, skills and values that are appropriate for their work in teaching and in providing experiences in particular contexts through field experiences. When teachers apply the gained knowledge in teaching, the overall academic performance of the learners will be improved. In the year 2016, TSC introduced Performance Contracting (PC) for Principals and Teacher Performance Appraisal and Development (TPAD) tools for teachers.

The framework for performance management in the teaching service is anchored in the Republic of Kenya (2012), Teachers Service Commission Act 2012 in Section 11 (c) and (f) which makes provisions for monitoring of the conduct and performance of teachers in public learning institutions. In this regard, appraisal and contract reports, therefore, will greatly help the TSC in making key management decisions such as assignment of teachers, deployment to administrative positions, promotion and training programmes (Kiplang'at, 2016). This major undertaking was meant to strengthen curriculum implementation and accountability in the utilization of resources. The application of the PC and the TPAD is meant to bring about an improvement in learning outcomes.

TPAD is meant to ensure that teachers' absenteeism is checked through the clock in and clock out registers. This is meant to improve teachers' school and lesson attendance. It is also supposed to ensure that teachers prepare the required professional documents which include: lesson plans, lesson notes, schemes of work as well as proper maintenance of learners' progress records. The tool ensures that teachers not only prepare these documents but also make utilize them in the teaching/learning process. The Principals as the first line QASOs are required to adopt diverse activities in ensuring the success of the TPAD among them preparing a professional development plan to deal with identified performance gaps by teachers in the institution and offer professional support.

This is all meant to improve the academic performance of the learners. Although TSC, has put a lot of emphasis on the implementation and success of the PC and the TPAD, the teachers and the Teachers Unions such as Kenya National Union of Teachers (KNUT) are on record opposing the two tools and calling on their members to boycott the whole exercise. The Kenya Union of Post Primary Teachers (KUPPET) also joined KNUT in rejecting the introduction of performance appraisals for their members. The KUPPET boss reiterated that teachers must first "be motivated appropriately" before they are given targets (Kiplang'at, 2016). If appraisal is to be effective, then it has to promote professional growth and make it beneficial to the majority of teachers who are competent in the classroom (Marzano, 2003). It is therefore not yet clear whether the tools will be of assistance in the professional growth of teachers and ultimately an improvement in the students' academic performance.

2.6.4 Promotion of a Collaborative School Culture.

According to DeWitt (2018) collaborative leadership includes the purposeful actions we take as leaders to enhance the instruction of teachers, build deep relationships with all stakeholders through understanding self-efficacy and build collective efficacy to deepen our learning together. Alternatively, Hurley (2011) defines collaborative leadership as the process of engaging collective intelligence to deliver results across organizational boundaries when ordinary mechanisms of control are absent. It's grounded in a belief that all of us together can be smarter, more creative, and more competent than any of us alone. This can be applicable especially when it comes to addressing the kinds of novel, complex, and multi-faceted problems that organizations face today.

It calls on leaders to use the power of influence rather than positional authority to engage and align people, focus their teams, sustain momentum, and perform. Hurley further ascertains that to lead collaboratively is to lead through conversation. Collaborative leaders take personal responsibility for communicating effectively and consciously use focused, intentional conversation to achieve key ends. Essentially, no longer is the school alone responsible for the academic success and the healthy development of youths. The responsibility for these achievement is owned by all community stakeholders, not just by educators.

The main reason is for individuals and groups from the community to become aware that they depend on children's academic success in school. It is upon the educators to understand that they also depend on the individuals as well as groups of people that are

not within the school setting. When they work together with those outside the school, they will be successful. In a nutshell, everyone involved in the new association – the collaboration – becomes conscious that they are interdependent; and so they work collectively to better the results of their students (Hurley, 2011). They are therefore expected to form a symbiosis relationship that benefits everyone.

Bono and Ilies (2006) avers that collaboration develops when entities recognize that none can succeed without the others. Each has special expertise or unique capabilities that the others need. It is characterized by trust, norms of give-and-take, shared responsibilities, consensus-building and conflict resolution mechanisms, shared power and authority and shared information and decision-making systems. Redesigning the school includes fostering a collaborative school culture, establishing structures to enhance participation in the school decisions and creating beneficial community relationships.

According to Bono and Ilies (2006) research has shown that enthusiastic, stimulating and passionately fascinating manifestations of charisma create positive moods in the workers. The positive mood reduces emotion-related occurrences of burnout and stress at the workplace. Promotion of a collaborative school culture discussed in this classification are concerned with creating good working conditions. The conditions in most cases will ensure that teachers make the most of their motivations and commitments. According to Leithwood, Louis, Wahlstrom, Anderson, Mascall and Gordon (2009) the extent to which focused instruction was exercised in classrooms depended significantly on the leadership of principals.

Such leadership was significantly associated with teachers' focused instruction, especially when principals shared instructional leadership responsibilities with other staff in the school. Indeed, Leithwood et al affirms that this evidence suggests that at least one productive model of instructional leadership is a collaborative one with staff throughout the school. The staff with the principal's encouragement and facilitation share knowledge amongst themselves about how to improve classroom practice. For most principals, this will be viewed as a more realistic image of instructional leadership. However, in the United States, one of the alternatives now being increasingly advocated is one that requires principals to have deep content knowledge across many subject domains (Nelson & Sassi, 2005).

Such a requirement resuscitates earlier, heroic, and ultimately difficult to scale images of school leadership. This alternative is built on subject matter knowledge of the principal rather than charisma. According to Lezotte (2010) a culture that is conducive to learning and professional growth is built by instructional leaders who are strong and who seek help in building team leadership. Recent research advances more reciprocal and inclusive models of instructional leadership. These are models within which principals share authority with designees and act as instructional coaches to the classroom teachers themselves (Marks & Printy, 2003).

At this level, empowering principals encourage collaborative inquiry rather than rely upon more conventional, principal-centered supervisory practices (Prichett, & Thomas, 2007). When shared instructional leadership is practiced, teachers will in most cases advance in their commitment, involvement, and willingness to innovate. This co-operation will work for better performance as teachers will feel that they own the

process and the outcomes of better performance as well. A recent review of research published since 2000 sought to explain the various ways leaders influence the quality of instruction in US schools (Printy, 2010). Qualitative and quantitative findings across these studies suggest that principals influence student learning as they work with and through teachers.

Thus, Printy suggested future research should extend our understanding of this important instructional leadership dynamic. Future research ought to focus on to what degree working with teachers probes the relationship of leadership to teaching. It will also probe the idea of moving beyond general leadership characteristics to focus on the specific tasks of the role. Ultimately, as Robinson et al. (2008) concluded, “If we are to learn more about how leadership supports teachers in improving student outcomes, we need to measure how leaders attempt to influence the teaching practices that matter...[that is] how teachers make a difference to students” (p. 669). This can be learnt when leaders collaborate with teachers and learners and vice versa.

Robinson et al., (2008) supported the views of Duke and Canady (2008) who had argued that it is possible to create a school learning climate in which academic performance is highly valued by students. This leads to promotion of a collaborative school culture. This is because when multiple and visible opportunities for rewarding students and recognizing their academic achievement and improvement is carried out, then a climate of success is shaped. The school administration in collaboration with the teachers and other stakeholders should create opportunities to acknowledge the learners for their

achievement both within the classroom and also as part of the school as a whole. This can be done using incentives which may not necessarily be expensive.

Based on their investigation, Watson, Partington, Gray and Mack (2006) argued that, students' academic achievement in Aboriginal and minority communities in Western Australia depended on focused principalship. A focused principal is the one that harnesses school community values, and also involves teachers and students effectively. In agreement, Leithwood, Louis, Anderson and Wahlstrom (2004) argued that the ability of principals to create meaningful, collaborative cultures in their schools is a great contributor to the performance of their teachers and students. They emphasized that principals have to be capable of redesigning their school organization through collaborative cultures and structures.

This has to be achieved within and outside the school and build productive relations with parents and the community. When this is done, it ensures that effectiveness of the school is reinforced and this results in improvement in the learners' achievement. In Norway, the successful school leader was described as the one who exemplified collaboration and team efforts in promoting a learning-centered approach in teaching (Møller, Eggen, Fuglestad, Langfeldt, Presthus & Skrovset, 2005). Further, Hoog, Johansson and Olofsson (2005) from Sweden described how principals' efforts in building teacher teams and in developing in students a sense of social values helped in promoting learning and achievement.

Decisions are arrived at jointly by clarifying, listening, reflecting, presenting, problem solving, negotiating and standardizing. This is possible when teachers and principals have similar levels of expertise, involvement and concern with problems in the school. The principal as the instructional leader is expected to identify problems, share with the teachers and allow them to come up with solutions to the problems as a team. When this happens, the teachers can own the solutions and be ready to implement them and to support the principal in eradicating the identified problems. However, there are instances the teachers and the principal are supposed to share and own the plan as well as proposed solutions.

In such instances collaboration between both parties is very crucial. Such situations are in most instances helpful especially when the principal is not an expert in a certain area or is not knowledgeable about the issue at hand. Those knowledgeable in the team or have the expertise that is required expresses their opinions but everyone is involved in the decision making process. This can be very instrumental in the learners overall achievement. A principal who is an effective leader should bring about team spirit and cooperation among teachers for achievement of agreed objectives.

While supporting the aspect of an effective leader who brings about a team spirit, Sushila and Bakhda (2004) states that, a discrete head-teacher will employ team-work as working a strategy. He will set up committees and smaller groups of members of staff to investigate new ideas or strategies. After studying their proposals and suggestions, he will use the larger teams to make final decisions. The extent to which teachers participate in decisions about school policies and issues and the autonomy that teachers have in the classroom has an important effect on learners' achievement.

The fundamental goal of professional communities is for teachers to collaborate. Couto (2007) reminds us that it does not seem probable that high levels of success in student achievement can happen by teachers working alone.

Couto also reminds us that it is a widely accepted sociological tenet that complex tasks require strong lateral relationships. Although our schools may not be invested in this idea, as evidenced by the lack of structures in place to support collaboration, it is not to say that it cannot change, but it takes persistence (Darling-Hammond & Richardson, 2009). Every stakeholder must be willing to work together with others and also to accept that everyone can offer ideas that can lead to a successful institution.

2.7 Instructional Leadership and Academic Performance

Effective instructional leadership and management of learning institutions is stationed as a great premium by contemporary education reforms. An orderly, efficient and well managed school environment provides prerequisites for enhanced student learning. Effective instructional leadership is generally recognized as the most important characteristic of school administrators (Hoy & Hoy, 2009; Lezotte, 2010). Principals who are effective instructional leaders seek assistance in a proactive way in building team leadership and a culture conducive to learning and professional growth among the teachers.

Instructional leaders in secondary schools include the principals, deputy principals and HODs. In effective schools, the leaders relentlessly communicate and model the school's mission to all the staff, parents and students. School improvement and effectiveness are a result of effective instructional leadership (Lezotte, Skaife & Holstead, 2002; Lezotte, 2010). Teacher morale and satisfaction are factors that have

been shown by research as indicators of schools that have effective instructional leadership. Such schools also have a school organizational culture, teacher effectiveness and self-efficacy and improved academic performance (Wilson, 2005). All these are achieved when proper instructional leadership through the guidance of the principal is in place in a school.

It is the responsibility of a principal to persistently reinforce the school's mission and vision. This expectation can be achieved through the establishment of a set of common core values among the instructional staff. The core values should create a shared sense of purpose. This shared sense of purpose will aid in guiding members of the instructional team. It will also prevent any member from drifting away from the visualized accomplishments and goals such as learners' academic performance (Kirk & Jones, 2004). An inference from a research by Lezotte (2010) stated that in effective schools, the school principal effectively and frequently communicates the mission, vision and the core values of the school to all the stakeholders.

This is among the principal's core responsibilities as an instructional leader. In addition, the principal applies the characteristics of instructional effectiveness in the management of the goals of the instructional program. Lezotte (2001) reveals that the principal is a leader of leaders and is not a solitary leader. The principal includes the teaching staff as he makes decisions about the school's instructional goals and objectives. The principal also empowers them as they perform their duties in the school. This empowerment can also be realized through professional growth of the teachers.

Alternatively, Cibulka and Nakayama (2000) argue that teachers must have an opportunity to contribute in molding their school's vision. This can lead to teachers achieving significant changes in the classroom practice. The principal works together with the teachers working under him in ensuring that the students' expectations for achievement are understood across all the classrooms in the school. This will ensure that every stakeholder works towards the achievement of these expectations. This creates a conducive school environment where teachers are able to teach and the students are properly supported to learn.

There are numerous studies that have been conducted to ascertain what explains improved academic outcomes in schools. This is because academic performance in national examinations is a key concern for educational researchers. Researchers are concerned because failure in national examinations such as KCSE is catastrophic for students who become desperate because their lives become uncertain. In the same breath, Akiyeamong and Bennel (2007) notes that in Ghana, the inefficient preparation of basic school students renders many ineligible to enter senior high schools, and thus denies them tertiary education. The present scenario of low-quality basic education has provoked the discontent of both students and their parents against teachers and education officers.

It has also ignited passionate discussions in both the print and electronic media as to what the future holds for numerous young Ghanaians, who leave basic school semi-literate. Equally, in Kenya as in many other countries of the world, academic performance in the national examinations in most instances determines a student's life. For a student to either proceed to the university or to a tertiary institution, the

determinant factor is the academic performance at the secondary school level. It is for this reason that principals and other instructional leaders are obliged to enhance the grades that the students are attaining at KCSE.

2.8 Challenges Faced by Principals in Implementing Instructional Leadership

Principals face various challenges in their quest in implementing proper instructional leadership in their schools. One of the major challenges is limited resources or largely lack of resources. This is a dilemma faced by school heads in most of the developing countries. Positive relationships exist between physical, financial and material resources and students' academic achievement (Adeogun & Osifila, 2008). However, Adeogun and Osifila (2008) indicate that human resources which includes the teaching and the non-teaching staff are found not to be significantly related to the academic achievement of the learners.

This means that the learners would significantly achieve academically even in their absence or with a limited number of staff members. In this regard, a report by the Programme for International Student Assessment (PISA) that was presented by the Ministry of National Education in 2003 shows that lack of physical resources has a negative effect on students' achievements. It also hinders learning (Ministry of National Education, 2003). Students require comfortable classrooms, laboratories, dormitories, playing grounds among others to be able to learn effectively.

PISA is an international survey which aims at evaluating education systems worldwide by testing the skills and knowledge of 15-year old students. Students are assessed in Science, Mathematics, Reading, collaborative problem solving and financial literacy. The study is conducted by the Organization of Economic Cooperation and Development (OECD). Every three years, PISA assesses the extent to which students

at the age of 15 have acquired key knowledge and skills. The assessment focuses on competencies that are essential for full participation in modern societies and relevant for lifelong learning.

In addition, PISA assesses important learning-related attitudes of students, their motivation and their knowledge and application of learning strategies. According to a Schleicher (2019) the aim of the programme is to supply participating countries with internationally comparable indicators. These indicators concern the knowledge and abilities of young people as well as core aspects of the educational systems and the general academic framework. Through the identification of strengths and potential problem areas, the knowledge that can possibly be obtained with this data can be used to improve the educational systems for the benefit of the learners.

In order for a school to achieve its educational aims and objectives, educational resources are of vital significance in terms of their function in this aspect. The role that they play and which is very significant is the provision of equal opportunities for all students. This is achieved by diminishing the effect of socio-economic factors on academic achievement for all students. The use of educational resources has a direct relationship with the level of attaining educational aims and objectives.

Another challenge that principals encounter is a demotivated teaching force. In some schools, teachers work under deplorable conditions, are overworked, underpaid and in some countries not paid at all for months (Otunga, Serem & Kindiki, 2008). Such teachers like all other employees will not be able to execute their teaching duties optimally. This will occur because they are not able to meet their own basic needs even

at a personal level. They are thus demotivated and their demotivation may trickle down to the learners thus affecting their academic performance negatively.

In Kenya, the smooth running of the schools is largely interrupted. This is because it is extremely difficult for the principals to effectively manage a teaching force when the teachers are largely demotivated. Akiyeampong and Bennel (2007) outlines that, poor working conditions especially in rural schools contribute to the vicious cycle of high turnover rates. This is largely experienced among secondary school teachers. Working conditions and work environment on which the teachers work have a great impact on their satisfaction.

Working conditions and work environment are catalysts to more satisfied employees. If the environment is not conducive, then most teachers will wish to move to other schools by seeking transfers from their current institution. Luthans (2005) a researcher and writer from United States of America (USA) notes that, people are concerned with the working environment in which they operate. They look out for their personal comfort as well as the environment that facilitates efficiency at the place of work. Luthans adds that features such as temperature, humidity, ventilation, lighting and noise, cleanliness of the work place and adequate tools and equipment affect employees' job satisfaction.

The environment on which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Nice and comfortable chairs, desks, pavements, recreational facilities like television sets in the common rooms, internet connectivity, and smart boards can make a whole difference to an individual's psyche

(Luthans, 2005). The school environment needs to be conducive because just like in many working environments, teachers spend a lot of time in schools. If the school environment is conducive, comfortable and friendly, most teachers will be motivated to spend more time there. They will therefore be available to their learners and offer them any assistance that they may require in their academic work. In such schools where teachers are readily available for their students, better performance in the national examinations can in the long run be realized.

Another challenge is the inadequacy of teachers. Otunga et al., (2008) indicates that those few teachers are expected to deal with the different examinable subjects at KCSE level. For instance, in Kenya the implementation of Structural Adjustment Programme (SAP) policies of early 1990s by the International Monetary Fund (IMF) and the World Bank forced the government of the day to cut down expenditure on education and other education related services. This led to among others the freezing of employment of teachers.

The SAPs led to teacher shortages which has persisted up to date. Some schools are forced to employ form four leavers as BOM teachers to ease this shortage. Such untrained teachers cannot effectively handle the learners in such schools. This obviously affects academic performance especially in the national exams. Coupled with the shortage of teachers in most schools, teachers in most developing countries work in overcrowded and under furnished classrooms coupled with poor means of communication (McIlrath & Lyons, 2012).

When classes are overcrowded, teachers are not able to offer individualized attention especially to the slow learners. They in most instances concentrate on the fast learners and leaving behind or even ignoring the weak students. Frequent and compulsory

transfer of teachers including principals themselves is also a challenge because the principal has no control over the process (Oplatka, 2004). Currently, the TSC has been undertaking the delocalization policy. This policy is based on ensuring that school administrators do not lead schools in their home counties.

Some have therefore been transferred from their home counties to other counties. The administrators including principals who have been delocalized play no role in their movement. Some of them have therefore quietly expressed their dissatisfaction as they have to relocate from where their families have settled. This may alternatively affect their morale and motivation as they may feel aggrieved. Some of the transferred principals have been rejected in their new stations with the local community preferring their 'own'. This may go a long way in hampering the smooth implementation of the curriculum and in turn poor performance amongst the students.

The other challenge faced by principals is the ICT implementation in schools. McIlrath and Lyons (2012) contends that the quality and quantity of teaching materials can have an effect on students' performance. Lyons and McIlrath (2012) also found out that institutions with adequate teaching/learning resources including ICT materials such as textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorders stand a better chance of performing well in examination than poorly equipped ones. In a dynamic and increasing technological world, teachers need to be updated with current innovations in the world.

The challenge experienced by principals is largely in the form of lack of ICT policies on ICT use. Hence, principals are left without directives on how to execute it in their schools. In those countries whose economies have progressed, research has shown that

ICT plays a leading role in promoting and fostering the countries' economies. This is evidenced by the rapid development of economies of countries such as Brazil, China and Russia which has been attributed to the effects of ICT. In Kenya, the Kenyan vision 2030 was meant to ensure that the country improved to a middle-level economy.

In order to achieve the vision 2030, the vision strategy acknowledged this need and placed the implementation of ICT in schools at the center of this undertaking (GOK, 2007). However, in the absence of proper policies and guidelines, ICT implementation has remained largely elusive. There are varied reasons why most schools have not implemented the use of ICT in their institutions. The reasons range from lack of resources to purchase the required infrastructure, schools with no connection to the electricity grid and principals and teachers who are either computer illiterate or technologically ignorant.

This is happening in Kenya despite the fact that in reality, the global technology trends currently lays a lot of importance on digitalization and modernization of all sectors of the economy including schools. This means that despite the apparent benefits of ICT in teaching and learning as well as in the management of the schools, research shows that many schools are not implementing the use of ICT in their institutions (Manduku, Kosgey & Sang, 2010). This therefore deprives the students and the entire school community from gaining access to the potential of ICT.

The role of parents and guardians in academic performance cannot be underscored. The level of importance that parents place upon education has a positive correlation with an increase in the students' achievement. This positive achievement is attained as a result of parents' commitment and interest in the school and students' performance (Hart, 1988). Hart explained that higher academic achievement at all levels of education could

be achieved through parents' involvement. Clarke and O'Donoghue (2013) were in agreement with Hart through their study of examining the relationship between schools and parents.

This was in their association and in the discrepancy in student achievement in public, Catholic and private schools. Clarke and O'Donoghue established that there were differences in ability between private and public schools. The differences may be due to the fact that the two categories of schools selected students with different academic entry behaviours. The public schools may not be in a position to select academically superior students as compared to the private schools. However, through their study, Clarke and O'Donoghue found that Catholic schools are able to produce academically equal to, if not more superior students, to the private schools.

Data collected in their study showed that the success of the Catholic schools was as a result of the readiness of the parents in playing an active role in the lives of their children academically as well as strong community relations. However, in most public schools, most parents are undeniably uninvolved with the schools that their children attend. Some of the parents are not available in schools of their children for various reasons even though they may be genuinely interested in the education of their children. Brown (1989) states three possible reasons as to why there exists low parent involvement: the first reason is unavailability of the parents. The parents are very busy in their careers and business ventures in a way that they lack time to attend school events during the day. The second one is feelings of inadequacy.

School experience was not a positive experience for many parents. They may therefore feel that they have not acquired the necessary skills that they can use to assist their children especially when they are in an educational crisis. Lastly is the act of overstepping their limits. This is where those parents who are confident feel that they can interfere with the school's business and mandate. In order to avoid their children being victimized if the parent engages the school negatively, such parents will opt to keep off from the school activities. Principals in developing countries also face the problem of parents' inaccessibility Bomett (2011). Due to poverty, most parents are busy most of the time either working for the next meal of the day or next terms school fees.

Bomett (2011) indicates that the principals may be faced with lack of support from parents who have no respect for teachers and the education system. Bomett (2011) further ascertains that most parents who are not involved in their children's education act out of ignorance. Some of the parents may harbour the notion that their role is to financially provide for their children. This implies that the principal will in some instances be confronted with the dilemma of making sure decisions on certain students do not create conflict with the inaccessible parent.

Academic achievement in schools is also hampered greatly by indiscipline among the learners. This has posed as a major challenge to teachers as well as the school administrators. A research carried out by National Association of Schoolmasters/Union of Women Teachers (NASUWT) of the UK in 2003 revealed that causes of indiscipline among the students were both internal and external. For instance, violence was perceived as a contemporary crisis that was beginning to reflect in trends in USA. Since

the issue of indiscipline does not discriminate, it is therefore of great concern across the world. Indiscipline is an issue that goes beyond the boundaries of race, gender and class.

Its impact has serious and far reaching consequences for schools. When indiscipline creeps in, teachers have less time to deliver teaching as a lot of time is spent while handling cases of indiscipline. The learners who are involved in such cases may spend considerable learning time out of school or in punishments. Teachers may also experience difficulties in effectively managing classroom discipline and this has an effect on the process of teaching and learning. One of the instantaneous consequence of indiscipline is that the quality of education is greatly compromised.

Without proper class discipline, curriculum implementation is greatly impaired leading to poor performance. Studies that have been conducted have shown that there is a relationship between discipline and good academic performance of the learners. For example, Kusi (2008) indicates that discipline in schools is essential for good teacher-student relationship, peer adjustment and effective learning. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Students riots in secondary schools which causes destruction of the school infrastructure leading to increased costs on parents and guardians and also plays a major role in poor examination results is another challenge (Bomett, 2011).

Examination performance and curriculum supervision will be low unless a systematic and consultative way of solving student's problems is practiced. Otunga et al (2008),

states the effectiveness of the school's principal in instructional leadership in Africa is negatively affected by violence. This is because strikes and riots disrupt the smooth running of schools. The principal and the school management have to direct a lot of their energy in dealing with the culprits as well as ensuring that the destroyed infrastructure is put in place. A lot of time and resources that otherwise would have been used for academic excellence is directed to other ventures.

The Government has set up policies and various sessional papers so as to ensure quality education. Despite these efforts, learning institutions in Kenya have been plagued with cases of students' unrest and indiscipline. These unrests and indiscipline undermine quality education in the country. This occurs because teachers' morale in the affected schools is diminished and some learners are destabilized as they seek transfers to other schools. Some of students may be psychologically disturbed leading to poor academic performance.

According to Mwangi (2003) there is a correlation between school organizations where there is discipline and academic performance. Mwangi argued that a school's climate that is characterized by social rewards for academic excellence and where discipline and scholastic achievement are valued by the teachers and students has a direct influence on students' performance. Teachers' lack of commitment and uncooperative attitudes, coupled with lateness and alcoholism which affects their output negatively is a challenge for principals today (Kusi, 2008). Students' absenteeism is also another challenge caused by various factors such as sexual maturity of especially the girl-child leading to early marriages among others.

A study on gender equity and equality done by Girl Child Network in 2010 (MoEST, 2014a) on needs assessment established that on average, a girl is absent from school for

four days in twenty eight days due to menses. Majority of girls in secondary schools are in the adolescence stage and are already menstruating. The high price of sanitary products and the impact on girls' education and academic achievement is not just a problem in Kenya. According to a 2014 campaign, girls are also missing school in countries like India, Nepal, Afghanistan and Sierra Leone for the same reason. Since 2011, the Kenyan government has been setting aside funds to buy and distribute the commodity to girls from disadvantaged backgrounds.

In the 2017/2018 financial year, \$ 5 million had been budgeted for that purpose, up from \$ 4 million in the 2016/2017 financial year. This provision has sustained the needy girls in school and will have an impact in their academic achievement as their absenteeism from school is reduced (BBC News, June 22 2017). The new legal provision, however, requires government to provide the towels to every school going girl who has reached puberty which may thus require a bigger budget. Lack of resources and mismanagement may be hampering this noble venture.

Principals should strive to enhance gender-sensitive pedagogical techniques in their schools so that the boy-child is also taken care of. A gender-responsive classroom is one in which female and male students are treated in the same manner. For example, teachers should ensure that mixed seating and equal distribution of classroom tasks is done among others. This is also affirmed in a survey carried out in Cameroon in 2013. In the survey, gender influence of teachers' approaches in teaching and learning as well as in responding to students' psycho-social challenges, has a significant influence on students' school experiences and academic achievement (UNESCO, 2014).

Other challenges facing school management includes overloaded curriculum, such that students are unable to cover the syllabus adequately. There is also the challenge of

comparison and statistical valuing where comparative benchmarking is used especially for KCSE results (UNESCO, 2004). The report further indicates that Kenyan education is driven by the performance in national examinations at the expense of the acquisition of knowledge, skills and attitudes. This has negative effects as many of the teachers ignore important curriculum elements and teach only what they expect the examiners to test.

Another challenge is stress and depression among the teaching staff. An investigation was carried out by Ahmadi and Lukman (2015) on the sources of stress among the Nigerian science teachers. Sixty eight (68) teachers who had a teaching experience of at least three years were sampled. The sample was randomly selected from a total of 368 science teachers. The findings obtained indicated that lack of teaching equipment and facilities, overloaded curriculum and the learners' indiscipline and attitude towards schoolwork affected the students' achievement.

Alternatively, Wilkinson (1988) carried out a study using a sample of 60 science teachers. He wanted to find out the underlying factors in teachers' stress. He found out that there were at least three major sources of stress among teachers. These sources included: difficulties in achieving the desired goals and objectives, very great daily teaching workload and large class sizes such that it is almost impossible to carry and use teaching aids in class during a science lesson. A staff that is stressed cannot perform effectively and the performance of the learners will therefore be compromised.

2.9 Summary of Literature Review

According to Wanyama (2013) the principal as a school manager plays several crucial roles in the day-to-day running of the school. One of these roles include being in the forefront in the formulation of the school's mission and vision which eventually shapes

the school's direction. The principal is also expected to act as a good role model by adhering to policy as well as ensuring that there is an enabling environment for teaching and learning to take place in the school. In summary, in reviewing the literature on principals' instructional leadership practices as they relate to students' performance, several salient features emerged.

Firstly, according to Leithwood and Jantzi (2005), the principal is a critical element in advancing student achievement and principals must generate a shared vision or mission amongst teachers, parents, students, and school community members. This is because a principal does not lead in isolation, but shares or distributes leadership responsibilities. Secondly, Heck (2000) asserts that creation of an appropriate learning culture or climate for student academic achievement is important and necessary. The impact of principal's leadership practices on student performance is indirect; that is, a principal influences mediating factors such as student learning experiences or classroom conditions which, in turn, influences student success.

Finally and most importantly, all school principals must attend to both instructional and organizational leadership and management so as to achieve quality learning and better academic performance in their schools. Reviewed literature has exhibited that effective instructional leadership is a key ingredient in the facilitation of effective teaching and learning processes in a school. School principals are the key actors charged to enhance school efficiency by bringing indispensable changes. These changes may result in the enhancement of the achievement, by degrees, of the grades of the students.

This is possible only when the leaders plan correctly and then implement their development programmes to the desired level (Yunas & Iqbal, 2013). This aspect of instructional leadership should therefore be delved in largely to ensure better

performance in our schools. This study sought to fill this gap by investigating the instructional leadership practices that secondary school principals engaged in on a daily basis. When carried out, the practices are meant to enrich and strengthen the work of the teachers in the classrooms. This will in return lead to better academic performance and achievement in national examinations by the students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology for this study. The chapter discussed the study area, research design, target population as well as sample and sampling techniques. It also discussed the research instruments, pilot study, validity and reliability of the research instruments, data collection procedures, ethical considerations, data analysis procedures and finally, the chapter summary.

3.2 Research Design

According to Kothari (2004) a research design is the conceptual structure within which research is conducted. A research design constitutes the blueprint for the collection, measurement and analysis of data. As such, the design includes an outline of what the researcher will do from writing the hypotheses and operational implications to the final analysis of the data. Kothari further ascertains that the design decisions happen to be in respect of: what is the study about; why the study is being made and what the location of the study is.

The decision also happens to be in respect of: what type of data is required; where can the required data be found; what will be the sample design; what will be the techniques for data collection; how will the data be analyzed and finally in what style the report will be prepared in. This study employed the descriptive survey research design since the design describes the current phenomenon without manipulation of variables. This design was appropriate for this study as it enhanced an in-depth analysis of the relationship between instructional leadership and learners' performance.

Orodho (2009) notes that the design allows researchers to gather information, summarize, present and interpret the information for the purpose of clarification. Creswell (2012) states that survey research design provides a quantitative or numeric description of trends, opinions or attitudes of a population by conducting a study of the sample of that population. The study is done with the intention of generalizing from a sample to a population. Survey research design would also allow for the investigation of the topic under study by obtaining facts and opinions about the existing conditions of the variables as well as involve elements of comparison and relationship between variables.

3.2.1 Qualitative Approach

Qualitative research is used because a problem or issue needs to be explored so as to study a group or population and identify variables that can be measured (Creswell, 2007). Creswell further states that it is conducted when researchers want to understand the contexts or settings in which participants in a study address a problem or issue. The researcher required to relate the behaviours exhibited by principals in instructional leadership in a wider context. In order to be able to achieve this, the researcher used the qualitative approach. The approach would assist in gaining more in-depth information that may be difficult to convey quantitatively.

According to Mugenda (2011) qualitative research has an interpretive character aimed at discovering the meaning that events have for the individuals who experience them. The researcher sought to find out the experiences of principals as instructional leaders as they communicated the school goals, supervised teaching, promoted teachers' professional development and collaborative practices in their schools. The researcher was also a key instrument of data collection through the interviewing of principals. Qualitative approach was necessary in illuminating the statistical results by adding a

narrative. The narratives were used because there were responses that assessed attitudes, opinions and behaviours.

3.2.2 Quantitative Approach

In quantitative approach, a few variables to be studied are identified and the approach is used when explanations of how a variable affects the others is required (Creswell, 2012). Explanations on relations among variables that a researcher is interested in is also carried out in a quantitative approach. In this research, the researcher was interested in finding out the relationship between principals' communication of school goals and learners' performance, principals' supervision of teaching and learners' performance, principals' role in promotion of teachers' professional development and learners' performance and principals' promotion of collaborative practices and learners' performance.

The researcher used the quantitative approach because generalization of results and comparison across population was required and also the use of questionnaires in data collection. Quantitative approach was also used in data analysis and in testing the four hypotheses of the study. According to Mugenda (2011) testing of hypotheses is a major characteristic of quantitative research.

3.3 Research Paradigm

According to Neuman (2000) a paradigm is best described as a whole system of thinking. In this sense, a paradigm is described as a model of research that reveals a general agreement on the nature of the world and how to investigate it. The paradigmatic assumptions guides the methodology adapted. The methodologies are derived from the researchers' assumptions about the ontology and in turn these assumptions lead to philosophies on their epistemology regarding the researchers'

objectives. Within a paradigm, there would be a common consensus on the research methods that are appropriate and acceptable for gathering data and also those which are not satisfactory (Creswell, 2012; Babbie, 2009). A paradigm is thus a basic set of beliefs that guide action.

The researcher used both the positivism and interpretivism research paradigms. The researcher used positivism because it is associated with quantitative research and involves hypothesis testing to obtain objective truth. Four hypotheses were proposed and tested. Other characteristics of positivist research include emphasis on scientific inquiry, statistical analysis and generalizable findings. It is also used to predict what may happen at a future date.

The purpose of research in interpretivism is understanding and interpreting everyday happenings (events), experiences and social structures as well as the values people attach to these phenomena (Babbie, 2009). The researcher used the interpretivism paradigm as the study focused on exploring principals' instructional leadership practices on learners' achievement with a view of gaining understanding. Interpretivism paradigm is also associated with qualitative research and was therefore suitable in this study.

3.4 Location of the Study

The study was undertaken in Murang'a and Kirinyaga counties which are in the Central region of Kenya. These two counties have varied types of schools and were therefore selected for the purpose of this study. The schools include National schools, Extra-County schools, County schools and Sub-county schools. The researcher selected schools from each of these four category of schools. In doing so, the researcher was able to capture a balanced representation of variables under study. The variables under

inquiry involved gender, age, academic qualifications of the principals and teachers, regional diversities, geo-political and economic contexts that reflects relative distribution in Kenya.

3.5 Target Population

According to Denscombe (2010) target population refers to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The target population for this study was a total of 436 principals which comprised of 316 principals from Murang'a County and 120 principals from Kirinyaga County as well as 8,049 teachers in the 436 secondary schools in the two counties. Murang'a County has a total of 4,685 teachers (Murang'a CEB, 2017) while Kirinyaga County has got a total of 3,364 teachers (Kirinyaga CEB, 2017). The large population was necessary as the results of the study were generalized in the whole country.

3.6 Sample Size and Sampling Techniques

A sample design is a definite plan for obtaining a sample from a given population. It refers to the procedure or the technique the researcher would adopt in selecting items for the sample. Sample design may also lay down the size of the sample, which is the number of items to be included in that sample. There are many sample designs from which a researcher can choose and a researcher must select/prepare a sample design which should be reliable and appropriate for his/her research study (Kothari, 2004).

Time and money was saved by selecting a sample to be studied rather than attempting to study the entire population. Obtaining data from the principals and teachers as well as analyzing and interpreting vast amounts of data would have been impossible to accomplish within the time constraints and with the limited financial resources

available for conducting this research. The study employed Krejcie and Morgan’s Table of Sample Size to determine the sample size. Orodho (2002) noted that any statement made about the sample should also be true of the entire population. The table below shows the sample size as obtained from the Krejcie and Morgan’s Table of Sample Size.

Table 3.1 Table for Determining Sample Size from a Given Population

N = Population size		S = Recommended sample size			
N	S	N	S	N	S
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370

Source: Krejcie and Morgan (1970)

According to Krejcie and Morgan’s Table of Sample Size as shown in Table 3.1, from a target population of 436 principals, 205 principals were selected. A target population of 8,049 teachers also provided a sample of 367 teachers. The researcher employed multistage sampling technique comprising of stratified sampling, purposive sampling and simple random sampling techniques. For the purpose of this study, stratified random sampling was employed to select the schools to take part in the study.

From the respective education offices in the two counties, lists of all the public secondary schools in the two counties were obtained and were then used to stratify the

schools into four categories; National, Extra County, County and Sub-County schools. In doing so, the researcher was able to capture a balanced representation of variables under study. The samples were also selected proportionally depending on the target population of each county. Murang’a County was apportioned 123 schools which was at least 60% of the sample as it has a higher population as compared to Kirinyaga County. Kirinyaga County was apportioned the other 82 schools (MOEST, 2018). Table 3.2 presents a summary of the sample size.

Table 3.2 Sample of the Study

County	Schools Sampled				Teachers Sampled
	National	Extra County	County	Sub-County	
Murang’a	1	8	14	100	220
Kirinyaga	1	5	8	68	147
Total	2	13	22	168	367

Source: MOEST Records for Murang’a and Kirinyaga Counties (2018)

Data on Table 3.2 shows that the distribution of schools sampled was as follows; one (1) National school from each county and eight (8) and five (5) Extra County schools from Murang’a and Kirinyaga counties respectively. 14 and eight (8) County schools in Murang’a and Kirinyaga counties respectively were selected as well as 100 and 68 Sub-county school in Murang’a and Kirinyaga counties respectively. Therefore, 205 secondary schools were selected for the study. The 205 sampled schools provided the 205 principals who were selected using purposive sampling.

According to Mugenda and Mugenda (1999) purposive sampling is a technique that allows the researcher to use cases that have the required information with respect to his or her study. To avoid bias the study employed stratified and simple random sampling.

From each stratum, simple random sampling was used to select the schools. Kothari (2004) ascertains that random sampling from a finite population refers to that method of sample selection which gives each possible sample combination an equal probability of being picked. Random sampling also allows each item in the entire population to have an equal chance of being included in the sample.

The main purpose of using simple random sampling technique was that it yields data that can be generalized to a larger population within margins of error that can be determined statistically. The second stage of sampling involved selecting the teachers to be involved in the research. There were a total of 8,049 teachers in the two counties. In order to determine the number of teachers to be sampled, the study used Krejcie and Morgan's Table of Sample Size and the 8,049 teachers provided a sample of 367 teachers. Murang'a County was apportioned 220 teachers which accounted for 60% and Kirinyaga County was apportioned the rest that is 147 teachers.

From each school, simple random sampling was used to select the teachers that participated in the study. Since all teachers are involved in instructional practices in the school, every teacher was in a position to respond to the items in the questionnaires. This was possible irrespective of their department or gender. Consequently, the total number of respondents which included the principals and the teachers from the two counties was 572.

3.7 Research Instruments

The study employed both qualitative and quantitative data collection techniques. These two techniques provided a rich dimension for data analysis. Questionnaires and interview schedules were the prominent data collection tools.

3.7.1 Questionnaires for Teachers

Questionnaires were used to collect both quantitative and qualitative data from the teachers. The questionnaires consisted of both open-ended questions and had a Likert scale. The advantage of open-ended questions is that the information gathered by way of the responses is more likely to reflect the full richness and complexity of the views held by the respondent. This is because respondents are allowed space to express themselves in their own words. According to Mugenda (2011) a Likert format is a type of psychometric response scale widely used in survey research. In the scale, the respondents specify their level of agreement to a given statement.

The items contained in the questionnaires were based on the four objectives of the study. The objectives included: principals' communication of school goals and learners' performance; principals' supervision of teaching and learners' performance; the performance of the principal's role in promoting teachers' professional development and learners' performance and the influence of principals' promotion of collaborative practices and learners' performance in KCSE in Murang'a and Kirinyaga counties. The respondents were also expected to give responses on the challenges faced by their principals in implementing instructional leadership in their respective schools.

The teachers individually recorded and interpreted the instruments. The structuring of the questionnaires was based on the four identified variables in the study which included communication of school goals, supervision of teaching, principal's performance of the role of promoting teachers' professional development and the influence of principals' promotion of collaborative practices. The questionnaires had three sections A, B and C. Section A had five (5) items that collected personal/school

details of the teachers. Section B sought data on teachers' response towards how instructional leadership practices were implemented in their schools. It had 30 items in five point likert scale. The matrix questions used the rating scale of five points for Strongly Agree (SA), four points for Agree (A), three points for Undecided (U), two points for Disagree (D) and one point for Strongly Disagree (SD).

In addition, section B had five open-ended items which were used to provide information on the efforts employed by principals so as to be able to improve instructional leadership in their schools. Lastly, section C had two open-ended items that collected information on the challenges that principals encountered as they attempt to provide instructional leadership on a day-to-day basis. The open-ended questions gave the respondents freedom to express their views and opinions as they responded. The questionnaires also have the advantage of giving participants an opportunity to provide trustworthy answers and specifics.

The researcher administered 367 questionnaires to teachers. All the sampled schools were visited and in each school, permission was sought from the schools' administration for access. Once granted, the researcher briefed the principals and the teachers on the purpose of the research which was to investigate the principals' role in instructional leadership. The teachers were given the questionnaires and allowed time to provide objectively the responses expected. Once done, the questionnaires were collected for further analysis.

3.7.2 Interview Schedules for Principals

Kothari (2004) states that the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be

used through personal interviews and, if possible, through telephone interviews. The researcher used the personal interview method and conducted the interviews in a face-to-face contact with the principals. This method was particularly suitable for intensive investigations. The interviews were structured interviews as they involved the use of a set of predetermined questions.

Thus, the researcher conducted the personal interview and followed a laid down procedure which was rigid, asking questions to all participants in a prescribed order. The researcher used interview schedules for the principals as they are the instructional leaders in the school. Direct interaction between the researcher and principals led to familiarity and establishment of a good rapport between them. This gave confidence to the respondents making it easier to obtain the required information. The researcher sought answers to a set of pre-conceived questions.

This assisted in obtaining in-depth information on the data required to meet the specific objectives of the study. Face to face interview offers some immediate means of validating the data (Mugenda & Mugenda, 1999). Interviews enabled the researcher to probe further when the need arose and was thus able to obtain more detailed information from participants. The researcher can sense if he/she is being given false information in the face-to-face context in a way that is not possible with self-completion questionnaires or telephone surveys. The researcher assured all the respondents of utmost confidentiality so as to provide that the respondents were truthful and provided reliable information.

The researcher also assured all the respondents that the information obtained during the interview would only be used for the purpose of the research only. With this kind of survey, response rates are more reliable. The responses are more reliable because the face-to-face contact allows the researcher to use his/her interpersonal skills and powers of persuasion to encourage the potential respondent to take part in the survey. In addition, when face-to-face surveys are used, the researcher can continue making contacts until the total number of responses that are required are accumulated.

The items in the interview schedule were based on the role of the principal in instructional leadership, the strategies that the principals used to achieve instructional leadership as well as the challenges faced by the principals in the process of implementing instructional leadership in their schools. The interview schedule had three sections A, B and C. Section A collected personal and school details. Section B and C comprised of open-ended questions which gave the respondents freedom to respond. The researcher took notes in the course of the interviews as a way of recording the obtained information.

3.8 Piloting of Research Instruments

Piloting refers to the conduct of preliminary research prior to the main study to provide a structured opportunity for informed reflection and identification of the research designs, the research instruments, cost, time taken among others (Polit, Beck & Hungler, 2001). A pilot study can thus be used as a small scale version or trial run in preparation for a major study. The research instruments were pilot-tested in two schools in a county that was not under study. Two secondary schools in Kiambu, of either gender were chosen to help in improving the internal validity of the research

instruments. Piloting was carried out in Kiambu County. The county has a variety of schools as the two counties under study. This was also to ensure that bias was avoided.

Piloting is important because it helps in revealing any deficiencies that may be in a questionnaire so as to address them on time (Mugenda & Mugenda, 1999). During piloting, administration of the research instruments was carried out exactly as was to be done in the principal study. Respondents were asked for feedback to identify ambiguities. Difficult or ambiguous questions were discarded. The researcher also assessed if each question provided adequate range of responses. All questions were therefore rechecked and revised. The following table shows the summary of schools that were sampled for the pilot study.

Table 3.3 Sample Size for the Pilot Study

Strata	School / Principals		Teachers	
	Population	Sample	Population	Sample
Boys' Schools	21	1	630	10
Girls' Schools	35	1	1050	15
Total	56	2	1680	25

Source: MOEST Records for Kiambu County (2017)

According to Table 3.3, Kiambu County has 21 boys' schools and 35 girls' schools making a total of 56 schools. Two principals were therefore sampled for piloting purposes. Out of 1,680 teachers, 25 teachers were sampled.

3.9 Validity and Reliability of Research Instruments

The study tested both the validity and the reliability of the research instruments in order to ascertain their suitability.

3.9.1 Validity of Research Instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation as stated by (Orodho, 2009). The researcher used a mixed process of validation. These were content, construct and face validity. The term content validity refers to the extent to which the instrument covers the entire content of the particular construct that it has set out to measure (Babbie, 2009). Content validity which incorporates an assurance that items comprising the measuring tools are illustrative of the field which they anticipate to serve was determined by setting items in relation to the objectives of the research. According to Mugenda (2011) content validity is a measure of the degree to which data collected using a particular tool represents a specific content of a particular concept.

Construct validity is needed for standardization and has to do with how well the constructs covered by the instrument are measured by different groups of related items. Construct validity as asserted by Babbie (2009), is based on the logical relationship among variables. Mugenda (2011) asserts that construct validity requires a researcher to establish theoretically derived hypotheses involving the concept under consideration. The researcher developed four hypotheses that involved the concept of instructional leadership practices.

Face validity was determined by presenting the instrument to the supervisors at Karatina University for scrutiny and advice. The researcher discussed with her lecturers and supervisors in the School of Education and Social Sciences at Karatina University who were requested to advise on whether the instruments represent the concept under study.

3.9.2 Reliability of Research Instruments

Reliability concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials as noted by Orodho (2009). The reliability of the research instruments was computed using the data obtained from the pilot study. Cronbach's coefficient alpha method with a threshold of 0.7 was used to determine the internal consistency of the items. In this technique, only a single administration of the tools is required and that's why the technique is appropriate (Fraenkel & Wallen, 2003). Cronbach's alpha was computed as follows:

$$Alpha (\alpha) = \frac{Nr}{(I + r(N - 1))}$$

Where r is the mean inter-item correlation

N = number of items in the scale

The reliability coefficient was calculated using SPSS version 26. In this research, the instruments yielded a reliability coefficient of 0.962. Gay (1992) advocates that a reliability coefficient of between 0.8 and 1.00 is reliable. According to Nachmias and Nachmias (2009) a positive coefficient of over 0.7 is considered to be reliable and when the coefficient is high, the instruments are considered to be more reliable.

To test the internal consistency reliability of the four study variables, the researcher used Cronbach's alpha (α). The four study variables of principals' communication of school goals, principals' supervision of teaching, principals' promotion of teachers professional development and promotion of collaborative practices had seven, eight, nine and six evaluating items respectively. Data on Table 3.4 shows the Cronbach's alpha of each variable and number of items measured.

Table 3.4 Cronbach’s alpha for the study variables and number of items measured in survey instruments

Variable	Cronbach Alpha	No. of Items
1. Communication of school goals	.934	7
2. Supervision of teaching	.936	8
3. Promotion of teachers’ professional development	.812	9
4. Promotion of collaborative practices	.909	6
Aggregate coefficient	.962	30

3.10 Data Collection Procedures

In this study, the researcher collected the data in two phases. Phase one of data collection involved getting permission from government authorities such as the two County Education Boards and the National Commission for Science, Technology and Innovation (NACOSTI). Then once access and authority was granted, the researcher embarked on an entailed reconnaissance visit to the schools for the purposes of familiarization and interaction with the respondents. This was the second stage which also focused on critical themes clarification. During the second stage, interviews for the principals were conducted as the filling in of questionnaires by the teachers was also on-going.

Once the researcher was through with the interview sessions, she collected the filled-in questionnaires from the teachers. The researcher was able to complete the process of

data collection in three calendar months. Information in Figure 3.1 describes the phases of data collection.

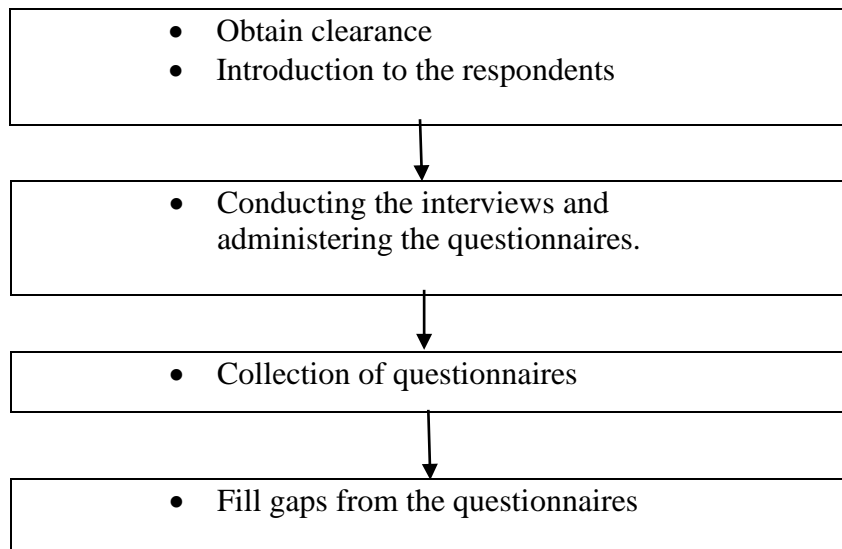


Figure 3.1 Phases of Data Collection

3.11 Data Analysis Procedures

Birks and Malhotra (2006) describe data analysis as the editing, coding, transcription and verification of data. Both quantitative and qualitative approaches were used for data analysis. In quantitative approach, a few variables to be studied were identified and the approach was used when explanations of how a variable affects the others was required (Creswell, 2012). The approach was used when explaining the relationship among variables that a researcher is interested in. The researcher used this approach because questionnaires were used in data collection and generalization of results and comparison across population was required.

Quantitative data from the questionnaires and interview schedules were coded and entered into the computer. Descriptive and inferential statistics was generated using the Statistical Package for Social Sciences (SPSS) version 26. Multiple regression analysis was used to determine whether principals' instructional leadership practices were

predictors of learners' performance. Quantitative data was presented in form of percentages, frequency tables and bar graphs. Research hypotheses were tested at $p>0.5$ level of significance by use of t-test and Pearson Product Moment Correlation. This was to test the significance of the analyzed quantitative data to be able to determine whether to reject or not to reject the postulated hypotheses.

Qualitative research is used because a problem or an issue needs to be explored so as to study a group or population and identify variables that can be measured (Creswell, 2007). Creswell further ascertains that it is conducted when researchers want to understand the contexts or settings in which participants in a study address a problem or issue. The researcher used the approach because she tried to relate the behaviours exhibited by principals in instructional leadership in a wider context. The researcher was also a key instrument of data collection through the interviewing of principals.

Qualitative data underwent analysis using qualitative analysis software *ATLAS.ti* which coded, thematized and interrelated this data. The qualitative data generated from open-ended questions was reported in narrative form along with quantitative presentations. Below is a summary table showing the methods of data analysis which were applied to the four objectives.

Table 3.5 Data Analysis Table

	Research Hypothesis	Independent Variable	Dependent Variable	Statistic
1	H ₀₁ : There is no statistically significant relationship between principals' communication of school goals and learners' performance in KCSE in Murang'a and Kirinyaga counties.	Principals' communication of school goals	Learner's performance in KCSE	Pearson product moment correlation
2	H ₀₂ : There is no statistically significant relationship between principals' supervision of teaching and learners' performance in KCSE in Murang'a and Kirinyaga counties.	Principals' supervision of teaching	Learner's performance in KCSE	Pearson product moment correlation
3	H ₀₃ : There is no statistically significant relationship between the performance of the principals' role in promoting teachers' professional development and learners' performance in KCSE in Murang'a and Kirinyaga counties.	Performance of the principal's role in promoting teachers' professional development	Learner's performance in KCSE	Pearson product moment correlation
4	H ₀₄ : There is no statistically significant relationship between the influence of principals' promotion of collaborative practices and learners' performance in KCSE in Murang'a and Kirinyaga counties.	Influence of principals' promotion of collaborative practices	Learner's performance in KCSE	Pearson product moment correlation t-test

The first hypothesis of this study was that there is no statistically significant relationship between principals' communication of school goals and learners' performance in KCSE

in Murang'a and Kirinyaga counties while the second hypothesis for the study was that there is no statistically significant relationship between principals' supervision of teaching and learners' performance in KCSE in Murang'a and Kirinyaga counties. The third hypothesis was that there is no statistically significant relationship between the role of the principal in promoting teachers' professional development and learners' performance in KCSE in Murang'a and Kirinyaga counties. Finally the fourth hypothesis for the study was that there is no statistically significant relationship between the influence of principals' promotion of collaborative practices and learners' performance in KCSE in Murang'a and Kirinyaga counties.

3.12 Ethical Considerations

According to Bryman and Bell (2011) it is the obligation of the researcher to carefully evaluate the likelihood of harm to research participants. This should be done in every way possible by taking all reasonable precautions to ensure respondents are in no way exposed to harm or adversely influenced due to their participation in the research. In carrying out this responsibility, the researcher made sure that crucial documents were obtained. The researcher obtained a research permit from the National Council for Science, Technology and Innovation (NACOSTI) as well as sought the consent of the principals in the various schools to be able to administer the questionnaires to the teachers and students.

The researcher assured all respondents that the information acquired from the study would remain confidential and would only be used for the purpose of the research as advocated by (Orodho, 2009). The researcher also assured them that the data was only to be used for the stated purpose of the research, and that no undesirable persons would have access to the data. The researcher also assured the respondents of anonymity and

stated to them that they were therefore not to be required to disclose their identity or that of their schools on the questionnaires.

The researcher explained to the principals and all other respondents the purpose and nature of the research by giving them as much information as was needed concerning the study. This was meant to ensure that the respondents made an informed decision about whether or not they wished to participate in the study. Once the researcher completed data collection and analysis, the researcher filed the raw data, hand computations and computer print-outs. The raw data included the filled in questionnaires, recording of interviews and other research materials as initially received from the respondents. All these materials were safely stored in soft copy as well as hard copies in locked cabinets. Finally, the researcher complied with Karatina University research policy and the existing laws of Kenya.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction to the Chapter

This chapter presents data interpretation, presentation, analysis and discussion of the results from the findings of the study. The study sought to determine the influence of principals' instructional leadership practices on learners' performance in secondary schools in Murang'a and Kirinyaga counties, Kenya. Data analysis was done in accordance with the stated objectives. Data was analyzed using descriptive and inferential statistics. The inferential statistics that were used to test the hypotheses were Pearson correlation, t-test and regression analysis while the descriptive statistics used were means, standard deviations, percentages and frequencies.

The researcher collected data by administering questionnaires and by use of interview schedules. The researcher held discussions with 205 principals through face-to-face interviews. The researcher also administered questionnaires to 367 teachers. The researcher was able to interview all the Principals thus obtaining a return rate of a 100% for the interview schedule and 355 teachers obtaining a return rate of 96.73% for the teachers' questionnaires. Information on Table 4.1 presents the instruments response rate.

Table 4.1 Research Instruments Response Rate

Respondents	Questionnaires Issued	Interview Schedules Administered	Number Returned	Response Rate
Principals	-	205	205	100 %
Teachers	367	-	355	96.73 %
Total	367	205	560	97.90 %

Results on Table 4.1 indicates that the response rate for the study was high. The Principal's interview schedule and the teachers' questionnaires return rates were both at a 100%.and 96.73% respectively and the overall response rate was 97.90%. Best and Kahn (2006) avers that a return rate of more than 60% is considered to be very good and therefore these response rates were considered acceptable for the study. The significant response rate results were from three primary reasons.

First, the researcher executed the interviews in person with the school heads. In instances when the Principal was busy or absent from school, the researcher booked an appointment for a later date. Moreover, the researcher distributed the questionnaires physically during which she explained her expectations to the respondents. Lastly, all the participants in the pertinent institutions support an endeavor that helps improve their students' performance. The respondents were therefore interested in finding out what they can do for their learners and for their schools to realise better academic performance in their schools in the two counties.

4.2 Demographic Analysis

This section presents the background information of the institutions and respondents involved in the study. The data proved fundamental in comprehending the participants and the schools integrated into the research process. This understanding affected the results regarding the research targets. Some of the variables under inquiry involved gender, category of schools, academic qualifications of principals and teachers and principals' as well as teachers' experience in headship and teaching respectively.

4.2.1 Schools According to Counties

The study sought to establish the distribution according to counties that the school heads and teachers involved in the study taught in. This decision was critical since the selected institutions were derived from the listed schools in each county. Murang'a County was allocated approximately 60% and Kirinyaga County was allocated approximately 40%. The findings are provided in Figure 4.1.

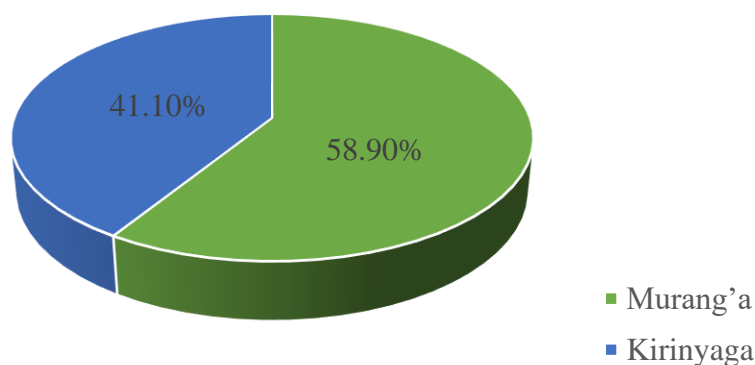


Figure 4.1 Schools According to Counties

Data analysis displayed in Figure 4.1 showed that majority (58.9%) of the schools were in Murang'a County and 41.1% were in Kirinyaga County. This implied that more

respondents were sampled from Murang’a County as the county had a higher number of secondary schools compared to Kirinyaga County. Murang’a County was apportioned approximately 123 (60%) schools while Kirinyaga County had 82 (40%) of the 205 sampled schools in the two counties.

4.2.2 Gender Distribution of the Respondents

The study considered the gender distribution of the respondents in the two counties. The research instruments provided an opportunity for the principals and the teachers to indicate their gender. Information on Table 4.2 presents the findings.

Table 4.2 Gender Distribution of the Respondents

	Murang’a		Kirinyaga	
	Male	Female	Male	Female
Principals	72 (64.9%)	39 (35.1%)	46 (62.2%)	28 (37.8%)
Teachers	108 (53.7%)	93 (46.3%)	80 (57.1%)	60 (42.9%)

The results in Table 4.2 show that in Murang’a County, out of the teachers who responded, 108 (53.7%) were male while 93 (46.3%) teachers were female. In Kirinyaga county, 80 (57.1%) were male while 60 (42.9%) were female. It’s also indicated in the table that of the sampled principals, 72 (64.9%) were male as compared to 39 (35.1%) female principals in Murang’a County. The number of male principals in Kirinyaga County were 46 (62.2%) and the female ones were 28 (37.8%). The table shows that the male gender was more predominant in comparison to the female gender.

The lack of gender balance was more pronounced at the level of principals in both counties. This shows that the female teachers were not moving up the career ladder at the same rate as their male counterparts. Female teachers may decline to apply for

promotion to administrative positions for fear of being transferred to schools far away from their homes and families.

4.2.3 Teaching Experience of Teachers

The study looked at the teaching experience of teachers in the two counties. The teachers were required to indicate their teaching experience. Information on Figure 4.2 presents the research findings.

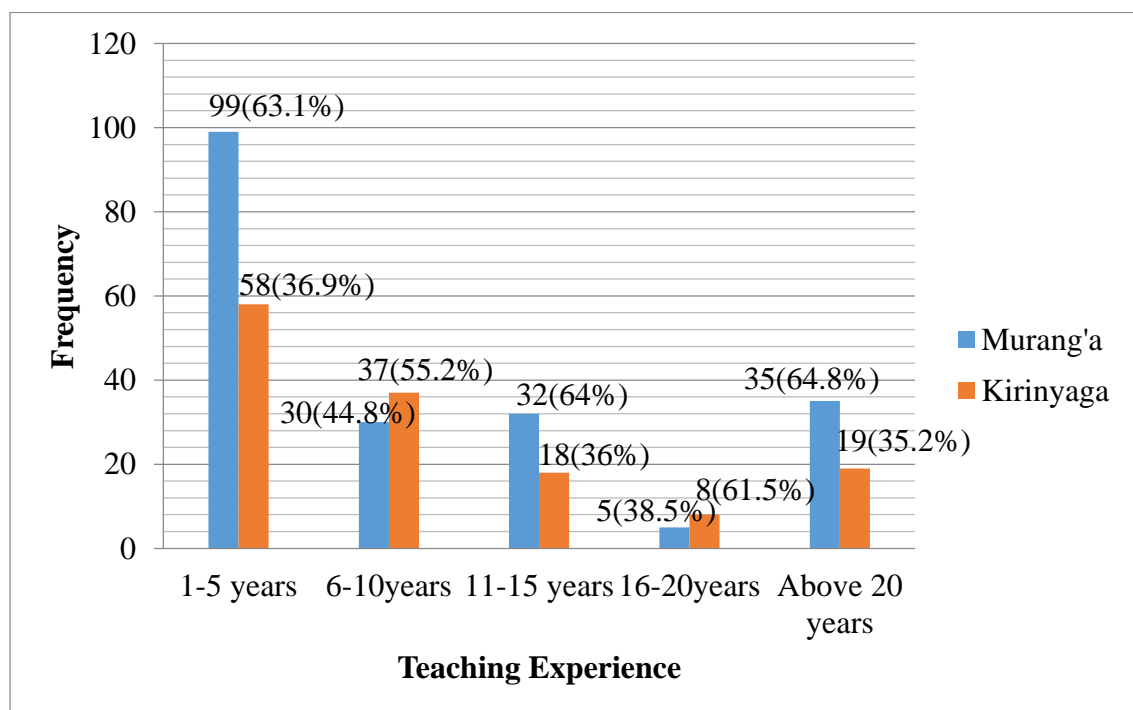


Figure 4.2 Teachers Teaching Experience

The results in Figure 4.2 show that 99 (63.1%) and 58 (36.9%) teachers in both Murang'a and Kirinyaga counties respectively had been in the profession for the shortest period of one to five years. The number of teachers with an experience of six to ten years were 30 (44.8%) and 37 (55.2%) in Murang'a and Kirinyaga counties respectively. They were closely followed by those with an experience of above 20 years. These were 35 (64.8%) and 19 (35.2%) in Murang'a and Kirinyaga counties

respectively. An experience of 11-15 years was made up of 32 (64%) teachers in Murang'a county and 18 (36%) teachers in Kirinyaga county. Those who had been in service for 16-20 years were the least with 5 (38.5%) and 8 (61.5%) teachers in Murang'a and Kirinyaga counties respectively. Murang'a county has more schools as compared to Kirinyaga county and thus more respondents were drawn from the county.

4.2.4 Administrative Experience of Principals

The study in the two counties put into consideration the period of time the sampled principals had been in service as school heads in secondary schools in their teaching careers. The principals were required to indicate their experience as school administrators. Figure 4.3 presents the research findings.

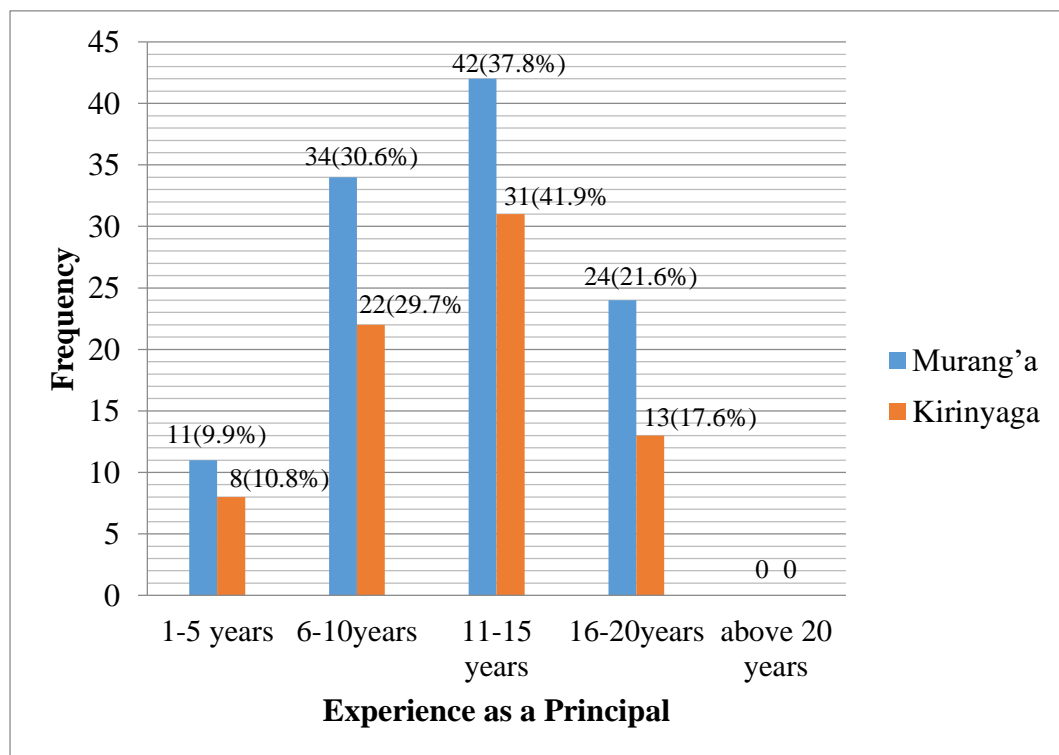


Figure 4.3 Administrative Experience of Principals

The results in Figure 4.3 shows that 11 (9.9%) and 8 (10.8%) principals in both Murang'a and Kirinyaga counties respectively had an experience of one to five years. Those with headship experience of six to ten years were 34 (30.6%) and 22 (29.7%) in Murang'a and Kirinyaga county respectively. An experience of 11-15 years was made up of 42 (37.8%) principals in Murang'a county and 31 (41.9%) principals in Kirinyaga county. Those who had been principals for 16-20 years were 24 (21.6%) and 13 (17.6%) in Murang'a and Kirinyaga counties respectively. There were no principals who had an experience of above 20 years.

The category of principals who had served in the administrative position for over 20 years had no respondent. To be able to rise to the position of a principal, the teachers' employer requires them to have worked in other administrative positions for several years. The principals are therefore likely to attain the mandatory retirement age before they serve for many years. According to the TSC scheme of service, those who are promoted as principals are required to have attained Job Group M and above amongst other qualifications.

Those with an experience of 11- 20 years remarked that their experience helped them in ensuring good performance. The principals argued that their experience has helped them in making necessary decisions, upholding good practices, proper management of school resources, overcoming challenges that may hinder good academic performance, ensuring team work as well as betterment of human resource management skills.

4.2.5 Academic Qualifications of Teachers

The research sought to find out the academic qualifications of teachers in Murang'a and Kirinyaga counties. Information on Figure 4.4 presents the research findings.

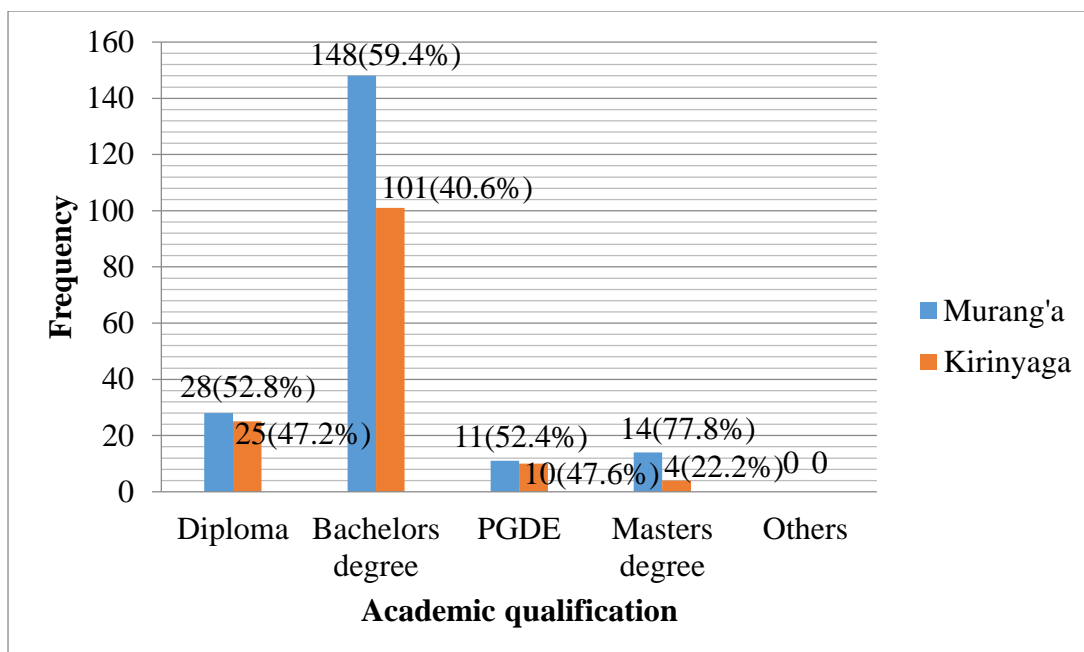


Figure 4.4 Academic Qualifications of Teachers

The results in Figure 4.4 show that majority of the teachers teaching in both counties had acquired a bachelor's degree. These were 148 (59.4%) and 101 (40.6%) in Murang'a and Kirinyaga counties respectively. Those holding a diploma were 28 (52.8%) and 25 (47.2%) in Murang'a and Kirinyaga counties respectively. Those with a postgraduate diploma in education were 11 (52.4%) and 10 (47.6%) closely followed by those with a masters degree at 14 (77.8%) and 4 (22.2%) from Murang'a and Kirinyaga respectively. Teachers have persistently enrolled in universities with an aim of acquiring higher academic qualifications.

This is largely true for the diploma holders. This may be the major reason there is a significant percentage of the bachelor's degree holders. The diploma holders may be taking advantage of the school-based programmes in various universities as well as distance and digital learning. The results showed that no teacher among the respondents had acquired a doctorate degree. The situation can be accounted for because teachers

who may have acquired such qualifications are likely to move out and seek employment from universities and other organizations either in the private or public sector.

4.2.6 Academic Qualifications of Principals

The research sought to find out the academic qualifications of principals in Murang'a and Kirinyaga counties. Information on Figure 4.5 presents the research findings.

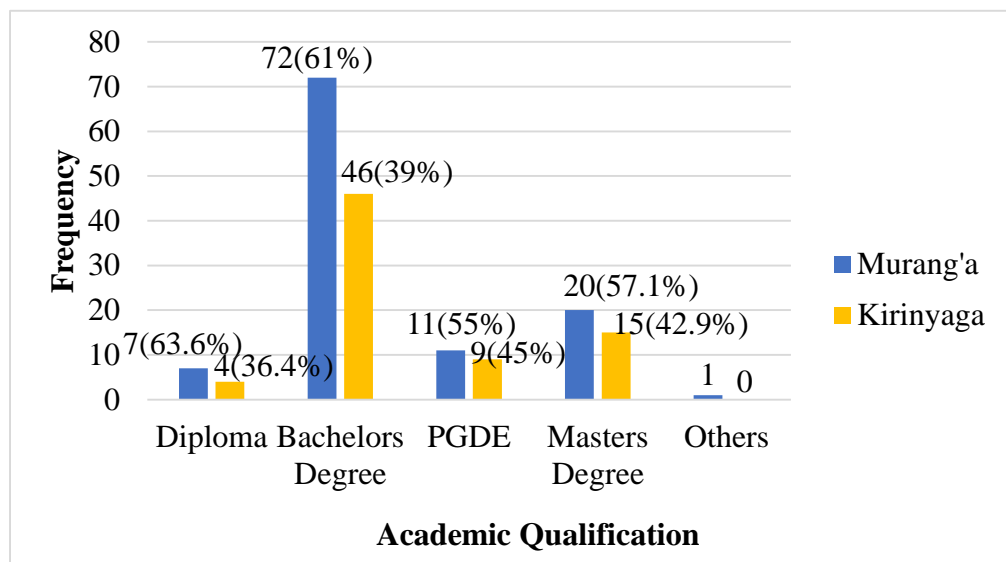


Figure 4.5 Academic Qualifications of Principals

The results in Figure 4.5 show that majority of the principals in both counties had attained a bachelor's degree. These were 72 (61%) and 46 (39%) in Murang'a and Kirinyaga counties respectively. Those holding a diploma were 7 (63.6%) and 4 (36.4%) in Murang'a and Kirinyaga counties respectively. Those with a masters degree stood at 20 (57.1%) and 15 (42.9%) closely followed by those with a postgraduate diploma in education at 11 (55%) and 9 (45%) from Murang'a and Kirinyaga respectively.

Once some teachers are appointed as deputy principals, they seek to further their academic qualifications. They thus enroll for a masters degree in with a notion of

increasing their chances of promotion to the level of a principal in future. The results showed that one principal from Murang’a County had acquired a doctorate degree while no one is a PhD holder in Kirinyaga County.

4.2.7 School Categories

The research sought to find out the school categories that the principals and the teachers sampled in the study taught in. This was important because school categories namely; National, Extra-County, County and Sub-County secondary schools have divergent cultures and school norms. These factors are likely to influence instructional leadership practices of a principal and eventually the learners’ academic performance. The findings are provided in Figure 4.6.

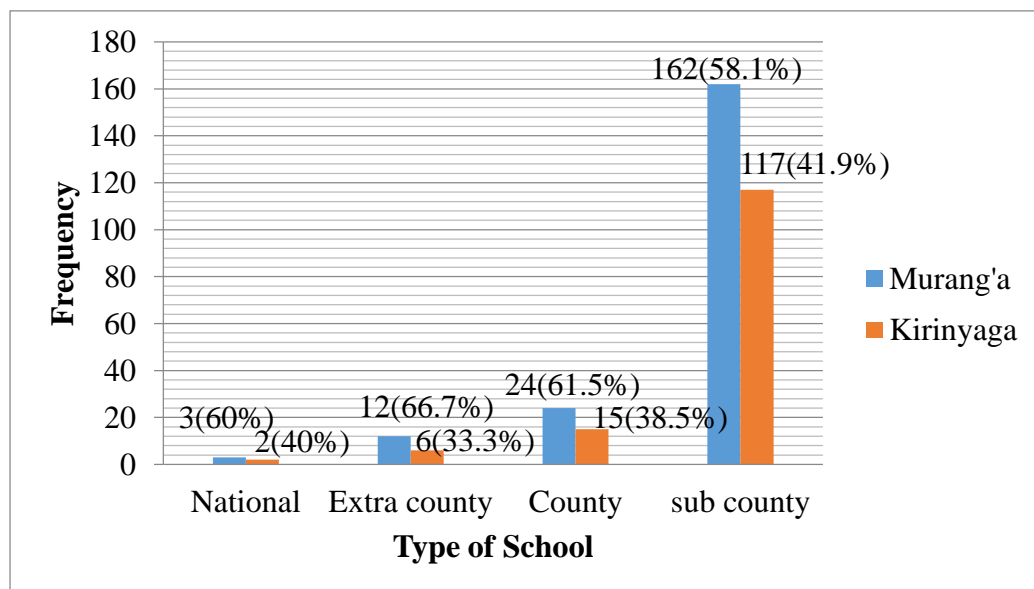


Figure 4.6 Types of Schools

Data analysis presented in figure 4.6 revealed that majority of the schools, 162 (58.1%) and 117 (41.9%) that the respondents in Murang’a and Kirinyaga counties respectively taught in were from sub-county schools. The number of sub-county schools was followed by the county schools which were 24 (61.5%) and 15 (38.5%) of the

respondents in Murang'a and Kirinyaga counties respectively. 12 (66.7%) and 6 (33.3%) in Murang'a and Kirinyaga counties respectively accounted for the respondents from Extra-county schools and finally 3 (60%) and 2 (40%) of the respondents in Murang'a and Kirinyaga counties respectively were from National schools. This implied that more respondents were from the sub-county schools.

Data provided by a government assessment of secondary education growth in Kenya (Policy Framework for Education Paper) specifies that the number of secondary schools increased at 8.2% within a period of five years, from 2009 to 2014. Public secondary schools increased by 8.9% annually (GoK, 2012). The Kenyan Constitution 2010 that gave rise to County government also led to the establishment of the Constituency Development Fund (CDF). Most counties fund the sub-county schools by providing CDF funds to aid in establishment of the physical facilities in those schools. The sub-county schools have thus risen in their numbers and have been able to cater for the increased demand in secondary education created by the FPE and FDSE policies.

As a result the number of sub-county schools had recorded tremendous growth in a span of five years. This perhaps helps to explain the large number of sub-county secondary schools as compared to other categories of schools in the study areas. Currently, the government has come up with the policy of 100 % transition from primary schools to secondary schools and even learners who perform attain very low marks at KCPE are likely to enroll in the sub-county schools.

4.2.8 KCSE Mean Scores According to Counties

The research considered KCSE Mean Scores for the Years 2014, 2015, 2016 and 2017 in the two counties. The teachers were required to indicate the KCSE Mean Scores of their schools. The findings are provided in Table 4.3.

Table 4.3 KCSE Mean Scores according to counties

Mean Score	2014	2015	2016	2017
10.00- 12.00	8 (2.7%)	8 (2.5%)	0 (0.0%)	0 (0.0%)
7.00-9.99	12 (4.0%)	17 (5.3%)	11 (3.4%)	10 (3.1%)
4.00-6.99	169 (56.3%)	165 (51.4%)	89 (27.6%)	65 (20.2%)
1.00-3.99	111 (37.0%)	131 (40.8%)	222 (68.9%)	247 (76.7%)

According to Table 4.3, the mean standard scores (MSS) of the sampled schools show that performance at KCSE in the two counties for the last four years has been dismal. The number of schools with an MSS of 10.00-12.00 were 8 (2.7%) in the year 2014 and 2015 while no school managed to obtain the same MSS in the years 2016 and 2017. The MSS of 7.00-9.99 was obtained by 12 (4.0%) schools in 2014, 17 (5.3%) schools in 2015, 11 (3.4%) schools in 2016 and 10 (3.1%) schools in 2017. The MSS of 4.00-6.99 was obtained by 169 (56.3%) schools in 2014, 165 (51.4%) schools in 2015, 89 (27.6%) schools in 2016 and 65 (20.2%) schools in 2017. The MSS of 1.00-3.99 was obtained by 111 (37.0%) schools in 2014, 131 (40.8%) schools in 2015, 222 (68.9%) schools in 2016 and 247 (76.7%) schools in 2017.

These results have shown that a higher percentage of candidates in the two counties have consistently scored the lower grades of D+, D, D- and E for the last four years. Those who have managed to attain the university entry grades of A to C+ have also consistently declined. The results also show that the percentage of wastage is very high in both counties as very few candidates are able to acquire the university qualifying grades.

4.2.9 T-test on KCSE Mean Scores of Schools in Murang'a and Kirinyaga Counties

In this study an independent-samples t-test was used to establish whether there existed a statistically significant difference between the mean scores of the learners' performance at KCSE in Murang'a and Kirinyaga county. The statistical relationship between the mean scores of the learners' performance at KCSE was presented in Table 4.4.

Table 4.4 Independent Sample T-test of KCSE Means Scores of Schools in Murang'a and Kirinyaga Counties

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
learners' performance	Equal variances assumed	2.973	.086	2.558	320	.011	.15438	.06034	.03566	.27309
	Equal variances not assumed			2.531	268.681	.012	.15438	.06100	.03428	.27448

According to Table 4.4, the level of significance was .011 which was less than the p-value (.05). This means that there is a statistically significant difference in the mean scores of the learners' performance at KCSE in Murang'a and Kirinyaga counties. According to the MOEST County Directorates of Education in Murang'a and Kirinyaga counties, the KCSE results for the last four years have been dismal. However, performance has been different in the two counties as shown by the results of the study. The results have shown that the percentage of wastage is higher in Murang'a County. It has also been evident that university qualification has been higher in Kirinyaga than in Murang'a County with almost a third of the candidates being able to attain the university qualification in Kirinyaga County.

4.3 Principals Communication of School Goals

The first research objective sought to establish the relationship between principals' communication of school goals and learners' performance in public secondary schools in Murang'a and Kirinyaga counties. Quantitative data was cleaned, coded and entered into a computer using the SPSS software, while qualitative data was grouped into themes according to the research objective. The independent variable was principals' communication of school goals and the dependent variable was learners' performance in public secondary schools in Murang'a and Kirinyaga counties.

Principals' communication of school goals was assessed by obtaining the means of seven statements that sought to evaluate communication of the school goals, fostering of shared ownership of school goals, implementation of set goals, shaping of the school direction, engagement in resource mobilization, ensuring that resources are aligned with set goals and the institution's management in line with the set goals. The mean scores for each statement was computed and used to rate communication of school goals on a scale ranging from one (1) to a maximum of five (5).

Mean scores between 1.0 and 2.4 were rated as low, mean scores between 2.5 and 3.4 were rated as moderate while mean scores between 3.5 and 5.0 were rated as high. Tables, bar graphs and narrations were used in data presentation. The findings on principals' communication of school goals in Murang'a and Kirinyaga Counties are presented in Table 4.5.

Table 4.5 Principals' Roles in Communication of School Goals According to Teachers

	Roles performed by the principal	County	n	SD	D	U	A	SA	\bar{x}	sd
1	Communicates the school goals	Murang'a	201	11	34	8	108	40	3.66	1.14
		Kirinyaga	138	6	1	4	82	45	4.15	0.87
2	Fosters shared ownership of school goals	Murang'a	200	20	23	29	91	37	3.51	1.21
		Kirinyaga	134	0	8	9	90	27	4.01	0.71
3	Ensures implementation of set goals	Murang'a	199	16	20	22	105	36	3.63	1.13
		Kirinyaga	134	0	6	7	74	47	4.21	0.74
4	Shapes school direction	Murang'a	200	15	36	13	92	44	3.57	1.23
		Kirinyaga	136	2	2	10	81	41	4.15	0.74
5	Engages in resource mobilization	Murang'a	201	19	25	31	80	46	3.54	1.24
		Kirinyaga	136	0	4	26	63	43	4.07	0.79
6	Engages in resource mobilization	Murang'a	201	16	21	33	82	49	3.63	1.19
		Kirinyaga	136	5	4	29	76	22	3.78	0.88
7	Manages school in line with the set goals	Murang'a	201	18	32	13	84	54	3.62	1.28
		Kirinyaga	136	0	6	7	53	70	4.37	0.78
Aggregate Score		Murang'a	201						3.59	1.04
		Kirinyaga	138						4.12	0.589

\bar{x} (mean), sd (standard deviation)

Data presented in Table 4.5 revealed that most teachers agreed or strongly agreed that the principals in both counties played the roles of communication of school goals. This is because most mean scores were either moderate or high. Data analysis had the following characteristics. Communication of school goals in Kirinyaga was rated as high ($\bar{x} = 4.15$) and equally high in Murang'a ($\bar{x} = 3.66$). The study revealed that in both Kirinyaga and Murang'a counties, principals fostering of shared ownership of

school goals was high at $\bar{x} = 4.01$ and at $\bar{x} = 3.51$ respectively. The principal as the initiator of the set goals is tasked with the responsibility of making sure that the set goals are executed. On whether principals ensured implementation of set goals, both Kirinyaga and Murang'a counties were rated highly at $\bar{x} = 4.21$ and $\bar{x} = 3.63$ respectively.

Regarding shaping of the school direction, the study revealed that in Kirinyaga the rating was high ($\bar{x} = 4.15$) and equally high in Murang'a ($\bar{x} = 3.57$). In order for the school to run effectively, resources both human and financial as well as physical resources are needed. On resource mobilization, the study revealed that in Kirinyaga the rating was high ($\bar{x} = 4.07$) and was also high in Murang'a County at $\bar{x} = 3.54$. On ensuring that the mobilized resources are aligned with the set goals, the study revealed that the rating was high in both counties at $\bar{x} = 3.78$ in Kirinyaga and at $\bar{x} = 3.63$ in Murang'a.

Finally, pertaining to management of the school in line with the set goals, the rating was high in Kirinyaga ($\bar{x} = 4.37$) and equally high in Murang'a ($\bar{x} = 3.62$). This showed that the principals in both counties performed the roles of communicating the school goals well as shown by the mean scores of both counties which were rated highly at a mean standard score of 3.59 in Murang'a county and higher at 4.12 in Kirinyaga County. This showed that the ratings were however higher in Kirinyaga than in Murang'a County. The overall mean score for both counties was also high at 3.52.

Hallinger (2005) states that there exists two key functions that guides the dimension of defining the school mission. The first function is framing the school goals and secondly is communication of the set goals to the concerned parties. This aspect details out the principal's role in determining the vital rational of the school. The aspect concentrates

on the team spirit of the principal as he/she reaches out to the co-workers in making certain that academic excellence is achieved. This progress will be supported by goals that are specific, clear, measurable, realistic and time-bound.

Once the goals are owned by all the interested parties as a result of timely and clear communication from the group leader, then progress can be attained as all stakeholders support the school programmes. In most schools, principals had formulated the mission and vision statements as indicated by the teachers in the teachers' questionnaire. Majority 278 (83.23%) of teachers indicated that their schools had both the mission and vision statements that were displayed in the school while 56 (16.77%) indicated that the mission and vision statements were not displayed anywhere in the school.

Majority 147 (51.8%) of teachers indicated that in their respective schools, the mission and vision statements were clearly displayed on the walls and were visible while 74 (26.1%) stated that they were displayed at the gate. Further 43 (15.1%) teachers stated that they were displayed on the notice boards while a few teachers 20 (7.0%) indicated that the mission and vision statements were communicated using other media.

4.3.1 Comparison of Communication of School Goals in Murang'a and Kirinyaga Counties

The study further compared the rating of communication of school goals in Murang'a and Kirinyaga counties. The findings are provided in Figure 4.7.

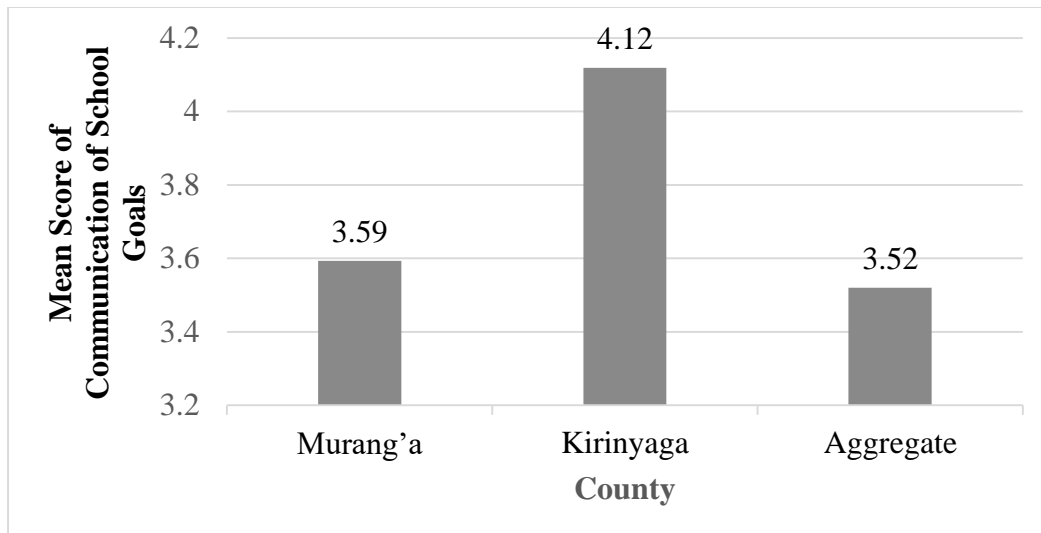


Figure 4.7 Comparison of Communication of School Goals

Results in Figure 4.7 shows that communication of school goals in secondary schools in Kirinyaga County was rated as high ($\bar{x} = 4.12$) while in Murang'a County it was also rated as high ($\bar{x} = 3.59$). The overall rating of communication of school goals in both counties combined was high ($\bar{x} = 3.52$). Most of the principals interviewed responded that they communicated the school goals through meetings with stakeholders, through newsletters to parents, during schools' assemblies as well as through the schools' strategic plans.

4.3.2 Pearson Correlation for Principals' Communication of School Goals and Learners' Performance

The first research hypothesis (H_{01}) stated that there is no statistically significant relationship between principals' communication of school goals and learners' performance in KCSE in Murang'a and Kirinyaga counties. In order to establish whether a statistical relationship existed between principals' communication of school goals and learners' performance in KCSE, the researcher computed the Pearson product moment correlation between communication of school goals and learners' performance

for the two counties. The computation for the two counties was to allow for comparison between the two counties to be carried out. Initial scrutiny was executed to guarantee that there was no violation of the assumptions of linearity, normality and homoscedasticity. The findings are presented in Table 4.6.

Table 4.6 Correlations between principals' communication of school goals and learners' performance in KCSE in Murang'a and Kirinyaga Counties.

County			Learners' Performance	Communication of School Goals
Murang'a	Learners' Performance	Pearson Correlation	1	.172*
		Sig. (2-tailed)		.017
		N	191	191
	Communication of School Goals	Pearson Correlation	.172*	1
		Sig. (2-tailed)	.017	
		N	191	201
Kirinyaga	Learners' Performance	Pearson Correlation	1	.167*
		Sig. (2-tailed)		.029
		N	131	129
	Communication of School Goals	Pearson Correlation	.167*	1
		Sig. (2-tailed)	.029	
		N	129	138

*. Correlation is significant at the 0.05 level (2-tailed).

Results on Table 4.6 indicates that there existed a weak, positive correlation between the two variables ($r = .172$, $n = 191$, $p < .05$) in Murang'a county. Shirley, Stanley and Daniel (2005) indicate that for a weak correlation, "r" ranges from ± 0.10 to ± 0.29 ; in a moderate correlation, "r" ranges between ± 0.30 and ± 0.49 ; while in a strong correlation, "r" ranges from ± 0.5 and ± 1.0 . There was also a weak, positive correlation between the two variables ($r = .167$, $n = 129$, $p < .05$) in Kirinyaga county. The null hypothesis in reference to both Murang'a and Kirinyaga counties was therefore rejected on the basis of this outcome.

The findings indicated that principals who communicated school goals to the stakeholders attained better performance in their schools compared to those principals who never communicated the school goals. Pearson product moment correlation for both counties combined was also computed. The findings are presented in Table 4.7.

Table 4.7 Correlations between Principals’ Communication of School Goals and Learners’ Performance for both counties

		Communication of School Goals	Learners’ Performance
Communication of School Goals	Pearson Correlation	1	.193**
	Sig. (2-tailed)		.001
	N	339	320

** . Correlation is significant at the 0.01 level (2-tailed).

Data on Table 4.7 indicates that there was a weak, positive correlation between the two variables ($r = .193$, $n = 320$, $p < .05$). Shirley et al. (2005) indicate that for a weak correlation, “r” ranges from ± 0.10 to ± 0.29 ; in a moderate correlation, “r” ranges between ± 0.30 and ± 0.49 ; while in a strong correlation, “r” ranges from ± 0.5 and ± 1.0 . The null hypothesis when the two counties were combined was therefore rejected on the basis of this finding. Hence, in this study high levels of learners’ performance were associated with communication of school goals. It was concluded that a positive relationship existed between principals' communication of school goals and learners’ performance in both counties.

The findings of this study concurs with Robinson et al., (2008) who deduced that better-quality learning in institutions can be realized, a key path that principal has to follow is through proper formulated and conveyed vision and goals. The study concluded that

communication of school goals by the principal to all stakeholders in secondary schools was essential in the students' academic performance. Stakeholders will own, aid and even finance school programmes and endeavours as a result of their understanding which arises from proper and timely communication from the head of the institution.

4.4 Principals' Supervision of Teaching

The second research objective assessed the relationship between principals' supervision of teaching and learners' performance in Murang'a and Kirinyaga counties. The independent variable was principals' supervision of teaching and the dependent variable was learners' performance in public secondary schools in Murang'a and Kirinyaga counties. Mean scores for each county as well as comparison between the two counties have been discussed. In the study, it had been hypothesized that there is no statistically significant relationship between principals' supervision of teaching and learners' performance in KCSE in Murang'a and Kirinyaga counties.

The researcher computed the Pearson product moment correlation between the two variables and the hypothesis was tested at a level of significance of 0.05. Principals' supervision of teaching was assessed by means of eight statements. The mean scores for each statement was computed and used to measure the rating of supervision of teaching on a scale ranging from one (1) to a maximum of five (5). Mean scores between 1.0 and 2.4 were rated as low, mean scores between 2.5 and 3.4 were rated as moderate while mean scores between 3.5 and 5.0 were rated as high.

Tables, bar graphs and narrations were used in data presentation. Information on Table 4.8 presents the findings on principals' supervision of teaching in Murang'a and Kirinyaga Counties.

Table 4.8 Principals' Roles in Supervision of Teaching According to Teachers

	Roles performed by the principal	County	n	SD	D	U	A	SA	\bar{x}	sd
1	Ensures effective curriculum implementation	Murang'a	201	7	20	17	104	53	3.88	1.02
		Kirinyaga	138	0	8	3	62	65	4.33	0.79
2	Demonstrates wide knowledge of curriculum issues	Murang'a	200	5	32	30	93	40	3.66	1.05
		Kirinyaga	136	4	6	11	69	46	4.08	0.93
3	Supervises curriculum implementation	Murang'a	201	7	25	15	96	58	3.86	1.08
		Kirinyaga	136	0	10	3	60	63	4.29	0.84
4	Checks teachers' professional documents	Murang'a	201	24	34	14	92	37	3.42	1.29
		Kirinyaga	136	6	6	4	77	43	4.07	0.96
5	Maintains a conducive school climate	Murang'a	200	19	21	15	87	58	3.72	1.25
		Kirinyaga	136	2	8	6	62	58	4.22	0.89
6	Addresses teachers' classroom concerns	Murang'a	199	13	22	26	79	59	3.75	1.18
		Kirinyaga	130	1	6	19	52	52	4.14	0.89
7	Evaluates teachers' instructional methods	Murang'a	201	19	29	33	89	31	3.42	1.19
		Kirinyaga	136	6	12	23	57	38	3.80	1.08
8	Cognizant of emerging curriculum reforms		201	11	25	26	103	36	3.64	1.08
			134	0	5	8	84	37	4.14	0.68
Aggregate Score		Murang'a	201						3.67	0.962
		Kirinyaga	138						4.15	0.668

\bar{x} (mean), **sd** (standard deviation)

Data presented in Table 4.8 revealed that most teachers agreed or strongly agreed that the principals in both counties played the roles of supervision of teaching. Data analysis had the following characteristics. Ensuring effective curriculum implementation in Kirinyaga was rated as high ($\bar{x} = 4.33$) and equally high in Murang'a ($\bar{x} = 3.88$). Effective curriculum

implementation can only be carried out if the principal has knowledge on curriculum issues. The study therefore revealed that in Kirinyaga County, principals demonstration of wide knowledge of curriculum issues was high at $\bar{x} = 4.08$ and was equally high in Murang'a County at $\bar{x} = 3.66$. On whether principals supervises curriculum implementation, both Kirinyaga and Murang'a counties were rated as high at $\bar{x} = 4.29$ and $\bar{x} = 3.86$ respectively.

In order for teachers to carry out effective curriculum implementation, they are expected to prepare and regularly update their professional documents. It is the sole responsibility of a principal to ensure that these documents exist and are used by the teachers during teaching and learning. Regarding checking teachers professional documents such as schemes of work, lesson plans, record of work books among others, the study revealed that in Kirinyaga the rating was high ($\bar{x} = 4.07$) but was however moderate in Murang'a County ($\bar{x} = 3.42$). On the role played by the principal concerning the maintenance of a conducive school climate that permits teaching and learning to be carried out effectively, the study revealed that in Kirinyaga the rating was high ($\bar{x} = 4.22$) and equally high in Murang'a ($\bar{x} = 3.72$). A conducive school climate is evident in child-friendly schools.

A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling. In such an institution, teachers cooperate with the learners, are hardworking and involve learners in the decision making processes. Regarding whether the principal addresses the classroom concerns of the teachers, the study revealed that in Kirinyaga the rating was high ($\bar{x} = 4.14$) and also high in Murang'a ($\bar{x} = 3.75$). On whether the principal regularly evaluates teachers' instructional methods, the rating was high in Kirinyaga ($\bar{x} = 3.80$) but was moderate in Murang'a ($\bar{x} = 3.42$). The TPAD tool has provided the principals with avenues of ensuring

that proper instructional methods are applied during classroom instruction. Finally, on whether principals were cognizant of emerging curriculum reforms, the rating was high in Kirinyaga ($\bar{x} = 4.14$) and also high in Murang'a ($\bar{x} = 3.64$).

This showed that the principals in both counties performed the roles of supervision of teaching in a fairly good manner as shown by the mean scores of both counties which was high at a mean standard score of 3.67 in Murang'a County and high at 4.15 in Kirinyaga County. The ratings were however higher in Kirinyaga than in Murang'a County. The overall mean score for both counties was moderate at 3.15. Descriptive statistics for both counties combined indicated that principals had largely neglected their role of curriculum supervision as shown by the moderate mean score.

Supervision of teaching is in line with management of the instructional programme which focuses on the coordination and regulation of instruction and curriculum. This dimension integrates three leadership (or what might be termed management) functions: Supervises and evaluates instruction, coordinates the curriculum and monitors student progress (Robinson et al., 2008). Obviously, the principal is expected to have the proficiency in teaching and learning as well as allegiance to school improvement as demanded by these functions (Hallinger & Murphy, 2012). Other leaders who may include the deputy principal and HODs are supposed to be involved in energizing, supervising and following up on the teaching and learning in the school.

The principal can achieve proper supervision through effective delegation to the deputy principal and also to the HODs. In supervising and evaluating instruction, the principal is supposed to ensure that the goals of the school are being translated into practice at the classroom level. The translation of the goals involves coordinating the classroom

objectives of teachers with those of the school and evaluating classroom instruction. It also involves monitoring classroom instruction through formal and informal classroom visits. Monitoring can be done both by the principal and others engaged in instructional support (Robinson et al., 2008). In addition, it includes providing instructional support to teachers and the learners.

With regard to supervision of teaching, one of the principals during the interview remarked as follows; *“The TSC Teacher Performance Appraisal and Development (TPAD) tool has been of great help in the supervision of teaching to me as a principal. This is because I have been able to delegate to the deputy principal and even the class prefects that responsibility. All I have to do is monitor the Lesson Attendance Register (LAR) later in the day once the lessons time is over. I then summon the teachers to explain why they missed lessons and what arrangements they had for recovery of the missed lessons.”* Upon analyzing the statement, it was found out that if the TPAD tool is well implemented, the process of supervision can be more effective. The principal can be able to delegate and only act as the overseer in the whole process.

4.4.1 Comparison of Supervision of Teaching in Murang’a and Kirinyaga Counties

The study further compared the rating of supervision of teaching in Murang’a and Kirinyaga counties. The findings are provided in Figure 4.8.

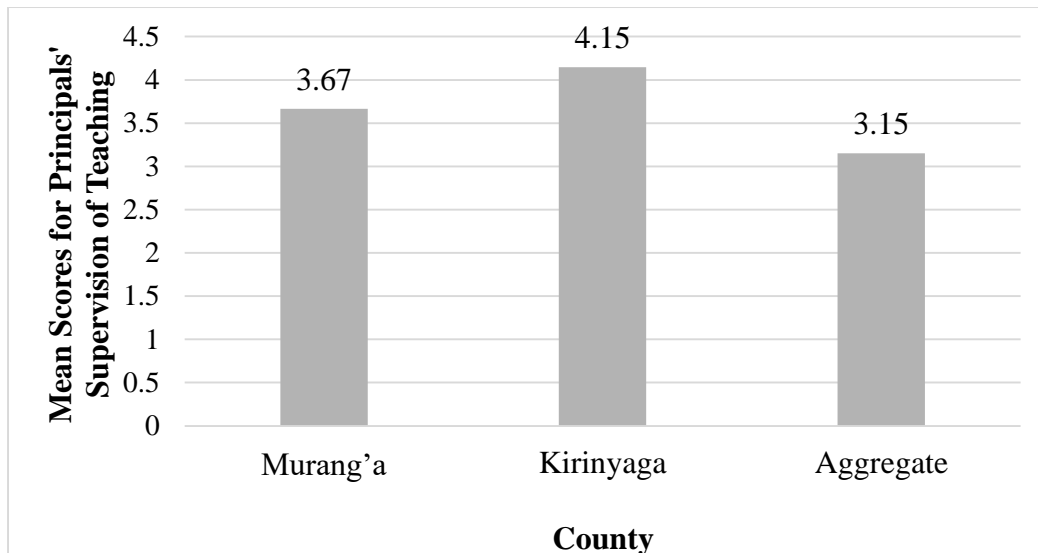


Figure 4.8 Comparison of Supervision of Teaching

Data in Figure 4.8 shows that supervision of teaching in secondary schools in Kirinyaga County was rated high ($\bar{x} = 4.15$) and in Murang'a County was high at $\bar{x} = 3.67$. The overall rating of supervision of teaching in both counties combined was moderate at ($\bar{x} = 3.15$). Supervision of teaching in schools is a very important component. The outcomes that will be realized by the learners will largely be subject to how the curriculum is executed and assessed at the school level. This moderately low rating of supervision of teaching by the principals of secondary schools in the two counties may be contributing greatly to the dismal performance being experienced in majority of the schools.

4.4.2 Pearson Correlation for Principals' Supervision of Teaching and Learners' Performance

The second research hypothesis (H_{02}) stated that there is no statistically significant relationship between principals' supervision of teaching and learners' performance in KCSE in Murang'a and Kirinyaga counties. In order to establish whether a statistical

relationship existed between principals' supervision of teaching and learners' performance, the researcher computed the Pearson product moment correlation coefficient between the two variables. Initial scrutiny was executed to guarantee that there was no violation of the assumptions of linearity, normality and homoscedasticity. The findings are presented in Table 4.9.

Table 4.9 Correlations between Principals' Supervision of Teaching and Learners' Performance in KCSE in Murang'a and Kirinyaga Counties

County			Learners' performance	Supervision of teaching
Murang'a	Learners' performance	Pearson Correlation	1	.085*
		Sig. (2-tailed)		.041
		N	191	191
	Supervision of teaching and learning	Pearson Correlation	.085*	1
		Sig. (2-tailed)	.041	
		N	191	201
Kirinyaga	Learners' performance	Pearson Correlation	1	.170*
		Sig. (2-tailed)		.014
		N	131	129
	Supervision of teaching and learning	Pearson Correlation	.170*	1
		Sig. (2-tailed)	.014	
		N	129	138

*. Correlation is significant at the 0.05 level (2-tailed).

Results on Table 4.9 indicates that there was a weak, positive correlation between the two variables ($r = .085$, $n = 201$, $p < .05$) in Murang'a county. There was also a weak, positive correlation between the two variables ($r = .170$, $n = 138$, $p < .05$) in Kirinyaga county. Shirley et al. (2005) indicate that for a weak correlation, "r" ranges from ± 0.10 to ± 0.29 ; in a moderate correlation, "r" ranges between ± 0.30 and ± 0.49 ; while in a strong correlation, "r" ranges from ± 0.5 and ± 1.0 . The null hypothesis in reference to both Murang'a and Kirinyaga counties was therefore rejected on the basis of this finding. The findings imply that enhanced academic performance is likely to be attained

in schools where principals carried out supervision of teaching and learning as compared to those principals who disregarded the practice.

Pearson product moment correlation for both counties combined was also computed.

The findings are presented in Table 4.10.

Table 4.10 Correlations between Principals’ Supervision of Teaching and Learners’ Performance for both Counties

		Learners’ Performance	Supervision of Teaching and Learning
Learners’ Performance	Pearson Correlation	1	.142*
	Sig. (2-tailed)		.011
	N	322	320

*. Correlation is significant at the 0.05 level (2-tailed).

Information on Table 4.10 shows that there was a weak, positive correlation between the two variables ($r = .142$, $n = 320$, $p < .05$). Shirley et al., (2005) indicates that for a weak correlation, “r” ranges from ± 0.10 to ± 0.29 ; in a moderate correlation, “r” ranges between ± 0.30 and ± 0.49 ; while in a strong correlation, “r” ranges from ± 0.5 and ± 1.0 . The null hypothesis was therefore rejected on the basis of this finding. Hence in this study, high levels of learners’ performance were associated with supervision of teaching and learning in schools.

It was concluded that a positive relationship existed between principals' supervision of teaching and learners’ performance. The findings of this study concur with what Ankomah (2002) pointed out that a robust leadership demonstrated through supervision of teachers’ work is one of the attributes of the existence of a successful school. For instance, in most successful schools, the head teachers attend lessons with the aim of

noting down the strengths and weaknesses of the lesson. The head teacher later on discusses with the concerned teacher or with the whole department.

This dimension of supervision is also incorporated in the TPAD document and is referred to as lesson observation. The SMASE programme has also introduced the lesson study aspect whereby subject teachers prepare a common lesson where one of them teaches in the selected class as the others observe and take notes. This has been of great assistance to both the teachers and the students in tackling the difficult topics especially in Mathematics and Sciences.

Another dimension of supervision is when on a regular basis the head teacher is to sample out some of the assignments done by learners to find out the extent to which teachers are teaching. The head teacher also inspects the lesson plans and records of work of the teachers and vets them every week. All these efforts can positively influence the learners' academic attainment. Supervising and evaluating instruction comprises of activities that provide instructional support to teachers, monitor classroom instruction through informal classroom visits and aligning classroom practice.

4.5 Principals' Promotion of Teachers' Professional Development

The third research objective was to investigate the performance of the principal's role in promoting teachers' professional development and learners' performance in Murang'a and Kirinyaga counties. The independent variable was the performance of the principals' role in promoting teachers' professional development and the dependent variable was learners' performance in public secondary schools in Murang'a and Kirinyaga counties. The mean scores for each county have been discussed in this section. Comparison between the two counties has also been discussed.

It had been hypothesized that there is no statistically significant relationship between the performance of the principal's role in promoting teachers' professional development and learners' performance in KCSE in Murang'a and Kirinyaga counties. Pearson product moment correlation coefficient was used to test the hypothesis at 0.05 level of significance. Principals' role in promoting teachers' professional development was assessed by means of nine statements.

The mean score for each statement was computed and used to measure the rating of the role of the principal in promoting teachers' professional development in the sampled schools on a scale ranging from one (1) to a maximum of five (5). Mean scores between 1.0 and 2.4 were rated as low, mean scores between 2.5 and 3.4 were rated as moderate while mean scores between 3.5 and 5.0 were rated as high. Tables, bar graphs and narrations were used in data presentation. The findings on principals' role in promoting teachers' professional development in Murang'a and Kirinyaga Counties are presented in Table 4.11.

Table 4.11 Principals Roles in Promotion of Teachers' Professional Development According to Teachers

	Roles performed by the principal	County	n	SD	D	U	A	SA	\bar{x}	sd
1	Alerts teachers about professional growth opportunities	Murang'a	201	17	24	13	103	44	3.66	1.19
		Kirinyaga	133	2	4	9	67	51	4.21	0.82
2	Facilitates teachers' professional growth	Murang'a	201	17	28	16	95	45	3.61	1.22
		Kirinyaga	134	1	6	10	69	48	4.17	0.81
3	Provides opportunities for career advancement	Murang'a	201	7	32	41	74	47	3.61	1.11
		Kirinyaga	134	2	2	24	86	20	3.90	0.72

4	Supports professional learning of staff	Murang'a	198	10	30	33	103	22	3.49	1.04
		Kirinyaga	133	2	4	23	69	35	3.98	0.83
5	Provides resources to enhance teachers' professional development	Murang'a	201	18	33	31	86	33	3.41	1.20
		Kirinyaga	131	3	5	27	72	24	3.83	0.85
6	Encourages peer exchange to enhance professional growth	Murang'a	200	15	45	29	87	24	3.30	1.16
		Kirinyaga	133	0	11	21	62	39	3.97	0.89
7	Encourages mentoring within the teaching staff	Murang'a	200	22	36	33	85	24	3.27	1.21
		Kirinyaga	135	2	10	21	74	28	3.86	0.88
8	Organizes school based insets	Murang'a	200	35	36	35	73	21	3.05	1.29
		Kirinyaga	133	8	16	48	54	7	3.27	0.95
9	Motivates teachers in the realm of professional development	Murang'a	195	35	32	27	71	30	3.15	1.36
		Kirinyaga	125	4	10	19	71	21	3.76	0.94
Aggregate Score		Murang'a	201						3.39	0.984
		Kirinyaga	138						3.98	0.840

\bar{x} (mean), sd (standard deviation)

Data presented in Table 4.11 revealed that most teachers agreed or strongly agreed that the principals in both counties played the role of promoting teachers' professional development. There were however a large number of them who disagreed or were undecided. Data analysis had several characteristics. On alerting teachers about professional development opportunities, both Kirinyaga and Murang'a Counties were rated high at $\bar{x} = 4.21$ and $\bar{x} = 3.66$ respectively. These results show that principals sought information relating to professional development and gave this information to the teachers.

These results are further confirmed by findings relating to principals' facilitation of teachers' professional growth. The study revealed that in Kirinyaga, principals

facilitation of teachers professional growth by for example allowing them time off to study was high at $\bar{x} = 4.17$ in Kirinyaga County and equally high in Murang'a County at $\bar{x} = 3.61$. On whether principals provided opportunities for career advancement, Kirinyaga was rated highly at $\bar{x} = 3.90$ and equally high in Murang'a County at $\bar{x} = 3.61$. Regarding supporting professional learning of staff, the study revealed that in Kirinyaga, the rating was high ($\bar{x} = 3.98$) but was however moderate in Murang'a ($\bar{x} = 3.49$).

On provision of resources to enhance teachers' professional development, the study revealed that in both counties the rating was high in Kirinyaga County ($\bar{x} = 3.83$) and moderate in Murang'a County ($\bar{x} = 3.41$). Regarding whether principals encourage peer exchange to enhance professional growth, the study revealed that in Kirinyaga the rating was high ($\bar{x} = 3.97$) while the rating was moderate in Murang'a ($\bar{x} = 3.30$). On whether principals encouraged mentoring within the teaching staff, the rating was high in Kirinyaga ($\bar{x} = 3.86$) but moderate in Murang'a ($\bar{x} = 3.27$). On organization of school based INSETS, both counties were rated moderately at 3.27 and 3.05 in Kirinyaga and Murang'a Counties respectively.

Finally, on whether principals motivated their teachers in the realm of professional development, the rating was high in Kirinyaga ($\bar{x} = 3.76$) and moderate in Murang'a ($\bar{x} = 3.15$). These results show that principals in both counties, greatly supported teachers' professional development though at varying levels. The overall outcome of the study were in agreement with the aggregate score in the two counties which was moderate in Murang'a County ($\bar{x} = 3.39$) and high in Kirinyaga County ($\bar{x} = 3.98$). The ratings were therefore higher in Kirinyaga than in Murang'a County. The overall mean score for both counties was therefore high at 4.00.

Responses from the teachers' questionnaires and the principals' interview schedule established that most teachers 265 (79.34%) indicated that their principals alerted them about professional development opportunities. Similarly, 257 (76.95%) of the teachers indicated that their principals facilitated their professional growth through facilitation of workshops, seminars and symposia in respective subject areas. For instance, a principal involved in the study remarked that; *“At the beginning of each school year, teachers in my school give their training needs through their HODs for consideration. This ensures that I’m able to budget well and also get ample time to seek approval from the BOM.”*

The findings of this study concurs with Onumah (2016) who ascertains that one of the major supervisory functions of secondary school head teachers among others is establishment and assistance for continuous staff professional advancement. Onumah further stated that principals should organize in-service activities in their schools which should focus on specific instructional goals. Promotion of teachers' professional development can be achieved by using supervisors and colleagues to train teachers on instructional strategies, giving teachers' time for independent studies and using external sources such as college courses, district-level workshops and consultants who are experts in a particular area.

Findings of this study also agree with Desimone et al., (2006) who established that teachers' use of higher-order instructional strategies can be enhanced through developing teachers professionally. Teachers are able to apply instructional strategies during their teaching practices especially when they receive professional development on a particular strategy. This was ascertained by one principal who remarked as follows; *“When teachers attend workshops, symposiums and seminars on curriculum*

implementation, they get motivated, more confident and re-energized. This is because they get equipped with new ideas on education trends and more knowledge on education matters. They come back ready to improve on their teaching methods and also become more effective in their responsibilities.”

4.5.1 Comparison of Principals’ Promotion of Teachers’ Professional Development

The study further compared the rating of principals’ promotion of teachers’ professional development in Murang’a and Kirinyaga counties. The findings are provided in Figure 4.9.

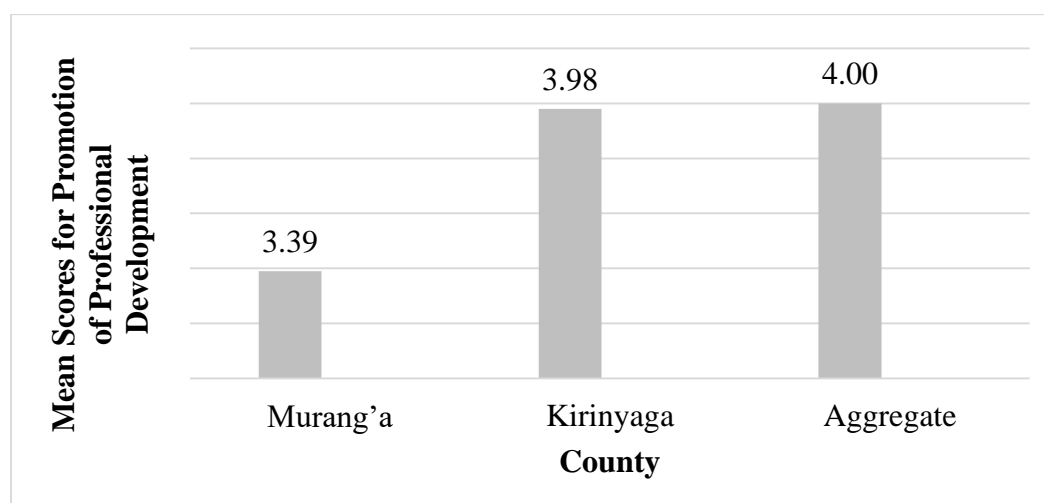


Figure 4.9 Comparison of Principals Promotion of Teachers’ Professional Development

Figure 4.9 shows that principals’ promotion of teachers’ professional development in secondary schools in both counties was high in Kirinyaga County and moderate in Murang’a County. The ratings were $\bar{x} = 3.98$ and $\bar{x} = 3.39$ in Kirinyaga and Murang’a Counties respectively. The overall rating of principals’ promotion of teachers’ professional development in both counties combined was high at $\bar{x} = 4.00$. However, most principals indicated that this important aspect of motivating teachers and even

making them more equipped was being hampered by the challenge of inadequate financial resources. This was also combined with teachers who were disinterested in in-service training. Such teachers fail to attend the seminars and workshops even when facilitated to do so.

4.5.2 Pearson Correlation for the Performance of Principals' Role in Promoting Teachers' Professional Development and Learners' Performance in KCSE in Murang'a and Kirinyaga Counties

The third research hypothesis (H_{03}) stated that there is no statistically significant relationship between the performance of principal's role in promoting teachers' professional development and learners' performance in KCSE in Murang'a and Kirinyaga counties. In order to establish whether a statistical relationship existed between the performances of principal's role in promoting teachers' professional development and learners' performance, the researcher computed the Pearson product moment correlation coefficient between the two variables. The findings are presented in Table 4.12.

Table 4.12 Correlations between the Performance of Principals' Role in Promoting Teachers' Professional Development and Learners' Performance in KCSE in Murang'a and Kirinyaga Counties

County			Promotion of Teachers' Professional Development	Learners' Performance
Murang'a	Promotion of Teachers' Professional Development	Pearson Correlation	1	.049
		Sig. (2-tailed)		.497
		N	201	191
	Learners' Performance	Pearson Correlation	.049	1
		Sig. (2-tailed)	.497	
	N	191	191	
Kirinyaga	Promotion of Teachers' Professional Development	Pearson Correlation	1	.117
		Sig. (2-tailed)		.185
		N	138	129
	Learners' Performance	Pearson Correlation	.117	1
		Sig. (2-tailed)	.185	
	N	129	131	

Results on Table 4.12 indicates that there was a weak, positive correlation between the two variables ($r = .049$, $n = 201$, $p < .05$) in Murang'a county where as in Kirinyaga county, there was a weak, positive correlation between the two variables ($r = .117$, $n = 138$, $p < .05$). Shirley et al., (2005) indicate that for a weak correlation, "r" ranges from ± 0.10 to ± 0.29 ; in a moderate correlation, "r" ranges between ± 0.30 and ± 0.49 ; while in a strong correlation, "r" ranges from ± 0.5 and ± 1.0 .

Data analysis established that the level of significance was .497 for Murang'a County and .185 for Kirinyaga County which were both greater than the p-value (.05). Therefore the null hypothesis in reference to both Murang'a and Kirinyaga counties was not rejected at $\alpha = .05$ on the basis of this finding. The findings indicated that there was no statistically significant relationship between the performance of principal's role in promoting teachers' professional development and learners' performance in KCSE in Murang'a and Kirinyaga counties.

Teachers have continuously acquired higher academic qualifications as attested by 77.8% of teachers in Murang'a County having a Masters degree and 57.1% and 42.9% of principals in Murang'a and Kirinyaga counties respectively acquiring a Masters degree. They have also attended in-service courses such as SMASE. However, the higher qualifications especially in Murang'a County did not reflect better learners' performance in the national examinations. The teachers after attaining the higher qualifications may be feeling dissatisfied with their current remuneration and terms of service by TSC. They may therefore be in the process of seeking jobs elsewhere leading to poor performance in the classrooms despite their higher academic qualifications.

Pearson product moment correlation for both counties combined was also computed. The findings are presented in Table 4.13.

Table 4.13 Correlations between Performance of Principal’s Role in Promoting Teachers’ Professional Development and Learners’ Performance for both counties

		Learners’ Performance	Promotion of Teachers’ Professional Development
Promotion of Teachers’ Professional Development	Pearson Correlation Coefficient	.053	1
	Sig. (2-tailed)	.347	
	N	320	339

Results on Table 4.13 indicates that there was a weak, positive correlation between the two variables ($r = .053$, $n = 320$, $p < .05$). Shirley et al., (2005) indicates that for a weak correlation, “r” ranges from ± 0.10 to ± 0.29 ; in a moderate correlation, “r” ranges between ± 0.30 and ± 0.49 ; while in a strong correlation, “r” ranges from ± 0.5 and ± 1.0 . Data analysis for the two counties combined revealed that the level of significance was .347 which was greater than the p-value (.05). The results indicates that the relationship was not statistically significant when the two counties were combined.

Therefore the null hypothesis was not rejected. This implied that there was no statistically significant relationship between the performance of principal’s role in promoting teachers’ professional development and learners’ performance in KCSE in both Murang’a and Kirinyaga counties combined. These results indicate that levels of learners’ performance in Murang’a and Kirinyaga Counties could not be associated with the performance of the principals’ role in promoting teachers’ professional development. This implies that teachers may not be putting into practice the knowledge and skills learnt during INSETS intended for the teachers’ professional development.

The outcomes may also raise questions about the efficacy of the professional development INSETS for teachers. The findings of this study differed with a research

carried out by Yoon and Birman (2002). Yoon and Birman found out that promoting professional development is among the most common principal leadership behaviour having a positive influence on teacher classroom instruction and learners' achievement. The findings also disagreed with Desimone et al., (2006) who found out that promotion of professional development by principals increases teachers' use of higher-order instructional strategies after obtaining professional development on a particular strategy leading to better academic achievement by the learners.

Principals in Murang'a and Kirinyaga Counties should seek ways of ensuring that after teachers attend seminars, symposiums as well as in-service training, they apply the strategies acquired as these strategies may lead to better academic performance of the learners. Perhaps teachers were acquiring knowledge and skills through professional development but the knowledge acquired was not being utilized to improve academic performance of the learners in the two counties.

4.6 Principals' Promotion of Collaborative Practices

The fourth research objective was to evaluate the influence of principals' collaborative practices and learners' performance in Murang'a and Kirinyaga counties. The independent variable was the influence of principals' collaborative practices and the dependent variable was learners' performance in public secondary schools in Murang'a and Kirinyaga counties. The mean scores for each role that the principal carries out as they practice collaborative practices have been discussed in this section. Comparison between the two counties has also been discussed.

It had been hypothesized that there is no statistically significant difference between the influence of principals' collaborative practices and learners' performance in KCSE in Murang'a and Kirinyaga counties. An independent-samples t-test was used to test the

hypothesis at a level of significance of 0.05. Principals' role in influencing collaborative practices was assessed by means of six (6) statements. The mean score for each statement was computed and used to measure the rating of the role of the principal in influencing collaborative practices in the sampled schools on a scale ranging from one (1) to a maximum of five (5).

The response was selected from either Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5). The mean score for each statement was computed and used to measure the rating of the role of the principal in promoting collaborative practices on a scale ranging from one (1) to a maximum of five (5). Mean scores between 1.0 and 2.4 were rated as low, mean scores between 2.5 and 3.4 were rated as moderate while mean scores between 3.5 and 5.0 were rated as high. Tables, bar graphs and narrations were used in data presentation. Information on Table 4.14 shows the results of the principals' role in influencing collaborative practices in Murang'a and Kirinyaga counties.

Table 4.14 Principals' Roles in Promotion of Collaborative Practices According to Teachers

	Roles performed by the principal	County	n	SD	D	U	A	SA	\bar{x}	sd
1	Creates a common vision, effective teams and engender commitment	Murang'a	197	11	40	24	90	32	3.47	1.15
		Kirinyaga	137	0	11	15	82	29	3.94	0.80
2	Uses communication to enhance collaborative services	Murang'a	197	8	30	12	110	37	3.70	1.07
		Kirinyaga	135	0	4	14	86	31	4.07	0.67
3	Engages teachers in networking and	Murang'a	197	12	40	28	89	28	3.41	1.14
		Kirinyaga	135	2	14	30	70	19	3.67	0.90

linkages that promote collaboration										
4	Involves teachers in decision making process	Murang'a	196	22	35	32	78	29	3.29	1.24
		Kirinyaga	135	2	10	16	73	34	3.94	0.90
5	Puts various mechanisms in place to ensure a harmonious working relationship	Murang'a	196	15	36	19	92	34	3.48	1.20
		Kirinyaga	135	4	5	5	88	33	4.04	0.84
6	Enhances collaborative approaches in the departments	Murang'a	197	20	25	29	88	35	3.47	1.21
		Kirinyaga	135	7	7	8	93	20	3.83	0.93
Aggregate Score		Murang'a	197						3.47	0.999
		Kirinyaga	137						3.93	0.620

\bar{x} (mean), **sd** (standard deviation)

Data presented in Table 4.14 revealed that most teachers agreed or strongly agreed that the principals in both counties played the role of influencing collaborative practices in their respective schools. There was also a substantial group that disagreed or were undecided. The data analysis had several characteristics. On creation of a common vision, effective teams and engendering commitment, Kirinyaga County was rated high at $\bar{x} = 3.94$ while Murang'a County was rated moderate at $\bar{x} = 3.47$. The study revealed that in Kirinyaga County principals' use of communication in enhancing collaborative practices was high ($\bar{x} = 4.07$) and equally high in Murang'a County ($\bar{x} = 3.70$).

On whether principals engaged teachers in networking and linkages that promote collaborative practices, Kirinyaga County was rated high at $\bar{x} = 3.67$ while Murang'a County was rated moderate at $\bar{x} = 3.41$. Regarding involvement of teachers in decision making processes, the study revealed that in Kirinyaga, the rating was high at $\bar{x} = 3.94$ while in Murang'a County, the rating was moderate at $\bar{x} = 3.29$. On putting up various

mechanisms in place to ensure a harmonious working relationship amongst all the stakeholders in their schools, the study revealed that the rating was high in Kirinyaga county ($\bar{x} = 4.04$) and moderate in Murang'a county ($\bar{x} = 3.48$). Finally, regarding whether principals enhance collaborative approaches in the various departments in the school, the study showed that in Kirinyaga, the rating was high ($\bar{x} = 3.83$) and moderate in Murang'a ($\bar{x} = 3.47$).

The overall ratings for the two counties were at a mean standard score of 3.47 in Murang'a county and slightly higher at 3.93 in Kirinyaga County. These results show that principals in both counties performed the role of influencing collaborative practices in their schools with the view of improving learners' achievement. Further scrutiny of the results however show Kirinyaga County had higher ratings on collaborative practices than Murang'a County. These results show that principals in Kirinyaga County embraced collaboration practices more than principals in Murang'a County. It was also observed that secondary schools in Kirinyaga County attained better results in KCSE than schools in Murang'a County.

This points to a possible relationship between collaborative practices and students' academic performance. The overall mean score for both counties was high at 3.65. The findings of this study concurred with the results of a study carried out by (Watson et al., 2006). In the study, Watson et al., (2006) argued that students' academic achievement in Aboriginal and minority communities in Western Australia depended on focused principalship. A focused principal is the one who harnesses school community values and also involves teachers and students effectively.

In agreement with Leithwood et al., (2005); Watson et al., (2006) argued that the greatest contribution of principals to the performance of their teachers and students is

their ability to create meaningful and collaborative cultures in their schools. They however emphasized that principals should be able to redesign their school organization through collaborative cultures and structures. Creation of collaborative structures should be done both internally and externally in the institutions. Such structures enhance effective connections with guardians and the surrounding community. Collaborative cultures and structures also ensure that effectiveness of the school is strengthened and this leads to improvement in the learners' achievement.

With regard to the benefits of involving teachers in decision making processes, one principal remarked as follows during the interview process; *“Once involved, the teachers own the decisions and therefore work positively towards their achievement. The teachers also readily implement the school policies and therefore curriculum implementation is unhampered leading to better performance.”* Collaboration allows the teacher and the principal to share ownership of the plan and proposed solutions. Shared ownership is helpful in areas where the principal is not an expert or have little or no experience.

Through collaboration, the most informed individual expresses their knowledge but everyone participates in the decision making process. This can be very instrumental in the learners' overall achievement. While supporting the importance of collaboration in schools, the findings of the study agree with Sushila and Bakhda (2004) who states that a discrete head-teacher will employ team-work as a working strategy. The school leader sets up committees and smaller groups of members of staff to investigate new techniques or ideas. After studying their proposals and suggestions, the leader uses the larger teams to make a final decision.

Learners' achievement in the classroom is a great consequence of the degree to which teachers are engaged and get involved in decision making on school policies and other concerns. It is also a consequence of the independence that teachers have in the classrooms as they interact with the learners. Pertaining the various mechanisms that principals had instituted in their schools in order to reinforce a cordial working affiliation in the midst of all stakeholders, majority of the teachers involved in the study 247 (73.95%) were in agreement or strongly agreed.

This was ascertained by one principal involved in the study when she remarked as follows; *“I offer servant leadership and also encourage regular departmental, student council and class meetings. I’m also in the frontline in solving personal problems that arise between the teaching and the non-teaching staff without any bias or favourism.”*

When a principal relates with all stakeholders equally and without any bias, all members are able to respect each other and can easily collaborate and work as a team.

4.6.1 Comparison of Principals' Promotion of Collaborative Practices

The study further compared the rating of principals' promotion of collaborative practices in Murang'a and Kirinyaga counties. The findings are provided in Figure 4.10.

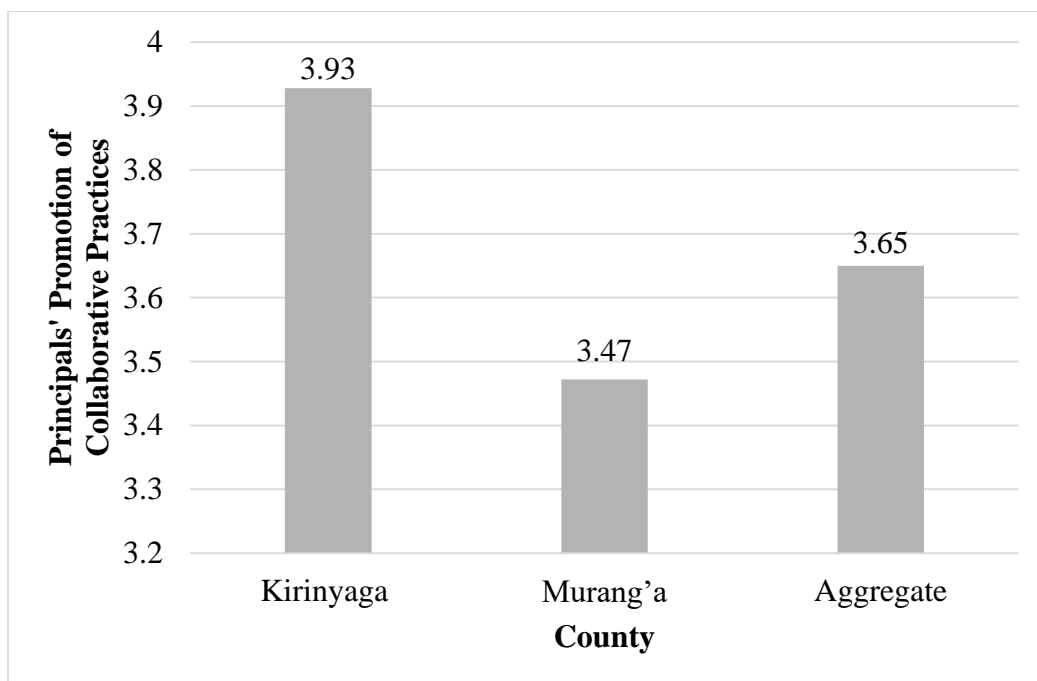


Figure 4.10 Comparison of Principals' Promotion of Collaborative Practices

Information in Figure 4.10 shows that promotion of collaborative practices in secondary schools in both counties by the principals was high; Kirinyaga County was rated as high ($\bar{x} = 3.93$ and Murang'a County was rated as moderate at $\bar{x} = 3.47$. The overall rating of promotion of collaborative practices in both counties combined was rated as high at 3.65. If collaborative practices are not properly instituted, barriers of communication may exist amongst the stakeholders. These moderate levels of the assessed statements in the promotion of collaborative practices in secondary schools in Murang'a County may be hampering higher academic performance from the learners. These results when the two counties are compared may explain why the academic performance is better in Kirinyaga County as compared to Murang'a County.

4.6.2 Pearson Correlation for Principals' Promotion of Collaborative Practices and Learners' Performance in KCSE in Murang'a and Kirinyaga Counties

In order to determine whether data that originates from a sample can be generalized to the entire population, hypothesis testing is often used because direct understanding of

population parameter(s) is not common in social sciences (Kothari, 2004). The researcher thus tested the fourth research hypothesis (Ho₄) which was; there is no statistically significant relationship between principals' promotion of collaborative practices in Murang'a and Kirinyaga counties. The statistical relationship between principals' promotion of collaborative practices in Murang'a and Kirinyaga counties was presented as indicated in Table 4.15.

Table 4.15 Correlations between Principals' Promotion of Collaborative Practices and Learners' Performance in KCSE in Murang'a and Kirinyaga Counties

County		Learners' performance	Promotion of collaboration practices
Murang'a	Pearson Correlation	1	.016
	Learners' performance Sig. (2-tailed)		.253
	N	191	186
	Pearson Correlation	.016	1
	Promotion of collaboration practices Sig. (2-tailed)	.253	
	N	186	197
Kirinyaga	Pearson Correlation	1	.064
	Learners' performance Sig. (2-tailed)		.028
	N	131	129
	Pearson Correlation	.064	1
	Promotion of collaboration practices Sig. (2-tailed)	.028	
	N	129	137

Analysis in Table 4.15 shows the results of Pearson correlation analysis of the relationship between principals' promotion of collaborative practices and learners' performance for Murang'a and Kirinyaga Counties. This analysis showed that there

was a weak, positive correlation between the two variables ($r = .016$, $n = 186$, $p < .05$) in Murang'a County. Similarly, there was a weak, positive correlation between the two variables ($r = .064$, $n = 129$, $p < .05$) in Kirinyaga County. Results obtained from the Pearson correlation analysis indicated that the relationship observed was statistically significant in Kirinyaga County and not statistically significant in Murang'a County.

The null hypothesis was rejected for Kirinyaga County showing that there was a statistically significant relationship between principals' promotion of collaborative practices and learners' performance in the county. These results indicated that principals in Kirinyaga County enhanced collaborative practices in their schools and in return acquired better academic performance. The null hypothesis was however not rejected for Murang'a County showing that there was no statistically significant relationship between principals' promotion of collaborative practices and learners' performance.

The results were in agreement with the descriptive analysis which pointed out that there existed differences in promotion of collaborative practices in Kirinyaga and Murang'a counties as indicated by the aggregate mean scores of $\bar{x} = 3.93$ in Kirinyaga County which was rated high and $\bar{x} = 3.47$ in Murang'a County which was rated moderate. The results indicating that principals' promotion of collaborative practices was not the same in the two counties are also reflected in the differences in academic performance at KCSE in Kirinyaga and Murang'a Counties. Although academic performance has continuously remained dismal in both counties over the years, Kirinyaga County has performed relatively better compared to Murang'a County.

The higher ratings in Kirinyaga County of principals' promotion of collaborative practices may be associated with the positive academic performance in the county. It

was thus concluded that a positive relationship existed between principals' promotion of collaborative practices and learners' performance. It was also concluded that principals who encouraged collaboration achieved better academic performance in their schools. The results of the study were in agreement with the outcomes of a study carried out by (Hattie, 2009).

According to Hattie, in order to acquire better learning outcomes, perfecting teaching and learning can only be attained by underscoring more on the tasks undertaken by accountable teachers and students than the ones undertaken by the principal. In Hattie's meta-analysis on academic achievement, the study findings cited the importance of the instructional role of the principal through management or control of teachers and students. The teachers and students should be participants who comprehend and are aware of their obligations and responsibilities.

Hattie's emphasis was that they should be ready to work in collaboration with their leader in the attainment of progress in teaching and learning. Hattie identified the respective roles of successful principals, teachers and students but upheld the emphasis on teacher effects. Hattie also emphasized on the teacher-student associations and commitments as reagents of transformation that augment the efforts of the principal in furthering teaching and learning and upholding academic success in the institution.

The study findings were also in agreement with the findings by (Hoog et al., 2005). Hoog et al., stated that collaboration between teachers and principals is very crucial and both parties are expected to share and own the plan as well as proposed solutions. The aspect of teachers and principals sharing and owning plans developed in schools come in handy in most instances when the principal is not an expert in a certain area. It is also crucial when the principal has little or no knowledge about the issues at hand. Those

knowledgeable in the team or have the expertise that is required expresses their opinions but everyone is involved in the decision making process.

This can be very instrumental in the learners’ overall achievement. Principals have a responsibility of redesigning their school organization through collaborative cultures and structures. This should be done internally and externally in the institutions. Encouragement of beneficial connections with parents and the community should also be practiced. When this is done, it ensures that effectiveness of the school is strengthened and this leads to improvement in the learners’ achievement.

4.6.3 T-test on Principals’ Promotion of Collaborative Practices

In this study an independent-samples t-test was used to establish whether there existed a statistically significant difference between principals’ promotion of collaborative practices in Murang’a and Kirinyaga counties as presented in Table 4.16.

Table 4.16 T-test on Principals’ Promotion of Collaborative Practices in Murang’a and Kirinyaga Counties

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Promotion of of collaboration practices	Equal variances assumed	61.041	.000	-4.747	332	.000	-.45665	.09621	-.64590	-.26740
	Equal variances not assumed			-5.143	328.124	.000	-.45665	.08879	-.63132	-.28198

Results on Table 4.16 indicates that the results yielded p-value = .000 which was lower than the alpha value $\alpha > 0.05$ indicating that there is a statistical significant difference between principals’ promotion of collaborative practices in the two counties of Kirinyaga and Murang’a. Therefore the null hypothesis was rejected and it was

concluded that principals' promotion of collaborative practices in the two counties was not the same. This conclusion further confirmed the results of the computed Pearson product moment correlation as well as data from the descriptive analysis which pointed out that there existed differences in promotion of collaborative practices in Kirinyaga and Murang'a counties as indicated by the mean scores of $\bar{x} = 3.93$ and $\bar{x} = 3.47$ respectively.

The ratings were high in Kirinyaga County and moderate in Murang'a County. This suggested that the overall principals' promotion of collaborative practices was not the same. This was also reflected in the different performance at KCSE in Kirinyaga and Murang'a counties. The higher ratings in Kirinyaga County in principals' promotion of collaborative practices may be associated with the positive academic performance in the county. The independent-samples t-test further confirmed that a positive relationship existed between principals' promotion of collaborative practices and learners' performance.

4.7 Relationship Analysis between the Independent Variables and Learners Performance

A combined relationship between the independent variables (communication of school goals, supervision of teaching, promotion of teachers' professional development, promotion of collaboration practices) and learners' performance was computed using multiple regression analysis. The findings are presented in Tables 4.17 and 4.18.

Table 4.17 Relationship between the Independent Variables and Learners Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.263 ^a	.069	.057	.51913

a. Predictors: (Constant) communication of school goals, supervision of teaching, promotion of teachers' professional development, promotion of collaboration practices.

b. Dependent Variable: Learners' performance

Data in Table 4.17 indicates that the observed value of R square was .069. This implied that 6.9% of the disparity in learners' performance was explained by the joint variation in the independent variables (communication of school goals, supervision of teaching, promotion of teachers' professional development, promotion of collaboration practices). Therefore, it can be concluded that the regression model was a good descriptor of the relationship between the dependent and predictor variables.

In order to determine the contribution of each of the four independent variables (communication of school goals, supervision of teaching, promotion of teachers' professional development and promotion of collaboration practices), it was important to compute a regression analysis between the independent and dependent variables. Moriya (2008) observes that for computation of regression analysis, the data should assume a normal distribution. If this assumption is violated, then it would invalidate the regression analysis. In this study, Kolmogorov-Smirnov test statistic (KS-test) and Shapiro-Wilk test (SW-test) were computed to establish whether the data in the study was collected from a normal population. The findings are presented in Table 4.18.

Table 4.18 Regression Analysis between Independent and Dependent Variables

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	3.884	.144		26.887	.000
Communication of school goals	.204	.061	-.333	-3.354	.001
Supervision of teaching	-.101	.071	-.159	-1.437	.152
Promotion of teachers' professional development	.094	.054	.164	1.756	.080
Promotion of collaboration practices	.124	.063	.198	1.976	.049

a. Dependent Variable: learners' performance

Data in Table 4.18 on coefficients showed that the regression coefficient on principals' communication of school goals (0.204) and the relationship with learners' performance is statistically significant ($p = 0.001$). This indicated that the more principals communicate the school goals to the stakeholders, the higher the learners' performance. The regression coefficient on supervision of teaching is negative (-0.101) and the relationship with learners performance is not statistically significant ($p = 0.152$). The negative correlation coefficient shows that learners' performance will decrease when supervision of teaching by principals is increased. The level of significance shows that learners' performance has little to do with supervision of teaching.

Promotion of teachers professional development showed a positive regression coefficient (0.094) and the relationship with learners performance is not statistically significant ($p = 0.080$). Principals' promotion of a collaborative culture showed a positive regression coefficient (0.124) and the relationship was statistically significant

($p = 0.049$). This model suggests that learners' performance at KCSE has a lot to do with communication of school goals and promotion of collaborative practices but has little to do with supervision of teaching and promotion of teachers' professional development. The beta coefficient is the predictive power of the assumed model variable relationship. Thus the regression equation when re-modeled is as follows:

$$Y = 3.884 + 0.204X_1 + 0.101X_2 + 0.094X_3 + 0.124X_4$$

Y = Learners performance

X₁ = Communication of school goals

X₂ = Supervision of teaching

X₃ = Promotion of teachers' professional development

X₄ = Promotion of collaboration practices

Despite Hattie's (2003) strong emphasis on the teachers' role in student academic achievement, Hattie nevertheless acknowledged to some extent the instructional and community leadership role of the effective principal in school achievement. From these findings, it is clear that the variables contributing significantly to learners' performance are principals' communication of school goals and principals' promotion of collaborative practices. Hattie stated that the effective principal is the one who creates "... a climate of psychological safety to learn ... a focus of discussion on student learning ...". Thus, Hattie believed that the effective principal is the one whose leadership influences a healthy school climate; including cultural responsiveness for enhancing efficient teaching through the expert teacher and harnessing the students' prior knowledge for effective learning and achievement.

Notwithstanding Hattie's conclusions regarding the significant role that expert teachers play in students' learning and achievement, one may submit that without the principal's efficient instructional and managerial leadership, even the most gifted expert teacher may be unable to effectively teach students. Furthermore, in a few developing countries where conventional and local attitudes and customs show little respect for education norms and regulations, the principal's dedicated instructional and managerial leadership becomes essential for any effective teaching and learning to take place. Consequently, the role of the expert teacher in such conditions may additionally not be "... the single most powerful influence on achievement" (Hattie, 2003). As stoutly defended by Hattie but an integral part of the school leadership efforts for enhancing learning.

4.8 Chapter Summary

This chapter has discussed the analysis of data findings of the research that focused on core research hypotheses of the study. The chapter presented the data as collected from the field, analyzed it and discussed issues under research. Various research tools were analyzed and opens a backdrop of discussion in the subsequent chapter on summary, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction to the Chapter

In order to capture the issues of concern raised and handled in the study, this chapter focuses on core issues raised in previous chapters. The principal concern of the study was to assess the principals' instructional leadership practices and their influence on learners' performance. The study investigated this in Murang'a and Kirinyaga counties of Kenya. This was carried out with an understanding of making contributions to the body of knowledge about the nature and practices of instructional leadership in Kenyan public secondary schools.

The study was guided by four specific objectives: to establish the relationship between principals' communication of school goals and learners' performance; to assess the relationship between principals' supervision of teaching and learners' performance; to examine the performance of the principal's role in promoting teachers' professional development and learners' performance and finally, to evaluate the influence of principals' collaborative practices on learners' performance. Cognizant of the global trends in education and the need to attain the SDGs, education is a core instrument and quality agenda in a global, regional and local issue.

Instructional leadership in schools need to be invigorative to achieve quality curriculum supervision. This study drew its theory from Weber's Model of Instructional leadership. To select schools, multistage stratified sampling yielded 367 teachers and 205 principals. Key research instruments were interview schedules for principals and survey questionnaires for teachers. Piloting was carried out in two schools in Kiambu County. Key ethical considerations were made relating to the overall research process including

privacy of participants and informed consent. The data was interpreted, analyzed and presented using various statistical modes. This forms the basis of this chapter on presentation of findings, conclusions and recommendations.

5.2 Summary of Major Findings

This study was designed to assess the influence of principals' instructional leadership practices on learners' performance in Murang'a and Kirinyaga Counties. The summary of the major findings is presented in accordance with the stated objectives that guided the study as follows:

5.2.1 Principals' Communication of School Goals

The first objective of the study sought to establish the relationship between principals' communication of school goals and learners' performance in Murang'a and Kirinyaga counties, Kenya. The attributes of communication of school goals in secondary schools delved into included; communication of the school goals, fostering of shared ownership of school goals, implementation of set goals, shaping of the school direction, engaging in resource mobilization, ensuring that resources are aligned with the set goals and management of the school in line with the set goals.

The study established that communication of school goals in Kirinyaga was rated as high ($\bar{x} = 4.15$) and equally high in Murang'a ($\bar{x} = 3.66$). On fostering of shared ownership of school goals, the study established that in Kirinyaga the rating was high ($\bar{x} = 4.01$) and also high in Murang'a ($\bar{x} = 3.51$). On whether Principals ensured implementation of set goals, Kirinyaga was rated highly at ($\bar{x} = 4.21$) and rated highly in Murang'a at ($\bar{x} = 3.63$). Regarding shaping of the school direction, the study revealed that in Kirinyaga the rating was high ($\bar{x} = 4.15$) and also high in Murang'a ($\bar{x} = 3.57$).

On resource mobilization, the study revealed that in Kirinyaga the rating was high ($\bar{x} = 4.07$) and was also high in Murang'a ($\bar{x} = 3.54$).

Regarding shaping the alignment of the mobilized resources with the set goals, the study revealed that in Kirinyaga the rating was high ($\bar{x} = 3.78$) and equally so in Murang'a ($\bar{x} = 3.63$). Finally in the management of the schools in line with the set goals, the rating was high in Kirinyaga ($\bar{x} = 4.37$) and equally high in Murang'a ($\bar{x} = 3.62$). This showed that principals in both counties performed the roles of communicating the school goals well as shown by the mean scores of both counties which were rated highly at a mean standard score of 3.59 in Murang'a county and higher at 4.12 in Kirinyaga county. The ratings were however higher in Kirinyaga than in Murang'a county. The overall rating for both counties was high at 3.52.

In order to establish whether a statistical relationship existed between principals' communication of school goals and learners' performance in KCSE, the researcher computed the Pearson product moment correlation coefficient between the two variables. The analysis established that a weak, positive correlation existed between communication of school goals and learners' performance. The actual value of r was 0.193 which was ranging from ± 0.10 to ± 0.29 . According to Shirley et al., (2005) this is the point at which a weak correlation, "r" ranges.

The null hypothesis was therefore rejected on the basis of this finding. The findings indicate that principals who communicated school goals to the stakeholders attained better performance in their schools compared to those principals who never communicated the school goals.

5.2.2 Principals' Supervision of teaching

The second research objective sought to assess the relationship between principals' supervision of teaching and learners' performance in Murang'a and Kirinyaga counties, Kenya. Supervision of teaching was measured by use of a standardized rating scale that was itemized into eight (8) subscales that assessed; effective curriculum implementation, demonstration of knowledge of curriculum issues in various subjects, implementation of the school curriculum, checking of teachers lesson notes, schemes of work, record of work books among others, maintaining a conducive school climate, addressing the classroom concerns of the teachers, regularly evaluating teachers' instructional methods and being cognizant of emerging curriculum reforms.

The researcher computed the mean scores for supervision of teaching for both Murang'a and Kirinyaga Counties and the overall mean score of the two counties combined. The results of the study revealed that the overall mean score of supervision of teaching was 3.15. This mean score indicated that the level of supervision of teaching was moderate. Principals in Kirinyaga County ($\bar{x} = 4.15$) posted higher levels of supervision of teaching compared to Murang'a County ($\bar{x} = 3.67$) whose levels were also high. These findings indicated the need to strengthen supervision of teaching in secondary schools in the two counties.

In order to establish whether a statistical relationship existed between principals' supervision of teaching and learners' performance in KCSE, the researcher computed the Pearson product moment correlation coefficient between the two variables. The analysis established that there was a weak, positive correlation between principals' supervision of teaching and learners' performance. The actual value of r was 0.142 and therefore the null hypothesis was rejected on the basis of this finding. The findings

indicated that principals who supervised teaching and learning in their schools are able to achieve better academic performance in their schools compared to those principals who did not practice any supervision.

Hence in this study, high levels of learners' performance were associated with supervision of teaching and learning in schools. It was concluded that a positive relationship existed between principals' supervision of teaching and learners' performance.

5.2.3 Principals' role in Promoting Teachers' Professional Development

The third objective of the study sought to examine the performance of the principal's role in promoting teachers' professional development and learners' performance in Murang'a and Kirinyaga counties. Pearson product correlation was computed in order to establish whether a statistically significant relationship existed between the performance of the principal's role in promoting teachers' professional development and learners' performance. The analysis established that a weak, positive correlation existed between the two variables as the actual value of r was 0.053 which was ranging between ± 0.10 to ± 0.29 . Data analysis for the two counties combined established that the level of significance was .347 which was greater than the p -value (.05).

The null hypothesis was therefore not rejected at $\alpha = .05$ on the basis of this finding. The findings indicated that there was no statistically significant relationship between the performance of principal's role in promoting teachers' professional development and learners' performance in KCSE in Murang'a and Kirinyaga counties. Since learners' academic performance is dismal in both counties, it was therefore likely that the knowledge and skills gained by teachers in seminars and in-service courses did not

result in meaningful effects on learners' academic achievement. Perhaps knowledge gained by teachers during professional development INSETS was not effectively applied at the classroom level. This study concludes that though principals supported teachers' professional development, knowledge and skills gained by teachers did not translate into higher academic performance of students.

5.2.4 Principals' Promotion of Collaborative Practices

The fourth objective of the study sought to evaluate the influence of principals' collaborative practices on learners' performance in Murang'a and Kirinyaga counties, Kenya. Pearson product correlation was computed in order to establish whether a statistically significant relationship existed between principals' promotion of collaborative practices in Murang'a and Kirinyaga counties and learners' performance. Data analysis for Murang'a County established that the level of significance was .253 which was greater than the p-value (.05) while the level of significance for Kirinyaga County was .028 which was less than the p-value (.05).

The null hypothesis was therefore not rejected at $\alpha = .05$ for Murang'a County but the null hypothesis was rejected for Kirinyaga County on the basis of this finding. Therefore, results obtained from the computed Pearson product moment correlation indicated that the relationship observed was statistically significant in Kirinyaga County and not statistically significant in Murang'a County. This analysis may reflect the difference in performance at KCSE in Kirinyaga and Murang'a counties. Kirinyaga County has performed relatively better compared to Murang'a County over the years that were considered in the study.

The higher ratings in Kirinyaga County in principals' promotion of collaborative practices may be associated with the positive academic performance in the county. The

researcher also computed an independent-samples t-test which was used to establish whether there existed a statistically significant difference between principals' promotion of collaborative practices in Murang'a and Kirinyaga counties. Data analysis established that the level of significance .000 was less than the p-value (.05). Therefore the null hypothesis was rejected at $\alpha = .05$ and it was concluded that principals' promotion of collaborative practices in the two counties was not the same.

This was also in agreement with data from the descriptive analysis. Descriptive analysis pointed that there existed differences in promotion of collaborative practices and learners performance in Kirinyaga and Murang'a counties as indicated by the mean scores of $\bar{x} = 3.93$ and $\bar{x} = 3.47$ respectively. The rating for Kirinyaga County was high while for Murang'a County was moderate.

5.3 Conclusion

From the findings of the study, the following conclusions were drawn; firstly, the study raises major concerns on the influence of Principals' communication of school goals on learners' performance. It demonstrated that communication of school goals is high in the two counties under study. This was confirmed by the ratings in Kirinyaga County which were high and were also equally high in Murang'a County. The ratings were however higher in Kirinyaga County than in Murang'a County. The study further established that principals who communicated school goals to the stakeholders attained better performance in their schools compared to those principals who never communicated the school goals.

This was confirmed by the learners' academic performance at KCSE examinations. Kirinyaga County exhibited a relatively better performance than Murang'a County. The study also established that a statistical relationship existed between principals'

communication of school goals and learners' performance in KCSE. This was shown by a weak, positive correlation between the two variables. Secondly, the study revealed that supervision of teaching in the two counties was moderate. The study however raised major concerns on supervision of teaching by the principals in Murang'a County.

The average rating for Kirinyaga County was higher as compared to the rating for Murang'a County. Pearson product moment correlation between the two variables that was computed indicated that there was a weak, positive correlation between the two variables. The findings indicated that principals who supervised teaching and learning in their schools were able to achieve better academic performance in their schools compared to those principals who did not practice any supervision. This was as per the results that indicated a positive relationship existed between principals' supervision of teaching and learners' performance.

Thirdly, the study raises major concerns on the performance of the principals' role in promoting teachers' professional development in the two counties. The Pearson product correlation computed between performance of the principals' role in promoting teachers' professional development and learners' performance established that a weak, positive correlation which was not statistically significant existed between the two variables. The findings indicated that performance of the principals' role in promoting teachers' professional development had no significant relationship with learners' academic achievement at KCSE in the two counties.

This study concludes that though principals supported teachers' professional development, knowledge and skills gained by teachers did not translate into higher

academic performance of students. The teachers may therefore be experiencing dissatisfaction and maybe demotivated. This may have contributed to the dismal performance experienced in the learners' academic performance. Finally, the findings of this study have demonstrated that principals' influence on promotion of collaborative practices in their respective schools in Kirinyaga County was high while it showed that it was moderate in Murang'a County. The study thus established that promotion of collaborative practices in Murang'a and Kirinyaga counties was not the same as exhibited by the computed t-test statistic.

The computed t-test statistic was less than the p-value (.05) indicating that there was a statistically significant difference in the promotion of collaborative practices between the two counties. Kirinyaga County's computed Pearson product moment showed that promotion of collaborative practices was being practiced in the county. The scenario was however different in Murang'a County. Principals in Murang'a County appeared to have neglected the aspect of collaboration and were not practicing collaboration practices with the other stakeholders. This may be hampering the academic achievement of their learners which was lower compared to Kirinyaga County.

5.4 Recommendations

The study recommends the following owing to the study findings; firstly, there is an outstanding need to emphasize on instructional leadership as it will shape the paradigm of education landscape. Secondly and notably, there is a high correlation of instructional leadership and learners' performance in schools. Nevertheless, this study recommends the following from each study variable:

5.4.1 Principals' Communication of School Goals

Teachers as co-workers with the head of the school should make sure that they focus on the school's vision and mission and they frequently contribute together with the principal in elucidating the school vision and mission to students, parents and other stakeholders. The teachers should ensure they adequately communicate expectations for success to their students. The need to support the teaching and learning process and offer moral support to teachers and the school management should be communicated constantly through schools' annual general meetings and in public meetings.

Communication should be done to parents, other interested parties in the education sector and to the general public as well. This will enhance the performance of the school principals and the teachers leading to improved academic performance of the learners. Principals should ensure that they mobilize resources such as financial and human resources. The mobilized resources should be managed well and in line with the achievement of the school's goals and objectives.

5.4.2 Principals' Supervision of teaching

Supervision of teaching in schools is a vital component in the academic performance of learners. In order to ensure that supervision is being carried out effectively, TSC should enhance the use of the TPAD tool as a way of enhancing curriculum supervision in schools. TPAD tool when effectively implemented in schools can assist the principals who are able to delegate effectively to the deputy principals, HODs and class secretaries. TSC and Principals should also ensure that they appropriately supervise the implementation of the TPAD tool in order to gauge its effectiveness. Academic performance in secondary schools can get the much required boost from the TPAD tool if it's executed in the right way.

Teachers, students and other stakeholders require guidance from the curriculum supervisors who are the school principals. The principals therefore ought to be cognizant with any emerging issues in curriculum reforms to be in a position to offer this guidance. Principals should be able to exhibit knowledge of curriculum issues in diverse subjects during supervision of teaching. When principals are well conversant with all the subjects, they're able to offer guidance where it is required as they check on teachers teaching notes, schemes of work, lesson plans and other instructional materials.

5.4.3 Principals' role in Promoting Teachers' Professional Development

From the findings of this study, the researcher recommends that principals should ensure that teachers put into practice in the classrooms, the expertise, skills and abilities learnt during INSETS. This is to ensure that students benefit from the investments in teachers' professional development. This can be achieved through enhanced classroom supervision by principals during teaching and learning. In line with the implementation of the knowledge gained through professional development of teachers, the researcher recommends that teachers who have participated in INSETS and whose learners eventually perform well academically should be recognized and awarded. This can enhance competition amongst teachers.

The researcher also recommends that principals can organize forums in their schools where those teachers who have undergone training can educate the other teachers. This will ensure that all teachers implement the new knowledge that has been gained collaboratively to all the learners. The Ministry of Education Science and Technology (MOEST) should also take keen interest on how professional development INSETS are carried out. MOEST should also come up with policies that will ensure that principals

participate in professional development designed primarily for teachers so that they can understand and support their outcomes.

In addition, principals also require professional development that will assist them in addressing their own specific roles and responsibilities as instructional leaders. These recommendations are based on the fact that though principals support INSETS and facilitate teachers to attend these courses, learners seem not to benefit hence results remain low.

5.4.4 Principals' Promotion of Collaborative Practices

Principals should involve teachers and other stakeholders in decision making processes. The teachers once involved get to own the decisions and support their implementation. Principals should put in place mechanisms that enhance harmonious working relationships in the school. This can be done through engaging teachers in networking and linkages that promote collaboration.

5.5 Suggestions for Further Research

The literature reviewed and study outcomes demonstrate that there is a rich ground in providing exposition of principals' instructional leadership practices and their influence on learners' performance. In context consequently, future research can dissect on:

- i. Research can be done on identifying organizational structures that implicate school leadership.
- ii. Examination of discord on principals' academic qualifications, experience and gender and leadership practices.
- iii. Study on correlation of aggregate performance of learners in respect of initial abilities and attendant influences in the school.
- iv. Strategies that may offer evidence on intrinsic principals' behaviour.

- v. Continuing research on the contribution of performance assessment that fosters teachers' professional development.

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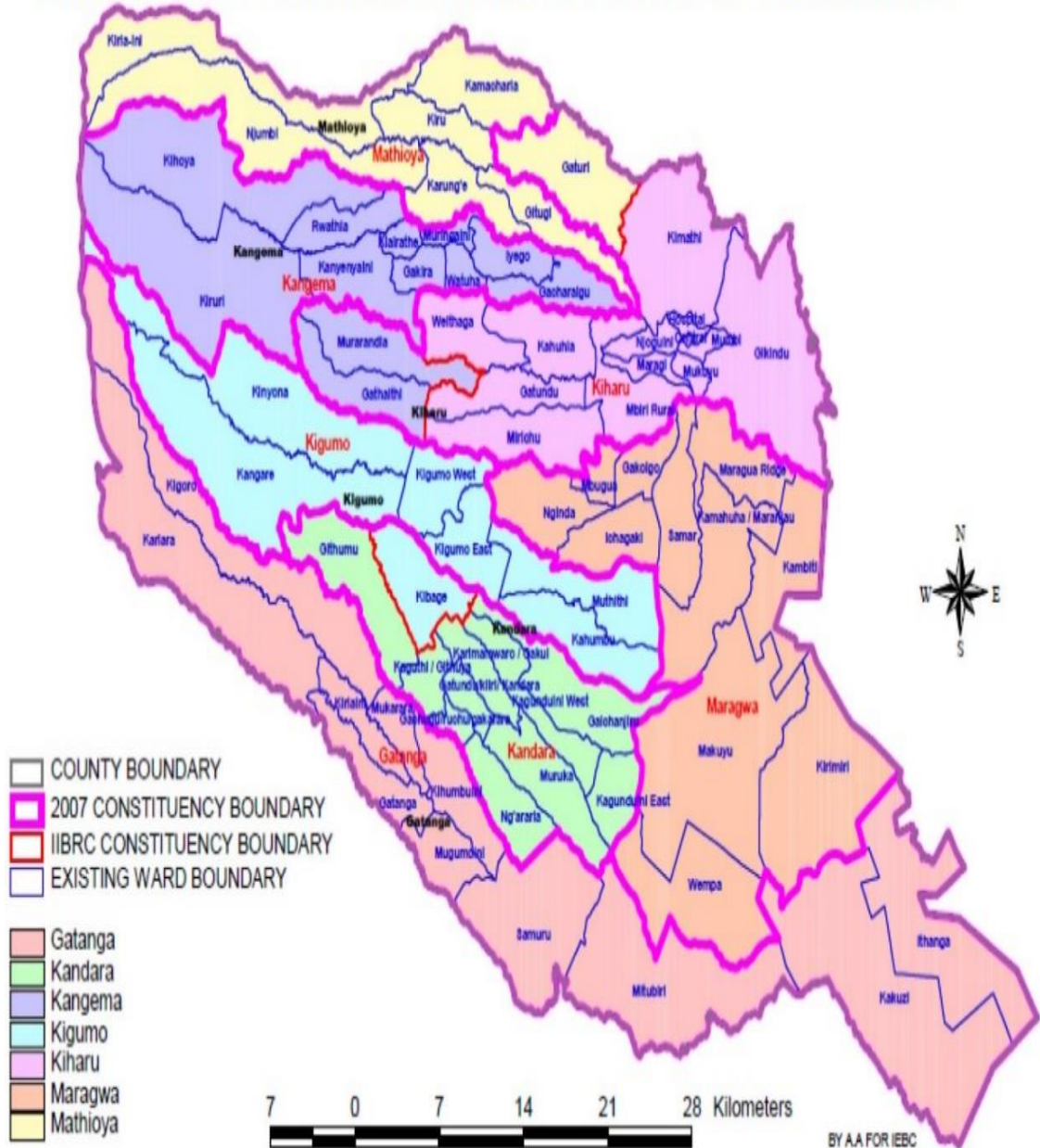
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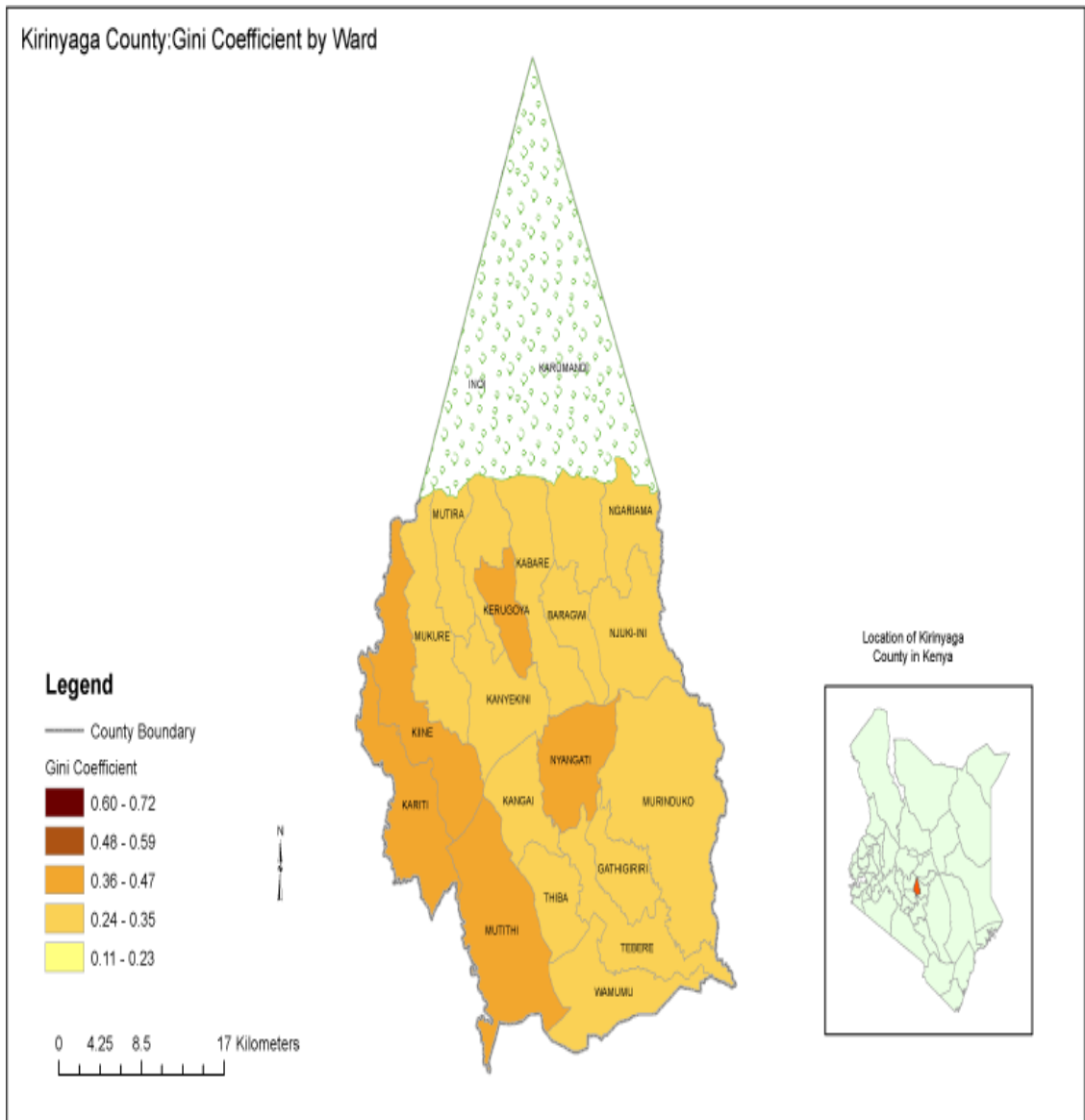
APPENDIX I
MURANG'A COUNTY MAP

MURANG'A COUNTY CONSTITUENCIES BOUNDARY WITH CURRENT EXISTING WARDS



Source: Retrieved from <https://en.m.wikipedia.org> on 22nd December 2018

APPENDIX II
KIRINYAGA COUNTY MAP



Source: Retrieved from <https://en.m.wikipedia.org> on 22nd December 2018

APPENDIX III
REQUEST LETTER TO PRINCIPALS OF SCHOOLS TO CONDUCT
RESEARCH

Department of Education,
School of Education and Social Sciences,
Karatina University,
P.O Box 1957 – 10101,
Karatina.

Dear Sir/Madam,

REF: RESEARCH REQUEST

I am a post-graduate student at Karatina University carrying out a research on the *Influence of Principals' Instructional Leadership Practices on Learners' Performance in Secondary Schools in Murang'a and Kirinyaga Counties, Kenya.*

The findings of this research would be helpful to the teachers, educational leadership and policy makers to redefine the role of the principals in curriculum delivery. The purpose of this letter therefore is to seek your assistance as I conduct the research in your school. **ALL** information gathered from them will be treated as confidently as possible.

Thank you.

Yours faithfully,

Irungu Cecilia Mwihaki

APPENDIX IV
INTERVIEW SCHEDULE FOR PRINCIPALS

This interview schedule seeks to collect data that will assist in **assessing the influence of principals’ instructional leadership practices and their influence on learners’ performance in public secondary schools in Murang’a and Kirinyaga Counties, Kenya**. Your honest and accurate responses to the items will be of great help to the success of this study. Do not write your name or the name of your school. Your responses will be treated with **utmost confidentiality** and will be used for academic purposes only.

SECTION A - PERSONAL/SCHOOL DETAILS

The Researcher to indicate the following:

1. What is your gender? Male () Female ()

2. What is your experience as a Principal in years?
 1- 5 years () 6 – 10 years ()
 11 - 15 years () 16 – 20 years ()
 20 years and above ()

3. What is your highest academic qualification?
 Diploma () Bachelor’s Degree () PGDE ()
 Master’s Degree () Others (specify)

4. What is the type of your school
 National () Extra-County ()
 County () Sub-county ()

5. What was the Mean Standard Score (MSS) for your school for the last four years? **Please tick one (√)**.

	2014	2015	2016	2017
10.00 – 12.00				
7.00 – 9.99				
4.00 – 6.99				
1.00 – 3.99				

SECTION B

I. Principal’s Communication of School Goals

1. In your school, are the mission and vision statements displayed?

Yes [] No []

If Yes, where are they displayed?

At the school gate [] On walls [] On the notice board []

Other Media []

2. How do you communicate the school goals to the stakeholders?

.....

3. Explain how you foster shared ownership of schools’ goals by all the stakeholders

.....

4. Discuss the key government policies and how they influence the overall achievement of the school’s goals

.....

5. Describe your coordination of practice and policies in your school in accordance with the school goals.

.....
.....

II. Principal's Supervision of Teaching and Learning

1. Explain the strategies that you employ in the supervision of the school curriculum

.....
.....

2. What is your role in ensuring that the curriculum is well implemented in your school?

.....
.....

3. Discuss the mechanisms that you have put in place to ensure that the requisite teaching documents are used by the teachers in enhancing curriculum delivery.

.....
.....

4. How do you maintain a school climate that is conducive for teaching and learning?

.....
.....

5. What key issues impede effective curriculum delivery in your school?

.....
.....

6. Describe the strategies that you have employed in solving the impediments to effective curriculum delivery.

.....
.....

III. Principal’s Promotion of Teachers’ Professional Development

1. How do you aid in teachers’ professional growth?

.....
.....

2. What engagements have you put in place to nurture and develop teachers’ professional development?

.....
.....

3. What are the accruing benefits of engaging teachers in workshops, symposiums and seminars on curriculum implementation?

.....
.....

4. Explain how you motivate teachers in the realm of their professional development.

.....
.....

5. Describe the benefits that your school has achieved from the various programmes aimed at teacher professional development.

.....
.....

IV. Principal’s Promotion of Collaborative Practices

1. What kinds of instructional collaborations exist in your school?

.....
.....

2. What are the benefits of involving teachers in decision making processes?

.....
.....

3. Discuss how as a principal you are involved in initiating and maintaining a collaborative culture in the school

.....
.....

4. Which mechanisms have you put in place to ensure that there is a harmonious working relationship in your school?

.....
.....

5. Explain the supportive conditions for teacher collaboration that have been put in your school.

.....
.....

6. Discuss how the quality of teacher collaboration positively influences teacher performance and student achievement.

.....
.....

7. How do you ensure that you have created an opportunity and culture for change in your school?

.....
.....

SECTION C

Challenges faced by Principals in Improving Instructional Leadership.

22. What challenges do you face as a principal in your attempt to provide instructional leadership?

.....
.....

23. What solutions do you employ in dealing with the challenges that you have mentioned above?

.....
.....

Thank you for your Cooperation

APPENDIX V
QUESTIONNAIRE FOR TEACHERS

This questionnaire seeks to collect data that will assist in **assessing the influence of principals’ instructional leadership practices and their influence on learners’ performance in public secondary schools in Murang’a and Kirinyaga Counties, Kenya**. Your honest and accurate responses to the questionnaire items will be of great help to the success of this study. Do not write your name or the name of your school. Your responses will be treated with **utmost confidentiality** and will be used for academic purposes only.

SECTION A: PERSONAL / SCHOOL DETAILS

1 (a). Indicate your County Murang’a () Kirinyaga ()

(b). Indicate your gender Male () Female ()

2. Kindly indicate your teaching experience?

1 – 5 years () 6 – 10 years () 11- 15 years ()

16 – 20 years () 20 years and above ()

3. What is your highest academic qualification?

Diploma () Bachelor’s Degree () PGDE ()

Master’s Degree () Others (specify)

4. Indicate the type of your school

National () Extra-County ()

County () Sub-county ()

5. Please indicate the Mean Standard Score (MSS) for your school for the last four years: **Please tick (√) one**

	2014	2015	2016	2017
10.00 – 12.00				
7.00 – 9.99				
4.00 – 6.99				
1.00 – 3.99				

SECTION B

In this section, please rate how your school principal directs the school with regard to the identified areas in instructional leadership. Indicate the extent by **ticking (√)** using the key below.

- KEY:** 1- Strongly Disagree - SD
2- Disagree - D
3- Undecided - U
4- Agree - A
5- Strongly Agree -SA

I. Principal's Communication of School Goals

		SD	D	U	A	SA
	Roles Performed by the Principal	1	2	3	4	5
1	Articulates or communicates the school goals to all the stakeholders.					
2	Fosters shared ownership of school goals by all the stakeholders					
3	Ensures adherence and implementation of the school goals					
4	Shapes school direction so as to ensure the achievement of the school goals					
5	Engages in resources mobilization to be used in the achievement of the school goals.					
6	Ensures that mobilized resources such as money and time are aligned with the school goals.					

7	Manages the day-to-day tasks of running the school in line with the school goals					
---	--	--	--	--	--	--

II. Principal's Supervision of Teaching

		SD	D	U	A	SA
	Roles Performed by the Principal	1	2	3	4	5
1	Ensures that the curriculum is effectively implemented					
2	Demonstrates knowledge of curriculum issues in various subjects during supervision of teaching.					
3	Supervises the implementation of the school curriculum					
4	Checks the teachers' lesson notes, schemes of work and records of work and offers correction/advice where necessary					
5	Maintains school climate that is conducive for teaching and learning.					
6	Is supportive of the classroom concerns of the teachers					
7	Regularly evaluates the teachers' instructional methods and makes his/her contributions for improvement.					
8	Is cognizant of the emerging dynamics in curriculum reforms					

III. Principal's Promotion of Teachers' Professional Development

		SD	D	U	A	SA
	Roles Performed by the Principal	1	2	3	4	5
1	Alerts teachers about professional development opportunities.					
2	Facilitates teachers' professional growth through facilitation of workshops, seminars and symposia in respective subject areas.					
3	Provides opportunities for teachers' career advancement and creates an atmosphere in which teachers are able to continue their professional development engagements.					

4	Support for and participation in the professional learning of staff for effective professional development.					
5	Provides adequate resources that support activities that enhances teachers' professional development.					
6	Encourages peer exchange so as to enhance professional growth of teachers.					
7	Encourages mentoring within the teaching staff in order to facilitate professional development.					
8	Organizes school based In-Service Training (INSET) programmes with Quality Assurance and Standards Officers (QASOs) or other educationists.					
9	Motivates teachers in the realm of professional development					

IV. Principal's Promotion of Collaborative Practices

		SD	D	U	A	SA
	Roles Performed by the Principal	1	2	3	4	5
1	Creates a common vision and builds effective teams to implement the school's vision and set goals and engender commitment					
2	Uses formal or informal communication means to enhance collaborative support practices					
3	Engages teachers in establishing networks and linkages that promotes collaborative support					
4	Involves teachers in decision making processes					
5	Puts various mechanisms in place to ensure that there is a harmonious working relationship in the school					
6	Enhances collaborative approaches in the various departments in the school.					

V. Efforts by Principals in Improving Instructional Leadership.

1. In your school, are the mission and vision statements displayed?

Yes [] No []

If Yes, where are they displayed?

At the gate [] On walls [] On the notice board []

Other Media []

2. Explain how your principal makes the learning environment orderly and friendly.

.....
.....

3. Indicate the strategies that your school employs for improvement of students' academic performance.

.....
.....

4. How does your principal monitor and assess teachers' performance of their teaching duties?

.....
.....

5. Explain if your principal's managerial skills contribute to positive academic performance of students' and enhance teachers' performance.

.....
.....

SECTION C

Challenges faced by Principals in Improving Instructional Leadership

1. Indicate the challenges your principal faces in his/her attempt to provide instructional leadership?

.....
.....
.....

2. What solutions do you think can be employed in dealing with the challenges mentioned in 1 above?

.....
.....
.....

Thank you for your cooperation

**APPENDIX VI
RESEARCH PERMIT**


THIS IS TO CERTIFY THAT:
MS. CECILIA MWIHAKI IRUNGU
of **KARATINA UNIVERSITY, 69-10200**
KIRIANI, has been permitted to conduct
research in **Kirinyaga , Muranga**
Counties

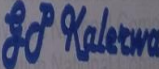
Permit No : NACOSTI/P/17/10515/20187
Date Of Issue : 27th November,2017
Fee Recieved :Ksh 2000

on the topic: **ASSESEMENT OF**
PRINCIPALS INSTRUCTIONAL
LEADERSHIP PRACTISES AND LEARNING
ACHIEVEMENT IN SECONDARY
SCHOOLS IN MURANGA AND KIRINYAGA
COUNTIES,KENYA



for the period ending:
24th November,2018


.....
Applicant's
Signature


.....
Director General
National Commission for Science,
Technology & Innovation

APPENDIX VII
RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/10515/20187**

Date: **27th November, 2017**

Cecilia Mwihaki Irungu
Karatina University
P.O. Box 1957-10101
KARATINA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Assessment of principals instructional leadership practices and learners achievement in secondary schools in Muranga and Kirinyaga Counties, Kenya”* I am pleased to inform you that you have been authorized to undertake research in selected **Counties** for the period ending **24th November, 2018.**

You are advised to report to the **County Commissioners and the County Directors of Education, selected Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

G.P. Kalerwa

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified