

**PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES AND THEIR  
INFLUENCE ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC  
SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA**

**FRIDAH NANJALA**


**E55/CE/28383/2018**

**A RESEARCH THESIS SUBMITTED IN FULFILMENT OF THE AWARD  
OF A MASTER'S DEGREE OF EDUCATION (EDUCATIONAL  
ADMINISTRATION) IN THE SCHOOL OF EDUCATION AND LIFELONG  
LEARNING OF KENYATTA UNIVERSITY**

**SEPTEMBER, 2025**

## DECLARATION

I declare that this research thesis is my original work and it has not been presented in any other institution or university for consideration for any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where data, texts, graphics, or tables have been copied from other sources, including the internet, they are specifically cited and referenced by the current APA system and anti-plagiarism regulations.

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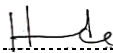
Date 30/9/2025 .....

**Fridah Nanjala**

E55/CE/28383/2018

Department of Educational Management, Policy and Curriculum Studies

This research thesis has been submitted with our approval as University Supervisors.

Signature  .....

Date 14/10/2025 .....

**Dr. Hellen Guantai**

Department of Educational Management,

Policy and Curriculum Studies

Kenyatta University

Signature  .....

Date 14/10/2025 .....

**Dr. Gladys Kinyanjui**

Department of Educational Management,

Policy and Curriculum Studies

Kenyatta University

## **DEDICATION**

This thesis is dedicated to my late mother Irine Nekesa, for all the sacrifices she made to educate me and my husband and children, and for their immense support throughout my research.

## **ACKNOWLEDGEMENT**

It gives me great pleasure to acknowledge and express my deepest appreciation and gratitude to my supervisors, Dr. Hellen Guantai and Dr. Gladys Kinyanjui, for their tireless efforts and immense support, guidance, corrections, tolerance, suggestions, and encouragement throughout this journey. To my friend Gloria Mutisya, thank you for the moral support throughout the journey. Special appreciation goes to my husband and children for their encouragement and understanding.

## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF FIGURES .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>ABBREVIATIONS AND ACRONYMS.....</b>	<b>xi</b>
<b>ABSTRACT.....</b>	<b>xii</b>

### **CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE**

<b>STUDY.....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	8
1.4 Purpose of the Study .....	8
1.5 Objectives of the Study .....	9
1.6 Research Hypotheses .....	9
1.7 Significance of the Study .....	10
1.8 Assumptions of the Study .....	11
1.9 Limitation.....	11
1.10 Delimitation .....	11
1.11 Theoretical Framework.....	12
1.12 Conceptual Framework.....	13
1.13 Operational Definition of Terms.....	15

### **CHAPTER TWO: RELATED LITERATURE REVIEW .....**

<b>2.1 Introduction.....</b>	<b>17</b>
2.2 Concept of Instructional Leadership.....	17
2.3 Goal-setting Skills and their Influence on KCSE Performance.....	18
2.4 Instructional Supervision Practices and their Influence on KCSE Performance .....	21

2.5	Staff Professional Development and its Influence on KCSE Performance	23
2.6	Learning Environment and its Influence on KCSE Performance	25
2.7	Summary and Gap Identification	27

**CHAPTER THREE: RESEARCH METHODOLOGY .....29**

3.1	Introduction	29
3.2	Research Design	29
3.2.1	Variables	30
3.3	Location of the Study	30
3.4	Target Population	30
3.5.1	Sampling Procedure	31
3.5.2	Sample Size	33
3.6	Research Instruments	33
3.7	Piloting	34
3.7.1	Validity of Research Instruments	34
3.7.2	Reliability of Research Instruments	35
3.8	Data Collection Procedure	35
3.9	Data Analysis Technique	36
3.10	Ethical Considerations and Human Relations	37

**CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION, AND DISCUSSION .....39**

4.1	Introduction	39
4.2	Instrument Return Rates	40
4.3	General and Demographic Information	40
4.4	Demographic Characteristics of Teachers	41
4.4.1	Distribution of Teachers by Gender	41
4.4.2	Distribution of Teachers by Age	42
4.4.3	Distribution of Teachers by Professional Qualification	43
4.4.4	Distribution of Teachers by Teaching Experience	44
4.4.5	Distribution of Teachers by Length of Stay in the Same School	45

4.5	Demographic Traits of the School Principals .....	45
4.5.1	Distribution of Principals by Gender .....	46
4.5.2	Distribution of Principals by Age .....	46
4.5.3	Distribution of Principals by Academic Qualification.....	47
4.5.4	Distribution of principals by teaching experience .....	48
4.6	KCSE Results for Public High Schools in Nakuru County .....	49
4.7	Determination of Study Hypothesis and Objectives .....	49
4.7.1	Principals’ Goal Setting Skills and its Influence on the Performance of KCSE.....	50
4.7.2	Instructional Supervisory Practices and KCSE Performance .....	55
4.7.3	Staff Professional Development and KCSE Performance .....	59
4.7.4	Learning Environment and KCSE Achievement .....	64
<b>CHAPTER FIVE .....</b>		<b>71</b>
<b>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....</b>		<b>71</b>
5.1	Introduction.....	71
5.2	Summary .....	71
5.2.1	Summary of the Study Findings .....	72
5.3	Conclusions.....	74
5.4	Recommendations.....	75
5.4.1	Policy Recommendations.....	75
5.4.2	Suggestions for Further Research .....	76
<b>REFERENCES.....</b>		<b>77</b>
<b>APPENDICES .....</b>		<b>83</b>
APPENDIX I:	QUESTIONNAIRE FOR TEACHERS .....	83
APPENDIX II:	INTERVIEW QUESTIONS FOR THE PRINCIPAL.....	86
APPENDIX III:	ANOVA TABLES .....	87
APPENDIX IV:	LETTER OF INTRODUCTION .....	89
APPENDIX V:	RESEARCH AUTHORIZATION.....	90
APPENDIX VI:	RESEARCH APPROVAL.....	91
APPENDIX VII:	NACOSTI RESEARCH PERMIT.....	92

## LIST OF FIGURES

Figure 1.1:	Conceptual Framework.....	14
Figure 4.1:	Distribution of teachers by length of stay in the same school .....	45

## LIST OF TABLES

Table 1.1:	KCSE score indexes of public secondary schools in the County of Nakuru from 2018-2022 .....	7
Table 3.1:	KCSE Mean Scores from 2018 to 2022.....	30
Table 3.2:	Distribution of Target Population by Category .....	31
Table 4.1:	Questionnaire Return Rate by Respondents .....	40
Table 4.2:	Distribution of teachers by Gender (n=155) .....	41
Table 4.3:	Distribution of Teachers by Age.....	42
Table 4.4:	Distribution of Teachers by Professional Qualifications .....	43
Table 4.5:	Distribution of Teachers by Teaching Experiences (n-155).....	44
Table 4.6:	Distribution of principals by gender .....	46
Table 4.7:	Distribution of Principals by Age .....	47
Table 4.8:	Distribution of Principals by Professional Qualifications .....	47
Table 4.9:	Distribution of Principals by Teaching Experiences (n-29) .....	48
Table 4.10:	KCSE performance .....	49
Table 4.11:	Teacher’s Responses on Goal Setting Skills and KCSE Performance .....	51
Table 4.12:	Regression coefficients of Goal Setting Skills on Students’ Academic Achievement in KCSE.....	53
Table 4.13:	Responses of Teachers on Supervisory Practices and KCSE Academic Achievement .....	55
Table 4.14:	Regression coefficients of Instructional supervision practice on KCSE achievement .....	58
Table 4.15:	Responses of Teachers on Staff Professional Development and Academic Achievement in KCSE.....	60
Table 4.16:	Regression Coefficients of Principals’ Promotion of Staff Professional Development on Students’ Academic Achievement in KCSE .....	63
Table 4.17:	Responses of Teachers on Learning Environment and Students’ Academic Achievement in KCSE.....	65

Table 4.18: Regression Coefficients of principals' Fostering of conducive Learning environment on Students' academic achievements in KCSE .....	69
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## **ABBREVIATIONS AND ACRONYMS**

<b>KCSE:</b>	Kenya Certificate of Secondary Education
<b>KICD:</b>	Kenya Institute of Curriculum Development
<b>KNEC:</b>	Kenya National Examination Council
<b>MoE:</b>	Ministry of Education
<b>NACOSTI:</b>	National Commission for Science, Technology and Innovation
<b>SPSS:</b>	Scientific Package for Social Science
<b>TSC:</b>	Teachers Service Commission
<b>USA:</b>	United States of America

## ABSTRACT

Instructional leadership is associated with practices that the school principal does to enhance students' academic achievement. This research sought to find out whether instructional leadership practices influenced learners' academic achievement in the KCSE in public secondary schools in Nakuru County. The purpose of this study was to determine the influence of principals' instructional leadership practices on students' academic achievement in the KCSE in public secondary schools in Nakuru County. The objectives of this study were; to determine the influence of goal-setting skills of the principal on the KCSE performance of students in public secondary schools in Nakuru county, to determine the influence of principals' instructional supervisory practices on students' achievement in KCSE in Nakuru county, to establish the influence of principals' promotion of staff professional development on learners' achievement in KCSE in public secondary schools in Nakuru county and to determine the influence of principals' fostering of conducive learning environment on the learners' academic achievement in KCSE in public secondary schools in Nakuru county. The study was guided by Carrier's (2014) instructional leadership model, which demonstrated an experimental illustration of how the staff and the leader's crossing point resulted in the institution's desired achievement. The study employed an exploratory sequential research design, utilizing both quantitative and qualitative approaches. The study was conducted in Nakuru County. The target population included 285 teachers and 33 principals of public secondary schools in Nakuru County. Therefore, the total sample size for the quantitative phase was 30 principals and 166 teachers, totaling up to 196 respondents. The study employed the use of purposive sampling to select schools and principals. A simple random sampling technique was also used to select teachers in the selected schools. The study used questionnaires for both teachers and interview schedules for the principals. Content validity was established by seeking expert judgment from specialists in the Department of Educational Management, Policy, and Curriculum Studies. The reliability was tested using Cronbach's alpha to determine whether the questions in the questionnaire reliably measured what was intended. Qualitative data was analyzed thematically and presented in the form of narrations. Quantitative data was analyzed using SPSS and presented using frequency distribution tables and bar graphs. A multiple linear regression test was used to establish the influence of principals' instructional leadership practices on KCSE achievement. The major finding from the study was that the principals did carry out school programs with the main aim of attaining the set goals. The study recommended school principals to prepare capacity-building programs for teachers like seminars & workshops to equip them with relevant skills, attitude, and knowledge. Additionally, the Ministry of Education and TSC should design and implement structured programs for identifying professional development needs among teachers.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This chapter covers the background of the study, problem statement, purpose, objectives, research questions, significance, limitations, delimitations, and assumptions. It also includes the theoretical framework, conceptual framework, and operational definitions of key terms.

#### **1.2 Background to the Study**

The Education Leadership Association of Nova Scotia (2018) states that an instructional leader demonstrates instructional leadership when they focus on improving teaching efficiency to boost students' academic achievement. Instructional leaders also ensure that teaching practices are relevant and deeply integrated into the school's instructional program implementation.

The idea of instructional leadership can be traced back to the American education system as early as the 1970s. School leaders concentrated on assessing approaches that teachers used, approving the general achievement of the subject matter, assessing the conduct of students, observing the general school management, and ascertaining whether money disbursed for education was appropriately used (Heaven & Bourne, 2016). This arrangement enabled the students to do well in academics. The late 1990s saw a strong change in the approach to the responsibility of the school principal as an instructional leader. The principal's role changed from that of a school manager to becoming a school instructional leader. In this case, the principal provides instructional leadership, which involves ensuring high-quality learning and teaching by ensuring effective use of instructional time and supervising

instructional programs to promote good academic achievement in students. This will be the focus of this study.

Instructional leadership practices are the leadership roles and responsibilities that are related directly to the teaching and learning process, students and curriculum, and the interaction between the teachers (Quay, 2011). The achievement of academic programs depends on the instructional leader in the school (Gulcan, 2012). Gulcan describes instructional leadership as all efforts taken by leaders in education to enhance education in institutions of learning. According to Murphy (2010), school principals' instructional leadership may be conceptualized in two ways: broadly and narrowly. According to Linda (2018), the broad category of instructional leadership entails the development and implementation of goals, instructional management, and school culture, while the narrow category of instructional leadership involves those actions that relate directly to learning and teaching, such as lesson observation and teaching methodology. All these are aimed at enhancing learners' academic achievement. Instructional leadership involves creating a conducive environment to facilitate teaching and learning in pursuit of social goals and academic achievement for learners (Felicia, 2016). Additionally, the student's achievement and a conducive school environment are linked, and without it, good academic achievement will be difficult to achieve.

An instructional leader should be goal-oriented and focus on improving the academic achievement of the learners (Hallinger, 2012). Hallinger (2012) asserts that the principal as an instructional leader should give direction by communicating the vision of the school. Principals are regarded as key players in developing schools with high academic achievement and generating and sustaining well-run schools.

(Hoy & Hoy, 2006). The main role of the principal is to offer the support system and focus to enable teachers to develop their classrooms for the greater realization of higher academic achievement by students.

Bush (2015) indicated that a great instructional leader gives priority to curriculum and instruction, organizes resources to facilitate the achievement of goals, and builds an environment where learners have high expectations of academic achievement. Apart from being accountable for managerial responsibilities, school principals today are also tasked with the responsibility of providing quality instructional leadership that reflects best practices for the main purpose of making sure that students attain higher academic achievement (Glan & Behar-Hornstain, 2000). Christine (2010) and Hallinger (2011) in their study on the instructional leadership of principals revealed that the instructional leadership of principals is linked to improvement in examination performance and that some schools do well under instructional practices while others struggle. Heck and Hallinger (2011) asserted that practices of instructional leadership can contribute to school academic achievement by improving supervision of instructional programs, coordination and support of staff development by the school principal, and a conducive work environment.

Evidence in outstanding institutions of learning in Athens-Greece indicated that instructional leadership has done well and is not limited only to the principal. According to Kaparou and Bush (2015), there existed a sense of teamwork in schools that offered a conducive climate for teaching and learning for enhanced learner achievement. Among the crucial components of the principals' instructional leadership practices is goal setting. This is the process of identifying the target to be

accomplished and putting a measurable timeline, which in the end leads to the realization of a shared vision.

Goal setting in Britain was done by employing the SMART framework, in which a goal is popularly designed to be measurable, specific, realistic, achievable, and time-bound (Locke & Latham, 2013). A study conducted by John and David (2012) in Britain showed that appropriate goal setting, together with timely and specific feedback, enhanced teacher lesson attendance, evaluation, and monitoring as well as proper management of time for class instruction, which translated to higher student achievement. Instructional leadership in institutions of learning in Singapore involves setting school goals, managing instructional programs, communicating school vision, evaluation and supervision, and promoting the school learning climate (Bolman and Deal, 2013).

Instructional leadership of principals in the United States of America has succeeded in improving learners' academic achievement. A study by Blasé and Blasé (2004) indicated that instructional leadership is an organization of instructional acquisition, supervision, and allocation of learning and teaching resources and staff professional development, which has an association with students' academic outcomes.

South Africa is far behind other nations in students' academic achievement, though the country spends a lot of money on schooling than its peer nations (Taylor, Van der Berg & Mabogoane, 2013). A Study carried out by the Department of Education (2009) in South Africa discovered that the duties of the school principal as an instructional and curriculum leader ought to be affirmed to improve students' academic outcomes. However, the research did not indicate the specific instructional

leadership practices of the principal and the way they influence the learners' academic achievement in the national examination, hence the need for this study.

In Nigeria, Abe, Ilogu, and Madueke (2014) in their study found that teachers who had not set goals with their students had poor performance compared to those who had.

Instructional supervision of classroom teaching is important in improving the quality of delivery of content, which in turn enhances the students' academic achievement. Supervision entails activities involved in guiding, sharing, motivating, and encouraging teachers to solve difficulties they face in their work. Supervision of academic work by the principal is an important strategy that enhances students' academic achievement (Sergiovanni & Starratt, 2012). The principals do such things as participating in curriculum delivery and monitoring, and evaluation of students' teaching and learning. Similarly, supervision is seen as a cooperative venture whereby teachers and supervisors engage in dialogue to enhance instruction, which contributes immensely to learners' improved learning and achievement. A study done in Indonesia by Yunita (2015) established that a positive and strong relationship existed between student outcomes and teacher supervision and enhanced delivery of the curriculum, as well as evaluation and monitoring, which leads to improved learner performance. Similarly, a study by Egwu (2015) on supervision and teachers' performance in Nigeria indicated that teachers performed well when provided with effective supervision by the school principal. A study conducted by Kirui (2015) established that effective supervision of learning yields better academic achievement in KCSE performance. Kirui (2015) further argues that when supervision is not well managed, the curriculum will not be delivered well and

in good time; hence, lack of guided teaching, proper monitoring, and evaluation of the learning and teaching process translates to poor performance in KCSE.

Staff professional development entails programs and activities designed to develop and enhance competencies, skills, and knowledge, and quality teachers for improved performance. Study findings by Xiao (2014) in China supported the fact that teacher professional development has a positive and strong impact on classroom teaching, which results in improved student academic achievement. A study by Ahmed (2016) about the practices of instructional supervision in Ethiopia indicated that the provision of professional support to teachers by the principals is important because it improves the instructional skills and efficacy of the teacher in the classroom. This enhances students' academic achievement. A study by Muthoni (2017) in Kenya recognized that there is a great connection between professional development and students' academic performance.

According to Sparks (2011), school principals interact with students and teachers as instructional mentors while ensuring that the school is emotionally and physically safe. Moreover, having a procedure and process for creating a conducive school environment is a vehicle for principals to motivate students and teachers, enhance productive school culture, and foster an open communication policy. Research done by Kardushin (2012) in the United States of America proved that a conducive school environment has a positive influence on students' academic achievement. The school principal is the key player in fostering a favorable learning and teaching climate for improved performance. A study by Abdool and Drinkwater (2005) in South Africa established that principals should possess the ability to create a conducive school environment and provide teachers with relevant skills, knowledge,

and positive attitudes that could lead to a good teaching and learning environment for enhanced learner outcomes. In Kenya, most principals have given priority to instructional leadership as a key driver in enhancing classroom teaching, which is hoped to enhance the performance of students in examinations (Mugambi, 2015). In Nakuru County, learners' academic performance in the national examination has consistently declined from 2018 to 2022, and a slight improvement in 2020, as shown below;

**Table 1.1: KCSE score indexes of public secondary schools in the County of Nakuru from 2018-2022**

*KCSE Mean Scores from 2018 to 2022*

<b>Year</b>	<b>KCSE Mean Score</b>
2018	4.9616
2019	5.0638
2020	5.5144
2021	5.4218
2022	5.3459

**SOURCE: Nakuru County Education Office 2021.**

The information in the table above indicates both the highest and lowest mean scores recorded in Nakuru County from 2018 to 2022. The highest score is **5.51** while the lowest score is **4.96**. This suggests that the mean grade for students in Nakuru County is a **D+**. The Kenya Universities and Colleges Central Placement Service (KUCCPS, 2020) specifies that any candidate who attains a Mean Grade of C+ qualifies to take a degree course, whereas many Diploma colleges in Kenya enroll learners who have attained a minimum grade of C-. These requirements indicated that most students who graduate from form four in Nakuru County may

not get direct enrolment for degree and Diploma courses in Kenyan Universities and Colleges. The County Mean Score of **D+** was a clear indication of poor academic achievement in KCSE. This was why the researcher intended to undertake this study, which established the influence that instructional leadership practices of the principal have on learners' academic achievement in KCSE in public high schools in the County of Nakuru, Kenya.

### **1.3 Statement of the Problem**

Instructional leadership remains the main component in enhancing the value of education, which then leads to good academic achievement. School principals, on the other hand, are tasked with the responsibility of initiating and sustaining instructional leadership in their respective schools. They do this by carrying out suitable instructional leadership practices like proper goal setting, staff professional development, good supervisory practices, and providing a conducive environment for teaching and learning, which in turn facilitates maximum learner achievement.

Despite all these efforts by the school principals, KCSE achievement in public high schools in Nakuru has continued to be poor, as shown by the KCSE mean scores in Table 1.1 above. The researcher therefore sought to investigate whether instructional leadership practices like goal setting skill have an influence on the learners' academic achievements or whether there were other factors responsible for this in KCSE, in public high schools in Nakuru County.

### **1.4 Purpose of the Study**

The purpose of the research was to determine the influence that instructional leadership practices have on principals' academic achievement in KCSE in public high schools in Nakuru, with the view of informing educational practices in Kenya.

## **1.5 Objectives of the Study**

This research was focused on these objectives;

- i. To determine the influence of the goal-setting skills of the principal on the KCSE performance of students in public high schools in the County of Nakuru
- ii. To determine the influence of instructional supervisory practices of the principal on the academic achievement of learners in KCSE in the County of Nakuru
- iii. To determine the influence of the promotion of staff professional development of staffs by the principal on learners' achievement in KCSE in public secondary schools in the County of Nakuru
- iv. To establish the influence of fostering a conducive learning environment by the principal on the academic achievement of learners in KCSE in public high schools in the County of Nakuru

## **1.6 Research Hypotheses**

These were the null hypotheses for the research.

- i. H<sub>0</sub>1. There is no statistically significant influence of the setting skills of the principal on the learners' academic achievement in KCSE in public secondary schools in Nakuru, Kenya.
- ii. H<sub>0</sub>2. There is no statistically significant influence of instructional supervisory practices of the principal on learners' academic achievement in KCSE in public high schools in the County of Nakuru, Kenya.
- iii. H<sub>0</sub>3. There is no statistically significant influence between the promotion of staff professional development of the principals and students' academic achievement in KCSE in public high schools in the County of Nakuru, Kenya.

- iv. H<sub>0</sub>4. There is no statistically significant influence between the fostering of a conducive learning environment by the principal and the academic achievement of students in KCSE in public high schools in the County of Nakuru, Kenya.

### **1.7 Significance of the Study**

- i. The research results from this study may provide major details on how goals are set, the importance of goal setting, and those involved in goal setting. This may provide relevant information to the Kenya National Examination Council (KNEC), which may be used in policy formulation in training curriculum managers in Kenya.
- ii. The findings may also provide empirical information on supervisory practices and curriculum delivery by the principal that may improve students' academic achievement, and this may enable TSC and KICD to formulate policies on effective supervision in schools.
- iii. This study may identify gaps and challenges in teachers' professional training and the influence they have on the students' academic achievement, hence enabling the Ministry of Education and TSC to frame guidelines on teacher capacity building.
- iv. This research may help identify the role of a conducive learning environment in a school setup and its influence on students' academic achievement, which may enable the Ministry of Education to formulate policies on child-friendly schools.

## **1.8 Assumptions of the Study**

The research was founded on these assumptions;

- i. Instructional leadership is being employed by school teachers and principals during the teaching process to enhance the academic achievement of students. This assumption is based on the fact that school principals have a mandate to manage teaching, learning, and curriculum in schools to enable students to achieve to their full capacity.
- ii. That KCSE outcome is an accurate and consistent measure of the student's academic achievement in public high schools in Kenya.

## **1.9 Limitation**

- i. Some school principals were unwilling to contribute to this study. To curb this, the researcher described clearly the importance of the research and guaranteed that the results generated from the research were for academic reasons only and wouldn't be used in the evaluation of their personal school performance.
- ii. Some research participants were reluctant to respond, citing a lack of time and fear of victimization. The fear of victimization was handled by the researcher advising them not to indicate their names on the research instrument. The lack of time was resolved by giving them several days to fill out the questionnaires, which were collected later.

## **1.10 Delimitation**

- i. This study was limited to principals' instructional leadership practices as a factor that influenced the academic achievement of learners in public high schools in Nakuru. Since the research was only done in one county, the

research outcomes were not generalizable to include other counties in Kenya due to diverse cultural and geographical differences.

- ii. The study only engaged teachers and principals from public secondary schools, leaving out private schools. This was because their monetary policies (which probably influence the availability of physical, human, and material resources) and staffing are mandated by the Ministry of Education, Science, and Technology. Therefore, the research was not generalizable to include private secondary schools.

### **1.11 Theoretical Framework**

This research study was directed by Carrier's (2014) instructional leadership model. The model demonstrated an experimental design that deliberated on how the staff and the leader's crossing point resulted in the institutions' desired achievement. The model of instructional leadership by Carrier (2014) distinguishes the roles of an instructional leader from those of the principal and teachers. The school head is supposed to concentrate on providing quality learning for all students by creating a school community geared towards the same vision. The school principal should concentrate on attaining the anticipated goals in the learning process and be in a position to drive instruction to achieve the best outcome. The teachers should also implement the functions of the principal within the class. Carrier (2014) asserts that the principal as an instructional leader should carry out their duties diligently and be ready to take up any other essential responsibility for the advancement of the students' achievement. The school principal should also demonstrate expertise in determining the expectations of an instructional leader. Therefore, the instructional

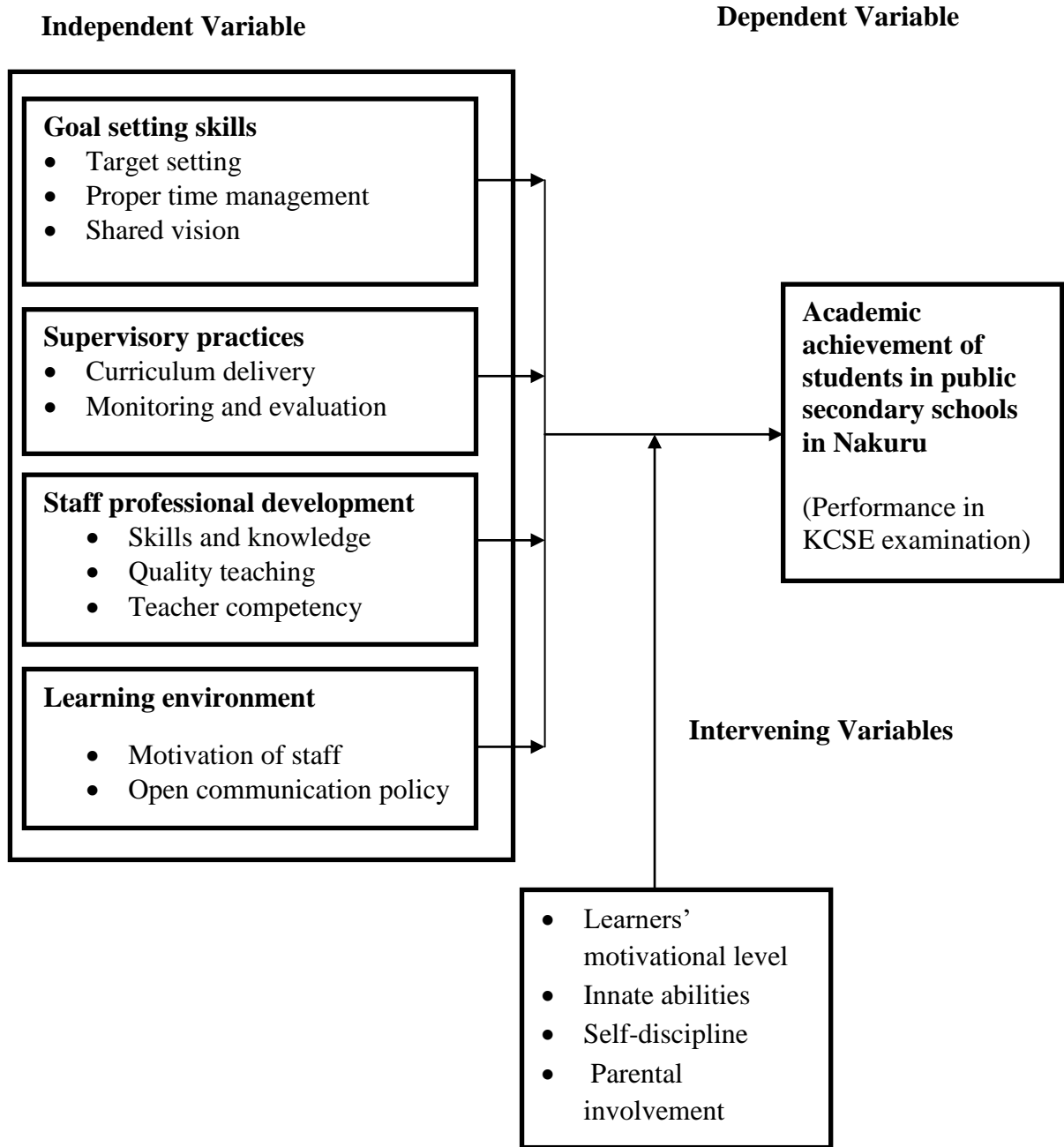
leadership practices of the principal are shown by the teacher's output as indicated by learners' academic achievement in the KCSE.

Carriers' (2014) instructional model expects the school head to reflect on all matters that entail the learning of the students. The model summarized that the principal should have strong knowledge of the best instructional practices, with the know-how of responsive instructional pedagogy and leadership by demonstrating high hopes for students' academic achievements for them to grasp the full potential of their academic results.

Carrier's (2014) instructional leadership model was significant in the sense that this study used it in the understanding of the obligations of the head teacher as an instructional leader in terms of goal setting, staff professional development, instructional supervision practices, and school environment. These instructional leadership practices may lead to higher academic achievement of the students if taken into consideration. These indicators of the principals' instructional leadership practices, as indicated above, are what this study was seeking to determine.

### **1.12 Conceptual Framework**

The research was conceptualized on the fact that the instructional leadership practices of the principal led to effective teaching, which in turn resulted in higher academic achievement by the learners.



**Figure 1.1: Conceptual Framework**

The above conceptual structure indicates the interrelationship of dependent and independent variables on principals' instructional leadership practices and the academic achievement of students in KCSE. Goal-setting skills influence the behaviors and attitudes of the learners and the teachers. It enabled them to set targets. Strengthen the school's shared vision and improve time management. This

eventually translated to enhanced academic achievement in the KCSE. Instructional supervisory practices led to proper monitoring and evaluation, and timely curriculum delivery, both of which resulted in improved academic achievement in the KCSE.

Professional development of the teacher improves skills and knowledge, enhances the teacher's competency, and improves the quality of teaching. In turn, this leads to an improvement in academic achievement in the KCSE. Fostering a conducive learning environment creates motivation in teachers and students, and fosters open communication, thus enhancing achievement in the KCSE.

The dependent variable is the overall achievement in KCSE, which may either improve or drop. The moderating factors include: Learners' motivational level, Self-discipline, Innate abilities, and Parental involvement. These factors may affect the desired learning outcome; however, they won't be discussed in this research study.

### **1.13 Operational Definition of Terms**

**Academic achievement** entails the learners' performance outcome in the KCSE

**Goal setting** The process of recognizing an objective that a student may need to achieve and putting measurable timelines and goals for improved learner results in public high school institutions in the County of Nakuru

**Instruction** refers to an order or act of education that must be followed

**Instructional leader** In this study, it has been used to mean the school leader or principal

**Instructional leadership** In this research, it is used to refer to an approach where the leader concentrates on assisting the staff in fostering a

learning environment with clear teaching and learning objectives and higher teacher expectations for learners

**Instructional supervision** refers to a set of activities undertaken to enhance teaching and learning

**Instructional supervision practice** involves activities such as monitoring, guiding, motivating, and evaluating teachers to solve problems they encounter in the teaching and learning process, to enhance the academic achievement of learners in public secondary schools in Nakuru County

**K.C.S.** This is the secondary school leaving examination

**Leadership** In This research entails the way a school principal plans, arranges, and controls programs in public secondary schools

**Learning environment** This refers to the environment characterized by suitable skills and knowledge, positive attitude, collaboration, teacher effectiveness, and communication for the improvement of the academic achievement of students in public high schools in Nakuru County

**Principal** It refers to the head of a school institution appointed by the Teachers Service Commission to run a public school

**Student** In this research study, means a learner in a public high school in Nakuru County

## **CHAPTER TWO**

### **RELATED LITERATURE REVIEW**

#### **2.1 Introduction**

This section reviewed the literature associated with instructional leadership. It focused on the instructional leadership practices of the principal and their influence on students' KCSE performance. It discussed the influence of the principal in goal-setting skills, staff professional development, supervision practices of the principal, and the influence of the principal in fostering a conducive learning environment and KCSE performance. This chapter also outlined and summarized the relevant research gaps that this research intended to fill.

#### **2.2 Concept of Instructional Leadership**

Instructional leadership constitutes the principals' behavior that sets clear goals and high expectations for teacher and student performance, monitors and provides feedback regarding the core business of the school, promotes staff professional development, and creates a conducive environment for learning, which translates to higher academic achievement (Muda, Mansor & Ibrahim, 2017).

Ylimaki (2014) described instructional leadership as the actions taken by the principal to develop a satisfying and productive work environment for both learners and teachers. Instructional leadership has characteristics normally associated with school principals whose work has been identified as effective. Instructional leaders designated as school principals provide instructional leadership in institutions of learning. Research done by the Wallace Foundation (2012) about instructional leadership in the USA established that school principals are faced with great challenges in meeting the increased demands of learning and teaching.

Ifeoma and Asiyani (2013) noted that good institutions have good principals; however, well-performing schools are headed by instructional leaders. Ifeoma and Asiyani (2013) described instructional leadership as a skill that comprises the ability to communicate and outline a school vision, manage school instructional programs, enable growth by providing enough professional development opportunities for instructors, and foster a conducive learning environment. Teachers and school principals are key elements in any school aspiring for better academic achievement. Hallinger (2012) further noted that school leaders and especially principals have an important role to play in giving appropriate direction, enhancing staff commitment and motivation needed to promote success and foster improvement for schools in challenging circumstances.

### **2.3 Goal-setting Skills and their Influence on KCSE Performance**

Goal setting is the procedure of isolating an objective to be achieved and forming measurable timelines and goals. Nkonge & Mudulia (2024) asserted that goal setting is simply turning ideas into action and having a strong set of goals, be it for yourself or the school, because it is an important basis of success. Locke (2013) further indicated that goals set by individuals themselves can be very important in acquiring commitment, even though they may not be targeted as highly as another person may assign. Moreover, student involvement in the goal-setting process is a way of initiating the practice for the student to start adopting the enthusiasm piece that assists in attaining their self-determined goal.

Locke (2013) noted that goal setting helps the student to understand what is expected of them, thus allowing for greater attention towards attaining the set goals. He further added that, after setting those goals, the school principal should

communicate them to the school fraternity. The principal, as an instructional leader, should communicate and explain the goals, the expectations, and the school program to the school community. Principals who exercise instructional leadership should always ensure that the significance of the set goals is understood by reviewing and discussing them with the parents, staff, board of management, and students periodically in the context of curricular, instructional, and budgeting decisions.

Communication of goals may take the form of goal statements, memos, staff meetings, articles in the principal's newsletter, staff memos, parents and BOM meetings, and general assemblies. Therefore, the entire school community, especially the teaching and subordinate staff, teachers, and learners, needs to understand the school goals clearly to enable them to contribute to the achievement of good results.

Research conducted in the USA by Moeller, Theiller, and Chaorong (2012) about goal setting and students' achievements revealed that for goal setting to enhance performance, students should be permitted to take part in setting their own goals. In other words, goal setting should be inclusive. Scholars argued that students who participated in setting their own goals perform better than those who have goals set for them. The principal should be at the center to spearhead the goal-setting exercise for both learners and teachers. Moeller, Theiller, and Chaorong (2012) further affirm that school heads do not simply force goals on their subordinates, but they work with others to form a collective sense of direction and purpose, hence, work with people and through people. The study used a hierarchical timer model and a quasi-experimental design. This research used a descriptive research design and was carried out in a different setting.

A study conducted by Illogu, Madueke, and Abe (2014) on the influence of goal setting on the performance of English in Nigeria revealed that there's a close connection between performance and goal setting. Additionally, the study established that goal setting leads to the setting of targets that make the teacher improve lesson attendance, increase contact time with the students, and improve time management, which in turn translates to improved learner achievement. This study employed the quasi-experimental design. However, this current study adopted a descriptive research design.

Research conducted by Kirui (2015) about institutional factors hindering the introduction of changes in curriculum implementation in public schools in Kipkelion established that goal setting starts with the establishment of a vision or a goal to work towards. It also entails inducing assurance and passion in the implementation of the curriculum. The research outcomes from this study further indicated that, when the main stakeholders, especially the teachers and students, are involved in setting the goals for the institution, they become willing and ready to adopt such resolutions. This study used teachers, students, and parents as respondents. The current study did not involve parents. Moreover, the research was carried out in Kipkelion District, while this research was done in public high schools in Nakuru County. This research study involved teachers and principals only to find out whether similar results existed.

## **2.4 Instructional Supervision Practices and their Influence on KCSE Performance**

Instructional supervision entails checking, observing, and watching teachers' activities, which are geared towards monitoring and coaching, providing direction, professional guidance, assistance, and leadership geared towards professional development to enhance the value of instructional delivery. A study conducted by Vivian, Jeffrey, and Susan (2016) on instructional supervisory practices in the USA discovered that there's a major influence on students' academic performance and supervision. The study utilized questionnaires and interviews to collect information. The sample size for the research was one school. This study also utilized a descriptive research design. This current study used interviews and questionnaires to collect data, together with a descriptive research design. The main participants were the teachers and the school principal.

A study done by Rosemary and Vera (2016) on the importance of effective supervision on students' academic achievement in Ghana discovered that there exists a major influence between learners' academic performance and the supervision practices of the principal. The study was based on the supervision model and collegial model of educational management. The study made use of a descriptive research design. Questionnaires were used to collect the statistics. This study used both interviews and questionnaires to collect data. This research was anchored in Carrier's (2014) instructional leadership model.

A study by Yunita (2015) about the role of the principal as an instructional leader in Indonesia discovered that there exists an influence between staff supervision and students' academic achievement. This led to guided and timely curriculum delivery.

Further, principals conducted weekly meetings with the teaching staff to discuss student behavior, their teaching progress, and evaluation of the program for student improvement. This research used interviews to collect data. The current study made use of both interviews and questionnaires to collect information.

In Kenya, supervision of curriculum implementation is conducted by the Teachers' Service Commission and the Ministry of Education. The Department of Education has a directorate tasked with standards and quality assurance in schools in terms of human resources and physical structure. The TSC has the role of supervision and employment of teachers. Instructional supervision is carried out by the use of Teacher Performance Appraisal Development (TPAD). According to TSC, instructional supervision has enhanced students' performance through reduced teacher absenteeism and proper management of instructional time (TSC, 2018). Research carried out by Samoei (2014) on supervision in public high schools in the Nandi district showed that supervision of the entire learning process, for instance checking the reliability of the teacher, monitoring learners' academic progress, and protecting instruction time was established to be very key in schools that achieved good academic performance.

Wanzare (2012) in his research about instructional supervision in public high schools in Kenya established that principals need to adopt supervisor and teacher-friendly approaches to encourage stimulation and motivation of learners and teachers to improve academic performance and abandon archaic techniques of authoritarianism and control. The research findings from this study further strengthen that effective instructional supervision ensures mutual interaction and proper functioning of students, teachers, and resources, which in turn translates to

improved academic achievement. A study by Makau, Tanui, and Rono (2016) on a comparison between principals' instructional leadership practices in low and high-performing schools in Makueni County discovered a strong connection between learner performance and instructional leadership. Data was gathered using questionnaires. In the study, it was discovered that supervision of learning and teaching in the classroom translated to better performance in high-performing schools than in those performing poorly. This current study was conducted to determine if the instructional supervision practices of the principal influence students' academic achievement.

## **2.5 Staff Professional Development and its Influence on KCSE Performance**

Staff professional development refers to programs and activities designed to enhance and develop competencies and skills for improved performance. The principal, as the staff professional developer, is at the center of the concept of the principal as an instructional leader (DuFour, 2013). Further, DuFour (2013) indicates that an ongoing staff development program is one indicator of the best instructional leadership. Additionally, DuFour (2013) asserts that, according to Race to the Top guidelines, more rigorous supervision practice is supposed to influence the professional development of teachers. A study done by Oluwatoyin (2018) on the need for in-service teacher professional development in sub-Saharan Africa established that well-designed and very objective in-service professional development of teachers leads to an improvement in the academic achievement of learners. The research study adopted the use of questionnaires to gather data. The target population was teachers. This study used a descriptive research design and questionnaires to collect information to establish if there exists a connection.

The government of China has put in place policies that provide teachers with several guides to their development and learning, which in turn has improved student performance. A review study carried out by Xiao (2014) in China on the instructional leadership of the principal in fostering the professional development of teachers discovered that appropriate instructional leadership practices associated with the professional development of the teacher led to teacher competency and quality teaching in the classroom, hence enhancing learner academic achievement. Further, the study indicates that the school principal should encourage, support, and nurture teacher learning.

Professional development focuses on skills, knowledge, and attitudes required of administrators, teachers, and other school employees that are geared towards high academic achievements by learners (Allison, 2013). Allison (2013) further indicated that actual professional development needs resources and efficient time, as it exposes teachers to different teaching methods and supports for the proper implementation in the classroom for enhanced learner achievement. Teacher professional development is structured and highly developed in the USA. Kaylin and Melisa (2015) confirm this in their research in the USA about professional development, which revealed that learners' performance will stagnate lest professional development is seen as vital to the acquisition of success, attitudes, and skills of learners in class. Melisa and Kaylin (2015) further indicated that the professional development of staff may also be conducted in a school setting by putting together weak teachers in specific areas with experienced ones and then allowing them to collaborate to set goals and enhance their practice around a particular skill. The view of the researcher is that this team spirit may go a long way

in improving teacher performance, hence enhancing learners' academic achievement outcomes.

Research done by Meichen et al. (2017) on the influence of professional development on students' achievements in China revealed that teachers trained may have acquired some knowledge, but don't apply it to enhance teaching in the classroom. This study used questionnaires to collect data. This current study adopted questionnaires and interviews to gather data from principals and teachers.

## **2.6 Learning Environment and its Influence on KCSE Performance**

According to findings by Vedavathi (2017) in a study on the secondary school environment in India, school principals need to be given more opportunities to expand and reform the school environment. Moreover, it takes a team of dedicated school communities to create a conducive work environment for improved learner outcomes. Hallinger (2012) argued that school principals, as instructional leaders, are capable of changing the environment of their schools directly or indirectly. This can be realized by sustaining high visibility to communicate priorities and expectations, building a rewarding system, protecting instruction time, and selecting participating and supporting staff development. It has been established globally that good leaders develop a conducive school environment that aids in motivating both teachers and learners, resulting in higher academic achievements.

A study by the Wallace Foundation (2012) in the USA established that principals in schools rated well for instructional climate are better at introducing a secure, stable, and trustworthy working environment, and their staff regard the principal's undertakings as well-intended. Although the above study was conducted in a different geographical location, with a different sample size, and used different

research methods and designs, the researcher is keen to note whether the findings will concur.

A study by Leonid (2015) concerning school atmosphere and its influence on students' academic performance in Tanzania revealed that all schools were non-conducive for the well-being and survival of the learners and the rest of the school community. The researcher utilized a qualitative approach together with the ex-post facto research design. The research also used questionnaires for data collection. This current research used a descriptive research design, and data were collected using interviews and questionnaires to determine if the findings were the same. A study by Elizabeth, Lazarus, Jesse, and Evnest (2011) on school climate and academic achievement in the Nandi district revealed that high-performing schools have a conducive learning environment compared to low-performing schools. The study utilized a comparative research design. This current study made use of descriptive research design, interviews, and questionnaires to collect information. This research was conducted to discover if there existed an influence.

Mbogori (2012) in a research study conducted in Nairobi province about the influence of leadership styles of the principal on learner discipline revealed that leadership determines the school environment of the school. Mbogori (2012) further added that principals with good leadership styles create a conducive human working environment for both students and teachers, hence preparing a conducive learning atmosphere for students, and this leads to enhanced academic achievement. This study by Mbogori (2012) did not indicate the part of principal as an instructional leader in creating a conducive learning and teaching environment that enhances

learners' outcomes. Therefore, the current research study wanted to fill this research gap.

## **2.7 Summary and Gap Identification**

Principals' instructional leadership practices reviewed above relate to goal-setting skills, staff professional development, staff supervision, and teaching and learning environment. Moeller, Theiler, and Chaorong (2012), Kirui (2012), Kristin (2012), Nkonge & Mudulia (2024), and Abe, Illogu, and Madueke (2014) argue that principals' goal-setting skills influence classroom teaching, which in turn influences learners' academic outcomes. A study by Moeller, Theiler, and Chaorong (2012) used a quasi-experimental research plan; however, this research utilized a descriptive research design and took place in a different region. A study by Kirui (2012) engaged teachers, parents, and principals as respondents; this current study used only teachers and principals and was conducted in different locales. Research by Abe, Illogu, and Madueke (2014) utilized a quasi-experimental design; however, this study made use of a descriptive research design and was conducted in a different setting. Empirical studies by Rosemary and Vera (2016), Yunita (2015), and Makau, Tanui & Rono (2016) revealed that the instructional supervision practices of the principal had a positive influence on the academic achievement of learners. Yunita (2015) made use of interviews in the collection of data. The current study utilized both interviews and questionnaires to assemble data. Rosemary & Vera (2016) used questionnaires in data collection. They also used supervision and a collegial model of education management. However, this current study used both interviews and questionnaires and Carrier's (2014) model of instructional leadership. Research findings by Xiao (2014), Allison (2013), and Melisa and Kaylin (2015) on staff

professional development indicated that school principals who subject their staff to professional development do well in classroom practices, hence enhancing learner outcomes. These studies adopted the use of questionnaires in data collection. This current study utilized both interviews and questionnaires in collecting data. Research findings by Mbogori (2012) revealed that the learning and teaching environment influences classroom teaching, which in the end enhances learner outcomes. This study was done in Nairobi, which is a different setting from the current study. A study by Leonid (2015) used a qualitative approach and an ex post facto design. However, this study used a descriptive design. A study by Elizabeth, Lazarus, Jesse & Evnest (2011) utilized a Comparative research design, whereas this current study made use of a descriptive research design and was conducted in a different setting. The studies reviewed above were conducted in different settings. However, none of them researched instructional leadership practices of principals and the influence it has on the KCSE achievement of students in public high schools in Nakuru County. The researcher, therefore, sought to conduct this study to determine if the findings coincide and hence sought to fill this research gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology that was employed in the research. It was focused on the research design, target population, sampling techniques, sample size, instruments for research, reliability of research tools, validity of instruments, procedures for the collection of data, analysis of data, and ethical considerations.

#### **3.2 Research Design**

This refers to the structure put in place to generate answers to the research questions. The study used a mixed-methods research design, specifically an exploratory sequential design. The rationale behind this was that it combined both quantitative and qualitative data within one study, hence complementing each other by incorporating their strengths (Creswell, 2012). Additionally, it helped the researcher to better understand the topic area in greater depth, alongside increasing confidence in findings by presenting more evidence while offsetting likely limitations from using a single approach. The main advantage of mixed methods research design is to draw the strengths while lessening the weaknesses of quantitative and qualitative research methods in one study (Tashakkori & Teddlie, 2003). The study employed an exploratory sequential research design to understand and explore broadly the instructional leadership practices of the principal and their influence on the KCSE achievement of learners in public institutions in Nakuru County.

### 3.2.1 Variables

This study had two variables: independent variables and dependent variables. The independent variable in this study was principals' instructional leadership practices. This encompassed principals' goal-setting skills, staff professional development, supervisory practices, and the learning environment. The dependent variable was KCSE achievement in public secondary schools. This entailed an improvement or a drop in the academic achievement of the students.

### 3.3 Location of the Study

The research was done in Nakuru County. This locale was ideal for this research since it has been registering poor performance in KCSE mean scores in the past 5 years. The average County mean score is a D+, which is an indicator of poor performance.

**Table 3.1: KCSE Mean Scores from 2018 to 2022**

<b>Year</b>	<b>KCSE Mean Score</b>
2018	4.9616
2019	5.0638
2020	5.5144
2021	5.4218
2022	5.3459

### 3.4 Target Population

This refers to the subjects or individuals that the researcher was interested in making conclusions from (Kothari, 2012). According to the Njoro Sub-County Education Office, there were 33 public secondary schools with an equal number of principals (The Sub-County Director's office-TSC, Njoro, 2021). There were 285 teachers (The

Sub-County Director's Office-MoE, Njoro, 2021). School principals were selected as respondents since they had the skills to oversee the implementation, monitoring, and evaluation of instructional leadership practices. Teachers were also included as respondents because they were the implementers of the instructional leadership practices.

**Table 3.2: Distribution of Target Population by Category**

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Principals	33	10.38
Teachers	285	89.62
<b>Total</b>	<b>318</b>	<b>100.00</b>

### **3.5 Sampling Procedure and Sample Size**

#### **3.5.1 Sampling Procedure**

The researcher purposively selected Njoro Sub-county as the site for the study. Purposive sampling was employed to select the 30 principals. Purposive sampling gives room for a study to use cases that have the necessary data needed for the study (Mugenda and Mugenda, 2009). The school principals were selected purposively since they are the lead curriculum implementers and hence had the necessary information required by the researcher. A simple random sampling method was used to pick the 166 teachers. Ghauri (2011) states that simple random sampling is employed when each respondent has an equal opportunity to be involved in the research study.

This formula was ideal as it gives an unbiased representation of a larger number of participants. The participating schools were;

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

Where n = sample size

N = Population size

e = the level of precision (sample error) where the confidence level was 95% and *p* was 5% (0.05)

Substituted,

$$n = \frac{33}{1 + 0.0825}$$

$$\frac{33}{1.0825}$$

$$n = 30.4850$$

$$n = 30$$

Participating teachers were determined as shown below;

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

Where n = sample size

N = Population size

e = the level of precision (sample error) where the confidence level was 95% and *p* was 5%

Substituted,

$$n = \frac{285}{1 + 0.7125}$$

$$\frac{285}{1.7125}$$

$$n = 166.4234$$

$$n = 166$$

### **3.5.2 Sample Size**

The study consisted of 30 respondents who were the school principals, equivalent to the number of sampled schools that were involved in the research. The sample size of teachers was 166 as per Yamane's (2007) formula. Therefore, the sample size for the quantitative phase was 30 principals and 166 teachers, totaling up to 196 participants.

### **3.6 Research Instruments**

Information for the research was assembled using interview schedules and surveys. The interview schedules were used to interview school principals. This was later used to collate the information collected from the teachers. Interviews enable the researcher to gather more data from the respondents (Gay, 2009). Interview schedules were appropriate because they enabled the researcher to observe body language, thus giving a better and deeper understanding of what they were saying. The surveys were utilized by teachers to gather information. The surveys were appropriate for this research since they provided the researcher with a chance to gather information from a bigger sample in a short while (Heale & Twycross, 2015). The questionnaires also provide uniformity in the manner in which the questions are presented, making it easy for comparative analysis across different responses. The questionnaires were also used to collect data since the target was literate, hence the chances of encountering difficulties in responding are highly limited. The questionnaires were subdivided into sections. The initial part of the survey described the purpose of the research and then required the participants to give their background information. Section B gathered data on principals' goal-setting skills and KCSE performance, Section C sought information on principals' instructional

supervisory practices and KCSE performance, Section D sought information on staff professional development and KCSE performance, Section E concentrated on the learning environment and KCSE performance, while Section F sought information on the KCSE mean score of the school.

### **3.7 Piloting**

A pilot study was done before the real study to guarantee that all the tools of research yield the required data (Bryman, 2001; Gorard, 2003). Piloting was conducted in two high schools in Nakuru. These schools were selected from the same county where the researcher intended to research because they had similar characteristics; however, they did not take part in the real study. The reason why piloting was done was to make sure the research instruments yield the projected results, and in case of disparities, the instruments were adjusted as required. The comments and responses generated from the piloting of the study were used to enhance the research tools.

#### **3.7.1 Validity of Research Instruments**

Validity of a research instrument is the extent to which the research tool measures what it is supposed to measure (Gay, 1992). The validity of the content of the questionnaire survey was established by seeking the judgment of experts (Mertens, 2005). In this case, the researcher consulted experts at Kenyatta University under the Department of Educational Management, Policy, and Curriculum Studies to validate the research instruments. For interview schedules, piloting of the interview guide was done on six respondents before the interview questions were finalized. The propositions made during piloting were included in the ultimate list of interview queries.

### **3.7.2 Reliability of Research Instruments**

The researcher devised questions that were intended to test the influence of instructional leadership practices on the learners' academic achievement in the KCSE. Every question had a 5-point Likert entry from "strongly disagree" to "strongly agree". For the researcher to determine if the questions in the research tool measure what it is intended to measure reliably, a Cronbach's alpha was calculated.

The coefficient value of alpha ranged between 0 to 1 and was used in explaining the reliability of the dichotomous scale. A greater value meant a more reliable scale. This was according to Gay (1992), who indicated that any coefficient value above 0.7 was considered reliable.

### **3.8 Data Collection Procedure**

Data was collected in three stages as suggested by Orodho (2009), that is, pre-field logistics, fieldwork logistics, and post-field logistics.

#### **Pre-field phase**

The researcher looked at the physical outline of the surveys to guarantee that they were simple to use. All the questionnaires were given numbers for identification. The researcher verified the clarity of the explanations and instructions given. Additionally, the researcher made sure proper spacing was done between words. The researcher also obtained a permit for research from the National Council for Science, Technology and Innovation (NACOSTI). An approval letter from Kenyatta University was sought by the researcher. The researcher then designed a work schedule indicating the specifics of every task and activity to be handled throughout the study period. The work plan indicated the time frame for completing different stages of the study as well as the participants who were to take part.

### **Fieldwork logistics**

This was the real study. The researcher conducted pre-visits to institutions that were sampled to gain familiarity with the physical orientation of the area. The researcher used this time to create a good relationship with the participants to cultivate cooperation and trust. After establishing a good relationship, the researcher distributed questionnaires to the participants. The fully completed questionnaires were picked after a week. The analysis of the quantitative data was followed by which the researcher starting to carry out interviews.

### **Post-field logistics**

From the field, the researcher confirmed whether the research tools were complete. They were then corrected and coded. Duly completed research instruments were given numbers properly and kept ready for analysis. After this, the researcher formulated the interview questions based on the results generated from the quantitative phase and then conducted them in the sampled schools.

### **3.9 Data Analysis Technique**

The collected data was edited to identify incorrect or incomplete responses in the research tools. Editing was down to ensure accurate and consistent data was gathered. The clean statistics were then coded and keyed into the computer. Data analysis using Statistical Packages for Social Sciences (SPSS) was then done. Quantitative data was evaluated using means and percentages and presented using bar graphs and frequency distribution tables.

A multiple linear regression test was run to identify the influence. The level of significance that was acceptable was 0.05. Significance levels higher than 0.05 implied that instructional leadership practices of the principal do not influence

KCSE achievement in public high schools in the County of Nakuru. On the other hand, a significance level of less than 0.05 meant that the instructional leadership practices of the principal influenced KCSE achievement in public schools in Nakuru County.

The qualitative phase involved explaining and exploring the statistical results of the quantitative phase. The qualitative data was evaluated based on themes and presented in the form of narrations. The qualitative data assisted to build and explain the quantitative results. The researcher carried out quantitative case studies for two principals to get a broader and deeper understanding of the instructional leadership practices of the school principal and the influence it has on the academic achievement of students in the KCSE in Nakuru County. The qualitative data was collected by interviews and converted to Word documents to make data analysis easy.

### **3.10 Ethical Considerations and Human Relations**

The reliability, integrity, and validity of the research findings rely so much on the observation of ethical principles. School principals and teachers were given an equal chance to be part of the research and were taken through informed consent before embarking on the actual exercise. The participants were made to understand the objectives of the research so that they could make their own independent decision on whether to take part or not. The responses from the respondents were accorded confidentiality and were only used for research purposes. The participants were informed not to reveal their identity on the research tools.

The protection of respondents was assured by maintaining the confidentiality of records and ensuring anonymity of schools and individual participants in the entire research process to safeguard their identity. Moreover, the researcher ensured that those who had accessed data upheld discretion, and lastly, the researcher made sure that the research findings did not disclose the identity of the respondents. The researcher also used polite language with the respondents and respected the site of the study.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, INTERPRETATION, AND DISCUSSION**

#### **4.1 Introduction**

This section deals with the research findings, interpretations, and discussions as per the objectives of the research. This research was set to investigate principals' instructional practices of leadership and their influence on the academic achievement of learners in KCSE in public secondary schools in Nakuru, Kenya. The objectives directed this research were; to determine the influence of goal-setting skills of the principal on KCSE achievement of learners, to determine the influence of instructional supervisory practices of the principals on learners' achievement in KCSE, to establish the influence of promoting professional development of staffs by the principal on learners' achievement in KCSE and to define the influence of fostering conducive environment for learning by the principal on the learners' academic achievement in KCSE in public high schools in Nakuru.

The presentation of the results of this study, as per the above research objectives, was done using textual, tabular, and graphic modes of representing data. Means, percentages. Pearson Product-Moment Correlation Coefficient and thematic analysis were used to analyze both qualitative and quantitative data. Information presented in this chapter was grouped into six categories namely; section one comprised of the general and demographic data, section two had information on the goal setting skills, section three represented data on supervision practices, section four represented data on staff professional development, section five comprised of information on fostering of conducive learning environment while section six represented study findings based on the performance of KCSE based on the mean scores.

## 4.2 Instrument Return Rates

This section presents the rates at which the research tools were returned. The interview guides and questionnaires were administered to the respondents.

**Table 4.1: Questionnaire Return Rate by Respondents**

<b>Respondents</b>	<b>Number of Questionnaires Administered</b>	<b>Number of Questionnaires Returned</b>	<b>Return Rate (%)</b>
Teachers	166	155	93.4
<b>Totals</b>	<b>166</b>	<b>155</b>	

Table 4.1 above shows the rate of returning questionnaires. Questionnaires for teachers returned at the rate of 155 (93.4 %). The researcher put in place all the necessary measures to ensure all the research instruments were returned, but some were not. All the same, the return rate was within the recommended range of 70-100% (Mugenda and Mugenda, 2003); therefore the rate of return was within the acceptable levels.

## 4.3 General and Demographic Information

This data was important for the researcher to help in understanding the demographic characteristics of both principals and teachers to be able to explain the connection between the biographic parameters of research respondents and their influence on KCSE performance. The demographic and general information scrutinized in the study were gender, age, teaching experience, professional and academic qualifications, and professional working experiences.

#### 4.4 Demographic Characteristics of Teachers

The teacher's role in learning and teaching is vital in secondary schools and other levels of learning. This is because a teacher is the one who prepares daily learning content, orders learning and teaching materials, conducts learning through various teaching methods, evaluates learners, and takes part in time management (Bakhda, 2004). Thus, the performance of students in KCSE would not be realized unless teachers are involved adequately. This research analyzed the teachers' characteristics in public high schools in Nakuru County. Characteristics of teachers that were of interest in this study were age, gender, professional and academic qualification, length of stay in the present school, and teachers' experience.

##### 4.4.1 Distribution of Teachers by Gender

Gender representation of teachers was significant in this research. It showed the level of involvement by gender in public schools in the County of Nakuru. The gender representation was done using tables and percentages. This is presented in Table 4.2 below

**Table 4.2: Distribution of teachers by Gender (n=155)**

<b>Gender</b>	<b>Teachers frequencies</b>	<b>Percentages ( % )</b>
Male	58	37.4%
Female	97	62.9%
<b>Total</b>	<b>155</b>	<b>100%</b>

Table 4.2 above shows that the number of males is higher compared to that of female teachers in public high schools in Nakuru County. The research findings show that 97 (62.6%) and 58 (37.4%) of the teaching staff represented female and

male teachers, respectively. This indicated that there were more female teachers compared to males in public high schools in Nakuru County because of the feminization of the teaching profession. The researcher was therefore interested in establishing whether there was an influence of gender on the academic achievement of students in the KCSE.

#### 4.4.2 Distribution of Teachers by Age

The researcher wanted to determine the age of the teachers' population in public secondary schools in Nakuru. The outcome was as shown in Table 4.3 below:

**Table 4.3: Distribution of Teachers by Age**

Age	Teachers Frequency	Percentages (%)
<30 years	9	5.8
31-35 years	21	13.5
36-40 years	53	34.2
41-45 years	56	36.1
46-50 years	12	7.7
>50 years	4	2.6
<b>Total</b>	<b>155</b>	<b>100</b>

Table 4.3 above shows that 56 (36.1%) of the teachers who were targeted were in this group of 41-45 years. This meant that most instructors in public high schools in Nakuru were within the normal working age bracket. From the study, it's clear that 5.8% (9) of teachers were below 30 years old, 21 (13.5%) were between 31-35 years old, 53 (34.2%) were between 36-40 years old, 56 (36.1%) were between 41-45 years old while 12 (7.7%) were between 46-50 years old and 4 (2.6%) were above

50 years. According to (Boxall, 2006), Perceptions of reasoning and thinking change with changes in life, age, and professional experiences. From the table above, most of the teachers in Nakuru County are between 36-45 years old, which is within a normal working age bracket. This is the most productive age bracket; hence, low performance in the academic achievements of learners in KCSE in Nakuru County may be a result of factors other than age.

#### **4.4.3 Distribution of Teachers by Professional Qualification**

This research was intended to establish the qualifications of the teachers teaching in public high schools in Nakuru County, Kenya. The results are recorded in Table 4.4 below:

**Table 4.4: Distribution of Teachers by Professional Qualifications**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Diploma in Education	23	14.8
B. ED	104	67.1
M.ED	23	14.8
PhD	5	3.2
<b>Total</b>	<b>155</b>	<b>100</b>

The statistics in Table 4.4 above illustrate that 104 teachers hold a bachelor's degree in education, as indicated by 104 (67.1%) of the total population of teachers who took part in the research. Of the remaining teachers, 23 (14.8%) are diploma holders, 23 (14.8%) hold master's degrees in education, while 5 (3.2%) have PhDs. This implies that the policy of having high school teachers with degree certificates

according to the Teachers Service Commission (TSC), is working and that teachers in Nakuru County are well educated.

#### 4.4.4 Distribution of Teachers by Teaching Experience

The experience of teaching teachers was an important factor observed during the study by the researcher. The research outcomes are presented in Table 4.5 below:

**Table 4.5: Distribution of Teachers by Teaching Experiences (n-155)**

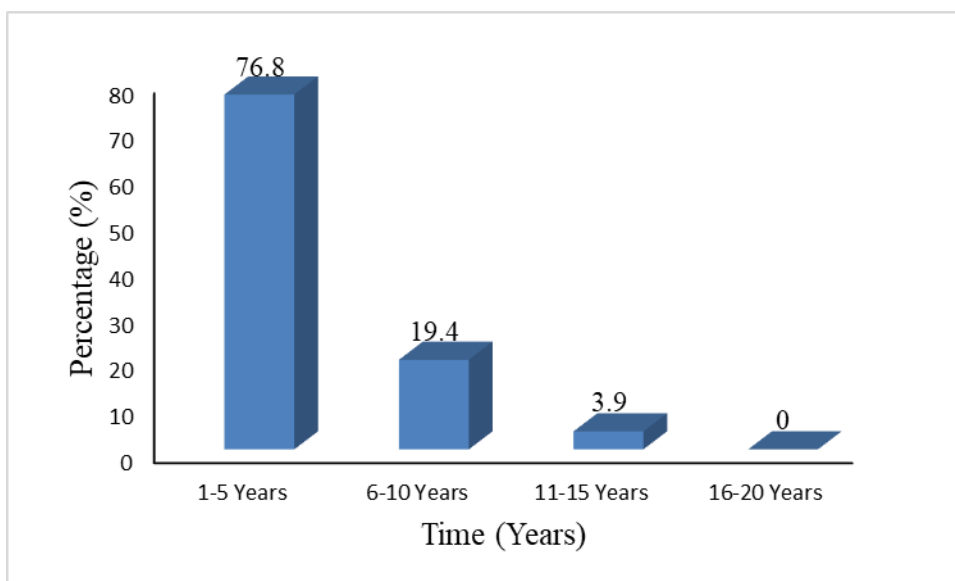
Teaching Experience	Frequency	Percentages (%)
0-5 years	20	12.9
6-10 years	69	44.5
11-15 years	47	30.2
16-20 years	9	5.8
>20 years	10	6.5
<b>Total</b>	<b>155</b>	<b>100</b>

The statistics in Table 4.5 above indicate that 69 teachers had teaching experience of between 6-10 years, which represents 69 (44.5%) of the entire population that undertook the research. The findings showed that Nakuru County had experienced teachers since most of them have an experience of more than 6 years of teaching experience. This generally indicated that 135 (87%) of teachers had experience of above 5 years, which is perceived as appropriate for teachers to have acquired the required skills, attitude, and knowledge to teach students and to make them do well in examinations. Darling-Hammond et al (2017) point out that newly employed teachers require in-service training and professional mentorship to enable them to

grow professionally and enhance their instructional delivery for enhanced academic achievement of learners in the KCSE

#### 4.4.5 Distribution of Teachers by Length of Stay in the Same School

The researcher was also interested in the number of years the teacher had spent teaching at the same school. Teachers were requested to specify the length they have stayed in the same school. The results are presented in the table below



**Figure 4.1: Distribution of teachers by length of stay in the same school**

#### 4.5 Demographic Traits of the School Principals

The demographic traits of secondary school principals in Nakuru County considered in this research were: age groups, gender, professional academic qualification, number of years principals have stayed in the current school, and their teaching experience.

#### 4.5.1 Distribution of Principals by Gender

The researcher was interested in finding the distribution of school principals by gender to help in determining their opinions and roles on the performance of the KCSE. The results were tabulated in Table 4.6 below:

**Table 4.6: Distribution of principals by gender**

<b>Gender</b>	<b>Principals Frequency</b>	<b>Percentages (%)</b>
Male	15	51.7
Female	14	48.3
<b>Total</b>	<b>29</b>	<b>100.0</b>

The findings in Table 4.6 above show that 15 (51.7%) of school principals who undertook the study were male, while 14 (48.3%) were female. The information indicates that male principals are more than their female counterparts in public high schools in Nakuru. This revealed that on matters of headship in public schools in Nakuru, the number meets the threshold of a third-gender rule.

#### 4.5.2 Distribution of Principals by Age

The researcher intended to determine the age of school principals in public schools in Nakuru County. The research outcome is recorded in Table 4.7 below:

**Table 4.7: Distribution of Principals by Age**

<b>Age</b>	<b>Principals Frequency</b>	<b>Percentages</b>
<30 years	0	0
31-35 years	1	3
35-40 years	3	10
40-45 years	5	17
45-50 years	8	28
>50 years	12	41
<b>Total</b>	<b>29</b>	<b>100</b>

The research findings in Table 4.7 above show an increase in the percentage of principals as their age increases. Most school principals were above the age of 40 years. This indicated that becoming a school principal requires one to have taught for a longer period and hence acquired enough experience to manage schools appropriately.

#### **4.5.3 Distribution of Principals by Academic Qualification**

The study intended to know the academic qualifications of principals. The results are presented in Table 4.8 below:

**Table 4.8: Distribution of Principals by Professional Qualifications**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentages</b>
Diploma in Education	2	6.8
B. ED	20	69
M.ED	7	24
PhD	0	0
<b>Total</b>	<b>29</b>	<b>100</b>

As shown above, 20 (69%) of school principals hold a bachelor's degree in education, 7 (24%) hold a master's degree, and 2 (6.8 %) have a diploma in education. This is a sign that schools in Nakuru County are almost meeting the threshold of being headed by teachers who have at least a degree in education, which is a minimum requirement by the TSC. The study also established a great number of principals enrolling for the master's degree, an indication that principals in Nakuru County have embraced the TSC career progression policy.

#### **4.5.4 Distribution of principals by teaching experience**

The researcher further enquired about the leadership experience and length of stay of principals in the same station during the period when the study was being conducted.

The statistics collected are presented in Table 4.9 below;

**Table 4.9: Distribution of Principals by Teaching Experiences (n-29)**

<b>Teaching Experience</b>	<b>Frequency</b>	<b>Percentages</b>
10 years and below	2	6.9
11-15 years	3	10.3
16-20 years	10	34.5
>20 years	14	48.3
<b>Total</b>	<b>29</b>	<b>100</b>

The findings in the table above show that only two principals had below 10 years of teaching experience. Three had between 11-15 years of experience in teaching, ten had 16-20 teaching experience, and twenty-nine had more than 10 years of teaching experience. This is a clear indication that principals in Nakuru County have adequate teaching experience.

#### **4.6 KCSE Results for Public High Schools in Nakuru County**

The research sought to analyze the KCSE results of the county in the years under review. The results were the main outcome of the study hence very significant to the study. The study was interested in comparing and correlating KCSE results and instructional leadership practices and evaluating the degree and extent to which instructional leadership practices of the principal influenced the learner's academic achievement in public secondary schools in Nakuru. School principals were asked to provide the KCSE results for their respective schools for the period under study. The analysis is presented in Table 4.10 below:

**Table 4.10: KCSE performance**

<b>Year</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
KCSE Mean	4.9616	5.0638	5.5144	5.4218	5.3459

The information in the table above indicates that the county has had a fluctuating trend of performance with a mean grade of D+ which is regarded as poor performance.

#### **4.7 Determination of Study Hypothesis and Objectives**

The objective of the study was to explore the influence of the principals' instructional supervisory practices, goal-setting skills, promotion of staff professional development, and fostering a conducive learning environment on KCSE performance in public schools in Nakuru County, Kenya.

A multiple linear regression test was applied to find the influence. The level of significance that was acceptable for this test was 0.05. A significance level higher than 0.05 indicated that principals' instructional leadership practices did not have a

big influence on the performance of KCSE in Nakuru County. On the other hand, a significance level of less than 0.05 meant that principals' instructional leadership practices influenced the KCSE performance. A *p-value* ( $p < 0.05$ ) meant the research findings were highly important. A (*p*) value bigger than 0.05 resulted in accepting the Null hypothesis. A *p-value* less than 0.05 led to the dismissal of the Null hypothesis.

#### **4.7.1 Principals' Goal Setting Skills and its Influence on the Performance of KCSE**

Based on the first objective, this research looked for the opinions of teachers on the degree to which the skills used by principals in setting goals influenced the performance of KCSE. The teachers were required to show their views as; SA= Strongly Agree, A= Agree, D=Disagree, and SD=Strongly Disagree. The reactions are shown in table 4.12 below:

**Table 4.11: Teacher’s Responses on Goal Setting Skills and KCSE Performance**

Statement	DS		D		A		SA	
	F	%	F	%	F	%	F	%
1. Principal explains the school's mission and vision to the teachers and students	0	0	20	12.9	66	42.6	69	44.5
2. Principal explains the school curriculum programs to the teachers	0	0	0	0	95	61.3	60	38.7
3. Principal designs a comprehensive school work plan in due consultation with stakeholders	0	0	10	6.5	81	52.3	64	41.3
4. The school principal engages stakeholders in goal and target setting for the school	5	3.2	5	3.2	60	38.7	85	54.8
5. Principal carries out school programs to attain set goals	0	0	16	10.3	60	38.7	79	51.0

The results in the above table indicate that 69 (44.5%) teachers agreed strongly to the statement that the school principal explains the school mission and vision to teachers and students while 66 (42.6%) agreed to the same statement. However, 20 (12.9%) teachers disagreed. In response to whether the principals explain the curriculum program to teachers, the results revealed that 60 (38.7%) instructors agreed strongly that the head teacher normally explains the curriculum programs to the teachers. The findings also indicated that 95 (61.3%) of teachers agreed while no teacher disagreed with the statement. The third statement was on whether the school principal prepares a comprehensive school work plan after consulting school stakeholders. The results indicated that 64 (41.3%) teachers agreed strongly while

81 (52%) agreed with the statement. However, 10 (6.5%) differed with the statement that the head teacher prepares a school work plan after discussing it with stakeholders. To establish whether principals conduct school programs to attain set goals, the results indicated that 85 (54.8%) teachers strongly supported this statement while 60 (38.7%) agreed. However, 5 (3.2%) teachers differed with the statement that principals conduct school programs to achieve set goals. Lastly, the teachers were requested to show the degree to which they disagreed or agreed with the statement that the school principal involved the stakeholders in the goal and target setting for the school. The results showed that 79 (51%) teachers strongly agreed while 16 (10.3%) teachers disagreed with the statement. However, 60 (38.7%) agreed with the statement that school principals involve stakeholders in setting goals and targets.

The null hypothesis was:

**H<sub>0</sub>1. There is no statistically significant influence between the setting skills of the principal and the achievement of students in the KCSE in public secondary schools in Nakuru County, Kenya.**

For the researcher to find out whether there was an influence of the goal-setting skills of the principal on students' academic achievement in KCSE, a multiple linear regression test was conducted. A simple regression summary on the influence of the goal-setting skills of the principal on the academic achievement of learners in KCSE indicated that there was a significance level of 0.0001 as presented in Table 4.13 below;

**Table 4.12: Regression coefficients of Goal Setting Skills on Students' Academic Achievement in KCSE**

Model	Unstandardized Coefficients			
	B	Std. Error	T	Sig.
(Constant)	.416	1.515	.275	.786
I explain the school's mission and vision to teachers and students	.359	.558	.643	.527
I explain the school curriculum programs to the teachers	-1.020	.525	-1.942	.064
I prepare a comprehensive school plan after discussing it with stakeholders	.768	.526	1.461	.158
I carry out school programs with the main aim of attaining the set goals	2.602	.582	4.469	.000
I include stakeholders in setting goals and targets for the school	-1.446	.533	-2.714	.012
<b>R<sup>2</sup> = 0.647</b>	<b>Std.</b>	<b>The</b>	<b>error</b>	<b>of the</b>
<b>F ratio= 8.414</b>	<b>Estimate=0.9614</b>			
<b>N= 29</b>	<b>Sig &lt;0.0001</b>			

A multiple linear regression test was used to test whether goal-setting skills significantly predicted students' academic achievement in the KCSE. The general regression was statistically significant  $R^2 = .647$ ,  $F(5, 23) = 8.414$ ,  $p < .001$ . It was found that goal setting skills "I carry out school programs with the main aim of attaining the set goals" ( $\beta = 2.602$ ,  $p < 0.0001$ ) and "I involve stakeholders in setting goals and targets for the school" ( $\beta = -1.446$ ,  $p = 0.012$ ) significantly predicted students' academic achievement in KCSE. Table 4.13 above illustrates that the significant level of the goal-setting skills of the principal was statistically significant at  $p$  level 0.0001, a value less than alpha 0.05, meaning there existed a great

influence between the goal-setting skills of the principal and the academic achievement of learners in KCSE performance. This showed that the goal-setting skills of the school principal resulted in higher academic achievements of the students in the KCSE performance. This resulted in the dismissal of the null hypothesis. This meant that there was a need for school principals to set goals and targets for their schools to increase the academic achievement of the students in the KCSE. Therefore, the alternative hypothesis that goal-setting skills of the principal have a great influence on students' academic achievements in KCSE performance in Nakuru County, Kenya, was tested. These research findings concur with the findings by Mohamad (2013) in Malaysia and Kristin (2012) in the USA on goal setting in schools. They established that framing school goals, communicating them, commitment, inclusivity, and teamwork lead to higher academic achievement. In connection with the findings, the researcher's opinion was that goal setting fostered team spirit and ownership, hence contributing to improved academic achievement as indicated by Kirui (2012) in his study about the role of teamwork in the learning institutions of Kenya.

The interviewed principals on whether the goal-setting skills of the principals influenced the performance of students in KCSE indicated that principals lead in the goal-setting exercise in their schools. All the school principals agreed that the rest of the school stakeholders, for instance, students, teachers, parents, and school employees, take part in goal setting for the school. All the principals that were interviewed agreed that goal-setting skills were important in enabling target setting for teachers and students, ensuring proper management of time as well, and creating a school culture that enhances learners' performance. These responses supported

research findings of the quantitative results on goal setting that revealed a significant influence of school principals, goal setting skills, and students' academic achievement in the KCSE.

#### 4.7.2 Instructional Supervisory Practices and KCSE Performance

The teachers were asked to answer structured questions that provided information that assisted in determining the extent to which instructional supervisory practices of the principal influenced the performance of students in KCSE in the County of Nakuru. The statistics are shown in Table 4.14 below;

**Table 4.13: Responses of Teachers on Supervisory Practices and KCSE Academic Achievement**

Statement	DS		D		A		SA	
	F	%	F	%	F	%	F	%
1. Principals propose new teaching methods and approaches after supervision	4	2.6	30	19.4	74	47.7	47	30.3
2. The principal carries out lesson observation on teachers regularly	5	3.2	32	20.6	88	56.8	30	19.4
3. The principal goes through the learners' books after supervision is done		3.2	67	43.2	72	46.5	11	7.1
4. The principal makes sure that teachers prepare and make use of schemes of work	0	0	5	3.2	76	49.0	74	47.7
5. The principal gives useful and constructive feedback after the supervision	0	0	25	16.1	85	54.8	45	29.0

The findings from the table above indicate that 74 (47%) of the teachers concurred with the statement, while 47 (30.3%) of the teachers also strongly agreed that school principals suggest new teaching methods and approaches after supervision. On whether the school principal conducts lesson observation regularly on teachers, 30 (19.4%) of the teachers strongly agreed, while 88(56.8%) agreed with the statement. The research also showed that 11 (7.1%) of the instructors strongly agreed that principals checked students' books, while 72 (46.5%) teachers agreed with the statement. The findings concur with the research results of a study by Samoei (2014), which discovered that practices of supervision involved checking the punctuality of teachers, monitoring the academic progress of teachers, and checking students' notes. The study also found out that 76 (49.0%) agreed that principals make sure that teachers prepare and make use of schemes of work, while 74 (47.1%) teachers agreed strongly with the statement. However, no teacher disagreed with the statement. This is an implication that teachers and principals have taken the idea of preparation and utilization of teachers' professional documents seriously, as emphasized by TSC in the performance contract for school principals and teacher performance, appraisal, and development for teachers. These findings agreed with the findings from the research done by Ameh, Sale, and Egba (2015), who argued that supervision should entail checking teacher lesson notes, records of work, scheme of work, students' notes, punctuality of the teacher, and classroom observation for improved learner performance.

The study also discovered that 45 (29%) of the educators agreed strongly that school heads give useful and constructive feedback after supervision. 85 (54.8%) teachers also agreed. No teacher disagreed with the statement. The results of the research are

similar to the research findings of Okumbe (2007) in a study conducted in the USA about supervision, which discovered that supervision entails carrying out class observation and giving feedback to teachers to improve learners' academic achievement. This indicated that a great number of teachers in Nakuru County suggested new teaching methods and approaches after supervision.

The null hypothesis was stated as;

**H<sub>0</sub>2. There is no statistically significant influence of principals' instructional supervisory practices on students' academic achievement in the KCSE in public secondary schools in Nakuru County, Kenya.**

The researcher sought to discover if there existed a connection between the instructional supervisory practices of the principal and the academic performance of students. A multiple linear regression test was carried out. The results are shown in Table 4.16 below;

**Table 4.14: Regression coefficients of Instructional supervision practice on KCSE achievement**

Model	Unstandardized Coefficients			
	B	Std. Error	T	Sig.
(Constant)	.190	1.618	.117	.908
I suggest new teaching methods and approaches after supervision	2.459	.806	3.050	.006
I carry out lesson observations on teachers regularly	-1.046	.580	-1.801	.085
I go through students' books after supervision has taken place	-.080	.535	-.150	.882
I make sure teachers prepare and utilize schemes of work	.266	.454	.586	.563
I give useful and constructive feedback after supervision	-.273	.371	-.738	.468
<b>R<sup>2</sup> = 0.404</b>	<b>Std.</b>	<b>The</b>	<b>error</b>	<b>of</b>
<b>F ratio= 3.114</b>	<b>Estimate=1.2488</b>			<b>the</b>
<b>N= 29</b>	<b>Sig =0.027</b>			

A multiple linear regression test was used to test whether instructional supervisory practices significantly predicted students' academic achievement in the KCSE. The general regression was highly significant  $R^2 = .404$ ,  $F(5, 23) = 3.114$ ,  $p = 0.027$ . It was discovered that instructional supervisory practice "I suggest new teaching methods and approaches after supervision" ( $\beta = 2.459$ ,  $p < 0.006$ ) significantly predicted students' academic achievement in the KCSE in Nakuru County. From Table 4.16 above, the significance level was 0.027, which is lower than the 0.05 alpha, which implies that principals' instructional supervisory practices have an influence on the academic success of the students in KCSE in Nakuru County.

In the qualitative phase, the principals were requested to give some of the instructional supervision practices that they used in their school. Most of the principals agreed to the fact that instructional supervision of the teachers was important since it ensured effective and efficient curriculum delivery. Proper instructional supervision led to guided teaching, hence enabling the learning and teaching process to be monitored and evaluated. The school principals identified some of the supervisory practices done in their schools, for instance, preparation of professional documents like work records and schemes of work, lesson plans and notes, teacher lesson observation, and giving useful and constructive feedback after supervision. All these were done to enhance students' academic achievement in the KCSE. The principals' responses strengthened the research findings of the quantitative phase, hence indicating a significant influence between the instructional supervision practices of the principal and the academic achievement of learners in KCSE.

#### **4.7.3 Staff Professional Development and KCSE Performance**

The third research objective was to find out the influence of the professional development of staff by the principal on the KCSE performance in public schools in Nakuru, Kenya. In this study, staff professional development entailed those programs and activities designed to enhance and develop skills and competencies for enhanced performance. To achieve the objective, teachers were asked to answer structured questions that provided information that enabled the researcher to have enough information for a better conclusion. The information provided on this objective is as shown in Table 4.17 below;

**Table 4.15: Responses of Teachers on Staff Professional Development and Academic Achievement in KCSE**

Statement	DS		D		A		SA	
	F	%	F	%	F	%	F	%
1. The principal implements programs for staff development in the school to enhance classroom teaching	0	0	30	19.4	71	45.8	54	34.8
2. The principal inspires teachers to enroll in courses to enhance competencies and professionalism	5	3.2	31	20.0	57	36.8	62	40.0
3. The principal organizes internal training and workshops to cater to the instructional needs of teachers	5	3.2	24	15.5	77	49.7	49	31.6
4. The principal makes sure that HODs hold meetings to share ideas from the trainings they participated in to improve classroom teaching	0	0	23	14.8	64	41.3	68	43.9
5. The principal makes sure that money for staff professional development is assigned to the annual budget of the school	5	3.2	59	38.1	65	41.9	26	16.8

To establish if the principal implemented staff professional development programs in school to enhance classroom practices, 71 (45.8%) of the teachers agreed, and 54.8% (34.8%) agreed strongly with the statement. This implied that school principals in Nakuru County greatly supported the idea of staff professional

development for teachers. These research findings were supported by findings by Waters, Marzano, and McNulty (2005) who argued that school principals are staff professional developers, implementers, and facilitators of school programs. The success of the implementation of staff professional development by the principal could be a result of the new policy by the TSC on curriculum implementation in Kenya. The policy that guides the evaluation and implementation of curriculum delivery in Kenya is Teacher's Performance Appraisal and Development (TPAD) by teachers and Performance Contract (PC) by principals. This policy identifies teacher professional gaps and gives ways of bridging these gaps by training teachers both externally and internally through capacity-building programmes.

If school heads encouraged teachers to attend training to enhance their professionalism, 57 (36.8%) of teachers agreed, and 62 (40%) teachers agreed strongly with the statement. To find out whether the school principals planned internal training and workshops to meet the instructional needs of teachers, the research found that 77 (49.7%) teachers who agreed and 49 (31.6%) of teachers who agreed strongly that principals do plan workshops and internal training to meet the instructional needs of the teachers. This implied that school principals in Nakuru County organized internal training and workshops for their teachers to acquire new methodologies, skills, competencies, and knowledge for improved students' academic achievement. These research findings were supported by research findings by Kaylan and Melisa (2015), who indicated that staff professional development is important in students' academic achievement.

To determine whether the principal ensured HODs in the school hold meetings with teachers from attended courses to improve classroom teaching, it was discovered

that 64 (41.3%) teachers agreed while 68 (43.9%) teachers strongly agreed that principals ensured HODs hold meetings with teachers to share information on the courses they have attended to improve classroom teaching. Departmental meetings, according to Wamulla (2013), are very important in the school. The meetings help teachers with similar disciplines to come together and reason together on matters syllabus coverage, teaching methodologies, and sharing new concepts and skills to achieve set targets. The findings are similar to the findings of Wamulla (2013), who argued that trained teachers are equipped with relevant competencies and skills required for effective teaching for improved academic achievement.

The null hypothesis was;

**H<sub>0</sub>3. There is no statistically significant influence between the promotion of professional development of staff by the principals and the academic achievement of learners in the KCSE in public high schools in Nakuru, Kenya.**

To find out whether there was an influence between principals' promotion of staff professional development and students' academic achievement in KCSE, a multiple linear regression test was done as shown in Table 4.19 below;

**Table 4.16: Regression Coefficients of Principals' Promotion of Staff Professional Development on Students' Academic Achievement in KCSE**

Model	Unstandardized Coefficients			
	B	Std. Error	T	Sig.
(Constant)	5.340	1.839	2.904	.008
I implement staff development programs in the school to enhance classroom practices	.577	.572	1.008	.324
I inspire teachers to attend courses to enhance their competencies and professionalism	-1.131	.689	-1.640	.115
I organize internal training and workshops to meet the instructional needs of the teachers	-.396	.724	-.548	.589
I make sure that HODs hold meetings with teachers to share information from courses attended	-.028	.627	-.045	.964
I ensure that staff development funds are allocated to the school's annual budget.	1.081	.619	1.746	.094
<b>R<sup>2</sup> = 0.408</b>	<b>Std. Estimate=1.2440</b>	<b>The error of the</b>	<b>of the</b>	
<b>F ratio= 3.172</b>				
<b>N= 29</b>	<b>Sig =0.025</b>			

A multiple linear regression test was used to assess whether the promotion of staff professional development significantly predicted students' academic achievement in the KCSE. The general regression was statistically significant,  $R^2 = 0.408$ ,  $F(5, 23) = 3.172$ ,  $p < 0.025$ . It was found that none of the indicators of staff professional development significantly predicted students' academic achievement in the KCSE. The table above shows that the significance level of principals' promotion of staff professional development was highly significant at a p level of 0.025, a value less

than alpha 0.05, which meant that there was a strong influence between principals' promotion of staff professional development and academic achievement of students in KCSE. This resulted in the dismissal of the null hypothesis; hence, the alternative hypothesis that there is a significant influence between principals' promotion of staff professional development and academic achievement of students was adopted.

In the qualitative phase, the school principals were asked to explain some of their roles in promoting staff professional development in their schools that resulted in enhanced academic achievement in the KCSE. The principals indicated that teachers' staff professional development enhanced the knowledge and skills of teachers, which in turn led to increased teacher competency and quality teaching. The principals also argued that they do promote staff professional development in schools at the school level by planning internal training and workshops and by making sure that funds for teacher capacity-building are factored into the school's annual budget. The principals that were interviewed confirmed that staff professional development was important since education has become dynamic.

#### **4.7.4 Learning Environment and KCSE Achievement**

The fourth objective is to discover the influence of fostering of conducive learning environment by the principal on the performance of KCSE in public schools in Nakuru, Kenya. A conducive learning environment was characterized by an open communication policy and motivation of staff, which enhanced teaching and learning. For the researcher to achieve this objective, teachers were requested to answer structured questions that provided information that enabled the researcher to have adequate information for a better conclusion. The information is indicated in Table 4.20 below:

**Table 4.17: Responses of Teachers on Learning Environment and Students' Academic Achievement in KCSE**

Statement	DS		D		A		SA	
	F	%	F	%	F	%	F	%
1. The principal creates an environment in which teachers' views on improving classroom teaching are respected	5	3.2	15	9.7	69	44.5	66	42.6
2. The principal creates an environment in the school that enables teachers to creatively work with the available resources in the school system to improve classroom teaching	5	3.2	14	9.0	81	52.3	55	35.5
3. The principal communicates the mission, vision, goals, and expectations to improve classroom teaching	5	3.2	15	9.7	78	50.3	57	36.8
4. The principal makes sure that an open communication policy exists in the school, which allows them to provide feedback to the principal concerning classroom teaching	14	9.0	16	10.3	75	48.4	50	32.3
5. The principal is willing to accept suggestions or ideas from teachers regarding classroom teaching	5	3.2	21	13.5	60	38.7	69	44.5

The findings from the tables above indicate that school principals provided a conducive environment in which teachers' contributions to improve classroom teaching were respected. This was confirmed by 69 (44.5%) of teachers who agreed and 66 (42.6%) of the teachers who agreed strongly with the statement. The low percentage of teachers who strongly agreed that principals provided a conducive environment where teachers contribute to enhance classroom teaching could be an implication that school principals need to improve on creating a conducive environment in which the contribution of teachers is respected to enhance learner performance in the KCSE. Payne and Wolfson (2000) argue that school principals should be role models, set high expectations, and inspire others for lifelong learning, alongside motivating and supporting staff professional development. Additionally, the principal establishes understanding and mutual trust among teachers.

The statement on whether the principal provided an environment that enabled teachers to work innovatively with available resources in the school system to improve classroom teaching established that 81 (52.3%) teachers agreed and 35.5% (35.5%) teachers strongly agreed with the statement. This showed that a small percentage of principals and teachers strongly agreed with this statement. This implied that principals in Nakuru County had not embraced the policy of innovation and creativity advanced by TSC and the Ministry of Education (Republic of Kenya, 2008). Teachers and principals need to use locally available resources for the application of the curriculum in their respective schools to enhance students' academic achievement in the KCSE. These findings contrast with the findings by Silins and Mulford (2004) in their research on professional development, which established that the school principals should provide a conducive environment for

teachers to improve innovation, creativity, and development in the school curriculum implementation for better students' academic achievement in the KCSE.

On whether the school principal communicated the school mission, vision, expectations, and goals clearly to enhance classroom teaching found that 78 (50.3%) teachers agreed, while 57 (6.8%) teachers strongly agreed with the statement. This implied that school principals were not doing so well in communicating the school mission, vision, expectations, and goals to stakeholders, hence they may have contributed to poor performance in the KCSE in public high schools in Nakuru. The outcome of this research concurred with the findings of Vedavathi (2017), who argued that establishing a conducive learning and teaching environment is a collective responsibility that takes a dedicated, entire school community to create. Additionally, Hallinger (2012) indicated that school principals created a conducive working environment by communicating priorities, maintaining high visibility, and supporting high-quality staff professional development programs.

The statement on whether the principal ensured that the school had an open communication policy that allowed teachers to give feedback to the principal regarding classroom teaching found that 75 (48.4%) of the teachers agreed, and 50 (32.3%) teachers agreed strongly with the statement. Lastly, the statement on whether school principals are willing to accept suggestions and ideas from teachers on classroom teaching established that 60 (38.7%) teachers agreed, while 69 (44.5%) strongly agreed with the statement. The study findings are similar to the findings by Makoqo (2013) in a research in Lesotho that discovered that school principals who provide direction, accept ideas, inspire, and respect teachers provided a conducive environment where teachers worked effectively for improved students'

academic achievement in KCSE. In addition, the Wallace Foundation (2012) indicated that high-performing schools in the USA were headed by principals who were better at creating stable, trustworthy, and secure working environments. The lower percentage of those who strongly agreed may be an indicator of ineffective instructional leadership practice on the part of the principal that may have resulted in poor academic achievement in the KCSE. The researchers' view was that school heads in public schools in the County of Nakuru should improve their willingness to accept suggestions and ideas from teachers for the betterment of academic achievement in the KCSE.

The null hypothesis was;

**H<sub>0</sub>4. There is no statistically significant influence between the fostering of a conducive learning environment by the principal and students' academic achievement in the KCSE in public secondary schools in Nakuru County, Kenya.**

For the researcher to find out if there was a connection between fostering of conducive learning environment by the principal and students' academic achievement in KCSE, a multiple linear regression test was done between the average results of scores of both teachers and principals on principals fostering of conducive learning environment and KCSE achievement and the average school mean scores for the time under study. The results are shown in Table 4.22 below;

**Table 4.18: Regression Coefficients of principals’ Fostering of conducive Learning environment on Students’ academic achievements in KCSE**

Model	Unstandardized Coefficients			
	B	Std. Error	T	Sig.
(Constant)	-.181	2.322	-.078	.939
I create an environment in which ideas of teachers to improve classroom teaching are respected	.779	1.007	.774	.447
I provide a learning environment where teachers work creatively with resources available in the school system to improve classroom teaching	.122	.622	.195	.847
I communicate the school, mission, vision, goals, and expectations to improve teaching	-1.561	.743	-2.101	.047
I make sure an open communication policy is in place that allows teachers to give feedback to the principal concerning classroom teaching	1.008	1.154	.873	.391
I am willing to accept suggestions or ideas from teachers regarding classroom teaching	1.059	.704	1.505	.146
<b>R<sup>2</sup> = 0.371</b>	<b>Std. The error of the</b>			
<b>F ratio= 2.710</b>	<b>Estimate=1.2828</b>			
<b>N= 29</b>	<b>Sig =0.046</b>			

Multiple linear regression test was used to test if a conducive learning environment significantly predicted students’ academic achievement in KCSE. The general regression was very significant,  $R^2 = 0.371$ ,  $F(5, 23) = 2.710$ ,  $p = 0.046$ . It was discovered that the indicator of a conducive learning environment, “I communicate the school, mission, vision, goals, and expectations to improve teaching” ( $\beta = -1.561$ ,  $p < 0.046$ ), significantly predicted students’ academic achievement in KCSE.

The table above indicates that the level of principals' fostering of a conducive learning environment was very significant at  $p$  level 0.046, a value less than alpha 0.05, which implies a strong influence of principals' fostering a conducive learning environment and students' academic performance in KCSE. This led to the dismissal of the null hypothesis that there was no significant influence between fostering of conducive learning environment by the principal and the academic performance of students in KCSE in public high schools in Nakuru, Kenya. The alternative hypothesis was adopted that there existed a major influence of principals' fostering of a conducive learning environment on the academic achievement of learners in the KCSE in Nakuru County, Kenya.

In the qualitative phase, the researcher sought the principals' opinions by asking how they fostered a conducive learning environment in their schools. The school principals were asked to explain what they understood by 'conducive learning environment'. Most of the principals agreed that this was an environment characterized by mutual trust, respect, positive attitude, and open communication, which facilitated enhanced learning and teaching. The school principals pointed out that a conducive learning environment led to a productive school culture, which in turn enhanced learners' academic achievement in the KCSE.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter gives a summary of the research outcomes, conclusions, and policy recommendations. It also gives propositions on whether further research should be conducted, guided by the research findings.

#### **5.2 Summary**

The purpose of the research was to determine the influence of instructional leadership practices of the principal on academic achievement in KCSE in public secondary schools in Nakuru County to inform educational practices in Kenya. The research was directed by these four objectives; to determine the influence of the goal-setting skills of the principal on KCSE performance, to determine the influence of principals' instructional supervisory practices on the academic achievement of students in KCSE, to determine the influence of promotion of professional development of staffs by the principal on learners' achievement in KCSE and to determine the influence of fostering of conducive learning environment by the principal on the learners' academic achievement in KCSE in public high schools in Nakuru. The study locale was Nakuru County in Kenya. Information was gathered by the use of questionnaires for teachers and interviews for principals. The statistics collected were analyzed using descriptive and inferential statistics. Below is a summary of the main findings guided by the objectives.

### **5.2.1 Summary of the Study Findings**

#### **Objective 1: To determine the influence of goal setting skills of the principal on the KCSE performance of students in public secondary schools in Nakuru County**

The research discovered that there were more male teachers than female and that the third gender rule, as enshrined in the Constitution of Kenya 2010, was achieved. Teachers were experienced and were in the normal working age bracket, hence likely to deliver good performance in the KCSE. Regarding academic qualification, the study established that many public schools have sufficient professional and academic qualification that enables students to perform better in KCSE. The research established that the low academic achievements of students in KCSE are not attributed to teachers' academic qualifications because all of them qualify to teach in high school. Regarding teaching experience, research findings specified that many teachers had adequate teaching experience; therefore, they were in a position to produce good results in the KCSE. On the professional qualification of school principals, the findings indicated that principals had enough teaching experience. Finally, the findings revealed that most school principals had a bachelor's degree, hence suitable to head a secondary school.

#### **Objective 2: To determine the influence of instructional supervisory practices of the principal on learners' achievement in the KCSE in Nakuru County**

The findings established that a higher number of school principals suggest new methods and approaches to teaching after carrying out supervision, and that principals conduct lesson observation on teachers. However, the number of principals who agreed strongly was slightly low. This, therefore, means that school

principals need to improve their instructional supervisory practices, such as lesson observation, to enhance students' academic achievement in the KCSE. It was discovered that lesson observation assists principals in giving relevant feedback on learning and teaching, which may help in planning teachers' capacity-building sessions. The principals and teachers had adopted the issue of preparing and using professional documents as currently emphasized by TSC in the performance contract for principals, Teacher Performance, Appraisal and Development (TPAD) for teachers. The study discovered that school principals applied effective instructional supervisory practices, which positively influenced the performance of students in the KCSE. The study findings also indicated that instructional supervisory practices improved efficiency and timely completion of syllabi and instruction time. Additionally, instructional supervision led to guided teaching, early syllabus coverage, and monitoring and evaluation of the entire learning process.

**Objective 3: To establish the influence of the promotion of staff professional development by the principal on learners' achievement in the KCSE in public secondary schools in Nakuru County**

The study discovered that there were chances given to teachers for professional advancement. The school principal organized internal training and workshops within the school for teachers through national examiners and Heads of Department. There were teacher-lesson observation programs and team teaching that identified methodology and knowledge gaps that were plugged for better academic achievement of students. Finally, the research study also established that principals embraced and supported programs and strategies that promote staff professional development.

**Objective 4: To determine the influence of fostering of conducive learning environment by the principal on the learners' academic achievement in KCSE in public secondary schools in Nakuru County**

The study discovered that a large number of school principals fostered conducive learning environments in their schools. However, there's a need for principals to reinforce the fostering of a conducive learning environment in schools to enhance students' academic achievement in the KCSE. The majority of the principals indicated that fostering of conducive learning environment was a shared responsibility. All school principals admitted that a conducive learning environment encouraged people to work together. It also promoted teamwork, understanding, and trust.

### **5.3 Conclusions**

Here, conclusions based on the research outcomes of the study are given.

- i. The majority of school principals set goals that influence the academic achievement of learners in KCSE in public schools in Nakuru County.
- ii. The research discovered that school principals in public high schools in Nakuru County applied effective supervisory practices, which influenced the learners' academic achievement in their schools.
- iii. Public schools in the County of Nakuru embraced and supported programs and strategies that promote staff professional development. This enhanced the learner's academic achievement in KCSE.
- iv. There's a need for the school principals to strengthen the fostering of a conducive learning environment to enhance students' academic achievement.

## **5.4 Recommendations**

This section gave recommendations centered on research findings that are related to the objectives. Recommendations for further study were also given.

### **5.4.1 Policy Recommendations**

- i. This study established that the general performance of KCSE in public high schools in Nakuru is gradually declining; hence, the researcher recommends that the TSC come up with a paradigm shift to help curb the situation.
- ii. The school principals should prioritize appropriate capacity-building programmes for teachers, for instance, seminars, workshops, and refresher courses to equip teachers with current skills, trends, attitudes, knowledge, and competencies in their subject areas. This will assist in the effective teaching of students, hence enhancing their academic achievement.
- iii. The research suggests that the TSC and the Ministry of Education should come up with formal programs for identifying professional gaps among teachers and providing fully funded training programs for all teachers.
- iv. The study recommends that the roles of other instructional leaders, like the heads of department, deputy principals, and senior teachers, should be explored by the Ministry of Education.
- v. The Ministry of Education and TSC should make sure TPAD is taken seriously to curb the continuous decline in KCSE performance in Nakuru County, Kenya.

#### **5.4.2 Suggestions for Further Research**

The study suggests more research in the following sections;

- i. This study was done in public secondary schools in Nakuru County; hence, there's a need to conduct similar research in other counties in the Republic of Kenya.
- ii. Another study can also be done to investigate the influence of other instructional leaders, like the deputy principals, heads of department, and the senior teacher, on the academic achievement of students in the KCSE.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to collect information on principals' instructional leadership practices and KCSE performance in public secondary schools in Nakuru County. Kindly tick appropriately

#### SECTION A: DEMOGRAPHIC INFORMATION

1. Gender: Female  Male
2. Age      Below 24yrs     25-30yrs     31-35   
              36-40     41-45     46-50   
              51 and Above
3. Please indicate your highest professional qualification  
B.Ed.     Diploma in Education     M.Ed.   
PhD     Other
4. Please specify your teaching experience in years  
Below 1 yr.             2-5     6-10yrs   
11-15             16-20     Over 20
5. What is the length of your stay in this school?  
1-5 yrs.             6-10yrs             11-15   
16-20             Over 20 yrs.

### SECTION: GOAL-SETTING SKILLS AND KCSE PERFORMANCE

The statements below are related to the principals' goal-setting skills and KCSE performance. Kindly tick accordingly.

Statements	4	3	2	1
1. The principal explains the school's mission and vision to the teachers and students				
2. The principal explains the school curriculum programs to the teachers				
3. The principal designs a comprehensive school work plan in due consultation with stakeholders				
4. The school principal engages stakeholders in setting targets and goals for the school				
5. The principal carries out programs of the school to attain set goals				

SA= Strongly Agree (4) A= Agree (3) D= Disagree (2) SD= Strongly Disagree (1)

### SECTION C: SUPERVISORY PRACTICES AND KCSE PERFORMANCE

The statements below are related to the supervisory practices of the principal and the KCSE performance. Kindly, tick properly.

Statements	4	3	2	1
1. Principals propose new teaching methods and approaches after supervision				
2. The principal carries out lesson observation on teachers regularly				
3. The principal goes through the learners' books after supervision is done				
4. The principal makes sure that teachers prepare and make use of schemes of work				
5. The principal gives useful and constructive feedback after the supervision				

**SECTION D: STAFF PROFESSIONAL DEVELOPMENT AND KCSE PERFORMANCE**

<b>Statements</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The principal supports programs for staff development in the school to enhance classroom teaching				
2. The principal inspires teachers to enroll in courses to enhance competencies and professionalism				
3. The principal organizes internal training and workshops to cater to the instructional needs of teachers				
4. The principal makes sure that HODs hold meetings to share ideas from courses attended to improve classroom teaching				
5. The principal makes sure that staff professional development funds are catered for in the annual budget of the school				

**SECTION E: LEARNING ENVIRONMENT AND KCSE PERFORMANCE**

<b>Statements</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The principal creates an environment in which teachers' views on improving classroom teaching are respected				
2. The principal creates an environment in the school that enables teachers to creatively work with the available resources in the school system to improve classroom teaching				
3. The principal communicates the mission, vision, goals, and expectations to improve classroom teaching				
4. The principal makes sure that an open communication policy exists in the school, which allows them to provide feedback to the principal concerning classroom teaching				
5. The principal is willing to accept suggestions or ideas from teachers regarding classroom teaching				

## **APPENDIX II: INTERVIEW QUESTIONS FOR THE PRINCIPAL**

1. In your opinion, do you think the goal-setting skills of the principal influence students' academic achievement in KCSE?
2. What are some of the curriculum supervisory practices commonly used in this school?
3. Do these curriculum supervisory practices enhance students' academic achievement in KCSE?
4. As the school principal, what is your part in promoting staff professional development in your school?
5. What do you understand by the term "conducive learning environment?"
6. As the school principal, how do you promote a conducive learning environment for improved learner performance in your school?
7. Have you ever been taken through training on instructional leadership before, and in your opinion, do you think the instructional leadership practices of the principal influence learner academic achievement?

**APPENDIX III: ANOVA TABLES**

**ANOVA for the Influence of Goal-Setting Skills of Principals on Students' Academic Achievement in KCSE**

		Sum of				
Model		Squares	Df	Mean Square	F	Sig.
1	Regression	38.885	5	7.777	8.414	.000 <sup>b</sup>
	Residual	21.258	23	.924		
	Total	60.143	28			

**a. Dependent Variable: KCSE Performance**

**b. Predictors: (Constant), Principals' goal-setting skills**

**Anova for the Influence of Instructional Supervisory Practices of the principal on Students' academic achievement in KCSE**

		Sum of		Mean		
Model		Squares	Df	Square	F	Sig.
1	Regression	24.277	5	4.855	3.114	.027 <sup>b</sup>
	Residual	35.866	23	1.559		
	Total	60.143	28			

**a. Dependent Variable: Mean KCSE Performance**

**b. Predictors: (Constant), Instructional supervision practice**

**ANOVA for the Influence of Promotion of Staff Professional Development by the principal on Students' academic achievement in KCSE**

		Sum of				
Model		Squares	Df	Mean Square	F	Sig.
1	Regression	24.548	5	4.910	3.172	.025 <sup>b</sup>
	Residual	35.595	23	1.548		
	Total	60.143	28			

**a. Dependent Variable: KCSE Performance**

**b. Predictors: (Constant), Principals' promotion of staff professional development**

**ANOVA for the Influence of Fostering of conducive Learning environment by the principal on Students' academic achievements in KCSE**

		Sum of				
Model		Squares	Df	Mean Square F	Sig.	
1	Regression	22.295	5	4.459	2.710	.046 <sup>b</sup>
	Residual	37.848	23	1.646		
	Total	60.143	28			

**a. Dependent Variable: KCSE Performance**

**b. Predictors: (Constant), Principals' fostering of a conducive learning environment**

**APPENDIX IV: LETTER OF INTRODUCTION**

Fridah Nanjala  
Department of Educational Management,  
Policy and Curriculum Studies  
Kenyatta University  
P.O Box 43844-0100  
Nairobi

8/7/2021

The principal,

..... Secondary school

Dear Sir/Madam

**Re: Request to carry out research in your school**

I am a postgraduate student in the Department of Educational Management, Policy and Curriculum Studies at Kenyatta University, researching **“Principals’ Instructional Leadership Practices and Their Influence on Students’ Academic Achievements in KCSE in Public Secondary Schools in Nakuru County, Kenya”**. Your school is among the few schools that have been selected for the purpose of carrying out the study. Kindly permit me to collect information from you and other teachers in your school. Kindly give your sincere and honest responses to the items in the questionnaire attached to this letter. Your responses will be accorded due respect, and there is neither a wrong nor a correct answer. The information given will be purely for academic purposes, and your identity will be treated with confidentiality. Thank you in advance for agreeing to participate.

Thank you.

Yours faithfully,

Fridah Nanjala (Researcher)

## APPENDIX V: RESEARCH AUTHORIZATION



### KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

Our Ref: E55/CE/28383/2018

DATE: 23<sup>rd</sup> August, 2022

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MS. FRIDAH NANJALA – REG. NO.  
E55/CE/28383/18**

I write to introduce Ms. Fridah Nanjala who is a Postgraduate Student of this University. She is registered for M.Ed. degree programme in the **Department of Educational Management, Policy & Curriculum Studies**.

Ms. Nanjala intends to conduct research for a M.Ed. thesis Proposal entitled, **“Influence of Principals’ Instructional Leadership Practices on Students’ Academic Achievement in Public Secondary Schools in Nakuru County, Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,

**PROF. ELISHIBA KIMANI  
DEAN, GRADUATE SCHOOL**

## APPENDIX VI: RESEARCH APPROVAL



### KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

#### Internal Memo

**FROM:** Dean, Graduate School

**DATE:** 23<sup>rd</sup> August, 2022

**TO:** Ms. Fridah Nanjala  
C/o Department of Educ. Management,  
Policy & Curriculum Studies

**REF:** E55/CE/28383/2018

**SUBJECT:** APPROVAL OF RESEARCH PROPOSAL

=====  
This is to inform you that Graduate School Board, at its meeting on 17<sup>th</sup> August, 2022, approved your Research Proposal for the M.Ed. Degree entitled, "Influence of Principals' Instructional Leadership Practices on Students' Academic Achievement in Public Secondary Schools in Nakuru County, Kenya."

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your thesis before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you

  
**JOHN M. ODONGI**  
**FOR: DEAN, GRADUATE SCHOOL**

CC. Chairman, Educational Management, Policy & Curriculum Studies Department  
**Supervisors:**

1. Dr. Hellen Guantai  
C/o Educ. Management, Policy & Curriculum Studies Dept.  
Kenyatta University
2. Dr. Gladys Kinyanjui  
C/o Educ. Management, Policy & Curriculum Studies Dept.  
Kenyatta University

JMO/eww

# APPENDIX VII: NACOSTI RESEARCH PERMIT

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: <b>351242</b>	Date of Issue: <b>25/March/2023</b>
<b>RESEARCH LICENSE</b>	
	
<p><b>This is to Certify that Ms.. Fridah mukhanda Nanjala of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nakuru on the topic: influence of principals' instructional leadership practices on students academic achievement in public secondary schools in Nakuru county, Kenya for the period ending : 25/March/2024.</b></p>	
License No: <b>NACOSTI/P/23/24557</b>	
351242 Applicant Identification Number	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
	Verification QR Code 
<p><b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b></p>	
<b>See overleaf for conditions</b>	