

**PRINCIPALS' INSTRUCTIONAL LEADERSHIP AND ITS  
RELATIONSHIP WITH TEACHER PROFESSIONAL DEVELOPMENT: A  
CASE OF PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY,  
KENYA**

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## DECLARATION

I declare that this project is my original work and has not been presented to any University/Institution for conferment of a degree or for any other award. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including internet, these are specifically accredited and references cited using current APA system and in accordance with antiplagiarism regulations.

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## **DEDICATION**

I dedicate this work to my father and mother who greatly encouraged and prayed for me all through my study even when the going was truly tough.

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### **ABBREVIATIONS AND ACRONYMS**

<b>BOG</b>	Board of Governors
<b>BOM</b>	Board of Management
<b>CDE</b>	County Director of Education
<b>EDT</b>	Education Development Trust
<b>KCSE</b>	Kenya Certificate of Secondary School Education
<b>KEMI</b>	Kenya Education Management Institute
<b>PD</b>	Professional Development
<b>PTA</b>	Parents Teachers Association
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TPD</b>	Teacher Professional Development
<b>TSC</b>	Teachers Service Commission

## **ABSTRACT**

Teacher professional development is crucial for enhancing the quality of education, yet in Mombasa County, many public secondary schools are grappling with inadequate instructional leadership from principals. This shortfall significantly hampers teachers' growth in key areas such as pedagogical skills, assessment, and inclusive education practices. The 2022 County Education Report underscores these deficiencies, highlighting an urgent need for improvement in the instructional leadership provided by school principals. The principals' responsibility in promoting professional development of teachers has been widely acknowledged in educational research. However, in the context of public secondary schools in Mombasa County, there is a gap in the understanding of the impact of principals' instructional leadership on teacher professional development due to inadequacies cited in the County Education Report 2022, such as insufficient teacher training opportunities, lack of continuous professional development programs, and inadequate support from school leadership in fostering pedagogical growth and inclusive education practices. This study therefore sought to establish the impact of principals' instructional leadership on teacher professional development in Mombasa County. The distinct objectives were; to investigate the relationship between principals' instructional leadership and teacher pedagogical skills, teacher Knowledge of assessment and reporting, teacher self-efficacy and teacher support on inclusive education practices. This study was based on Transformational Leadership theory. This study is significant for the Ministry of Education, the Teachers Service Commission (TSC), and secondary schools in Kenya. The findings provide insights into how principals' instructional leadership influences teacher professional development, potentially guiding the Ministry and TSC in creating policies that enhance teacher growth and instructional practices. Additionally, the study offers schools strategies to improve teacher efficacy and student outcomes. The study employed explanatory sequential research design to establish the influence of the independent variable on the dependent variables. The research targeted 1103 TSC teachers and principals teaching in the county. Purposive sampling was used to establish the principals sample size while teachers were sampled using the Taro Yamane formulae. A Sample of 305 respondents were picked out of which 216 responded back. The data collection methods for the study was the questionnaire for the teachers and interview sessions with the principals. The research instruments' validity was assured by the professional opinion of members of faculty and supervisors who are knowledgeable about research methodologies in education leadership and management. Cronbach's alpha was then conducted to test reliability of the instruments. This was 0.8 and therefore was reliable. Frequencies and percentages were used to summarize the respondents data while regression analysis was conducted to assess the relationships between principals' instructional

leadership and teacher professional development. Quantitative data collected was analysed through frequencies and percentages while qualitative data was analysed thematically and presented as verbatim. The study found out that principals who are effective instructional leaders are more likely to have teachers who are professionally developed. Therefore principals' instructional leadership had a positive impact on Teacher Professional Development. It is therefore recommended that policymakers, academia, school administrators, and teachers should work together to create a system that supports effective instructional leadership and teacher professional development. This will ultimately lead to improved student learning outcomes.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The following topics are explored in this chapter: the study's background; the problem statement; the purpose of the study; its objectives; the research questions; the study's significance; its delimitations and limitations; its underlying assumptions; the theoretical and conceptual frameworks; and the operational definition of terms.

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

In recent years, instructional leadership has become the centre of attention of school leadership as it is believed that schools exist to advance learning (Bush 2008). Instructional leadership is therefore the process of designing a schools' tradition and instructional program that is sufficient to student learning (Blase, 2003). School leaders are anticipated to take on various responsibilities such as collaboration, monitoring progress, analysing student achievement data, giving feedback, and promoting professional growth (Hallinger 2005, Hallinger, Leithwood, and Heck 2010). All these behaviours are encompassed into the instructional leadership spectrum. Townsend (2019) defines Instructional Leadership as any action geared towards educating teachers to their roles so as to realize the school goal.

Teacher Professional Development (PD) is understood as activities that enhance teachers' capacities towards teaching practices (Lynch 2012). Successful teacher professional Development is on job, cooperative, and sustaining, and practicable example is learning through communities which are professionally construed (Pont, Nusche, and Moorman 2008). Instructional leadership plays an essential role in

advancing teacher comprehension about student learning, and its conceptualization has gradually progressed from direct, autocratic perspectives to a more indirect, collaborative perspectives.

Based on the researchers observation, effective instructional leadership goes hand-in-hand with sustained and meaningful teacher professional development. As Lynch (2012) suggests, professional development activities are essential for enhancing teachers' capacities, but they must also be practical, collaborative, and embedded within the school context. The researcher believes that successful professional development is more likely to occur when it is connected to the daily work of teachers and when school leaders actively support these initiatives. Instructional leadership has evolved from more direct, top-down models to a collaborative approach where principals work alongside teachers to improve instructional practices. This evolution mirrors the broader shift in leadership theory, where collaborative efforts between school leaders and teachers are seen as key to improving teaching and learning outcomes

The Wallace Foundation (2013) reports that schools with effective instructional leaders have higher rates of teacher retention and satisfaction, directly correlating with improved student learning outcomes. A study by the National Center for Education Statistics (2018) found that only 29% of teachers reported that their professional development experiences were effective in helping them improve their teaching practices. This underscores the need for effective instructional leadership in facilitating relevant and practical professional development.

Mombasa County, located along the coast of Kenya, has a diverse student population characterized by various socio-economic backgrounds. According to the

Kenya National Bureau of Statistics (2022), Mombasa County has an average school enrollment rate of 75% for secondary education, which falls below the national average of 80%. This suggests a significant number of eligible students are not accessing secondary education, often due to factors such as poverty, inadequate school infrastructure, and limited resources. Instructional leadership is, therefore, the process of designing a school's tradition and instructional program that is sufficient for student learning. School leaders in Mombasa County are expected to take on various responsibilities, including collaboration, monitoring progress, analyzing student achievement data, providing feedback, and promoting professional growth.

The policy environment surrounding education in Kenya plays a critical role in shaping instructional leadership and teacher professional development. The Kenya Vision 2030, a national long-term development blueprint, aims to provide quality education and training that is equitable and accessible to all Kenyans. One of its primary goals is to enhance the quality of education through effective leadership at all levels of the education system. The Basic Education Act (2013) emphasizes the importance of accountability and quality assurance in schools, mandating school leaders to adopt instructional leadership practices that promote student learning.

Moreover, the National Curriculum Framework (2017) advocates for continuous professional development for teachers, stating that effective instructional leadership is essential for implementing the curriculum successfully. The framework encourages collaborative practices among teachers and school leaders, aiming to enhance teaching quality and, consequently, student outcomes. However, despite these policies, many schools in Mombasa County struggle with insufficient resources and inadequate implementation of these policies, which hinders their effectiveness.

In Kenya, the Ministry of Education is responsible for setting national education policies, including those related to teacher professional development. It develops standards for teacher training and implements programs to enhance teachers' skills and knowledge. The Teachers Service Commission (TSC) is mandated to manage the human resource component of the education sector in Kenya. It oversees teacher registration, deployment, and professional development programs. TSC facilitates continuous professional development through in-service training, workshops, and seminars. The County Education Boards work under the Ministry of Education to coordinate education services at the county level. They play a role in implementing professional development programs tailored to the specific needs of local teachers. At the school level, principals and department heads are instrumental in identifying the professional development needs of their staff. They are responsible for creating a supportive environment that encourages continuous learning and providing access to training opportunities. Individual teachers also bear responsibility for their professional growth. They are encouraged to engage in self-directed learning, seek out training opportunities, and participate in professional learning communities to enhance their skills and effectiveness.

There has been a growing recognition of the importance of teacher professional development (TPD) in Kenya. This is evident in government policies, initiatives, and the increased focus on TPD in educational discourse. The Teachers Service Commission (TSC) has implemented mandatory TPD requirements for teachers, including the Teachers Professional Development (TPD) modules. This has led to a significant increase in the number of teachers participating in TPD activities. The range of TPD opportunities has expanded, including workshops, conferences, online

courses, and degree programs. This diversity has allowed teachers to choose programs that align with their professional goals and needs. Despite these positive trends, challenges remain, such as inadequate funding, limited access to TPD opportunities in rural areas, and the need for more effective evaluation and monitoring of TPD programs. There has been a notable increase in the number of teachers participating in professional development programs. For instance, the Teachers Service Commission reported that over 300,000 teachers countrywide had enrolled in TPD programs by 2022.

In Mombasa county, the below table shows the number of teachers participating in professional development programs in Mombasa County from 2018 to 2022.

**Table 1.1: Number of Teachers Participating in Professional Development Programs in Mombasa County (2018-2023)**

<b>Year</b>	<b>Number of Teachers Trained</b>	<b>Percentage Increase</b>
2018	150	
2019	180	20%
2020	220	22%
2021	250	14%
2022	300	20%
2023	350	17%

Source: TSC Mombasa office

From the data presented in Table 1, there is a clear upward trend in the number of teachers participating in professional development programs in Mombasa County from 2018 to 2023. The number of trained teachers increased from 150 in 2018 to 350 in 2023, indicating an average growth of 19% over five years. This increase reflects a

growing recognition of the importance of professional development in enhancing teaching practices and student learning outcomes.

The annual percentage increases show variability but generally indicate a consistent effort to improve teacher training opportunities. The highest percentage increase occurred between 2019 and 2020, with a growth rate of 22%, suggesting a significant push for professional development during that period, possibly in response to identified educational challenges.

This trend analysis underscores the importance of professional development as a crucial factor in addressing the concerns of instructional leadership and improving educational outcomes in Mombasa County. It provides a logical connection to the problem statement by illustrating the efforts made to enhance teacher capacities through targeted professional development initiatives.

### **1.2.1 Global Perspective on Instructional Leadership**

There are several studies that has shown the link between instructional leadership and teacher professional development. Leithwood and Louis (2012) conducted a study titled *“Linking Leadership to Student Learning”* in the USA, examining the relationship between instructional leadership and student academic performance. Their respondents included school principals, teachers, and students across various public schools. The study utilized a mixed-methods approach, combining quantitative surveys with qualitative interviews to gather data. Leithwood and Louis (2012) in the study conducted in USA found out that instructional leadership was a very important factor in promoting learning. The two authors established a positive correlation between instructional leadership and student academic performance. They therefore called upon the principals to be proactive in supporting and promoting high quality

teaching practices. Despite the study showing a correlation between instructional leadership and teacher pedagogical skills it only focussed on the influence of instructional leadership and student's performance. This study therefore sought to investigate whether principals' instructional leadership has an impact on teacher professional development in public secondary schools in Mombasa County. This was achieved by analysing the instructional supervision practices carried out by the principals in the study locality and at the same time seeking teachers' opinion on whether those activities have an impact on their pedagogical skills, knowledge of assessment and reporting, self-efficacy as well as their support on inclusive education practices.

Syarwan and Hussein (2012) conducted a study in Northern Thailand that explored the instructional leadership practices of school principals. The respondents included school administrators and teachers, and the study used a qualitative approach with interviews and classroom observations. The study findings indicated that the principals in Northern Thailand never carried out instructional leadership as required (Syarwan and Hussein, 2012). It concurred with a research discovery by Hallinger (2005) on the gap that was noticed between activities undertaken by principals, categorically on supervision of classroom instructions. This study focused on the lack of effective instructional leadership but did not explore its potential impact on teacher professional development, which this study investigated in the Kenyan context.

A research tool developed in 1985 by Hallinger and Murphy known as Principals Instructional Management Rating Scale (PIMRS) showed the gap when the realm were subjected to the scale. The study findings concurred with the report from

Mombasa County education office 2022 showing the lack of clarity if indeed the principals have embraced instructional management practices in their domains.

Secondly, the report indicated that there was a doubt on whether the instructional leadership practices are being implemented and thirdly their influence towards enhancing quality performance. Therefore this study sought to find out whether there is instructional supervision practices carried out by the principals in public secondary schools in Mombasa County with an aim of assessing their impact on teacher professional development and ultimate student's academic achievement.

Orphanos (2009) conducted a study titled "*Leadership Effects on Teachers' Work: A Study of U.S. Schools*". The study involved principals and teachers from public schools in the USA and used surveys and interviews to assess leadership impact. It found that principals who prioritized instructional leadership—by providing feedback, fostering collaboration, and creating a conducive learning environment—motivated teachers to improve their instructional practices. However, the study primarily explored teacher motivation without specifically addressing the long-term effects on teacher professional development, which this study examined.

Bush and Glover (2014) reviewed research on leadership models in Pakistan, including instructional leadership. They focused on the impact of leadership on student achievement and teacher performance, utilizing a meta-analysis approach. The findings suggested that instructional leadership is one of the most effective models for improving student outcomes. Like other studies, their focus was on student academic performance, not directly on teacher professional development, leaving a gap that this study sought to address by focusing on principals' roles in fostering teacher growth in Mombasa County.

Teacher's absenteeism affects the standard of education to a great deal. Rampant absenteeism is common in schools where there is inadequate or inconsistency in the exercise of instructional leadership by the principals leading to poor syllabus coverage thereby affecting student's academic performance nationally (UNESCO, 2014). Quality education is a Sustainable Development goal number four. The goal is geared towards the provision and promotion of life long education for all. When principals practice effective instructional leadership, inclusive and equitable quality education will be realised. 21<sup>st</sup> Century Organising principle for education agitates for continuous learning. It highlights the significance of a continuous education for individual and societal development. The 21st century is confronted with a lot of rapid and constant changes which fronts so many challenges to the humanity. For education to solve the problems, it has to be lifelong. This is why principals need to be sensitised on the need to focus on instructional supervision with the aim of enhancing the uptake of professional development opportunities at the same time improving student's academic achievement and this is one of the significance of this study.

Vladimirova and Le Blanc (2016) in their study, "*Exploring Synergies Between the Sustainable Development Goals: The Case of Education*", analyzed global education policies, including those set by the UN. The study used policy analysis and secondary data to assess the implementation of education goals, finding that the implementation of policies related to education was often lacking. The study highlighted policy implementation at a global level but did not examine the role of school principals in promoting teacher professional development as part of these policies, which this study aimed to investigate within the Kenyan secondary school system.

### **1.2.2 African Perspective on Instructional Leadership**

When instructional leadership is effectively carried out, the available teachers are effective in their duties and this leads to improved performance from the learners at the same time teachers are motivated. By exercising effective instructional leadership there will be improvement in terms of teamwork among the school players irrespective of their levels of academics. Koopasammy (2012) conducted a national systematic assessment in South Africa, focusing on numeracy and mathematics tests for grades three and six. The respondents were students, teachers, and school administrators. The study found dismal performance across education levels, linking the results to a lack of effective instructional leadership by principals. While the study examined student performance, it did not delve into how instructional leadership could be used to improve teacher professional development, which this study investigated.

Bush and Chirimambowa (2022) conducted a multi-country study in Nigeria, Sierra Leone, Sudan, Tanzania, Zambia, and Zimbabwe, titled "*The Role of Instructional Leadership in Enhancing Learning in Sub-Saharan Africa*". The researchers used interviews and a literature review to gather data from principals, teachers, and educational stakeholders. Their findings highlighted the efficacy of instructional leadership in improving learning outcomes. This study covered several Sub-Saharan African countries but excluded Kenya, creating a gap that this research filled by investigating the instructional leadership practices in public secondary schools in Mombasa County and their impact on teacher professional development.

### **1.2.3 Kenyan Perspective on Instructional Leadership**

Musungu and Nasongo (2008) conducted a study in Vihiga County titled *The headteacher's instructional role in academic achievement in secondary schools in Vihiga district, Kenya*. Their respondents were school principals, teachers, and education officers from both high-performing and average-performing schools. The study used a saturated sampling technique and gathered data through surveys and interviews.

The findings indicated that principals' involvement in instructional leadership contributed to improved academic performance. This study focused on academic outcomes and did not examine how principals' leadership impacts teacher professional development. In contrast, this study sought to explore the latter in public secondary schools in Mombasa County, irrespective of their performance in national examinations.

Circular No 2009 (QSA/2/1A/VIL.1/86) was released by the Ministry of Education (2009) in partnership with the Directorate of Quality Assurance and Standards. It outlined the roles of the Directorate in terms of curriculum implementation. The circular warranted the principals to work hand in hand with DQAS to ensure a smooth and efficient curriculum implementation at the school level. The Ministry of Education (2009) elaborated the responsibilities of the principals as an instructional leader. The roles highlighted includes; collaborating with teachers to outline and execute teaching and learning, ensuring that teaching and learning resources are provided in the right quality and quantity so as to enhance the standards of learning, forecast the resource needs as well as initiating and coordinating teacher in-service professional programmes. This study sought to establish whether principals in public

secondary schools procure and allocate the required instructional resources and how those teaching and learning materials influence professional development of the teaching staff. The findings also sought to establish principals' roles as far as the conduct and coordination of teacher in-service training programmes is concerned.

The study by Gavana and Khatete (2020) in Mombasa was entitled "*Principals' Instructional Leadership and its Effect on Teachers' Job Satisfaction and Commitment.*" It examined the relationship between principals' instructional leadership practices and teachers' job satisfaction and commitment in public secondary schools in Mombasa County. The study used a correlational design to investigate how instructional leadership influenced teachers' motivation and their dedication to their teaching responsibilities. However, it primarily focused on the relationship between instructional leadership and student performance in national examinations, rather than the impact on teacher professional development.

**1.2.4 Principals' Instructional Leadership in Secondary Schools in Kenya** The Teachers Service Commission (TSC) in Kenya has developed various initiatives to enhance instructional leadership among secondary schools leadership (TSC, 2020). According to TSC, instructional leadership involves creating a conducive learning environment, setting academic goals, developing and implementing effective teaching and learning strategies, monitoring and evaluating student progress, and furnishing teachers with effective comments to enhance their teaching prowess. These initiatives were aimed at enhancing student's academic performance as opposed to enhancing the teacher's capacity in terms of pedagogical skills, knowledge of assessment and reporting, self-efficacy as well as support on inclusive education practices. Despite these initiatives the study sought to obtain teachers opinion on the principals'

instructional leadership practices which have got a great impact on their pedagogical skills, self-efficacy, support on inclusive education practices as well as their knowledge of assessment and reporting since a report from the County Education Office 2022 has highlighted the shortfalls and sporadic nature of the TPD offered which at the same time been blamed on the inadequacies in terms of the principals' instructional leadership.

Instructional leadership has been strengthened by TSC by organizing workshops, seminars and other training programs for principals. It is said, these initiatives are there to equip principals with the competencies that are required to effectively lead and manage the schools well. Curriculum development, teacher professional development, assessment and evaluation, student discipline and welfare, and school management are some of the areas covered in the trainings (Wasike and Simatwa, 2017). In addition to workshops and training programs, TSC has also introduced performance appraisal systems for principals, with an aim of assessing their instructional leadership competencies and to provide feedback to improve their performance. The appraisal process involves communicating performance targets, conducting regular performance evaluation, and providing coaching and mentoring support to teachers. Resource centres have also been set up where principals can access teaching and learning materials and also meet other stakeholders in the education industry (Masese and Wekesa, 2018). This is to share best practices and experiences. To further sharpen the principals' instructional leadership competencies, TSC in collaboration with institutions of higher learning have come up with long life professional development modules geared towards enhancing their instructional leadership competencies. However, these initiatives have not highlighted ways on

how they have impacted on teacher professional development which the study sought to find out.

Principals who act as supervisors are expected to adhere to the TSC Code of Regulations (2014), KESI (2011) and therefore have certain responsibilities. These include checking teachers' professional documents, such as schemes of work, to encourage accountability. Additionally, they must visit classrooms to evaluate the work of individual teachers. Principals must as well inspect learners' work to ascertain that the curriculum is being covered as per the teachers' records of work. The study sought to establish to what extent does the principals in public secondary schools carryout these administrative task areas with an aim of enhancing teacher's instructional competence.

Okumbe (2001) emphasizes that one of the essential roles of principals in educational management is to create an appropriate organizational climate that influences and stimulates the available human resources. However, the researcher is silent on how the appropriate organizational climate can impact on teacher professional development which this study sought to establish.

In Kenya, instructional leadership has become a crucial part of managing secondary schools, and Mombasa County is no exception. Teacher Service Commission has been organizing yearly workshops, seminars and other training programs for head teachers. These initiatives seek to improve curriculum development, assessment and evaluation, teacher professional development, and the students' welfare. The study sought to evaluate whether these programs have been embraced by the teachers and to what extent they have impacted on teachers pedagogical skills, self-efficacy,

knowledge of assessment and reporting as well as teacher support of inclusive education practises.

According to a study conducted by Wasike, Ongori, and Oyieke (2020), principals' instructional leadership significantly influences performance. The study highlighted the need for principals to provide adequate resources, monitor teachers' classroom practices, and establish clear academic goals to improve student achievement. Furthermore, principals need to foster a positive school climate that promote effective instructions. This study sought to examine whether through the provision of an ambient environment coupled with adequate instructional resources, teachers can be motivated to take up professional development opportunities available so as to improve their pedagogical skills, knowledge of assessment and reporting and their efficacy.

Another study conducted by Gavana and Khatete (2020) in Mombasa County found that principals' instructional leadership style greatly affected teachers' job satisfaction and commitment. Transformational leadership style was the most common style adopted by principals. This inspired teachers to work towards common goals. However, the study has not highlighted how transformational leadership impact on teacher professional development. In order to understand whether there is an impact, this study sought to analyse the principals' instructional

practices in the Public secondary schools in Mombasa County with an aim of establishing whether they influence teacher pedagogical skills, knowledge of assessment and reporting, self-efficacy as well as support on inclusive education practices.

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

In an ideal educational setting, principals, as instructional leaders, play a critical role in nurturing teacher professional development. Effective instructional leadership involves providing clear direction, mentoring teachers, supervising instruction, and fostering a collaborative learning environment. When principals are proactive in offering constructive feedback and aligning teachers' professional development with the school's goals, it leads to improved teacher competencies, better instructional practices, and enhanced student performance. The ideal scenario would see principals actively shaping teachers' professional growth through tailored development programs that meet their individual needs. However, in public secondary schools in Mombasa County, there is a disconnect between instructional leadership and teacher professional development. According to the Teachers Service Commission (TSC) County report (2022), current Teacher Professional

Development (TPD) initiatives lack coherence and relevance to classroom practice. These programs are short, sporadic, and offer a generalized approach, failing to meet the individual needs of teachers. Principals are not consistently engaging in instructional leadership practices such as mentoring, classroom observation, or collaborative problem-solving, which limits the effectiveness of these development programs. This has resulted in low teacher motivation and has been linked to poor student outcomes in national examinations. This study sought to address the gap in understanding how principals' instructional leadership and teacher professional development are interrelated in Mombasa County's public secondary schools. There is limited empirical evidence on the specific leadership practices that most effectively support teacher development in this context, and whether principals are applying these practices consistently. By exploring how principals' instructional leadership

influences teacher professional growth and gathering teachers' perspectives on these leadership practices, this study aimed to fill the knowledge gap and provide insights into how instructional leadership can be better leveraged to enhance teacher professional development.

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

The purpose of this study was to investigate the relationship between principals' instructional leadership and teacher professional development in public secondary schools in Mombasa County, Kenya. This research aimed to explore how specific leadership practices employed by principals influence the professional growth of teachers, ultimately affecting student learning outcomes.

#### **1.5 The Study Objectives**

The study aimed to explore the relationship of principals' instructional leadership and how it influences various aspects of teacher professional development in public secondary schools in Mombasa County. Teacher pedagogical skills and inclusive education practices are integral components of teacher professional development because they directly contribute to a teacher's growth and effectiveness in the classroom. In this context, the study focuses on several key areas where principals' leadership practices are expected to impact teacher performance and development.

The following objectives were established to guide the research:

The Objectives of this study were:

- i) To investigate the relationship between principals' instructional leadership and teacher pedagogical skills in public secondary schools in Mombasa County.

- ii) To determine the relationship between principals' instructional leadership and teacher knowledge of assessment and reporting in public secondary schools in Mombasa County.
- iii) To assess the relationship between principals' instructional leadership and teacher self-efficacy in public secondary schools in Mombasa County.
- iv) To identify the relationship between principals' instructional leadership and teacher support for inclusive education practices in public secondary schools in Mombasa County.

## **1.6 Research Questions**

- i) What is the relationship between principals' instructional leadership and teacher pedagogical skills in public secondary schools in Mombasa County?
- ii) What is the relationship between principals' instructional leadership and teacher knowledge of assessment and reporting in public secondary schools in Mombasa County?
- iii) What is the relationship between principals' instructional leadership and teacher self-efficacy in public secondary schools in Mombasa County?
- iv) What is the relationship between principals' instructional leadership and teacher support for inclusive education practices in public secondary schools in Mombasa County?

## **1.7 Significance of the Study**

This study may be of great significance to the Ministry of education, Teachers

Service Commission and to the secondary schools as elaborated below.

### **1.7.1 The Ministry of Education**

The results of this study may give the Kenyan Ministry of Education insight into the variables influencing teacher professional development in the Coast. The study's conclusions could guide the creation of policies and initiatives targeted at enhancing instructional leadership in educational institutions, which in turn might result in greater teacher professional development and, eventually, better student results. The study would also give the Ministry of Education in Kenya a thorough grasp of the unique difficulties and opportunities associated with instructional leadership and teacher professional development in public secondary schools in Mombasa County.

### **1.7.2 The Teachers Service Commission (TSC)**

The Teachers Service Commission (TSC) may also be interested in the study's findings since they will shed light on how well the principals of these schools are leading instruction. The TSC might use this data to inform choices about how to promote and enhance the professional growth of teachers in the area as well as how to assess principal performance in light of their contribution to teacher professional development. A deeper comprehension of the difficulties and opportunities for teacher professional development in Mombasa County are also provided by this study, which could influence the TSC's overall plan for teacher professional development throughout Kenya.

### **1.7.3 Secondary Schools in Kenya**

The study may also be of significant for secondary schools in Kenya because it would provide insight into how effective principals' instructional leadership styles and practices influence the professional growth and development of teachers. This

information could help schools in Kenya improve teacher efficacy, increase teacher morale, and ultimately improve student outcomes. Additionally, it could help schools, education leaders, and policy-makers in Kenya to identify best practices for instructional leadership in secondary schools.

## **1.8 Delimitations and Limitations of the study**

### **1.8.1 Delimitations**

This research was restricted to principals' instructional leadership as a factor influencing teacher professional development in public secondary schools in Mombasa County in Kenya. This research focused exclusively on principals'

instructional leadership as a factor influencing teacher professional development in public secondary schools in Mombasa County simply because instructional leadership has been widely recognized in educational literature as a crucial element that directly impacts teaching and learning outcomes.

This study did not cover Private secondary schools in Mombasa County. The study only involved principals and teachers in National, County and Sub County public secondary schools leaving out private secondary schools. This study did not include private secondary schools in Mombasa County and focused exclusively on public secondary schools because public and private secondary schools often operate under different regulatory frameworks, funding sources, and governance structures. By focusing on public secondary schools, the study can better understand the specific challenges and opportunities faced by these institutions regarding principals' instructional leadership and teacher professional development.

### **1.8.2 Limitations**

The following were the study limitations.

- i) The study was limited to the responses from principals and teachers who could have provided biased responses due to fear of retaliation from school principals or a desire to present themselves in a positive light. The mitigation measure for this limitation was that teachers were assured that their responses would be anonymous, which aimed to reduce fear of backlash. Clear confidentiality protocols were established, informing participants that their data would only be used for academic purposes.
- ii) The findings of the study may not be generalizable to all public secondary schools in Kenya, as the research was limited to Mombasa County. Contextual factors unique to this region may affect the applicability of the results to other areas. The study made it clear that its findings are specific to Mombasa County, and future research is encouraged in other regions to explore variations in instructional leadership and teacher professional development.

### **1.9 Assumption of the Study**

The research is based on the following assumption:

- i) Principals' instructional leadership impact on teacher professional development and that principals exercise instructional leadership in the process of teaching and learning and clinical supervision is carried out by the principals.
- ii) It was also assumed that the principals had an elaborate teacher professional development policy in their schools backed with a budgetary allocation.

- iii) It was also assumed that teachers and principals in the public schools under study are conversant with the instructional leadership style of principals.

### **1.10 Theoretical Framework**

This study is grounded in Transformational Leadership Theory, which posits that effective leaders inspire and motivate their followers to exceed their own selfinterests for the sake of the organization (Bass and Riggio, 2021). This theory is particularly relevant in the context of educational leadership, emphasizing the role of school principals in fostering an environment conducive to teacher professional development. The primary proponents of Transformational Leadership Theory are James MacGregor Burns and Bernard M. Bass. Burns first introduced the concept of transformational leadership in his 1978 book "Leadership." He defined transformational leadership as a process where leaders and followers raise each other to higher levels of morality and motivation. Building on Burns' work, Bass developed a more comprehensive theory of transformational leadership in the 1980s and 1990s. He identified four key components of transformational leadership which are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Firstly, Idealized Influence refers to leaders acting as role models who earn the trust and respect of their followers. In instructional leadership, principals embody the values and vision of effective teaching and learning, encouraging teachers to adopt similar practices. Secondly, Inspirational Motivation involves leaders articulating a compelling vision that motivates staff. By establishing a clear mission for teacher

professional development, principals can inspire educators to engage in continuous improvement, thereby enhancing their pedagogical skills and knowledge.

The third component, Intellectual Stimulation, involves encouraging innovation and creativity among followers. Principals who adopt this approach promote an environment where teachers feel safe to explore new teaching methods and share ideas, which leads to improved instructional practices and inclusive education. Lastly, Individualized Consideration recognizes and caters to the individual needs of followers. In educational settings, principals who provide tailored professional development opportunities can effectively enhance teachers' self-efficacy and knowledge of assessment and reporting.

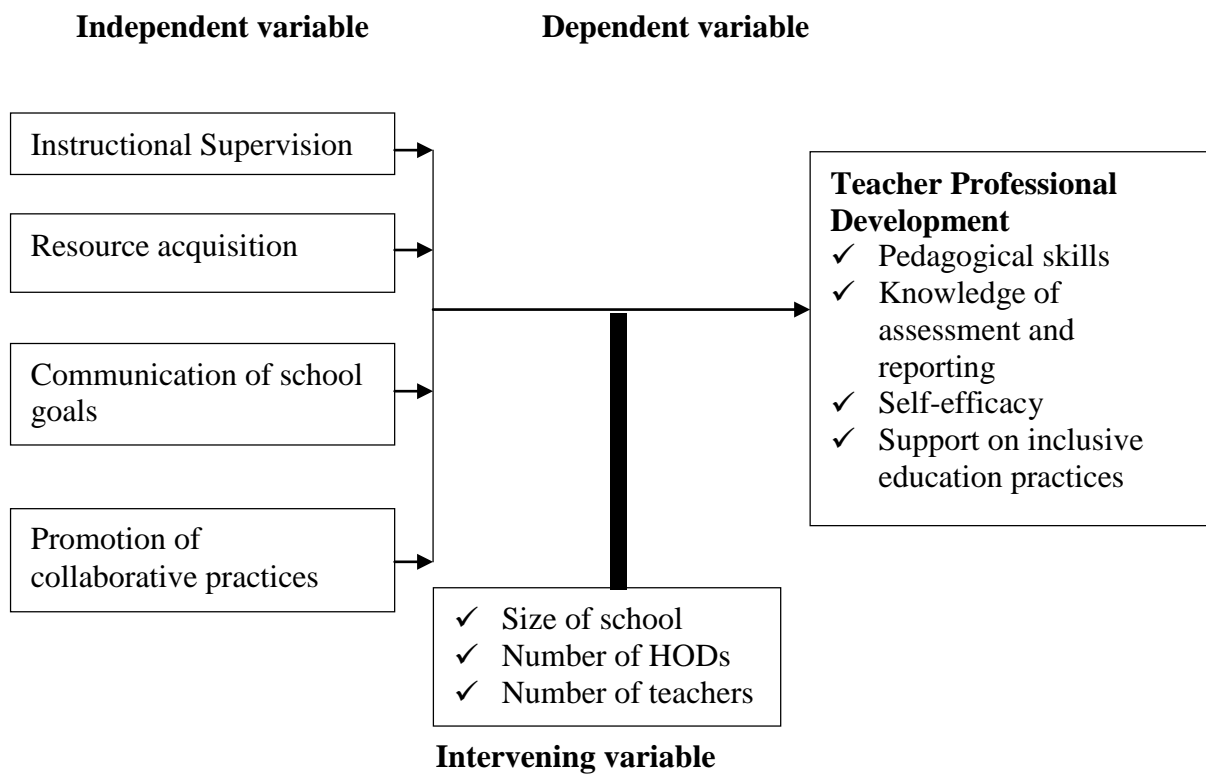
Transformational Leadership Theory is particularly relevant to this study as it addresses how principals' instructional leadership influences various aspects of teacher professional development, including pedagogical skills, knowledge of assessment and reporting, self-efficacy, and inclusive education practices. Through idealized influence and intellectual stimulation, principals can model effective teaching strategies, encouraging teachers to enhance their instructional techniques. Moreover, by fostering an environment of collaboration and support, principals can inspire teachers to improve their assessment practices and build their confidence.

Additionally, principals who focus on inspirational motivation and individualized consideration are more likely to promote inclusive practices, empowering teachers to address the diverse needs of their students. This theoretical framework is appropriate as it directly relates to the dynamics of instructional leadership and its impact on teacher professional development, facilitating an understanding of how principals can leverage their leadership styles to create an environment that promotes continuous

professional growth. Ultimately, this benefits both teachers and students in public secondary schools in Mombasa County, Kenya, aligning the study's objectives with the underlying theoretical concepts.

### 1.11 Conceptual Framework

#### Principals' Instructional Leadership



**Figure 1.1: Conceptual Framework of the Research Study**

*Note.* Researcher

A conceptual framework outlining the impacts of the study's variables is presented in Figure 1.2. The principals' instructional leadership, or their capacity to guide and support teachers in areas of instruction, was the independent variable. Teacher pedagogical skills, Teacher assessment and reporting knowledge, Teacher self-efficacy, and Teacher support on inclusive education methods were the dependent variables in this study.

### **1.11.1 Teacher Pedagogical Skills**

Teacher pedagogical skills encompass a teacher's ability to deliver effective instruction and foster meaningful learning experiences for students. These skills include a comprehensive understanding of instructional strategies, classroom management, and the ability to design engaging and effective learning activities tailored to students' diverse needs (Miller and Rigsby, 2022). Principals, as instructional leaders, play a crucial role in developing and enhancing these pedagogical skills among teachers through various means.

Research indicates that principals who actively engage in instructional leadership can significantly influence teachers' professional growth and pedagogical practices. For instance, Johnston et al. (2007) assert that principals who provide teachers with access to well-aligned curricular resources and instructional materials foster an environment conducive to effective teaching. This access enables teachers to implement evidence-based practices that enhance their instructional effectiveness. Additionally, principals who cultivate a supportive and collaborative school climate empower teachers to take risks and experiment with innovative teaching strategies, further refining their pedagogical skills (Gordon and Louis, 2009).

By prioritizing instructional leadership, principals not only enhance teachers' pedagogical competencies but also create a culture of continuous improvement within the school. This approach is aligned with the findings of Leithwood et al. (2004), who emphasize the importance of school leadership in facilitating teacher development and ultimately improving student outcomes. Therefore, effective principals are essential in equipping teachers with the necessary tools and confidence to excel in their instructional practices, leading to enriched learning experiences for students.

### **1.11.2 Teacher Knowledge of Assessment and Reporting**

Principals' instructional leadership can also impact teachers' knowledge of assessment and reporting. For instance, if principals provide sufficient resources for content alignment with the curriculum, teachers may have a better understanding of how to assess their students' learning and report on their progress (Ridden and Hedsinger, 2014).

### **1.11.3 Teacher Self-Efficacy**

Teacher self-efficacy, as defined by Wood and Bandura (2009), refers to an individual's confidence in their ability to perform specific tasks effectively, which in turn influences their motivation, cognitive engagement, and overall ability to take control of their professional life. This concept is particularly relevant in the context of education, where teachers' beliefs about their capacity to teach can significantly affect their instructional practices and student outcomes (Guskey, 2007; Yilmaz and Cokluk Bokeoglu, 2008). Research has demonstrated that teachers with high self-efficacy are more likely to be resilient, engage in innovative teaching strategies, and exhibit a greater commitment to their students, ultimately contributing to more effective educational environments (Bitto and Butler, 2010).

Self-efficacy is not merely a personal attribute; it is intricately linked to the instructional leadership practices of head teachers. Effective principals play a critical role in shaping teachers' self-efficacy by providing the necessary support and guidance that fosters confidence in their instructional abilities. For example, principals who actively mentor and coach their teachers can enhance their confidence in implementing effective teaching strategies. Moreover, by creating a supportive and

collaborative school climate, head teachers can help teachers feel valued and connected, which further strengthens their self-belief in their teaching capabilities.

In addition, research by Hoy and Woolfolk (2014) emphasizes that a principal's leadership style can significantly impact teachers' self-efficacy beliefs. When principals engage in shared decision-making and encourage professional development, teachers are more likely to perceive themselves as competent and capable educators. This connection between instructional leadership and teacher self-efficacy highlights the importance of head teachers in fostering a culture of professional growth and continuous improvement within schools (Pajares and Miller, 2004; Ross, 2014). Therefore, effective instructional leadership is essential for cultivating an environment where teachers can develop strong self-efficacy, ultimately enhancing the overall effectiveness of the school.

#### **1.11.4 Teacher Support on Inclusive Education Practices**

Principals' instructional leadership can impact teachers' support of inclusive education practices. Principals who provide guidance to teachers on how to create an inclusive classroom experience ideal for everyone makes teachers to feel confident in their ability to support those students who have diverse learning needs (Mariga and McConkey, 2014). Principals who prioritize inclusive education practices may also avail opportunities for teachers with the aim of enhancing their professionalism as well as provision of resources that are focused on inclusive teaching practices. These can make teachers to try experiment new teaching methods for this group of students (Mitchell, 2014). This can promote inclusive education practices.

## 1.12 Operational Definition of Terms

**Academic Achievement:** It refers to performance results that show how well a student has met particular learning objectives that are the subject of activities in the instructional setting, particularly in the KCSE. The results of instruction and learning and the degree to which a learner, educator, or organization has met their learning objectives (Obiy, 2019).

**Instruction:** Refers to the act of instructing, giving directions, or giving an order.

**Instructional leader:** In this study is assumed to be the principal or school leader, though the concept has broadened to include other key staff such as lead teachers or head of departments.

**Instructional leadership:** Refers to a method used in this study where the leader focuses on assisting the staff in creating an environment where learning can take place without interruption, a system of precise teaching objectives, and high instructor expectations for students, a clear mission, instructional expectations, and learning opportunities are among the features.

**Instructional supervision:** Are a group of activities carried out with the intention of improving teaching and learning for the students and giving teachers useful and timely feedback.

**Leadership:** The manner in which the principal influences, organizes and control a school activities.

**Principal** Person heading a school and appointed by the TSC.

**Public secondary school:** A school owned by the government.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This section of the chapter discusses the concept of instructional leadership, Principals' instructional leadership and teacher pedagogical skills, teacher Knowledge of assessment and reporting, teacher self-efficacy and teacher support on inclusive education practices. The Research Gaps and Summary of the chapter are also discussed.

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

Instructional leaders do not have a distinct or specific rule or way to define their roles (Lewin and Caillords, 2001). However, it is described in terms of the chores the leader performs or delegates in order to enhance teacher's professionalism or student's academic progression (Leithwood and Jantzi, 2008). Significantly, instructional leaders have to move away from their usual responsibilities of being school managers and administrators and put more energy on enhancing learning and implementation of the curriculum, instructions and assessment (Jenkins, 2009). He asserts that for principals to be effective, they have to be physically present in school, ensure that there is provision of adequate resources at the same time effectively communicate his/her intent. Schools' reforms could only be achieved in the event that principals play an integral role in making decisions (Datnow and Castellano 2001). Instructional leadership, therefore, require a lot of dedication since it is vital in teaching and learning outcomes (Hallinger, 2007). Marks and Printy (2003) agitates for the reconceptualization of the concept of Instructional Leadership in order to focus on

delegates and shared leadership. In this concept, the principal acts as a team leader of instructional leaders and not the one who is autonomously accountable for control of innovations in the school.

Williams, Kirst and Haertel, (2005) conducted a research under the direction of EdSource, Stanford University, University of California, Berkeley and the American Institutes for Research, they collected data from over 5,500 teachers and 257 principals. The findings were that in effective schools, the principals prioritized learner achievement and teacher professional development by; setting high expectations for both teachers and students through defining plans for instructional improvement; implementing clear standards-based Curriculum and Instructional program; use of assessment data to increase student achievement and put in place measures that will enable him/her to follow up student's progress as well as organising school based teacher professional development opportunities. An additional factor noticed to have a relationship with TPD and the achievement of students was where principals provided updated instructional materials at the same time assisting students with learning difficulties. In addition to their findings,

Williams, Kirst and Haertel, (2005) found principals' instructional leadership significant for the success of schools. Ellis, Gaudet, Shultz, Kaufman, Hoover, Spencer and Su (2007) performed a similar large-scale study, in urban areas within Massachusetts, and found near identical results to those of (Williams 2005).

The Centre for Educational Leadership (2012) highlighted dimensions of Instructional Leadership that acts as a fulcrum upon which school leaders ensures that every child

has an equal chance of being taught daily as follows; improvement of Instructional practice; allocation of Resources; management of People and

Processes; vision, mission and culture building. Lambert (2002) emphasizes the importance of principals to involve others in instructional leadership since it is a responsibility of everybody in school. Because concept of shared leadership has become more prominent, its proponents have proposed its shift to include even others in Instructional Leadership as well (Stronge, Ward and Grant, 2011). Ever changing demands placed on school principals (local, national and state policies, parents, and community members' expectations) make it impossible for a principal to complete all tasks successfully without involving others (Ellis, 2014).

### **2.3 Principals' Instructional Leadership and Teacher Pedagogical Skills**

Teacher pedagogical skills are significantly impacted by the instructional leadership of principals (Coleman and Glover, 2010). The procedures of teaching and learning at a school are the focus of a principal's instructional leadership. It entails a collection of techniques that assist in enhancing the teaching and learning for all students (Jackson, 2013). Setting directions, developing people, reorganizing the organization, and administering the educational program are the four main aspects of instructional leadership, according to the Model for Instructional Leadership (Baum and Krulwich, 2016). Principals can significantly influence the growth of teachers' pedagogical skills in each of these areas. For instance, while creating goals, principals can create a distinct vision for teaching and learning at the institution, which can lead to the professional growth of instructors (Keengwe and Onchwari, 2016).

Principals can also help teachers develop as persons by giving them chances to pick up new techniques and methods that will help them become better educators. Principals can reorganize the organization to include time for cooperation and reflection as well as other structures and procedures that assist the growth of teachers' pedagogical skills. Principals can make sure that the school's curriculum, instruction,

and assessment methods are coordinated to support the growth of teachers' pedagogical skills by administering the instructional program. Leithwood and Jantzi (2008), among others, claim that instructional leadership is crucial for enhancing student learning outcomes and that it necessitates a substantial emphasis on the improvement of teacher pedagogical skills. Principals may foster a culture of constant growth that benefits all students by giving instructors the encouragement, tools, and chances they need to advance their teaching.

Research has shown that the instructional leadership of principals significantly impacts the pedagogical skills of teachers. By creating goals and establishing a distinct vision for teaching and learning at the school, principals can help foster professional growth for instructors. Principals can also help teachers improve their skills by providing opportunities for them to learn new techniques and methods. Additionally, principals can create structures and procedures that encourage cooperation and reflection, which can further enhance teacher pedagogical skills. Finally, principals can make sure that the school's curriculum, instruction, and assessment methods are coordinated and support the growth of teachers' pedagogical skills.

According to Leithwood and Jantzi (2008), instructional leadership is very important for improving student learning outcomes and requires a strong emphasis on the development of teacher pedagogical skills. By promoting a culture of continuous growth and providing teachers with the support they need to improve their teaching, principals can create an environment where all students benefit. Furthermore, instructional leadership can also impact teacher pedagogical skills by providing opportunities for professional development, such as workshops, coaching, and

mentoring (Gamage and De Zoysa, 2019). Furthermore, principals can also provide opportunities for teachers to observe effective teaching practices and receive feedback on their own teaching. This can be achieved through peer observations, coaching, and mentoring programs, which have been found to be effective in enhancing teacher pedagogical skills (Darling-Hammond, Maria and Gardner 2017). In addition, principals can create a positive school culture that supports teacher professional growth and development. This includes providing resources for professional development, encouraging collaboration and teamwork among teachers, and recognizing and celebrating teacher achievements. A supportive school culture can promote teacher self-efficacy and enhance their motivation to improve their pedagogical skills (Liou and Daly, 2014).

#### **2.4 Principals' Instructional Leadership and Teacher Knowledge of Assessment and Reporting**

Teachers' understanding of assessment and reporting may be impacted by the instructional leadership of principals (Black and William, 1998). Teachers are more likely to appreciate the significance of assessment and reporting and use these tools effectively in their teaching practices when principals assist and mentor them in developing these skills (Darling-Hammond et al., 2017). The Model for Instructional Leadership states that principals who are informed about assessment and are able to advice and critique teachers on their assessment procedures can greatly increase the effectiveness of their staff (Stiggins, 2001). This can be accomplished by offering continuous assistance and feedback to instructors as well as professional development opportunities for them to advance their knowledge and abilities in evaluation. Additionally, principals can encourage teachers to view assessment as a crucial

component of the teaching and learning process by fostering a culture of assessment and reporting within their institution. This may result in more insightful and efficient assessment methods that support students' learning and development.

According to the Model for Instructional Leadership, those principals who give teachers on-going support can improve their effectiveness at work (Townsend, 2019).

According to the Model for Instructional Leadership, principals who are knowledgeable about assessment and can offer advice and feedback to teachers on their assessment procedures can greatly improve the effectiveness of their staff. This can be achieved through ongoing support, feedback, and professional development opportunities for teachers to enhance their knowledge and abilities in assessment.

In addition, principals can foster a culture of assessment and reporting within their institution by encouraging teachers to view assessment as a crucial component of the teaching and learning process (Dana, 2005). This can lead to more insightful and efficient assessment methods that support students' learning and development. To foster successful teaching and learning, it's important for principals to prioritize teachers' growth in assessment and reporting and to offer ongoing assistance and guidance in this area. Research has shown that instructional leadership that emphasizes assessment and reporting can have a positive impact on student achievement (Leithwood and Jantzi, 2008). Through the provision of the necessary tools and support for the teachers to effectively use assessment and reporting, principals can contribute to improved student outcomes. With their instructors, principals can foster a culture of trust and cooperation that could result in more efficient assessment procedures. Teachers are more likely to be receptive to criticism and eager to adopt novel methods of evaluation if they feel valued and encouraged.

The fairness and inclusivity of evaluation procedures can also be ensured by principals. By providing professional development on topics like culturally responsive assessment and universal design for learning, principals can help teachers by assisting them in developing assessment procedures that are sensitive to their student diverse needs.

## **2.5 Principals' Instructional Leadership and Teacher Self-Efficacy**

Studies have demonstrated that the instructional leadership of principals significantly increases teacher efficacy (DeWitt, 2021). Self-efficacy is a person's confidence on their ability to ignite motivation, intellectual resources, and a series of activities for ensuring control over their lives activities (Wood and Bandura, 2009).

Wood and Bandura (2009) defines Self-efficacy as a person's confidence on their skills which will enable him/her to ignite motivation, intellectual capacity and other series of activities to enable him/her control his/her life. (Guskey, 2007; Lewandoski, 2005; Yilmaz and Cokluk Bokeoglu, 2008) states that teacher efficacy which has been developed in Bandura's concept of self-efficacy consist of teacher's belief in understanding and caring for students who might have difficulty in motivation and learning and this is an indicator of effective teachers. Self-efficacy is therefore crucial for a school to be effective in its programs (Bitto and Butler, 2010).

In order to restructure and establish an effective school, teacher's efficacy beliefs are accepted to be an integral variable that have to be put into consideration (Hoy and Woolfolk, 2014; Pajares and Miller, 2004; Ross, 2014)

Teachers gain confidence in their ability to run their classrooms and offer instruction as leaders support and advise them. According to a 2005 study by Hoy and Spero, principals can boost teachers' self-efficacy by giving them constructive criticism, praising and celebrating their achievements, cultivating a positive school climate, and providing professional development opportunities that are catered to each teacher's specific requirements. Staff members might be inspired and helped in their quest for self-worth by a principal who has high self-efficacy.

Principals who provide instructional leadership that supports and encourages teachers can significantly increase their confidence in their capacity to instruct. The capacity of instructors to run their classrooms and impart knowledge has improved as a result. Hoy and Spero discovered that principals can boost teacher self-efficacy in a number of ways in their 2005 study. By making the classroom a pleasant place to study, providing helpful criticism, creating opportunities for professional development that are suited to each teacher's specific requirements, and recognizing and praising teachers' accomplishments. Self-efficacy can help teachers to take calculated risks. This can help to enhance students' outcomes. Peer consultation can help teachers progress their profession so as to conform to best practices in the education industry.

Additionally, research has shown that the instructional leadership of principals can affect teachers' job satisfaction. A work environment that is supportive of teachers' needs and encouraging of their professional development can be created through fostering a healthy school climate and culture through instructional leadership. As a result, teachers may have more job satisfaction, which may have a good effect on the performance of students (Eyal and Roth, 2011). The retention rates of teachers can also be impacted by instructional leadership. According to Robinson, Lloyd, and

Rowe (2008) study, administrators who demonstrated effective instructional leadership methods had a higher likelihood of keeping high-calibre of teachers. These methods included having high standards for instruction and learning, offering chances for professional growth, and encouraging a spirit of cooperation and support among teachers. The relevance of instructional leadership in fostering favourable results for teachers and students has generally been consistently shown by research. Principals can significantly affect the evolution of teachers' pedagogical skills, their comprehension of assessment and reporting, their self-efficacy, work satisfaction, and retention rates by offering guidance, support, and chances for professional growth.

Teachers' self-efficacy or their confidence in their capacity to teach successfully—can be impacted by the instructional leadership provided by principals. Teachers may feel more secure in their abilities if principals, for instance, offer advice and assistance to them in developing and delivering excellent education. Additionally, by fostering a supportive school climate, principals can make teachers feel more connected and supported, which will also boost their sense of self-efficacy.

## **2.6 Principals' Instructional Leadership and Support on Inclusive Education Practices**

Teachers' support for inclusive educational approaches has been proven to be positively impacted by the instructional leadership of principals (Nind et al., 2023). The term inclusive education techniques refers to instructional methods that are created to accommodate the distinctive needs of all students, including those who have special needs, impairments, or come from various cultural backgrounds (Porter and Smith, 2012). According to research by Bratton (2023), administrators can foster an inclusive culture in the school by displaying transformational leadership behaviours including encouraging cooperation and involving teachers in decisionmaking processes. This may inspire educators to use inclusive methods and make concessions for learners with special needs. A positive school climate where

teachers feel respected and supported in their attempts to teach all students can be developed by principals who support inclusive education techniques. This may result in more motivation and self-efficacy in educators, which in turn may improve student achievement and career development. Ultimately, a school culture that values and supports diversity and inclusion depends on the instructional leadership of principals in promoting inclusive teaching methods. Principals can assist instructors in meeting the various needs of all students and advancing their general achievement by offering resources and support for inclusive educational methods.

According to research by Bratton (2023), principals who display transformational leadership behaviours such as encouraging cooperation and involving teachers in decision-making processes can create a positive school climate that supports inclusive education practices. Teachers are more likely to utilize inclusive teaching strategies and provide modifications for children with special needs when they feel valued and supported in their attempts to teach all students. In order to help instructors fulfil the various needs of all students, principals can also provide resources and support for inclusive educational approaches, such as professional development opportunities. Principals can cultivate a school culture that promotes and supports diversity and inclusion by encouraging inclusive educational methods. Teachers may become more motivated and confident as a result, which will enhance learning outcomes for students and their professional development. The good school climate that principals who embrace inclusive education techniques may foster will help instructors fulfil the various needs of all children. This can then result in better student performance and career development.

## **2.7 Critique of Existing Literature**

While the contributions of instructional leadership to teacher professional development are well-documented, such as in the work of Williams et al. (2005), these studies often emphasize structural and logistical support. However, less attention is given to the emotional and motivational influence that instructional leaders have on teacher self-efficacy, which is a critical aspect of professional growth. This gap in the literature suggests the need for further investigation into how principals' emotional intelligence impacts their effectiveness as instructional leaders. Furthermore, although significant research has been conducted on instructional leadership, much of it is based in Western contexts (Ellis et al., 2007). There is a dearth of studies focusing specifically on public secondary schools in Kenya, particularly in Mombasa County. This study seeks to fill this gap by examining how local principals balance their administrative roles with the demands of instructional leadership

Building on the work of Leithwood and Jantzi (2008), this study examines how the instructional leadership of principals in public secondary schools in Mombasa County influences teacher development, particularly in terms of pedagogical skills, assessment knowledge, and self-efficacy. The local context, characterized by diverse educational challenges, provides a unique setting to explore these dynamics. Given the pivotal role that principals play in shaping educational outcomes, this study is timely and relevant. In an era where school leaders are increasingly tasked with balancing administrative duties and instructional leadership, understanding how they can most effectively support teachers' professional development will have far-reaching implications for both policy and practice in the Kenyan education system.

## **2.8 Research Gaps**

The following are the research gaps from existing literature.

### **2.8.1 Limited focus on Teacher Professional Development (TPD)**

While many studies, such as those by Leithwood and Louis (2012), have explored the correlation between instructional leadership and student performance, few have focused on how instructional leadership affects teacher professional growth. For instance, their study established that instructional leadership is crucial in promoting learning outcomes for students, but there was no discussion on how the principals' leadership practices contribute to teachers' ongoing learning, self-efficacy, and pedagogical improvements. This gap is significant because without understanding how teachers grow professionally through the support of instructional leadership, efforts to improve student outcomes may be incomplete. This study addressed this gap by investigating the impact of principals' leadership on teachers' capacitybuilding efforts, which directly contribute to both teacher quality and student achievement.

### **2.8.2 Geographical Gaps in Existing Research**

Research on instructional leadership has been extensive in regions such as the United States, Pakistan, and South Africa (Bush and Glover, 2014; Orphanos, 2009; Koopasammy, 2012). However, there is a noticeable gap in African settings, specifically in Kenya. Most of the studies conducted in Sub-Saharan Africa have excluded Kenya (Bush and Chirimambowa, 2022), leaving a gap in understanding whether the findings from other countries can be generalized to the Kenyan context. This study addressed this gap by examining the instructional leadership practices of principals in public secondary schools in Mombasa County and how these practices influence TPD in a Kenyan setting.

### **2.8.3 Insufficient Exploration of the Role of Principals in Teacher Professional Development**

Although research has established that principals are responsible for various administrative tasks, such as overseeing curriculum implementation and monitoring teachers' performance (Ministry of Education, 2009), there is limited exploration of how these responsibilities translate into supporting teachers' professional growth.

For instance, studies by Wasike and Simatwa (2017) and Gavana and Khatete (2020) have highlighted the influence of principals' leadership on student performance and teacher job satisfaction, but they do not delve into how principals' instructional leadership practices directly affect teachers' professional development, especially in areas such as self-efficacy, inclusive education, and pedagogical skills.

This study sought to close this gap by specifically assessing how principals' instructional leadership practices impact teacher development in these key areas.

### **2.8.4 Shortcomings in Understanding the Challenges of Implementing**

#### **Instructional Leadership**

Existing literature acknowledges that principals are tasked with instructional leadership roles, but there are challenges that hinder its effective implementation, such as resource constraints and lack of teacher motivation (Musungu and Nasongo, 2008). However, these studies have primarily concentrated on the challenges faced by principals, rather than investigating how these limitations affect teacher professional development and, ultimately, student learning. This study explored the extent to which these challenges impact teachers' ability to take up professional development

opportunities, contributing to a more comprehensive understanding of the barriers to effective instructional leadership.

### 2.8.5 Lack of integration of TPD with the Sustainable Development Goals (SDGs)

The Sustainable Development Goal (SDG) 4 advocates for inclusive and quality education for all. However, existing studies have not sufficiently explored how instructional leadership can contribute to the realization of this goal, particularly through the enhancement of teachers' capacity to provide inclusive education (Vladimirova and Le Blanc, 2016). While instructional leadership has been recognized for improving student outcomes, there is a lack of research on how it supports teachers in embracing inclusive education practices. This study will fill this gap by examining whether instructional leadership practices in Mombasa County are aligned with the objectives of SDG 4 and whether they are contributing to the promotion of inclusive education through professional development.

## 2.9 Summary of the Gaps

The table below shows a summary of the gaps this study intended to fill.

**Table 2.1: Summary of the Gaps**

<b>Research Gap</b>	<b>Explanation of the Gap</b>	<b>How this study fills this gap</b>
<b>Limited focus on teacher professional development</b>	Many studies (e.g., Leithwood & Louis, 2012) focus on how instructional leadership improves student outcomes but do not explore how it supports teachers' ongoing professional growth.	This study examines how principals' instructional leadership directly impacts teachers' professional development, specifically in enhancing their self-efficacy, pedagogical skills, and ongoing learning.

<b>Geographical gaps in existing research</b>	Extensive research has been done in regions like the U.S., Pakistan, and South Africa, but there is limited research on instructional leadership in Kenya.	This study investigates instructional leadership practices in public secondary schools in Mombasa County, providing insights specific to the Kenyan context.
<b>Insufficient exploration of the role of principals in teacher professional development</b>	While principals' administrative tasks are well-documented, there is limited research on how their leadership impacts teacher growth in areas like self-efficacy and inclusive education.	This study assesses how principals' instructional leadership supports teachers' professional development in key areas like self-efficacy, inclusive education, and pedagogical skills.
<b>Shortcomings in understanding the challenges of implementing instructional leadership</b>	Most studies focus on the challenges principals face but overlook how these challenges impact teacher professional development and student learning.	This study explores how the challenges principals face (e.g., resource constraints) affect teachers' professional development opportunities and effectiveness.
<b>Lack of integration of TPD with the Sustainable Development Goals (SDGs)</b>	Studies have not sufficiently explored how instructional leadership supports SDG 4 (inclusive and quality education for all) by promoting teachers' capacity for inclusive education.	This study examines the alignment of instructional leadership practices in Mombasa County with SDG 4, focusing on how these practices promote inclusive education through professional development.

## 2.10 Summary

This chapter looked at the literature reviewed and well known themes from the objectives. The chapter looked at literature on the concept of instructional leadership, Principals' Instructional Leadership and its impact on teacher pedagogical skills, teacher Knowledge of assessment and reporting, teacher self-efficacy and teacher support on inclusive education practices. According to the Model for Instructional

Leadership, there are four key dimensions of instructional leadership: setting directions, developing people, redesigning the organization, and managing the instructional program. In each of these dimensions, principals can have a significant impact on the development of teacher pedagogical skills. Furthermore principals who are knowledgeable about assessment can provide teachers with guidance and feedback on their assessment practices. This can significantly improve teacher effectiveness in this area. This can be achieved through professional development opportunities for teachers to develop their knowledge and skills in assessment, as well as providing ongoing support and feedback. Principals can also enhance teacher self-efficacy by providing constructive feedback, recognizing and celebrating teacher accomplishments, creating a positive school culture, and offering professional development opportunities that are tailored to teachers' individual needs. Principals who exhibit transformational leadership behaviours, such as promoting collaboration and involving teachers in decision-making processes, can create a culture of inclusion in the school. This can encourage teachers to adopt inclusive practices and to provide accommodations for students with special needs, the gaps were also highlighted. The existing body of literature highlights the importance of instructional leadership in shaping student outcomes and improving school performance. However, significant gaps remain in understanding its direct impact on teacher professional development, particularly in the Kenyan context. By focusing on how principals' instructional leadership practices influence teachers' pedagogical skills, self-efficacy, and professional growth, this study contributes to filling these gaps and provide insights that can inform policies aimed at improving both teacher and student outcomes.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the following topics: design of the inquiry, study variables, research methodology, data collection methods, locale of the study, study target population, sampling strategy, sample size of the study, instruments to be used during data collection, pilot of the study, data collection methods, analysis of the data collected, logistical considerations, and issues related to ethics.

## **3.2 Research Design**

The study employed a mixed-method research design, specifically utilizing a convergent parallel design. This design allows for the simultaneous collection and analysis of both qualitative and quantitative data to provide a more comprehensive understanding of the research problem (Creswell and Clark, 2011). In this study, quantitative data was collected through structured questionnaires administered to teachers, capturing measurable aspects of their perceptions regarding principals' instructional leadership and its impact on their professional development. Concurrently, qualitative data was gathered through semi-structured interviews with principals, focusing on their insights and experiences related to teacher professional development opportunities and instructional leadership practices. By integrating both types of data, the study aims to triangulate the findings, enhancing the validity and reliability of the results and providing a richer, more nuanced understanding of how principals' instructional leadership influences teacher professional development in Mombasa County's public secondary schools.

### **3.2.1 Variables**

In this study, Principals' Instructional Leadership is the independent variable. The term "Principals' Instructional Leadership" refers to the behaviours and activities of the principal that support teacher professional development, enhance teaching quality, and improve student learning outcomes (Nelson and Sassi, 2005). Teacher pedagogical skills, Teacher assessment and reporting knowledge, Teacher self-efficacy, and Teacher support for inclusive education methods were the study's dependent variables.

### **3.2.3 Location of the Research Study**

This study was conducted in Mombasa County, Kenya. The choice of Mombasa was strategic due to the county's unique challenges and gaps in the implementation of Teacher Professional Development (TPD) programs, as highlighted in a 2022 report by the Teachers Service Commission (TSC) County office. The report underscores that public secondary schools in Mombasa County are struggling with TPD

initiatives that are short, sporadic, and disconnected from classroom practices. These programs are often described as "one-size-fits-all" and lack a personalized approach to address the individual needs of teachers. Furthermore, the report attributes many of these shortcomings to inadequate instructional leadership from school principals.

Mombasa's TPD challenges are more pronounced compared to other counties in Kenya, such as Nairobi, Kiambu, and Nakuru, where more structured and consistent TPD programs have been implemented. According to data from the Ministry of Education (2021), these counties have shown better outcomes in teacher professional growth and classroom performance, as they have adopted more sustainable TPD initiatives. However, in Mombasa, persistent issues like limited resources, sporadic training sessions, and the lack of a comprehensive vision for teaching and learning make it a critical area of focus. By selecting Mombasa, this study aims to investigate how principals' instructional leadership can improve teacher professional development in a county facing significant challenges. Additionally, the abundance of public secondary schools in Mombasa County allows for a diverse and sufficiently large sample size, ensuring that the findings can offer a comprehensive understanding of the relationship between instructional leadership and teacher development in such contexts.

### 3.3 Target Population

#### 3.3.1 Schools

All of Kenya's Mombasa County's public secondary schools were the study's target population. All of these schools' administrators and teachers were the target population. The study concentrated on teachers who have at least one year of experience in these schools and are familiar with the instructional leadership techniques used by the principals. According to data from the Teachers Service

Commission office, there are 53 public secondary schools in the county of Mombasa.

#### 3.3.2 Respondents

According to data from the Teachers Service Commission office, the 53 public secondary schools' in the county of Mombasa currently employ 1103 public secondary school teachers, including principals. These were the target population. Table 3.1 shows the target population of the study which was based on the TSC numbers.

**Table 3.1: Target Population of the Study**

<b>Respondents</b>	<b>Target Population</b>
Principals	53
Teachers(TSC)	1,050
<b>Total</b>	<b>1103</b>

*Note.* From TSC Offices in Mombasa county

### 3.4 Sampling Techniques and Sample Size

#### 3.4.1 Sampling Techniques

This study employed a non-probability sampling method, specifically purposive sampling, to select the respondents. Purposive sampling was chosen because it

allowed the researcher to deliberately target individuals who possess the most relevant knowledge and experience regarding the instructional leadership practices of principals and teacher professional development. The principals and teachers who participated were selected based on their roles and involvement in public secondary schools in Mombasa County, making them well-suited to provide insightful data for this research.

Purposive sampling was justified because it enabled the researcher to focus on respondents who were directly affected by the instructional leadership in their schools, ensuring that the study gathered meaningful and in-depth information about the relationship between principals' leadership and teacher development. This approach was necessary given the study's aim of exploring specific leadership practices that might not have been as observable with random sampling.

In addition, this method was more efficient in terms of time and resources, as it allowed for the selection of key informants without the need for extensive randomization processes, which may not have been practical given the study's focus on a specialized subject area. The purposeful selection of participants helped ensure that the data collected was both relevant and comprehensive in addressing the research objectives.

### **3.4.2 Sampling of Schools**

The method of sampling for schools was non-random criteria sampling. The researcher first visited the education office in Mombasa to find out through the county education office on the number of public schools present in Mombasa. This helped to identify the schools that participated in the study. The schools accessibility was

identified on the basis of Boys only schools, Mixed and girls only. Once the schools were identified, the researcher consulted the principals and teachers in the same schools to help in identifying the teachers who participated in the study as respondents and the days that they were available. Thirty percent of the total public schools were picked. This was 16 public secondary schools.

### 3.4.3 Respondents

a. The principals of these schools were the first sample of the respondents which were equal to 16. The method of sampling was non-random criteria of convenience.

b. For the teachers, Taro Yamane formulae was deployed to establish the sample size of the respondents since the target population was high (1050). The Yamane formula is straightforward and easy to apply, making it suitable for researchers who may not have advanced statistical training. It provides a quick way to calculate sample size without complex calculations.

Taro Yamane formulae:

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

where:

n is the sample size required N is the population under study e is the margin of error which in this case it will

$$\begin{aligned} \text{be } 0.05 \quad n &= \frac{1050}{(1+1050(0.05)^2)} \\ &= 289 \end{aligned}$$

The sample size of the teachers was therefore 289 teachers. This was selected from the 16 schools picked above. The samples was picked from Boys only schools, Girls only schools and Mixed school. This brought the total sample size to 305 respondents. Table 3.2 shows the breakdown of the samples.

**Table 3.2: Sample of the Study**

<b>Respondent</b>	<b>Target Population</b>	<b>N</b>	<b>%</b>
Principals	53	16	30
Teachers	1050	289	27
<b>TOTAL</b>	<b>1103</b>	<b>305</b>	<b>57</b>

### **3.5 Research Instruments**

The study relied on questionnaires and oral interviews with the teachers and principals respectively. Rose et al. (2019) described a questionnaire as a prescribed set of questions intended to collect respondents' information aimed at achieving purposes of the research. The questionnaires for the teachers had both structured closed and open-ended questions. There was one interview session for each of the principals of the 16 public secondary schools for the study.

#### **3.5.1 Interview Sessions with Principals**

Interviews allow for deeper exploration of participants' thoughts, feelings, and experiences related to principals' instructional leadership and its impact on their professional development. This qualitative data can complement the quantitative findings from questionnaires, providing a more comprehensive understanding of the subject matter.

The interview sessions with the principals focused on key topics relevant to the research. The interview was structured into different sections to guide the discussion:

**Professional Development Opportunities:** This section explored the professional development programs offered to teachers by the school. Open-ended questions were asked to allow the principals to elaborate on how they create opportunities for teacher development.

**Feedback Mechanisms:** Principals were asked about the systems they use to provide feedback to teachers on their teaching practices. This section also allowed principals to explain how they ensure that feedback is constructive and aligned with the teachers' professional growth.

**Mentoring and Teacher Support:** The principals were prompted to discuss the mentoring systems in place at their schools. Open-ended questions were designed to encourage them to reflect on their role in supporting teachers' self-efficacy and overall professional development.

**Challenges and Barriers:** This section sought to identify the challenges principals face in implementing instructional leadership and fostering teacher professional development. The principals were invited to share their experiences with limited resources, teacher motivation, and other obstacles.

The interview was semi-structured, beginning with open-ended questions to allow principals to express their views freely, followed by more specific probing questions to gain deeper insights. The sessions were audio-recorded to ensure clarity and accuracy.

### **3.5.2 Questionnaire for Teachers**

Questionnaires are effective for collecting quantitative data, allowing for statistical analysis of responses. This is particularly suitable for assessing the relationship between principals' instructional leadership practices and teachers' professional development, as it enables the researcher to gather measurable data that can be analyzed statistically.

The teacher questionnaire was divided into several sections, each focusing on different aspects of instructional leadership and teacher professional development.

The structure was as follows:

#### **Section A: Demographic Information**

This section gathered basic demographic information about the respondents, including their teaching experience, subjects taught, and years of service at the school.

#### **Section B: Professional Development Opportunities**

**Closed-ended questions** used a Likert scale to assess the availability, frequency, and usefulness of professional development programs offered at the school.

**Open-ended questions** allowed teachers to provide detailed feedback on their experiences with professional development and suggest areas for improvement.

#### **Section C: Feedback on Teaching Practices**

**Closed-ended questions** evaluated the quality and frequency of feedback teachers received from the principal on their teaching practices.

**Open-ended questions** invited teachers to share specific examples of feedback they received and to recommend improvements for the feedback process.

#### **Section D: Mentoring and Support**

**Closed-ended questions** assessed the availability and effectiveness of mentoring and other support mechanisms provided by the principal.

**Open-ended questions** allowed teachers to provide detailed examples of the mentoring support they had received and suggest ways it could be enhanced.

#### **Section E: Instructional Leadership Perception**

**Closed-ended questions** measured teachers' overall perceptions of their principal's instructional leadership style and effectiveness.

**Open-ended questions** gave teachers the opportunity to provide specific examples of how the principal's leadership had impacted their professional growth and teaching practices.

Each section of the questionnaire was designed to gather both quantitative and qualitative data, providing a comprehensive understanding of the impact of principals' instructional leadership on teacher development.

### **3.6 Piloting of the Study Instruments**

#### **3.6.1 Pilot Study**

For this, the researcher used pre-testing and expert opinion methods. The researcher distributed the questionnaires to 9 randomly selected teachers and principals of the schools that did not participate in the actual study within the Mombasa County. Additionally, the university's research supervisor, research experts, and other students'

perspectives were sought for their opinions on the questions for the study. In particular, the researcher made the required adjustments and took into account the advice of specialists. Some of the procedures promoted as useful methods for evaluating the validity of research instruments include expert opinions and pretesting (Kumar, 2019).

The pilot study facilitated the necessary adjustments to the data collection instruments based on the feedback received. Specifically, the researcher made revisions to the questionnaires to enhance their validity and reliability. The adjustments included refining ambiguous questions, ensuring that each item aligned with the study's objectives, and improving the overall flow and structure of the questionnaire.

### **3.6.2 Reliability of the Instruments**

The degree to which a measure is reliable (i.e., error-free) determines how consistently it measures over time and across different instruments' items (Colton and Covert, 2007). This is what is defined as reliability. Therefore, it serves as a sign of the instrument's consistency and reliability in measuring the idea and aids in determining the usefulness of a measure. Before the analysis of the received data, a reliability test based on Cronbach's alpha was conducted on the teachers' questionnaire data. The Cronbach's alpha coefficient ranges from 0 to 1. Higher values indicate higher values of internal consistency and reliability. The Cronbach alpha was found to be 0.8. This is a good reliability (Kamis and Lynch, 2020).

### **3.6.3 Validity of the Instruments**

The researcher assessed the content validity of the data analysis by examining information regarding the instrument's objectives, content areas, and question

difficulty. Face validity, on the other hand, is a subjective evaluation of whether the measurement procedure seems to accurately measure a specific variable. The research instruments' face and content validity were guaranteed through expert opinion from knowledgeable members of the faculty and supervisors in the field of education leadership and management. According to Anikweze (2009), expert judgment can help determine validity by precisely defining the domain of the specific contents that the test is assumed to represent and then determining how well that content universe is sampled by the test item. Expert judgment can also help determine validity by taking into account the test or instrument's suitability for the objectives it is expected to measure.

#### **3.6.4 Data Collection Methods**

The responded teachers and principals were given self-administered questionnaires to collect the data. The researcher also conducted an interview with the principals. The teachers' opinions of the principals' instructional leadership and its impact on their professional growth were evaluated using the questionnaire. The questionnaire contained items that measured the dependent variables, including teacher pedagogical skills, teacher knowledge of assessment and reporting, teacher selfefficacy, and teacher support on inclusive education practices. Data collected from the questionnaires were analysed using statistical methods called regression analysis, while qualitative data collected from document analysis was analysed using content analysis.

#### **3.7 Data Collection Procedures**

The following are the procedures that were used when collecting data:

**a) Letter of approval from graduate school Kenyatta University**

An approval was sought by the researcher from the graduate school at Kenyatta University in order to conduct the study. This was one of the first step required before conducting a research study.

**b) Permit from NACOSTI**

To ensure compliance with the ethical standards and guidelines related to research in Kenya, a permit from NACOSTI was sought by the researcher before conducting the actual research study. NACOSTI is a government agency responsible for regulating all research activities in Kenya.

**c) Approval from County Director of Education**

The researcher gathered information from public secondary schools located in Mombasa County, Kenya. As a result, a request of authorization from the County Director of Education to gain entry to the schools and ensure that the research adheres to the county's educational laws and policies was sought and issued.

**Phase 1: Quantitative Data Collection**

Data was collected in two phases. The first phase involved quantitative data collection while the second phase involved qualitative data collection. In the quantitative data phase, the researcher gave out questionnaires to teachers in the chosen public secondary schools in Mombasa County. The questionnaire contained both open-ended and closed-ended questions to allow teachers to provide comprehensive feedback on how they perceive the influence of principals' instructional leadership on their professional development. Completing the questionnaire took approximately 2 weeks.

Drop and pick later method was used to administer the questionnaire to the teachers. This is where the research instruments were delivered to the study participants in person and then picked after some time (Ros and Guillaume, 2019). The respondents were given 2 weeks to answer the questionnaire before the researcher picked them back for analysis.

### **Phase 2: Qualitative Data Collection**

Qualitative Data Collection was in the second phase. This involved interviews with principals in the schools selected. Interviews explored principals' leadership practices related to teacher development, teachers' experiences with these practices, and perceived impact on their own professional growth. Qualitative data from interviews was analysed thematically using coding techniques to identify key themes and patterns related to principals' leadership and teacher development.

### **3.8 Data Analysis**

Table 3.3 outlines the data analysis plan for the study detailing the data collection instruments, nature of data used, statistical techniques that were employed and modes of presentation.

**Table 3.3: Data Analysis Plan**

<b>Data Collection Instruments</b>	<b>Nature of Data</b>	<b>Statistics Technique</b>	<b>Study Phases and Data Type</b>	<b>Mode of Presentation</b>
Questionnaires	Quantitative (closed-ended items)	Frequencies, percentages,	Phase 1— quantitative	Tables

	Qualitative (open-ended items)	Thematic analysis according to the objectives		Word Verbatim
Interview schedules	Qualitative	Thematic analysis according to the objectives	Phase 2— Qualitative	Narration  Word Verbatim

*Note.* From researchers field study instruments **Table 3.4: Qualitative and**

**Quantitative Data Analysis for each Objective**

Objective	Quantitative Data	Qualitative Data
<b>Objective 1:</b> To investigate the relationship between principals' instructional leadership and teacher pedagogical skills in public secondary schools in Mombasa County.	Likert-scale questions from teacher questionnaires focusing on the impact of principals' leadership on teachers' pedagogical skills. <b>Analysis Method:</b> frequencies and percentages and regression analysis to explore the relationship between leadership and pedagogical skills. <b>Presentation:</b> Tables summarizing key trends in data.	Open-ended responses from teachers and interviews with principals on how leadership impacts pedagogical skills. <b>Analysis Method:</b> Thematic analysis to identify recurring themes related to leadership and pedagogy. <b>Presentation:</b> Narrative descriptions with direct quotes (word verbatim) from respondents.

<p><b>Objective 2:</b> To determine the relationship between principals' instructional leadership and teacher knowledge of assessment and reporting in public secondary schools in Mombasa County.</p>	<p>Closed-ended questions on teacher assessment and reporting knowledge.</p> <p><b>Analysis Method:</b> frequencies and percentages and regression analysis to investigate leadership's influence on assessment practices.</p>	<p>Open-ended responses and interviews on how principals guided teachers in assessment and reporting.</p> <p><b>Analysis Method:</b> Thematic analysis to identify themes related to leadership and assessment.</p>
<p><b>Objective 3:</b> To assess the relationship between principals' instructional leadership and teacher self-efficacy in public secondary schools in Mombasa County.</p>	<p><b>Presentation:</b> Tables and charts showing trends in teacher knowledge of assessment and reporting.</p> <p>Likert-scale questions on teacher self-efficacy and confidence influenced by principals' leadership.</p> <p><b>Analysis Method:</b> frequencies and percentages and regression analysis to assess the impact of leadership on teacher self-efficacy.</p>	<p><b>Presentation:</b> Narrative descriptions with direct quotes.</p> <p>Open-ended responses and interviews on how leadership impacted teachers' self-confidence.</p> <p><b>Analysis Method:</b> Thematic analysis to uncover patterns relating to self-efficacy.</p>
	<p><b>Presentation:</b> Tables and charts showing the correlation between leadership and self-efficacy.</p>	<p><b>Presentation:</b> Narratives with direct quotes illustrating the link between leadership and self-efficacy.</p>

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<p><b>Objective 4:</b> To identify the relationship between principals' instructional leadership and teacher support for inclusive education practices in public secondary schools in Mombasa County.</p>	<p>Closed-ended questions on support for inclusive education.</p>	<p>Open-ended responses and interviews on how leadership facilitated inclusive education practices.</p>
	<p><b>Analysis Method:</b> frequencies and percentages and regression analysis to determine the relationship between leadership and support for inclusive education.</p>	<p><b>Analysis Method:</b> Thematic analysis to categorize themes related to leadership and inclusion.</p>
	<p><b>Presentation:</b> Tables and pie charts summarizing data on leadership and inclusive education.</p>	<p><b>Presentation:</b> Narrative descriptions with direct quotes from respondents.</p>

### 3.9 Logistical and Ethical Considerations

A university letter of approval and the letter of authorisation from NACOSTI served to assure the respondents that the study sought to fulfil purely academic purposes. The participants first received a clear explanation of the study's objectives before their

consent was requested to participate. The study was confidential as no names were required to be given from the respondents. They therefore agreed to participate afterwards.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This chapter presents both quantitative and qualitative data in an integrated manner, allowing the quantitative results to be explained and elaborated upon through qualitative insights. First, the chapter will present quantitative data obtained through structured questions from the respondents. This data will provide a broad, numerical analysis of the principals' instructional leadership practices and their relationship with teacher professional development across the study objectives. The quantitative results will give an overview of the trends and patterns observed in the responses regarding principals' leadership and its influence on teachers.

Second, qualitative data from the interviews with principals will be used to explain and deepen the understanding of the quantitative findings. By providing contextual insights and examples from the interviewees, the qualitative data will help to clarify why certain trends were observed in the quantitative analysis. For instance, qualitative data will shed light on the personal experiences and perceptions of principals about how their leadership style directly impacts teachers' skills, knowledge, and confidence. Finally, the chapter will integrate both types of data, using the qualitative findings to explain the nuances and real-world experiences that might account for the statistical trends identified in the quantitative analysis.

This integrated approach ensures a comprehensive understanding of how principals' instructional leadership relates with teacher professional development, as informed by both measurable data and contextual experiences. The findings are discussed under the following thematic areas: The relationship between principals' instructional leadership and teacher pedagogical skills. The relationship between principals' instructional leadership and teacher knowledge of assessment and reporting. The relationship between principals' instructional leadership and teacher self-efficacy.

The relationship between principals' instructional leadership and teacher support for inclusive education practices. In this manner, the quantitative data will provide an initial understanding of the study's outcomes, while the qualitative data will offer indepth explanations and insights that enrich the analysis, resulting in a more comprehensive discussion of the research findings.

## 4.2 Return Rate

The researcher began by looking at the return rate of the study by the respondents.

Table 4.1 presents the return rates for both principals and teachers

**Table 4.1: Return Rates**

<b>Respondent</b>	<b>Target Sample Size</b>	<b>n</b>	<b>% Return rate</b>
Principals	16	14	88%
Teachers	209	197	70%
Heads of Departments	80	42	53%
<b>Total</b>	<b>305</b>	<b>216</b>	

In this study, Table 4.1 shows the sample size for principals which was 16, and 14 of them were interviewed, resulting in a return rate of 88%. For teachers, the sample size was 209, and 197 questionnaires were returned, resulting in a return rate of

70%. The target sample size for the Heads of departments were 80 respondents but 42 returned. This was a return rate of 53%. The total sample size was 305, and a total of 216 respondents participated in the study. This was 71% of the respondents.

A return rate of 60-70% is considered acceptable (Wu andThompson, 2020).

### 4.3 Demographic Information

#### 4.3.1 Gender of the Respondents

To understand the composition of the study participants, the researcher examined their gender distribution. Table 4.2 shows percentage illustration of the responses according to their gender.

**Table 4.2: Gender of the Respondents**

<b>Gender</b>	<b>Principals</b>	<b>Teachers</b>	<b>HOD</b>	<b>n</b>	<b>%</b>
Male	9	82	1	92	43%
Female	5	78	41	124	57%
<b>Total</b>	<b>14</b>	<b>160</b>	<b>42</b>	<b>216</b>	

As seen in Table 4.2, the total sample size was 216, with 92 male respondents constituting 43% and 124 female respondents which represented 57% of the respondents. This implied that the majority (57%) of the respondents were female.s

#### 4.3.2 Age of the Respondents

Recognizing the potential influence of age on attitudes, experiences, and behaviours,

Table 4.3 presents the breakdown of the participants by age group.

**Table 4.3: Age of the Teachers and Principals**

<b>Age Bracket</b>	<b>Principals</b>	<b>Teachers</b>	<b>HOD</b>	<b>n</b>	<b>%</b>
Below 20 years					
21-30 years		34		34	16%
31-40 years		36	9	45	21%
41-50 years	1	30	15	46	21%
Above 50 years	13	60	18	91	42%
<b>Total</b>	<b>14</b>	<b>160</b>	<b>42</b>	<b>216</b>	

The results in Table 4.3 indicates that the entire sample size was 216, with no respondent under the age of 20. The vast majority (42%) of respondents were above the age of 50 years. The second-largest (21%) group of respondents, ranged between ages 31 to 40 and 41 to 50 years respectively. The youngest (16%) respondents were between the ages of 21 and 30 years.

### 4.3.3 Academic Qualifications of the Respondents

The study also sought to establish the qualification of the respondents as shown in Table 4.4

**Table 4.4: Academic Qualifications of the Respondents**

<b>Academic Qualification</b>	<b>Principals</b>	<b>Teachers</b>	<b>HOD</b>	<b>n</b>	<b>%</b>
Diploma					
Degree	5	115	42	162	69%
Post graduate	9	45		54	25%
<b>Total</b>	<b>14</b>	<b>160</b>	<b>42</b>	<b>216</b>	

As observed from the Table 4.4, the percentages of respondents with a degree, and postgraduate degree were 69%, and 25% respectively. There was no respondent with a diploma certificate.

#### 4.3.4 Teaching Experience of the Respondents in the Same School

Table 4.5 indicates the number of years the respondents have taught in their current stations.

**Table 4.5: Teaching Experience in the Same School**

<b>Year</b>	<b>Principals</b>	<b>Teachers</b>	<b>HOD</b>	<b>n</b>	<b>%</b>
Less than 1 year		17		17	8%
1-5 years		42	14	56	26%
6-10 years	11	83	27	121	56%
Over 10 years	3	18	1	22	10%
<b>Total</b>	<b>14</b>	<b>160</b>	<b>42</b>	<b>216</b>	

From the table 4.5, it is seen that the majority (56%) of the respondents had worked for 6-10 years in the same school. Only 8% of the respondents had worked for less than 1 year in the same school, while 10% had worked for over 10 years.

#### 4.3.5 Respondents Overall Teaching Experience

Table 4.6 illustrates the number of years the respondents have been in practice.

**Table 4.6: Work Experience in the Teaching Profession**

<b>Years</b>	<b>Principals</b>	<b>Teachers</b>	<b>HOD</b>	<b>n</b>	<b>%</b>
1-5		10		10	5%
6-10		23		23	11%
11-15	2	38	3	43	20%
16-20	5	68	25	98	45%
21-25	6	7	3	16	7%

			11	26			
<b>Total</b>	<b>14</b>	<b>160</b>	<b>42</b>	<b>216</b>	26 +	1	14
	12%						

From the Table 4.6, the majority (45%) of the respondents had a 16-20 years' work experience. Only 5% of the respondents had worked for less than 5 years, while 12% had worked for over 25 years.

#### 4.3.6 Subjects Taught by the Respondents

Table 4.7 shows the subject specialisation of the respondents.

**Table 4.7: Subject Area of Specialization**

<b>Subjects taught</b>	<b>n</b>	<b>%</b>
English	16	7
Kiswahili	16	7
Mathematics	16	7
Social studies	16	7
Physics	26	13
Biology	32	16
Chemistry	26	13
History	16	7
Geography	16	7
CRE	16	7
IRE	4	2
Art and Design	16	7
<b>Total</b>	<b>216</b>	

As observed from the Table 4.7 majority (16%) of the respondents specialized in Biology. The second-largest (13%) group of respondents specialized in Physics and Chemistry. Only 2% of the respondents specialized in IRE, while the remaining subject areas had 7% of the respondents each.

#### **4.4 Quantitative and Qualitative Results of the Study**

Self-administered questionnaires were given to the teachers through drop and pick latter method in order to establish the quantitative findings. For this study, a 5-point Likert scale was employed to measure the respondents' perceptions of principals' instructional leadership practices. The scale ranges from Strongly Disagree to

Strongly Agree, with the following numerical values assigned to each response:

Strongly Disagree = 1

Disagree = 2

Usually (Neutral) = 3

Agree = 4

Strongly Agree = 5

These numerical values allow the transformation of qualitative data (opinions) into quantitative data, facilitating statistical analysis. This type of analysis helps in summarizing the overall trend in respondents' views, identifying the central tendencies, and comparing the responses across different questions or variables. For the qualitative results, interview sessions were held with the principals to establish their views concerning the thematic areas.

##### **4.4.1 Principals' Instructional Leadership and its Relationship with Teacher**

###### **Pedagogical Skills**

The first objective was to establish whether the instructional leadership practices offered by the principals had a relationship with the teacher's pedagogical skills. The respondents were teachers and Principals of the schools under study. For teachers, the researcher used questionnaires containing Likert scale items. Participants responded

on a Likert scale of one to five ranging from Strongly Disagree to Strongly Agree. School teachers were asked to respond to questions in this section about the Principals' instructional leadership on teacher pedagogical skills. They were asked on the level of agreements on the statements given in the questionnaires where 5 was strongly agree, 4 was agree, 3 was usually while 2 was disagree and finally 1 was strongly disagree. Table 4.8 shows the findings.

**Table 4.8: Teachers Response on Principals’ Instructional Leadership on Teacher Pedagogical Skills**

My Principal,	Strongly Disagree		Disagree		Usually		Agree		Strongly Agree		Total
	n	%	n	%	n	%	n	%	n	%	
Enhances student’s innovative and critical thinking by acquiring and allocating teaching learning resources.	2	1%	2	1%	62	21%	98	34%	125	43%	289
Collaborates with the teachers in discussing their strategies aimed at addressing students learning abilities as well as teacher’s classroom management system.	9	3%	3	1%	42	15%	97	34%	138	48%	289
Conducts an assessment of the teaching and learning and records the strengths and weaknesses observed in the classroom.	12	4%	30	10%	76	26%	77	27%	94	33%	289
Collects data that aims at addressing the lesson objectives while recording variations of teaching methodologies used by the teachers at the beginning and conclusion of the lesson.	15	5%	24	8%	40	14%	102	35%	108	37%	289
Discusses and advises the teacher on how to enhance their instructions	1	0%	37	13%	81	28%	76	26%	94	33%	289

Results from Table 4.8 shows that a small percentage of teachers (1%, n=2) both strongly disagreed with the statement that their principal enhances students' innovative and critical thinking by acquiring and allocating teaching-learning resources. However, a substantial portion of respondents (21%, n=62) usually agreed, and an increasing percentage agreed (34%, n=98), with the majority strongly agreeing (43%, n=125).

A small percentage (3%, n=9) strongly disagreed, and a negligible percentage (1%, n=3) disagreed with the statement indicating collaboration between principals and teachers in discussing strategies for addressing students' learning abilities and classroom management. Significantly, a considerable proportion of respondents (15%, n=42) usually agreed, with a notable increase in agreement (34%, n=97) and a majority strongly agreeing (48%, n=138).

A modest percentage (4%, n=12) strongly disagreed, and a higher percentage (10%, n=30) disagreed with the statement about principals conducting assessments of teaching and learning, recording strengths and weaknesses in the classroom. Noteworthy, a significant number of respondents (26%, n=76) usually agreed, with a comparable percentage agreeing (27%, n=77) and a substantial majority strongly agreeing (33%, n=94).

A small percentage (5%, n=15) strongly disagreed, and a slightly higher percentage (8%, n=24) disagreed with the statement about principals collecting data to address lesson objectives and recording variations in teaching methodologies. However, a substantial number of respondents (14%, n=40) usually agreed, with an increasing percentage agreeing (35%, n=102) and a significant majority strongly agreeing

(37%, n=108).

An almost negligible percentage (0%, n=1) strongly disagreed, and a relatively higher percentage (13%, n=37) disagreed with the statement about principals discussing and advising teachers on how to enhance their instructions. Notably, a significant portion of respondents (28%, n=81) usually agreed, with a comparable percentage agreeing (26%, n=76) and a substantial majority strongly agreeing (33%, n=94).

The above findings were confirmed by the qualitative results where interviews were held with the principals to establish their views concerning the thematic area.

During the interviews session with principals, one of the objectives was to look at the relationship between principals' instructional leadership and teacher pedagogical skills. Principals were asked questions during the interview sessions relating to the study objective and the response gotten from most of them had the following theme:

*“I provide teachers with opportunities to learn new teaching strategies by offering professional development workshops, sending teachers to conferences, and encouraging them to observe other teachers in action. I also do provide to develop and implement effective assessment and reporting practices. Furthermore, I do provide teachers with positive support and encouragement to succeed. I also do provide teachers with training on new assessment methods.”*

These findings collectively suggest an overall positive perception among principals regarding the impact of principals' instructional leadership on various aspects of teacher pedagogical skills, including collaboration, assessment, data collection, and instructional advice.

#### **4.4.2 Principals' Instructional Leadership and its Relationship with Teacher Knowledge of Assessment and Reporting**

The second objective was to determine if principals' instructional leadership had a relationship with teacher Knowledge of assessment and reporting. The respondents were teachers and Principals of the schools under study. For teachers, the researcher used questionnaires containing Likert scale items. School teachers were asked to respond to questions in this section about the Principals' instructional leadership on teacher Knowledge of assessment and reporting. They were asked on the level of agreements on the statements given in the questionnaires where 5 was strongly agree, 4 was agree. 3 was usually while 2 was disagree and finally 1 was strongly disagree (1). Table 4.9 shows the results.

**Table 4.9: Teachers Response on Principals’ Instructional Leadership on Teacher Knowledge of Assessment and Reporting**

My principal	Disagree		Agree		Usually		Strongly Agree		Strongly		Total
	n	%	n	%	N	%	n	%	n	%	
Leadership style has influenced my understanding and use of assessment and reporting practices	9	3%	12	4%	112	39%	94	33%	62	21%	289
Is aware of the assessment tools and strategies teachers deploy to determine the lesson objectives.	8	3%	15	5%	109	38%	86	30%	71	25%	289
Is informed about the instructional methodologies teachers use during their lesson execution and engages in classroom observations focused on assessment practices	15	5%	5	2%	84	29%	107	37%	78	27%	289
Encourages collaboration among teachers to share best practices in assessment	12	4%	8	3%	79	27%	106	37%	84	29%	289
Cultivated a climate of professional growth and learning related to assessment and reporting	4	1%	3	1%	83	29%	90	31%	109	38%	289

Table 4.9 shows that in evaluating the relationship between principal's instructional leadership style and the teachers understanding and utilization of assessment and reporting practices, the responses from teachers in the study revealed distinct trends. A noteworthy percentage of teachers (3%, n=9) expressed a strong disagreement, and a slightly higher percentage (4%, n=12) disagreed with the statement. However, a significant proportion (39%, n=112) usually agreed, indicating a positive influence on their understanding and use of assessment and reporting practices, and this sentiment continued to grow with 33% (n=94) agreeing and 21% (n=62) strongly agreeing.

Regarding the principal's awareness of assessment tools and strategies used by teachers to determine lesson objectives, a minimal percentage (3%, n=8) strongly disagreed, and a slightly higher percentage (5%, n=15) disagreed. However, a substantial number of respondents (38%, n=109) usually agreed, with 30% (n=86) agreeing and 25% (n=71) strongly agreeing.

In terms of the principal being informed about the instructional methodologies employed by teachers during lesson execution and engaging in classroom observations focused on assessment practices, a modest percentage (5%, n=15) expressed strong disagreement, while a minimal percentage (2%, n=5) disagreed. Significantly, a notable proportion (29%, n=84) usually agreed, and this agreement increased to 37% (n=107) and 27% (n=78) strongly agreeing.

Regarding encouragement of collaboration among teachers to share best practices in assessment, a small percentage (4%, n=12) strongly disagreed, and a slightly higher percentage (3%, n=8) disagreed. However, a considerable number of respondents (27%, n=79) usually agreed, with 37% (n=106) agreeing and 29% (n=84) strongly agreeing.

Lastly, with respect to the principal cultivating a climate of professional growth and learning related to assessment and reporting, an almost negligible percentage (1%, n=4) expressed strong disagreement, while a similarly low percentage (1%, n=3) disagreed. Notably, a significant proportion (29%, n=83) usually agreed, and this agreement further increased to 31% (n=90) and 38% (n=109) strongly agreeing. In examining the responses and themes gathered from most principals in the interviews, there is a consistent alignment with the majority of the findings above, reflecting positive sentiments toward the impact of leadership on assessment and reporting practices.

Principals were asked questions during the interview sessions relating to the study objective and the response gotten from most of them had the following theme:

*“I largely convey a commitment to shaping an instructional leadership style that positively influences teachers' understanding and utilization of assessment and reporting practices. I recognize the importance of providing guidance and support in this crucial aspect of teaching.”*

These findings collectively suggest an overall positive perception among school principals regarding the influence of the principal's instructional leadership on various aspects of assessment and reporting practices, including awareness, engagement, collaboration, and fostering a climate of professional growth.

### **4.4.3 Principals' Instructional Leadership and its Relationship with Teacher Self-Efficacy**

The Third objective was to assess the relationship between principals' instructional leadership and teacher self-efficacy in public secondary schools in Mombasa

County. The respondents were teachers and Principals of the schools under study.

For teachers, the researcher used questionnaires containing Likert scale items.

School teachers were asked to respond to questions in this section about the

Principals' instructional leadership on teacher self-efficacy. They were asked on the level of agreements on the statements given in the questionnaires where 5 was strongly agree, 4 was agree. 3 was usually while 2 was disagree and finally 1 was strongly disagree (1). Table 4.10 shows the results.

**Table 4.10: Teachers Response on Principals’ Instructional Leadership on Teacher Self-Efficacy**

My principal	Strongly Disagree		Disagree		Usually		Agree		Strongly Agree		Total
	n	%	n	%	n	%	%	n	%		
Makes me feel confident in my ability to effectively teach my students and address their diverse learning needs	10	3%	13	4%	76	26%	93	32%	97	34%	<b>289</b>
Has significantly increased my self-Efficacy overtime compared to my first year of teaching. This has increased my level of confidence as a teacher	9	3%	9	3%	45	16%	94	33%	132	46%	<b>289</b>
Has ensured my school culture encourages collaboration and sharing of best practices among teachers.	3	1%	8	3%	74	26%	101	35%	103	36%	<b>289</b>
I feel that the school provides adequate resources and support for my professional development and classroom practices	11	4%	20	7%	78	27%	87	30%	93	32%	<b>289</b>
Contributes to creating an environment that fosters teacher self-efficacy	19	7%	12	4%	3	1%	93	32%	162	56%	<b>289</b>

Table 4.10 shows that when asked about the principal's impact on their confidence in effectively teaching students with diverse learning needs, a substantial number of teachers (26%, n=76) expressed agreement that the principal makes them feel confident. This sentiment resonates even more strongly as 32% (n=93) agreed and 34% (n=97) strongly agreed, collectively illustrating a significant majority's positive perception. Furthermore, in considering the principal's role in increasing teachers' self-efficacy over time, particularly compared to their first year of teaching, the majority of respondents (16%, n=45) usually agreed, and this agreement intensified to 33% (n=94) agreeing and 46% (n=132) strongly agreeing. This suggests a widespread acknowledgment of the principal's influence on enhancing teachers' confidence and self-efficacy throughout their careers. Additionally, the aspect of school culture was explored, specifically focusing on collaboration and the sharing of best practices among teachers. Principals are overwhelmingly perceived as facilitators of a positive school culture, with a combined 61% (35% (n=101) agreeing and 36% (n=103) strongly agreeing) expressing a favourable view. This underscores the principal's role in creating an environment that encourages cooperation and the exchange of effective teaching strategies. In terms of resource support, respondents were asked about their perception on the school's provision of adequate resources for professional development and classroom practices. While a minority (11%, n=31) expressed disagreement, a substantial number of teachers (27%, n=78) usually agreed, and this agreement continued to grow with 30% (n=87) agreeing and 32% (n=93) strongly agreeing. This suggests a general positive sentiment regarding the support and resources available for professional development. Lastly, when considering the principal's contribution to creating an environment fostering teacher self-efficacy, a significant majority of teachers (56%, n=162) strongly agreed, while an additional 32% (n=93) usually agreed. This reinforces the principal's pivotal role in cultivating a

positive and empowering atmosphere that nurtures teachers' confidence and effectiveness.

The responses and prevailing themes gathered from most principals align with the positive findings above, highlighting their commitment to fostering a supportive and empowering educational environment for teachers.

Principals were asked questions in the interviews sessions relating to the study objective and the responses gotten from most of them had the following themes:

*“I largely convey a commitment to shaping an instructional leadership style that positively influences teachers' understanding and utilization of assessment and reporting practices which makes them feel confident in their ability to effectively teach students and address their diverse learning needs. I recognize the importance of providing guidance and support in this crucial aspect of teaching and learning.”*

This shows there is an overall agreement that Principals' instructional leadership has a positive relationship on teacher self-efficacy.

#### **4.4.4 Principals' Instructional Leadership and its Relationship with Teacher**

##### **Support on Inclusive Education Practices**

The fourth objective was to assess the relationship between principals' instructional leadership and teacher support on inclusive education practices. The respondents were teachers and Principals of the schools under study. For teachers, the researcher used questionnaires containing Likert scale items. The researcher had interview sessions with the principals. School teachers were asked to respond to questions in this section about the Principals' instructional leadership on teacher support on inclusive education

practices. They were asked on the level of agreements on the statements given in the questionnaires where 5 was strongly agree, 4 was agree. 3 was usually while 2 was disagree and finally 1 was strongly disagree (1). Table 4.11 shows the results.

**Table 4.11: Teachers Response on Principals’ Instructional Leadership on Teacher Support on Inclusive Education Practices**

My Principal	Strongly Disagree		Disagree Agree		Usually		Agree		Strongly Agree		Total
	n	%	n	%	n	%	n	%	n	%	
Principal effectively communicates a clear vision for inclusive education in our school.	13	4%	2	1%	56	19%	128	44%	90	31%	<b>289</b>
Demonstrates a commitment to fostering a supportive environment for inclusive education.	14	5%	3	1%	64	22%	116	40%	92	32%	<b>289</b>
Supports teachers in acquiring the necessary skills and knowledge for inclusive teaching practices.	9	3%	4	1%	76	26%	113	39%	87	30%	<b>289</b>
Provides adequate support and resources for teachers implementing inclusive education strategies.	8	3%	3	1%	89	31%	101	35%	88	30%	<b>289</b>
Regularly monitors the implementation of inclusive	9	3%	1	0%	90	31%	111	38%	78	27%	<b>289</b>

education practices in classrooms.

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Table 4.11 examines the responses from teachers regarding the principal's role in inclusive education. Here a nuanced understanding emerges, reflecting positive perceptions and some areas for potential improvement. Firstly, concerning the communication of a clear vision for inclusive education, a minor proportion of teachers (5%, n=15) expressed disagreement, but a significant majority agreed that the principal effectively communicates this vision. Notably, 44% (n=128) agreed, and 31% (n=90) strongly agreed, illustrating a prevailing positive sentiment toward the clarity of the inclusive education vision set by the principal. Similarly, when assessing the principal's commitment to fostering a supportive environment for inclusive education, a minimal percentage (6%, n=17) disagreed, while a significant majority indicated agreement. Specifically, 22% (n=64) usually agreed, 40% (n=116) agreed, and 32% (n=92) strongly agreed, highlighting a predominant positive perception of the principal's commitment to inclusivity. Regarding support for teachers in acquiring necessary skills and knowledge for inclusive teaching practices, a negligible proportion (4%, n=13) expressed disagreement. Meanwhile,

26% (n=76) usually agreed, 39% (n=113) agreed, and 30% (n=87) strongly agreed. These findings suggest a generally positive view of the principal's efforts to support teachers in enhancing their skills and knowledge related to inclusive education. In terms of providing adequate support and resources for teachers implementing inclusive education strategies, a minimal percentage (4%, n=11) disagreed, while a noteworthy 31% (n=89) usually agreed, 35% (n=101) agreed, and 30% (n=88) strongly agreed. This indicates a positive perception, although there is room for improvement in providing support and resources for teachers in implementing inclusive education strategies. Lastly, when evaluating the principal's role in monitoring the

implementation of inclusive education practices in classrooms, a negligible percentage (3%, n=10) expressed disagreement. Notably, 31% (n=90) usually agreed, 38% (n=111) agreed, and 27% (n=78) strongly agreed. This suggests a positive outlook on the principal's engagement in monitoring and ensuring the effective implementation of inclusive education practices.

The findings indicate an overall positive perception among teachers regarding the principal's role in inclusive education, with specific areas for potential improvement in providing support and resources. The majority of responses reflect agreement and strong agreement, highlighting the principal's positive influence on fostering inclusivity within the school.

Principals were asked questions in the interviews sessions relating to the study objectives and the responses gotten from most of them had the following themes:

*“I consistently emphasize the importance of clear and transparent communication regarding the vision for inclusive education. I highlight efforts to engage in regular communication with staff, ensuring that the school community is well-informed and aligned with the goals and vision for inclusive education.”*

The responses from most principals consistently reflect a dedication to clear communication, creating a supportive environment, supporting teachers' professional development, providing adequate resources, and actively monitoring the implementation of inclusive education practices.

## **4.5 Discussions of the Findings**

**4.5.1 Principals' Instructional Leadership and Teacher Pedagogical Skills** The quantitative data shows a generally positive trend regarding teachers' perceptions of how their principals' leadership practices contribute to their pedagogical skills. Across all five statements related to leadership activities and the pedagogical skills in the quantitative data, strong agreement dominates. The qualitative response from the principals indeed suggests a positive self-perception regarding their relationship on teacher pedagogical skills. The principal mentions offering workshops, conferences, and teacher observations, aligning with potential quantitative findings on resource allocation and knowledge sharing (collaboration). The focus on developing and implementing effective assessment practices echoes potential quantitative results on teacher agreement with the principal's influence on assessment skills. These findings collectively suggest an overall positive perception among principals and teachers regarding the relationship between principals' instructional leadership and various aspects of teacher pedagogical skills. The findings of this study are in agreement with those done by Leithwood and Seashore Louis (2012) who found out that principals who effectively engaged in instructional leadership practices, such as providing feedback, facilitating professional development, and supporting collaboration, positively influenced teachers' pedagogical skills and classroom practices. It is also in agreement with a study done by Darling-Hammond et al. (2010) which pointed out that a school culture focused on professional learning and collaboration improved teachers' pedagogical knowledge and skills. This finding is however in disagreement with a study by Hallinger and Murphy (2014) which found out that not all types of principals' instructional leadership practices equally impact teacher skills. Specifically, they found limited evidence for improved pedagogy through frequent teacher observations without additional support and feedback. The study is also in

disagreement with the one done by Spillane and Diamond (2007) which highlighted the importance of context and teacher agency in interpreting the impact of leadership on pedagogy. They cautioned against assuming a direct, linear relationship, emphasizing the complex interplay of resources, leadership practices, and teacher autonomy in shaping pedagogical development.

#### **4.5.2 Principals' Instructional Leadership and Teacher Knowledge of Assessment and Reporting**

The quantitative data shows a generally positive trend regarding teachers' perceptions of how their principals' leadership practices contribute to their understanding and utilization of assessment and reporting practices. Across all five statements related to leadership activities related to this objective, strong agreement dominates. Even for aspects with the lowest strong agreement (assessment tool awareness and collaboration encouragement), there's still a substantial majority indicating agreement. In the qualitative data, the principal explicitly states their dedication to shaping a leadership style that positively impacts teachers' assessment and reporting skills. This echoes the general trend of quantitative results, where a majority of teachers agreed or strongly agreed their principal positively influences their understanding and utilization of these practices. The principals also mentioned providing guidance and support to teachers regarding assessment and reporting. This directly connects to the quantitative findings where teachers expressed agreement with their principal's involvement in classroom observations, awareness of instructional methods, and encouragement of collaboration for sharing best practices. The principals mentioned their focus on supporting teachers' understanding and utilization of assessment and reporting practices. This aligns with the quantitative finding that teachers feel confident in effectively teaching diverse learners, as strong assessment skills are crucial for catering to individual needs. These

findings collectively suggest an overall positive perception among school principals and teachers regarding the influence of the principal's instructional leadership on various aspects of assessment and reporting practices, including awareness, engagement, collaboration, and fostering a climate of professional growth. This is in agreement with studies done by Darling-Hammond et.al, (2010) which highlights the importance of principals engaging in instructional leadership practices that support teachers in developing and implementing effective assessment practices. It also agrees with the study done by Leithwood et.al, (2010) which found out that principals who effectively facilitate professional development opportunities and collaborate with teachers to improve assessment practices contribute to positive shifts in teachers' assessment skills and classroom practices. The study however is in a disagreement with the one done by Hallinger and Murphy (2014) which found out that teacher agency and autonomy play a crucial role in shaping their assessment practices. They found that overly prescriptive or directive leadership approaches can sometimes restrict teachers' ownership and creativity in assessment. The findings of this study also are in disagreement with the ones done by Spillane and Diamond (2007) which emphasises the importance of context and school culture in understanding the impact of leadership on assessment practices. They cautioned against assuming a direct, linear relationship between leadership actions and teacher skills, highlighting the complex interplay of resources, leadership styles, and school context. While the researcher's study presents a positive trend, deeper qualitative analysis focusing on specific school contexts and how leadership interacts with these contexts could add a layer of complexity to the findings.

**4.5.3 Principals' Instructional Leadership and Teacher Self-Efficacy** The quantitative data reveals a strongly positive trend regarding teachers' perceptions of

how their principals' leadership practices contribute to their self-efficacy. Across all four statements related to leadership activities, strong agreement dominates. Even for the aspect with the lowest strong agreement ("increased self-efficacy compared to first year"), a substantial majority still acknowledges agreement. Both the quantitative and qualitative data highlight the principal's dedication to shaping leadership that positively impacts teachers' confidence and effectiveness. This commitment likely underlies the high agreement among teachers that the principal enhances their self-efficacy. This shows there is an overall agreement that Principals' instructional leadership has a positive impact on teacher self-efficacy. This is in agreement with a study done by Tschannen-Moran (2007) which highlights that several principal leadership practices, including providing resources, feedback, and opportunities for collaboration, can positively influence teacher self-efficacy, leading to improved student outcomes. This aligns with the findings of this study where teachers agree that the principal's leadership enhances their confidence through resource support, collaboration opportunities, and feedback via classroom observations. The study also agrees with the one done by Blasé and Blasé (1999) which found out that principals who create supportive school environments, facilitate professional development, and demonstrate trust in teachers can positively impact teacher self-efficacy. This mirrors this findings where teachers highlight the principal's focus on collaboration, professional development opportunities, and fostering a supportive climate as factors contributing to their confidence. The findings of this study contradict the ones done by Smylie and Sindelar (2015) which argued that for a more nuanced understanding of the relationship between leadership and self-efficacy, emphasized the influence of external factors like policy pressures and standardized testing on teachers' confidence. The results also contradict the ones done by Hallinger and Murphy (2014) which point

out that overly prescriptive or directive leadership approaches can sometimes undermine teacher autonomy and negatively impact self-efficacy.

#### **4.5.4 Principals' Instructional Leadership and Teacher Support on Inclusive Education Practices**

The principal's statement during the interview about emphasizing clear and transparent communication regarding the vision for inclusive education directly aligns with the positive quantitative findings. While the principal highlights communication, the statement doesn't directly address providing specific support and resources for teachers implementing inclusive practices. This explains the relatively smaller percentage of teachers strongly agreeing about adequate support and resources in the quantitative findings. The responses from most principals and teachers consistently reflect a dedication to clear communication, creating a supportive environment, supporting teachers' professional development, providing adequate resources, and actively monitoring the implementation of inclusive education practices. This is in agreement to the study done by Florian and Boulton (2004) which highlights the importance of principals creating a clear and communicated vision for inclusive education, fostering supportive school environments, and providing professional development opportunities for teachers to implement inclusive practices. This aligns with this findings where both principals and teachers emphasize these aspects as crucial for successful inclusive education implementation. The study is also in agreement with the one done by Spillane and Diamond (2007) which emphasises the importance of context and collaboration in successful leadership for inclusive education. It suggests that leaders who actively engage with teachers, understand their needs and challenges, and collaborate on problem-solving can more effectively support inclusive practices. This agrees with this findings as it shows the importance of communication,

collaboration, and providing resources as means for principals to support teachers in implementing inclusive education. The study is in disagreement with the one done by Ainscow (2005) which argued that systemic barriers and lack of resources can hinder successful inclusive education implementation even with strong leadership practices. It is also in disagreement with the one done by Slee (2006) which challenges the notion of a universal "ideal" of inclusive education, arguing for critical attention to diverse student needs and cultural contexts. While this study focuses on general inclusive practices, exploring how leadership addresses the specific needs of different marginalized groups and adapts approaches to local contexts could provide a more nuanced picture of support effectiveness.

#### 4.6 Regression Analysis

##### 4.6.1 The Regression Model

Regression shows a cause-effect relationship and is used to predict a variable using observed factors. The study sought to identify whether teacher professional development in public secondary schools in Mombasa County has a correlation with principals' instructional leadership. Table 4.11 shows this summary of the regression model.

**Table 4.12: The Regression Model**

Model	Adjusted		Std error of estimation	F Change	df1	df2	Sig. F Change
	R Square	R Square					
1	0.705a	0.657	0.123403	31.842	4	135	.000

The independent variable is principals' instructional leadership, and the dependent variable is teacher professional development. The R square value of 0.705 indicates

that the model explains 70.5% of the variation in teacher professional development. This is a good fit, suggesting that principal instructional leadership is a strong predictor of teacher professional development. The adjusted R square value of 0.657 is also good, considering that the model only has one independent variable. The adjusted R square takes into account the number of independent variables in the model, so it is a more accurate measure of the model's fit than the R square value. The standard error of estimation of 0.123403 indicates that the model can predict teacher professional development to within 0.123403 units on average. This is a relatively small standard error, suggesting that the model is reliable. The ANOVA part of the regression model tells us whether the overall regression model is significant and whether the individual independent variable is significant predictor of the dependent variable. The Sig. F Change value for the Model row is also significant at the 0.05 level, indicating that principal instructional leadership is a significant predictor of teacher professional development. The regression model therefore suggests that the principals' instructional leadership has a strong positive relationship with teacher professional development. The model has a good fit and a small standard error, suggesting that it is reliable. The regression Model is of the form:

$$y = a + bx$$

where:

y is the dependent variable (teacher professional development) a

is the y-intercept b is the slope coefficient x is the independent

variable (principal instructional leadership) **CHAPTER FIVE**

## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presents the summary, conclusions and recommendations of this study.

## 5.2 Summary

The study explored the relationship between instructional leadership and teacher professional development, emphasizing the role of principals in public secondary schools in Mombasa County. It aimed to investigate the relationship between principals' instructional leadership and teacher pedagogical skills, teacher knowledge of assessment and reporting, teacher self-efficacy, and teacher support for inclusive education practices.

Findings indicated that principals' instructional leadership has a positive relationship with various aspects of teacher development. Teachers generally perceived principals as supportive in enhancing pedagogical skills, promoting collaboration, monitoring progress, and providing instructional advice. Principals were also seen as facilitators of professional development by organizing workshops and providing resources for teacher growth.

In terms of teacher knowledge of assessment and reporting, principals' instructional leadership was perceived to enhance teachers' understanding and implementation of assessment practices. Teachers noted positive leadership in terms of principals' awareness of assessment tools, instructional methodologies, and encouragement of collaboration among staff.

The study also found that principals played a significant role in boosting teacher self-efficacy. Teachers expressed confidence in their ability to address diverse learning needs, largely due to the supportive culture fostered by the principals. Collaboration, resource provision, and the cultivation of a positive school culture were seen as key factors in enhancing teacher confidence.

Regarding support for inclusive education, principals were positively perceived in communicating a clear vision for inclusivity and fostering a supportive environment for inclusive practices. Teachers acknowledged the principal's role in providing skills and resources for inclusive education, although there was a need for improvement in resource provision.

In summary, the findings demonstrated that principals' instructional leadership significantly contributed to teacher professional development, having a positive relationship with teachers's pedagogical skills, assessment knowledge, self-efficacy, and inclusive education practices. This underscores the importance of strong instructional leadership in fostering teacher growth and improving educational outcomes in Mombasa County's public secondary schools.

### **5.3 Conclusion**

Based on the findings of the study, the following are concluded:

#### **5.3.1 Principals' Instructional Leadership and its Relationship with Teacher**

##### **Pedagogical Skills**

Based on the findings from the study, it can be concluded that the principals' instructional leadership has a significant and predominantly positive relationship with teacher pedagogical skills in public secondary schools in Mombasa County.

The study indicates a strong alignment between teachers' perceptions and the reported practices of principals in enhancing various aspects of teacher pedagogical skills. The study provides evidence to support the conclusion that principals' instructional leadership significantly and predominant relationship with teacher pedagogical skills in secondary schools. The collaborative, supportive, and proactive efforts of principals

contribute to the positive development of various aspects of teacher pedagogical skills, fostering a conducive learning environment.

### **5.3.2. Principals' Instructional Leadership and its Relationship with Teacher**

#### **Knowledge of Assessment and Reporting**

Based on the findings from the study, it can be concluded that the principals' instructional leadership has a significant and predominantly positive relationship with teacher knowledge of assessment and reporting in public secondary schools in Mombasa County. The consistent alignment of responses from principals in the interview sessions with the majority of findings further supports the conclusion. Overall, the collective findings suggest a notable and positive relationship of principals' instructional leadership and teacher knowledge of assessment and reporting in public secondary schools in Mombasa County. The study indicates that principals contribute significantly to creating an environment that enhances teachers' understanding and utilization of effective assessment and reporting practices.

### **5.3.3 Principals' Instructional Leadership and its Relationship with Teacher**

#### **Self-Efficacy**

Based on the findings from the study, it can be concluded that the principals' instructional leadership has a substantial and positive relationship with teacher self-efficacy in public secondary schools in Mombasa County. The principals' instructional leadership in public secondary schools in Mombasa County has a considerable and positive relationship with teacher self-efficacy. The study highlights the multifaceted ways in which principals contribute to enhancing teachers' confidence, fostering a positive school culture, providing resource support, and

creating an empowering environment. Overall, the findings underscore the significance of instructional leadership in shaping a conducive environment for teacher professional development and efficacy.

### **5.3.4 Principals' Instructional Leadership and its Relationship with Teacher Support on Inclusive Education Practices**

Based on the findings from the study, it can be concluded that the principals' instructional leadership has a significant and generally positive relationship with teacher support for inclusive education practices in public secondary schools in Mombasa County. The study suggests that the principals' instructional leadership significantly contributes to fostering teacher support for inclusive education practices in public secondary schools in Mombasa County. The positive findings emphasize effective communication, dedication to creating a supportive environment, and efforts to enhance teachers' skills and knowledge related to inclusive education. While there is overall positivity, the study also highlights areas for potential improvement, particularly in the provision of support and resources. The collective evidence underscores the importance of instructional leadership in promoting inclusive education practices within the school environment.

## **5.4 Recommendations**

### **5.4.1 Recommendations for Policy**

**i. Enhancing Principals' Role in Teacher Pedagogical Skills** Although the study shows a positive impact of principals' instructional leadership on teacher pedagogical skills, there is room for more structured improvement. The Ministry of Education should develop and implement clear policies that define the principal's role

in enhancing pedagogical skills among teachers. These policies should include mandatory, structured training programs focused on instructional leadership, as well as continuous professional development (CPD) initiatives specifically aimed at strengthening pedagogical practices. Monitoring and evaluating these programs to measure their effectiveness would ensure ongoing improvement.

**ii. Assessment and Reporting Practices** While this study indicates that Principals' Instructional Leadership positively influences teachers' knowledge of assessment and reporting, consistent application of these practices remains a challenge. The Ministry of Education should integrate specialized training on assessment and reporting into the curriculum for aspiring school leaders. This would ensure future principals are well-equipped to lead and guide teachers effectively in these crucial areas. Additionally, existing principals should undergo periodic refresher courses to stay updated on best practices in assessment and reporting.

**iii. Recognizing and Enhancing Teacher Self-Efficacy** Although teacher self-efficacy has a positive relationship with principals' leadership, the study suggests areas where further improvement is needed. The Ministry of Education should create policies that recognize and reward principals who excel in fostering high levels of teacher self-efficacy. Incentive programs, such as leadership awards or recognition through professional development opportunities, could motivate principals to prioritize teacher support in this area.

**iv. Inclusive Education Resource Allocation** While the study highlights positive aspects of inclusive education practices, there is a need for enhanced resource allocation and support. The TSC should establish comprehensive guidelines for

resource allocation aimed at supporting inclusive education, ensuring that all students' diverse needs are adequately addressed. These guidelines should provide clear instructions for funding and resourcing initiatives that facilitate inclusive teaching environments, such as providing necessary teaching aids, training, and support services.

#### **5.4.2 Recommendations for Practice**

**i. Targeted Support for Inclusive Education** The study found that teachers are struggling with the practical implementation of inclusive education. School administrations should introduce targeted support systems, such as mentoring programs for teachers, peer support groups, and individualized consultations with experts in special education. These interventions will help teachers address specific challenges, such as identifying learning difficulties and managing diverse classroom dynamics effectively.

**ii. Data-Driven Decision-Making** Teachers should be encouraged by the Teacher Service Commission to adopt a data-oriented approach to decision-making. This involves utilizing data from student assessments, classroom observations, and feedback to guide decisions regarding resource allocation, instructional practices, and adjustments to inclusive education strategies. Principals should facilitate training for teachers on how to collect, analyse, and apply data effectively to improve learning outcomes.

**iii. Further Research on Inclusive Education Challenges** Given the challenges identified in implementing inclusive education, it is recommended that additional research be conducted to explore these barriers more comprehensively. Further studies

could focus on understanding the specific difficulties teachers face in inclusive classrooms and identifying effective strategies to overcome these challenges.

**iv. Mental Health Awareness for Teachers** With many schools lacking mental health support programs, it is essential that principals prioritize the mental wellbeing of teachers, especially those working in demanding inclusive education environments. Schools should implement mental health awareness and support systems, including access to counselling services, stress management workshops, and peer support initiatives to promote teacher well-being.

**v. Continuous Professional Development on Assessment Practices** Principals should organize regular workshops and seminars for teachers and school leaders to stay informed about the latest assessment and reporting methodologies. Creating a culture of continuous learning will ensure that schools consistently apply up-to-date practices in assessment and foster student-centred learning environments.

**vi. Regular Teacher Self-Efficacy Assessments** Principals should conduct regular evaluations of teacher self-efficacy and provide tailored support based on the results. These assessments should guide the development of mentorship programs and peer support systems that encourage collaboration, continuous feedback, and professional growth. Fostering a positive school culture that promotes self-efficacy among teachers will ultimately lead to better instructional outcomes and stronger student performance.

## **5.5 Suggestions for Further Research**

### **Exploring the relationship between Instructional Leadership on Student**

**Performance** Further research could focus on investigating the direct link between principals' instructional leadership practices and students' academic achievement. While the current study emphasizes teacher professional development, understanding how leadership impacts student outcomes would offer a more comprehensive view of the benefits of effective instructional leadership.

**Comparative Studies Across Counties or Regions** Future research could compare instructional leadership practices and their effects on teacher development across different counties or regions within Kenya. This would provide a broader perspective and help determine whether the findings in Mombasa County are unique or consistent with trends in other regions.

**Investigating the Role of External Factors in Instructional Leadership** There is a need to explore how external factors such as government policies, school funding, and community involvement influence the effectiveness of principals' instructional leadership. This research could identify barriers to leadership effectiveness and suggest ways to address them at a systemic level.

### **Longitudinal Studies on Instructional Leadership and Teacher Development**

A longitudinal study could examine the long-term effects of instructional leadership on teacher professional development. By tracking the progress of teachers and schools over time, researchers could provide insights into how sustained leadership practices influence continuous improvement in teaching quality.

**Examining Gender Differences in Instructional Leadership** Future studies could investigate whether gender plays a role in the instructional leadership styles of principals and how this influences teacher professional development. This could help identify specific leadership approaches that work best in different contexts and among diverse teaching staff.

**Exploring the Relationship Between Leadership Styles and Teacher Motivation**

Further research could focus on how different leadership styles (e.g., transformational, transactional, or distributed leadership) affect teacher motivation and their willingness to engage in professional development. Understanding the relationship between leadership styles and teacher behaviour could help schools tailor leadership strategies to maximize professional growth.

**Evaluating the Impact of Technology on Instructional Leadership and Professional Development**

As technology becomes more integrated into education, research could explore how principals' use of technology in instructional leadership affects teacher professional development. This could involve examining the use of digital tools for professional learning, communication, and instructional support.

**Investigating Instructional Leadership in Different School Settings (Urban vs.**

**Rural)** Research could compare the instructional leadership practices and challenges faced by principals in urban versus rural schools. This would help identify contextspecific strategies for effective leadership and teacher development in diverse school environments.

**The Role of Mentorship and Coaching in Teacher Development**

Further studies could focus on the specific role that mentorship and coaching by principals play in

teacher professional development. By understanding the impact of these personalized support mechanisms, schools could enhance leadership practices that foster professional growth.

### **Impact of Professional Development Programs on Leadership Effectiveness**

Future research could assess how the participation of principals in professional development programs affects their instructional leadership capabilities. By evaluating the effectiveness of such programs, policymakers and educators could improve leadership training to better support teacher development.

These suggestions for further research would contribute to a deeper understanding of the complexities of instructional leadership and teacher development, enabling schools to implement more effective leadership practices.

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## APPENDICES

### Appendix I: Questionnaire for Teachers

Data assessing the impact of Principals' Instructional Leadership in Public secondary schools in Mombasa County will be collected using this questionnaire. The success of this study depends on your honesty and accuracy while responding to the items. This inquiry is for academic purpose only and therefore, the confidentiality of your response will be of great concern. Do not write your name or the name of your school.

#### Part A: General Information

1. Gender

Male ( )

Female ( )

2. Age Bracket

Below 20 years ( )

21-30 years ( )

31-40 years ( )

41-50 years ( )

Above 50 years ( )

3. What is your academic Level?

Diploma ( )

Degree ( )

Post graduate ( )

Others (Please Specify)

4. For how long have you been a teacher in the present school?

Less than 1 year ( )

1-5 years ( )

6-10 years ( )

Over 10 years ( )

5. You've been a teacher for how many years?

1-5 ( )                      6-10 ( )                      11-15 ( )  
 16-20 ( )                      21-25 ( )                      26+ ( )

6. Which Subjects do you teach in the School? .....

.....

.....

**Part B**

In this section, kindly rate how the principal of your school execute the following **instructional supervisory approaches** with the following statements that: You strongly agree (5) Agree (4) Usually (3), Disagree (2) Strongly disagree (1)

Your principal ... Pre-Observation		Rating				
7	Sets time for teachers to share their classroom experience and initiates a positive relation with them during supervision.	5	4	3	2	1
8	Is informed about the instructional methodologies teachers use during their lesson execution.					
9	Collaborate with the teachers in discussing their strategies aimed at addressing students learning abilities as well as teacher's classroom management system.					
10	Is aware of the assessment tools teachers deploy to determine the lesson objectives.					
11	Identifies with the teacher what data will be collected to measure the specific focus areas in learning.					
	<b>Observation</b>	5	4	3	2	1
12	Is consistent with the classroom visitation during the lesson to supervise and observe the teaching and learning process.					
13	Conducts an assessment of the teaching and learning and records the strengths and weaknesses observed in the classroom.					
14	Discusses with the teacher the type of data to be collected in order to measure specific focus areas of learning.					

15	Collect data that aims at addressing the lesson objectives while recording variations of teaching methodologies used by the teachers at the beginning and conclusion of the lesson.					
16	Writes down the level of teacher student engagement with the aim of looking at the patterns of engagement and nonengagement from students during the lesson					
17	Ensures that time allocation is adequate for the achievement of lesson objectives					
	<b>Post observation</b>	5	4	3	2	1
18	Before meeting the teacher, he/she takes time to scrutinize the instruction process					
19	Discuss and advise the teacher on how to enhance their instructions					
20	Engages in an in-depth scrutiny of teaching and learning process with the teacher for the benefit of both the teacher and learners performance					
21	Correctly presents his classroom analysis to the teacher for self-appraisal and reflection					
22	Motivates the teacher to update hi/her skills and supports them in case of any frustration					

## II: Principal acquisition and allocation of teaching and learning resources

Rate the principal of your school in acquisition and allocation of teaching and learning resources with the following statements that: You strongly agree (5) Agree (4) Usually (3), Disagree (2) Strongly disagree (1)

Your principal...		Rating				
		5	4	3	2	1
1	Ensures that the course books and teacher's guides are provided in good time for the commencement of schools' calendar year.					
2	Sees that the teaching and learning resources are available					

3	Guide the teachers on how to make good use of the resources to improve student's learning.					
4	Sees that teaching and learning resources are procured and allocated appropriately as planned.					
5	Ensure that the procured resources are of high quality to stimulate student's interest					
6	Enhance students innovative and critical thinking by acquiring and allocating teaching learning resources					

## II: Principal Communication of school goals

In this section, please rate how your school principal directs the school with regard to the identified areas in communication of school goals. Indicate the extent by ticking (√)

	Roles Performed by the Principal	Rating				
		5	4	3	2	1
1	Ensure that the school goals are rightly articulated to the school partners					
2	Enhances a sense of communal ownership of the school goals by all the school partners					
3	Sees that the school goals are promptly implemented					
4	Provide direction for the implementation and achievement of school goals					
5	Engages the shareholders with an aim of mobilizing resources for the achievement of school goals					
6	Ensures that the mobilized resources are properly aligned to school goals.					
7	Carries out the day to day management of the school as envisioned by the school mission					

## III. Principal Promotion of collaborative practices

Please rate the extent to which you agree with the following statements. You strongly agree (5) Agree (4) Usually (3), Disagree (2) Strongly disagree (1)

Please rate the extent to which you agree with the following statements		Rating				
		5	4	3	2	1
1	Our principal encourages teachers to collaborate on instructional planning and implementation.					
2	The principal fosters a culture of collaboration among the teaching staff.					
3	The formal structures or processes in place are effective to support collaboration, such as regular meetings or professional learning communities.					
4	I am satisfied with the level of collaboration facilitated by the principal in my school?					
5	Collaborative practices have a positive impact on my professional growth and development as a teacher.					
6	I am satisfied with the collaborative culture within my school					

**IV: Principal's Promotion of Teachers' Professional Development** Rate the principal of your school in promotion of professional development following statements that: Strongly agree (5) You agree (4) Usually (3), You disagree (2) You strongly disagree (1)

Roles Performed by the Principal		Rating				
		5	4	3	2	1
1	Alerts teachers about professional development opportunities					
2	Promote a communal ownership of the school goals by all the partners					
3	Organize workshops, seminars and symposia to facilitate teacher professional growth					
4	Sauce for professional development opportunities for the teachers and create an ambience for their long life learning					
5	Motivate teachers by supporting their professional learning aimed at enhancing their professional development					

6	Provides adequate resources that support activities that enhances teachers' professional development.					
7	Provide opportunities for school based teacher professional growth					
8	Ensures that there is a mentoring program to facilitate professional development					
9	Collaborate with other stakeholders in education to organize school based In-service training programs					
10	Ignite teachers to take part in professional development programs					

### **Appendix II: Interview schedule for principals**

Data assessing principals' instructional leadership and its impact on teacher professional development in public secondary schools in Mombasa County, Kenya was collected using the following interview schedule. The success of this study relies on your honesty and accuracy while responding to the items. Your responses will be treated with utmost confidentiality and will be used for academic purposes only.

#### **Part A**

##### **General Information**

##### **1. Gender**

Male ( )

Female ( )

##### **2. Age Bracket**

Below 20 years ( )

21-30 years ( )

31-40 years ( )

41-50 years ( )

Above 50 years ( )

##### **3. What is your academic Level?**

Diploma ( )

Degree ( )

Post graduate ( )

Others (Please Specify)

**4. Duration of service in the present school**

Less than 1 year ( )

1-5 years ( )

6-10 years ( )

Over 10 years ( )

**PART B**

1. In what ways do you assist your teachers in their professional advancement?

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

2. What are the school based measures you've initiated to nurture and develop teacher growth?

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

3. What are the long term benefits of engaging your teachers in workshops, seminars, and symposiums on their pedagogical skills?

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

4. Explain how you inspire teachers in the domain of their professional development.

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

5. Highlight the gains your school has realised from initiatives geared towards teacher professional development.

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

**Principal's Supervision of Teaching and Learning**

1. Elaborate on the tactics you employ to supervise the school curriculum .....

.....  
.....

2. What part do you play to ascertain that there is effective implementation of curriculum in your school?

.....  
.....

3. Highlight on the strategies you employ to ensure that teachers use the professional documents to enhance their delivery.

.....  
.....

4. In what ways do you establish and maintain an ambient environment suitable for TPD?

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

5. Discuss the bottle necks encountered in terms of effective curriculum delivery.

.....  
.....

6. How do you mitigate the above impediments?

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

**Principal's Communication of School Goals**

1. Do you display the mission and vision of your school?

Yes ( )

No ( )

If Yes, where are they displayed?

School gate ( )

On walls ( )

Notice boards ( )

Other Media ( )

2. How are the school players informed about the school goals? .....

.....  
.....

3. Explain how you ensure there is a communal ownership of school goals by the school players.

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

4. Expound on how the size of your school has impacted on the entire realisation of school goals.

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

5. Discuss how HODs have assisted you execute TPD programs. ....

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

**Principal’s promotion of collaborative practices**

1. In what ways do your teaching staff instructionally collaborate? .....

.....

.....

.....

2. What are the gains of a collective decision making? .....

.....

.....

.....

3. Discuss your roles in initiation and maintenance of communal ownership in your school. ....

.....

.....

.....

4. What strategies do you employ to ensure harmony in your institution? .....

.....

.....

.....

5. Explain the supportive conditions you’ve put in place to ensure teacher collaboration. ....

.....

.....

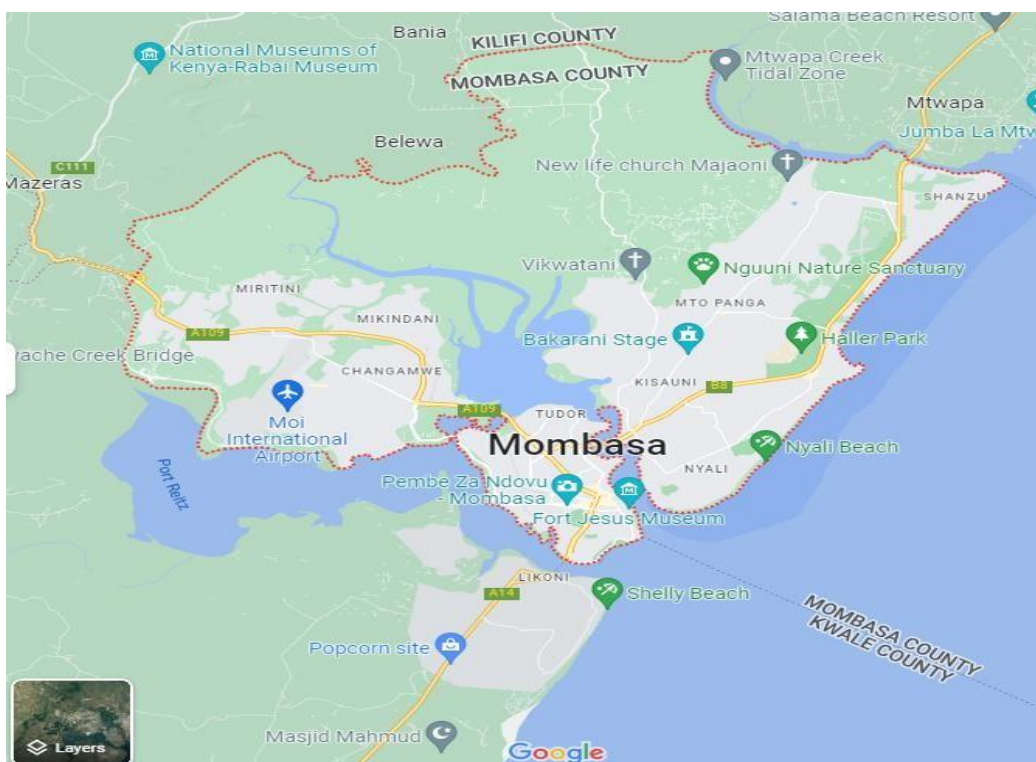
6. Discuss how the quality of teachers harmony constructively impact on their TPD. ....

.....

.....

## THANK YOU

### Appendix III: Mombasa County Geographic map



### Appendix IV: List of Public secondary schools in Mombasa County

#### S/NO SECONDARY SCHOOL NAME CATEGORY

1	Alidina visram	Boys
2	Bububu	Boys
3	Khamis	Boys
4	Likoni sec	Boys
5	Makupa boys	Boys
6	Mombasa secondary sch. For the p.h	Boys
7	Mvita boys	Boys
8	Serani	Boys
9	Shimo la tewa	Boys
10	Tononoka	Boys
11	Tudor day	Boys
12	Al farsy	Girls

13	Coast girls	Girls
14	Hassan Joho	Girls
15	Jomvu girls	Girls
16	Makande girls	Girls
17	Mama Ngina	Girls
18	Mbaraki girls	Girls
19	Mishi mboko girls secondary	Girls
20	Mohamed Ali girls sec	Girls
21	Mtongwe girls	Girls
22	Sharriff Nassir	Girls
23	Sheikh Abdalla alfarsy girls sec school	Girls
24	Star of the sea	Girls
25	Bomu sec	Mixed
26	Chaani sec	Mixed
27	Changamwe sec	Mixed
27	Concordia	Mixed
29	Frere town	Mixed
30	Kaa chonjo	Mixed

**S/NO SECONDARY SCHOOL NAME CATEGORY**

31	Kajembe high	Mixed
32	Kashani	Mixed
33	Khadija	Mixed
34	Kongowea	Mixed
35	Marimani	Mixed
36	Maweni	Mixed
37	Miritini complex	Mixed
38	Miritini secondary	Mixed
39	Moi forces academy	Mixed
40	Mrima	Mixed
41	Mtopanga	Mixed
42	Mwahima	Mixed
43	Mwakirunge sec	Mixed
44	Mweza sec	Mixed

- 45 Mwijabu sec school Mixed
- 46 Puma Mixed
- 47 Sacred heart Mixed
- 48 Shika adabu Mixed
- 49 St charles lwanga Mixed
- 50 The salvation army for the visually impaired. Mixed
- 51 Kilindini sec sch Mixed
- 52 Kisauni sec school Mixed
- 53 Majaoni secondary school Mixed

Source: Mombasa county Director of Education office

## Appendix V: Introduction letter



**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. 8710901 Ext. 57530

Our Ref: E55/CE/MSA/21602/2020

DATE: 27<sup>th</sup> September, 2023

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

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR GEORGE A. OTIENO – REG. NO.  
E55/CE/MSA/21602/2020**

I write to introduce **George A. Otieno** who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the **Department of Educational Management, Policy and Curriculum Studies**.

George intends to conduct research for a M.Ed Project Proposal entitled, **“Impact of Principals’ Instructional Leadership on Teacher Professional Development, A Case of Public Secondary Schools in Mombasa County Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,



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

EM/uo

## Appendix VI: Approval of Research Project Letter



### 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. 810901 Ext. 4150

#### Internal Memo

**FROM:** Executive Dean, Graduate School

**DATE:** 27<sup>th</sup> September, 2023

**TO:** George A. Otieno  
C/o Edu. Mgt, Pol. & Curr. Studies Dept.

**REF:** E55/CE/MSA/21602/2020

#### SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 13<sup>th</sup> September, 2023 approved your Research Project Proposal for the M.Ed Degree Entitled, **"Impact of Principals' Instructional Leadership on Teacher Professional Development, A Case of Public Secondary Schools in Mombasa County Kenya."**

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking 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,

**ELIJAH MUTUA**  
**FOR: EXECUTIVE DEAN, GRADUATE SCHOOL**



c.c.: Chairman, Educational Management, Policy and Curriculum Studies Department.

Supervisors:

1. Dr. George Onyango  
C/o Department of Educational Management, Policy and Curriculum Studies  
Kenyatta University

EM/w

Appendix VII: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: <b>ST2680</b>	Date of Issue: <b>21/October/2024</b>
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Mr. <b>GEORGE ALEX OTIENO</b> of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2012 (Rev. 2014) in Mombasa on the topic: <b>IMPACT OF PRINCIPALS' INSTRUCTIONAL SUPERVISION ON TEACHER PROFESSIONAL DEVELOPMENT, A CASE OF PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY KENYA</b> for the period <b>and up to: 21/October/2024</b>.</p>	
License No: <b>NACOSTI/22/06891</b>	
<b>ST2680</b> Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
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<b>See overleaf for conditions</b>	