

**PRINCIPALS' MONITORING OF INSTRUCTIONAL PRACTICES
AND ITS INFLUENCE ON TEACHING AND LEARNING
OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN KAJIADO
COUNTY, KENYA**

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**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT
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UNIVERSITY**

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DECLARATION

I declare that this research thesis is my original work and has not been forwarded for examination in the other Universities. This research thesis has been complemented by documented sources properly acknowledged. Where text, information (including spoken words), graphics, figures, tables are borrowed from alternative sources, they are specifically accredited and references cited as guided by the current APA system and in line with anti-plagiarism rules.

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DEDICATION

To God the Almighty for the provision of life and for His favour that has seen me throughout the study period. This work is also dedicated to my wife-Cynthia Achieng and my sons: David Israel Otieno and Daniel Ethan Otieno, my late father (John Okello), and my mother- Mary Anyango for having introduced me to formal education at a young age.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for All
EMIS	Education Management Information System
FPE	Free Primary Education
Ho D	Heads of Department
KCPE	Kenya Certificate of Primary Education
KESI	Kenya Education Staff Institute
KNEC	Kenya National Examination Council
KUCCPS	Kenya Universities and Colleges Central Placement Service
MoE	Ministry of Education
RBM	Results-based management
SBTD	School Based Teacher Development
SPSS	Statistical Package for Social Sciences
STD	Standard Deviation
TPAD	Teachers Performance Appraisal Development
TSC	Teachers Service Commission
UNEB	Uganda National Examination Board
UNESCO	United Nations Educational, Scientific & Cultural Organization

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ABSTRACT

The core business of a school is instruction. Thus, the principals' monitoring of instructional practices is necessary to enhance teaching and learning processes and outcome in schools. Accordingly, the Teachers Service Commission developed the performance appraisal as a monitoring tool for improving teaching and learning processes and outcomes in public schools. Despite these measures, teaching and learning outcomes has remained consistently low, especially in Kajiado County. The main purpose of this study is to investigate the principals' monitoring of instructional practices and its' influence on teaching and learning outcomes in public schools in Kajiado County. The objectives of the study are to: assess the influence of principals' monitoring of teacher preparation of professional documents on teaching and learning outcomes; determine the influence of the principals monitoring of teachers instructional delivery on teaching and learning outcomes; assess the influence of principals' monitoring of instructional assessments on teaching and learning outcomes and evaluate the principals' use of monitoring feedback and its influence on teaching and learning outcomes. The study was guided by the result-based management theory. The study employed a descriptive survey design. The study population of study comprised 753 respondents in all the 9 public secondary schools in Kajiado. These respondents included 150 teachers, 594 students and 9 principals. Out of these, 358 respondents were sampled. They were comprised of 9 principals, 110 teachers and 239 students. Proportionate sampling was used to draw a sample of teachers' and students per school. Further, simple random sampling was used to sample teachers while convenience sampling was applied to draw the sample of students to participate in the study per school. Data was collected by use of questionnaires and interview schedule. A pilot study was conducted in two schools for the purpose of addressing validity and reliability of the instruments before the actual study was conducted. Content validity was determined by seeking the judgment of professional experts in the area of educational research, evaluation and assessment. Reliability level was ascertained by using Cronbach's alpha technique to check internal consistency of the instruments. The analysis of quantitative data was done using frequencies, percentages and means and presented in tables, figures and pie-charts. Qualitative data was arranged into themes and presented in verbatim and narration. Inferential statistics such as correlation and linear regression were also used. The study established that the four variable: principals' monitoring of teachers' preparation of professional documents, principals' monitoring of teachers' instructional delivery, principals' checking of assessment practices and principals' feedback had a moderate significant influence on teaching and learning outcomes. The linear regression models showed that the adjusted R^2 -0.442 of the KCSE performance is influenced by independent variables. The study concluded that principals' monitoring of instructional practices (mean=3.5) significantly influenced performance. This study recommends that principals should intensify monitoring as an impetus to academic achievement. It recommended that the Ministry of Education should organise training for principals to improve their skills of monitoring instruction. This study's findings may be used as a framework in organising workshops for principals on best practices.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter entails the description of the background of the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, limitations and delimitation, assumptions, theoretical framework and conceptual frame work as well as operational definition of terms.

1.2 Background of the Study

The quality of teaching and learning is paramount if goals of education in developing countries are to be realized (United Nations Educational Scientific and Cultural Organization, 2016). The quality of teaching and learning outcomes depend on monitoring of instructional practices as well as the administrators involved (Komar, Komar, Kolomiets, Roienko & Diachuk, 2019). Thus, adequate, comprehensive and continuous monitoring of instruction in school is considered imperative for improving teaching and learning outcomes (UNESCO, 2016, Bibik, 2017). In a school set up, monitoring requires inspection and control through ongoing, intermediate and final assessments to highlight improvements in the attainment of learning goals and for quality teaching and learning outcomes (Mngomezulu & Bhengu, 2015). Instructional leaders should be conscious of what is happening in the classrooms by means of regular monitoring of teaching/learning processes to enhance the students' performance in the national examination (Mudzanani & Makgato, 2016). However, most principals spent most of their time going for meetings and doing other administrative duties with little

focus on management of teaching and learning processes (Mngomezulu & Bhengu, 2015).

Ndungu, Gathu, and Bomet (2015) define monitoring as an activity that incorporates constant and systemized checking and keeping under scrutiny a program/project that is implemented to improve on the standard of teaching and learning. Kyalo, Mulwa and Nyonje (2015) posit that monitoring is imperative as it guarantees the implementation of the program/project based on plan. It aimed at seeing to it that the project or program plan is followed consistently. For quality teaching and learning outcomes to be achieved, the school principals' must put in place and enhance practices that increase monitoring (Ibrahim & Benson, 2020). Monitoring helps school principals to discover the needs of the learners and difficulties encountered by the teachers as they dispense knowledge (Mngomezulu & Bhengu, 2015). Leiva, Montecinos, Ahumada, Campos, and Guerra (2016) asserts that monitoring practices should be more than just formal method of complying with rules/policies but should give information concerning the strengths and weaknesses of a project/program.

Niyivuga , Otara and Tuyishime (2019) established that monitoring of instructional practices also apply to different levels of staff self-assessment, student-staff evaluation, peer evaluation, and principals' evaluation. However, this study focused on principals because part of their administrative role should be to monitor teachers to ensure that their responsibilities are diligently carried out (Glickman, Gordon & Ross-Gordon, 2018). Principals monitoring activities includes; frequently visiting classrooms and obtaining and furnishing teachers with feedback on their teaching methods and resources.

Principals' use monitoring data to invent ways of improving teaching methods / skills (Okinyi, Kwaba & Nyabuto, 2015). The feedback is important for decision-making on teachers' professional development (Al-Husseini, 2017). Principals describe feedback as a formidable tool for boosting the performance of instructors by identifying their strengths and weak areas and addressing (Chepkuto, Sang, & Chumba, 2018; Al-Husseini, 2017). Regular monitoring of teachers instructional practices and relay of feedback on their pedagogical activities improve teaching and learning outcomes (Komar, et al, 2019).

In USA, Méndez-Morse, (2015) established that principals observe teaching methodologies as well as the use materials resources to meet students' needs. The role of school heads in instructional process entails frequently visiting to classrooms during instructional process, frequently observing teachers' instructional methods, solicit and giving response on instructive methodologies and tools that teachers use. This also involves using feedback to draw attention on means of improving curriculum and instructional methods and to establish activities that promote development of the staffs by strengthening their instructional skills. However, Rigby, Larbi-Cherif , Rosenquist, Sharpe, Cobb and Smith (2017) states that in USA, the policies that at the moment allows principals to spend quite some amount of time in class during instructional process are not likely to bring about remarkable outcome in instructional delivery unless it is accompanied by requisite resources to support process.

In the United Kingdom for example, the idea of excellence and accountability in teaching and learning are of great importance and are applied in putting schools through rigorous

inspections (Rhodes & Brundrett, 2011). As a result, much attention is channeled to monitoring of instructional practices for high quality teaching and learning. Teacher evaluation and appraisal systems are being used to monitor teacher performance to provide quality education in learning institutions (Morphy, 2013). On classroom observation, much more concentration has been given to inspectional monitoring which is conducted by inspectors from outside the school with the intention of making better the academic performance of the learner (Vashist, 2004). Iloh, Nwaham, Igbinedion, and Ogor (2016) reported that classroom observation is done in actual classroom environment in which a teacher being monitored makes a presentation of the lesson that he or she had prepared for. The observer/supervisor (principal) observes how the teacher apply various teaching methodologies, instructional materials, how he or she relate with the students, how he/she use the blackboard to write down key points, how he/she use formative or summative evaluations to evaluate learners and how they organize class activities.

In South Africa, Mestry (2017) posits that the role of principals is to ensure processes for effective teaching and learning are in place by monitoring heads of departments, teachers, learners' progress and obtain feedback on performance of every learner. They evaluate the outcome of continuous assessment programs and plans for every grade of each subject and check its realization for effective teaching and learning (Mestry, 2017). In addition, principals use classroom observation of instructional process as a strategy to generate constructive discussion with teachers and in the process gives critical feedback which helps the teachers to improve their teaching methodologies (Salazar & Marqués, 2012). This agrees with Mngomezulu and Bhengu (2015) assertion that monitoring of instruction

as a strategy gives effective feedback, leading to improvement of students' performance. However, in South Africa, the strategic management team's strategies of monitoring teaching and learning are characterized by laxity and lack of decisiveness by the management (Mngomezulu & Bhengu, 2015).

In Uganda, available documents show that most teachers in Ugandan high schools rarely make lesson plans or schemes for their work (Malunda, Onen, Musaazi & Oonyu, 2016; Ministry of Education & Sports [MoES], 2014a). This negatively affects teacher instructional delivery. The teachers' poor pedagogical skills are also said to have contributed to low teaching and learning outcomes for most learners in the in their national assessment every year (UNEB, 2015). The school administrations were insufficiently monitoring teaching and learning resulting into teachers to applying inefficient pedagogical skills (Malunda, et al, 2016). Other factor notwithstanding, the employability of effective pedagogical skills by the teachers relies on the form in which they are monitored. On conducting monitoring of classroom instructions, principals did not find a reason to carry out classroom observations except when learners or guardians raises issues about the level of instruction of a specific individual teacher (Ministry of Education & Sports, 2014a).

In Kenya, Daniel and Namale (2016) asserts that the principal performs multiple roles such as monitoring as part of their administrative duties even though most teachers resist evaluation. These monitoring and evaluation roles as defined by Musungu and Nasongo (2009), the KESI (2011) and the Teachers' Code of Conduct (TSC) of Regulation (2014) state that principals should perform the following tasks: Checking the teacher's

performance record to promote responsibility and accountability such as performance schemes; visits to classrooms to assess the learning and teaching environment and teachers; to determine the amount of work covered by learners in accordance with the syllabus; to check teachers' record of work, and to provide sufficient resources for instruction and use them to create conducive environment within the school.

In order to help the principals implement these roles, TSC developed performance contracting and Teacher Performance Appraisal and Development (TPAD) system for principals to improve efficiency in implementation of the secondary school curriculum for enhanced teaching and learning outcomes (The TSC Annual Report, 2015/2016). TSC embrace the TPAD as a monitoring tool but is yet to develop individualized teacher feedback. In conformity with its vision of providing efficient and effective service for quality teaching and learning, the TSC developed TPAD to improve teaching performance of every school. Despite of these expected benefits, challenges such as inconsistent teacher development and incompatibility between TPAD rating and learners' output questions the effectiveness of this monitoring tool. By use of this tool the principals are required to produce the monthly evaluation targets which translate to the termly targets and finally yearly (Dorothy & Bonn, 2017). Challenges such as variation in lesson observation, recycling of online schemes, appraise-phobia to be observed even if an appraiser is a colleague have also been observed (Philip, 2019).

According to Ibrahim and Benson (2020), monitoring of instructional practices in schools include checking of lesson planning, and preparing of class activities. Ndugu et al, (2015) state that various activities in the teaching and learning process should be monitored and

assessed daily. Some of these activities being monitored are; documentation of teacher preparation of professional records for classroom teaching, classrooms instruction processes, instructional assessment and teaching. To be aware of what is happening in classes and the resources being utilized, principals' regularly check teachers' teaching/learning methods (Okinyi, Kwaba & Nyabuto, 2015). However, according to Wanjiru (2015) most of the principals are neither monitor instruction nor go through teachers' records of work and lesson plan as well as work assigned to learners.

On instructional assessment, Khan, Hussain and Imad (2019) argue that it's the basis of an efficient teaching and learning process. Assessment plays a key role in instruction. Masters, (2018) states that the principals monitor students' success by checking the improvement in school mean score especially internal tests and external examinations. Their expectation is to see every teacher assess learners frequently and maintain records of how well every learner is performing in those assessments. Kipkorir, (2015) adds that in cases where there is no monitoring, several tests and exams administered by teachers are wanting in standard. They normally lack originality of style, clarity of language and skills. The questions are directly lifted from previous examinations. Ampofo, Onyango, and Ogola, (2019) add that principals should be more careful in monitoring learners' assessment records, notes given by the teacher and assignments.

In a school, the principal serves as the team leader who monitors teaching and learning processes in schools by putting necessary strategies (Kiptum, 2018). However, a study by Ndungu', et al (2015) observed that most of the principals are not checking lesson plans because the teachers are not preparing them, and that a few teachers who make

lesson plans are more productive than the ones who did not. The head-teachers' involvement in observation of instructional process was not frequent, monitoring preparation and use of professional document was never done and that checking of learners' notebooks was rarely conducted (Sankale, 2015). When teachers are not monitored well, their efficacy to instructional delivery is negatively affected and the instructional objective may not be well achieved leading low quality of teaching and learning outcomes (Sule, Ameh & Egbai, 2015).

This research is prompted by the fact that for performance of teachers and learners to be improved in public secondary schools, monitoring of instructional practices of school principals such as monitoring of teacher' preparation of professional documents, instructional delivery, instructional assessment and adequate feedback have to be given high preference(Sule et al, 2015). Other intervening variables such students discipline, economic background of the students, and student's level of intelligence may also affect the performance. In Kajiado County for instance, the teaching and learning outcomes in terms of performance in the national examination of many schools have been consistently low raising concerns about the effectiveness of principals monitoring of instructions. The table 1.1 shows the average performance of sub counties within Kajiado region

Table 1.1: KCSE Mean Scores of some Sub-counties in Kajiado County from 2015–2018

Sub-county	Year				
	2015	2016	2017	2018	2019
Ngong	4.02	4.59	4.02	4.66	4.56
Kajiado central	4.11	4.00	4.29	4.01	4.11
Kajiado North	4.56	4.81	5.0	4.91	5.21
Isinya	4.00	3.92	3.88	3.995	3.87

Table 1.1 Source: Sub-County Education office (Kajiado, 2019).

According to Wanzala (2019), the dismal performance of students at this level is unacceptable and disturbing and raises concerns to the public and key stakeholders. Principals being key players to delivery of quality instruction have a crucial duty to perform in insofar as teaching and learning outcomes is concerned. It's on this platform that this study sought to investigate the principals' monitoring of instructional practices and its influence on teaching and learning outcomes.

1.3 Statement of the Problem

Principals' monitoring of instructional practices has been an impetus for improving teaching and learning processes and subsequently outcomes. In hypothetical situation, principals monitoring of instructional practices should correlate with high teaching and learning result measured by performance in national examination. In Kenya, MoE through the TSC introduced a monitoring tool (TPAD) to strengthen the principals

monitoring role and improve teachers' performance with the objective of ameliorating teaching/learning interactions and outcomes.

However, in spite of these concerted efforts by Kenya Government, through the MoE, to improve quality of monitoring instructions practices, student teaching and learning outcomes has remained consistently low in the country and especially in public secondary schools in Kajiado County. The low teaching and learning outcomes is evident as expressed in KCSE performance shown in Table 1.1. Although principals' monitoring of instructional practices may lead to improved teaching and learning outcomes, it remains unclear whether the principals have been monitoring teachers instructional practices and whether this can be a reliable predictor of teaching and learning outcomes, hence, the need to investigate the principals' monitoring of instructional practices and its impact on teaching and learning outcomes in Kajiado County.

1.3 Purpose of the Study

The purpose of this study was to investigate the principals' monitoring of instructional practices and its influence on teaching and learning outcomes in public secondary schools in Kajiado County, with a view to informing policies and practices in monitoring in secondary schools.

1.4 Objectives of the Study

The specific objectives that guided this study are:

- i. To assess the influence of the principals' monitoring of teachers' preparation of professional documents on teaching and learning outcomes in public secondary schools in Kajiado County;

- ii. To determine the influence of the principals' monitoring of teachers' instructional delivery on teaching and learning outcomes in public secondary schools in Kajiado County;
- iii. To assess the influence of the principals' monitoring of instructional assessments on teaching and learning outcomes in public secondary schools in Kajiado County; and
- iv. To evaluate the principals' use of monitoring feedback and its influence on teaching and learning outcomes in public secondary schools in Kajiado County.

1.5 Research Questions

The study sought to give response to the questions as follows:

- i. How does the principals' monitoring of teacher preparation of professional documents influence teaching and learning outcomes in public secondary schools in Kajiado County?;
- ii. To what extent does principals' monitoring of teacher instructional delivery influence teaching and learning outcomes in public secondary schools in Kajiado County?;
- iii. How does the principals' monitoring of instructional assessments influence teaching and learning outcomes in public secondary schools in Kajiado County?; and
- iv. How does the principals' use of monitoring feedback influence teaching and learning outcomes in public secondary schools in Kajiado County?

1.6 Significance of the Study

The finding of this study may guide school principals on most effective monitoring practices that may positively influence teacher and students' performance and hence boosting the performance of the learner in the national examination.

The findings may be of great gain to KEMI when compounding of modules for training and workshops for administrators of the school. In such a case, this research study furnished them with the most salient monitoring practices may influence teaching and learning outcomes.

KICD may learn much on the themes/areas to emphasize on when designing monitoring tools for curriculum for secondary school curriculum and curriculum for teacher training institutions.

The outcomes of this research may be of a major advantage to other scholars because they are likely to form a basis for more research on the related area. The study's findings may provoke researchers to do further investigation thus contributing more to the literature on monitoring in schools.

1.7 Limitations of the Study

It was impossible to manipulate independent variables in this research to be certain that various groups were exposed to different levels of the independent variable. Due to this, the findings of the study only show the correlation and do not imply a causal-effect relationship.

It was hard for the study's findings to be generalized to all schools in the Kenya since the sample for the study was drawn only from public high schools in the sub-county of Isinya. This is because private schools were considered.

The respondents' attitude to monitoring differs in various ways. This may have affected the expected quality of the principals and teachers' response data. To avoid these errors in the study, the researcher organized and planned for sessions for interviews with the respondents to get correct information and their different opinions about the topic.

1.8 Delimitations of the Study

This study was confined to Isinya Sub-county which is simply one region in Kajiado County. This study investigated the principals' monitoring of instructional practices and its' influence on teaching and learning outcomes in public secondary schools in Kajiado.

It laid particular emphasis on all public school categories in Isinya Sub-county. This is because the population of Isinya Sub-County has different groups of schools; national, county and sub-county schools as well as both boys, girls and mixed schools.

The study was restricted to public secondary school principals, teachers and students in Isinya Sub-County. To gather relevant information, the researcher only used three instruments; the principals interview guide, the teachers' questionnaires and students' questionnaire. It was clear that all school participants and stakeholders have important information concerning principals monitoring of instructional practices; however, respondents to the study were principals, teachers and form 3 students, of various secondary schools in Isinya Sub-County.

In addition, this study exclusively applied descriptive survey design which does not explore cause-effect relationship.

Finally, other than this principals' monitoring of instructional practices, there may be other practices and factors such as cultural practices that may affect teaching and learning. However, the study concentrated on these four areas (principals' monitoring of teacher preparation of professional documents, the principals' monitoring of teachers' instructional delivery, the principals' monitoring of classroom assessments and the principals' use of monitoring feedback). They are considered as important practices that affect teaching and learning outcomes.

1.9 Assumption of the Study

The following assumptions guided this study

- i. The study was founded on the assumption that principals monitoring of instructional practices influence teaching and learning outcomes negatively or positively.
- ii. The study assumed that all participants involved in the study would willingly provide truthful and honest information to the best of their knowledge.
- iii. The study assumed that participants would cooperate and provide required relevant information without any coercion.
- iv. All schools in the study have adequate teaching and learning resources because government and Parents Association are providing funds for them and they are also well staffed with TSC and BoM teachers

1.10 Theoretical Framework of the Study

The results-based management (RBM) theory was established by the government of Australia in the middle of 1980s. The theory turned to be of great necessity in the 1990s when it was initiated by the Organization for Economic Co-operation and Development (OECD) into their programmes. RBM is one among other strategies in institution management. In this theory all the players work directly or indirectly to contribute to the attainment of a particular goal/results. This is done by ensuring that their processes and inputs produce of sustainable results (Crawford & Bryce, 2013). In a school set up the ground actors include the principals, teaching and non-teaching staffs, and learners. RBM theory is based on clearly defined responsibility that these actors should undertake. It also emphasizes on monitoring, self-assessment for sustained outcomes as well as the ultimate results (UNDP, 2012). This theory uses continuous approach – which has crucial aspects such as planning, implementation, feedback, evaluation corresponds to monitoring practices used by the principals in a school as envisioned in this study. RBM theory focuses on the designing, monitoring, management and evaluation of the entire life of a project/program e.g. the entire management of the process of transformation from beginning to the end. The main objective of RBM is to attain better and sustainable results. In a school set up the sustainable results is the teaching and learning outcomes. In teaching and learning, planning is done for purposes of instructional delivery which involves the preparation of professional documents which entails lesson planning and scheming of work.

RBM is a continuous process, requiring frequent feedback from all stakeholders who participate in the process. The responses obtained are used to facilitate the study learning

process and make it much better (UNDP, 2012). Vital strategies are constantly being modified by lessons learned during monitoring process. RBM emphasizes on monitoring as consistent exercise. The insights gained from the monitoring are deliberated fortnightly to form a basis for decision-making process on project implementation. Evaluation is done on continuous improvement of the project. Hwang and Lim (2013) presented RBM model, paying emphasis on monitoring as an essential function in the life of a program or project, they describe it a continuous frequent that requires stakeholders sacrifice on engagement, critique, data fragmentation, explicit performance analysis and continuous reporting. A crucial aspect of efficient monitoring is protecting that data system which involves developing and collecting data within a given duration. Baseline survey is normally done to indicate how a project or project is operational at a given time (Valdez & Bamberger, 2012).

Robert (2010) asserted that an evaluation illicit information and evidence that it is valid, dependable and useful, and should allow for incorporation of findings, recommendations and suggestions into the process of making decision. To improve the relevance of the findings and recommendations, key stakeholders should participate monitoring in various ways (Clarke, 2011). Evaluation has important relevant roles. These roles are not limited to accountability, and performance.

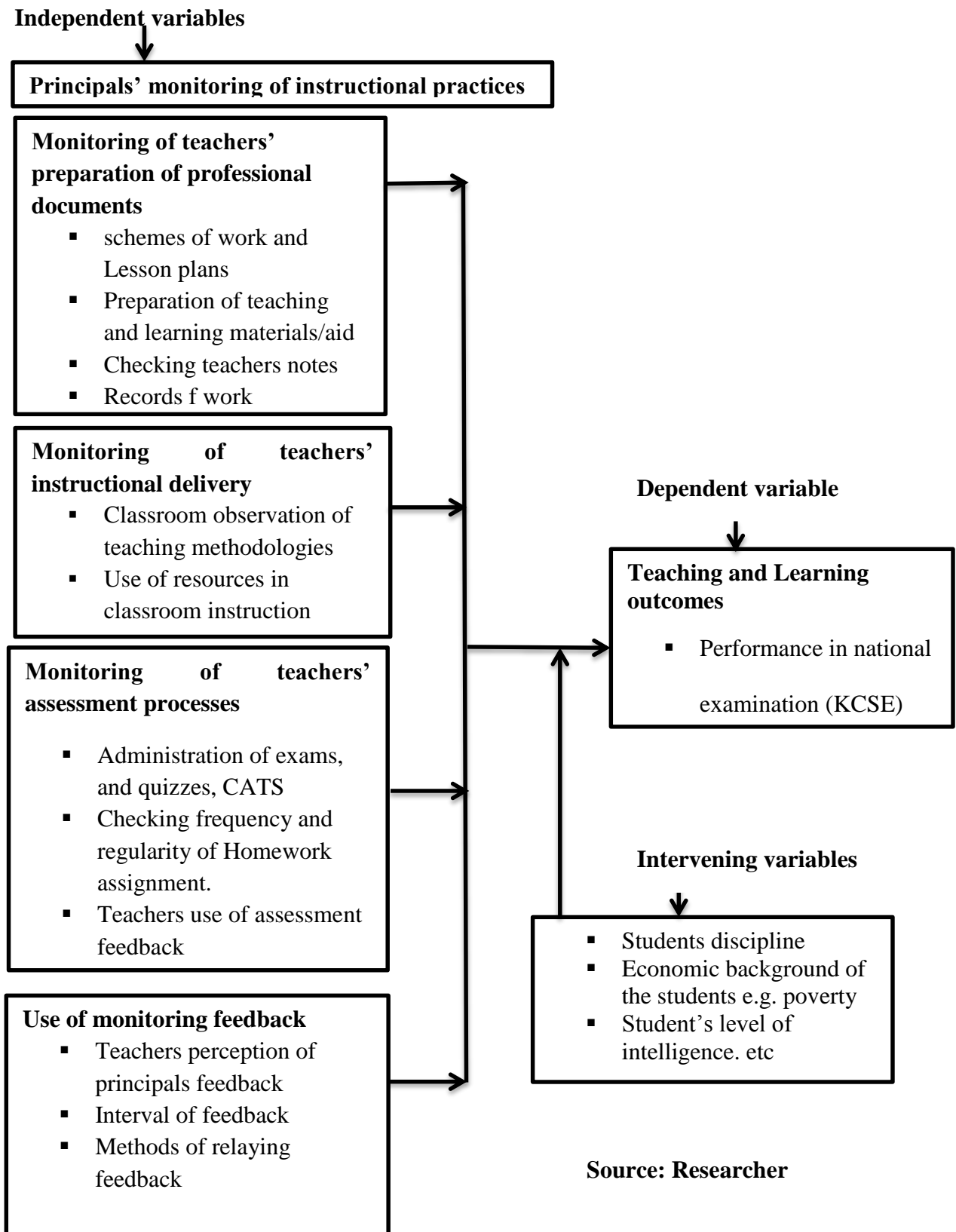
The monitoring is meant to enhance performance through records of lessons learned and the outcomes. The theory focuses heavily on reporting to stakeholders, and holds managers liable for the outcomes of the project. The theory focuses on sustainable change through the process of systematic planning and use of skilled labour to make impact on

the project/programme performance. For this research study, the skilled labour is the professional teacher. RBM provides an element that makes it easier for monitoring performance of the project/programmes. These elements are related to the variables in this study. They include the monitoring of teachers' preparation of professional documents, monitoring of teachers' instructional delivery, monitoring of teachers' assessment processes and use of monitoring feedback are key elements directly linked to the RBM theory. These key elements bring about sustainable change which for the case of this study is the continuous exemplary teaching and learning outcomes.

1.11 Conceptual Framework of the Study

The figure 1.1 shows the interactions between the variables. A conceptual framework is meant assists the researcher in creating and displaying the context of presenting a research problem. It acts as a plan for understanding the connection between and among the variables in the study (Kombo& Tromp, 2006

Figure 1.1: conceptual framework



As it can be seen in Figure 1.1, the influence of the four composite variables namely: principals' monitoring of teacher preparation of professional documents, principals' monitoring of teacher instructional delivery, principals' monitoring of classroom assessments and principals' use of monitoring feedback mediated by intervening variables namely; students discipline, economic background of the students e.g. poverty and Student's level of intelligence which most directly effects effective teaching and learning. However, effective teaching and learning outcomes is at the same time is influenced by the four independent variables. Teaching and learning outcomes which was proxy measured by performance in national examination (KCSE) forms dependent variables for this study since it relies on the principals' monitoring of instructional practices.

In consideration of the conceptual framework above, the theoretical underpinning of this research study is that teaching and learning is a process that can be made better through a change introduced due to the principal monitoring of instructional practices. According to Magolis (2012), the success of a programme relies on the manner in which elements interact to create a change. For a school to improve their teaching and learning outcomes, the principal needs to check on the monitoring of the four variables listed in figure 1.1. The study was guided variables shown in figure 1.1.

1.12 Operational Definition of Key Terms

Classroom instruction: is the lesson delivery process conducted by the teacher in order to achieve the intended goals. It also includes the use of resources/teaching aid during classroom delivery.

Feedback: refers to the comments and errors observed by the principals regarding the teacher and students performance towards achieving the required targets.

High schools: These are secondary schools, whether girl, boys or mixed or whether national, extra court, county or sub county schools

Instructional assessment: is a set of processes that samples skills from the learners' curriculum used currently to determine instructional needs. It includes homework, class exercises, assignments etc

Monitoring: This is the consistent checking of instructional activities by school principals to facilitate instructional processes. This includes the giving of feedback to teachers by the principal

Principals' use: Refers to how the principals apply the feedback from instructional observation to promote teaching and learning processes

Principal-The principal is the senior most administrators within the school who is tasked with monitoring instructional process. This term is used synonymously with the head-teacher.

Public school: All schools that is managed and funded by the Kenya government.

Strategies: These are monitoring practices and mechanisms adopted by the principals' with the aim of achieving effective outcomes

Teaching and learning Outcomes: Refers to performance of students in the national examination (KCSE)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a summary of related literature that has been reviewed and applied in conceptualizing the study. It gives the critique of research studies that has been conducted in Kenya and in other countries in Africa and other parts of the world on the principals' monitoring of instructional practices and its influence on teaching and learning outcomes in schools. The literatures are arranged in the order of the objectives of the study.

2.2 Concept of Monitoring of Instruction

Sufficient, comprehensive and continuous monitoring is an important factor for efficient implementation of whichever program within the education system (Bibik, 2017). And every time an education program or project is administered, there is a need for a way to test its efficiency for further improvement and for better use of resources. This process is referred to as monitoring. In the context of education, monitoring entails assessment and control. These can be continuous, intermediate or final assessment to indicate progress in achieving learning goals (Komar, et al, 2019). According to Ferdaus (2016), monitoring is a constitutive part of all projects/programs that keeps watch on progress and development and failures in current and future development.

In scientific terms, “monitoring” is described as a network of continuous, interim and summary evaluation as well a systematic assessment of a project or a program (Mertens, 2009). According to Eddy, et al (2016), monitoring entails the methods and used in tracing information gathered within the school through quantitative as well as empirical methods, primarily numerical information that is then applied in evaluating

the performance of the school against the set criteria so as to know the standard. Monitoring is a system-level process designed specifically to gather, collate and give report about information concerning the organization, structure and functioning of schools. Monitoring involves 'input' or administrative data, as well as data that trace the performance information such as school report cards.

According to Ferdaus (2016) Monitoring helps to make decisions on time, assures accountability, and provides a basis for evaluation. Monitoring is the process of collecting and analyzing a project or project related activity information to measure the effectiveness of interventions that meet the stated objectives and to take appropriate steps to ensure that the project is followed (Mapfumo, 2015). Given the strategic role of monitoring, it has proved an important tool for social, economic, political and financial progress in private and public sector as well and has permeated through every field, program and human activity and education is no exception (Mtetsha, 2019).

In high schools, principals monitors instructional practices of teachers such as their preparation for the lesson, lesson presentation, assessment methods used by the teacher as well giving monitoring feedback to teachers. Because the quality of teaching has apposite correlation with the response from the school principals and members of the administration involved in monitoring, when the teaching staff lacks integrity and constructive confidence on their work due to lack of monitoring, this impairs the performance of the school. Monitoring gives teachers the opportunity to get feedback on their professional growth and development in order to find the right solution (Komar et al, 2019).

Monitoring generates daily feedback on student achievement and potential problems and how to solve them evaluate the effectiveness of the various practices used and suggest improvements, evaluate how these practices serve to realize their common goals and provide a course for improving teaching and learning (Karani, Bichanga, & Kamau, 2014). Thus, monitoring makes it easy for managers (principals) to maintain clarity, responsibility, reporting and empowering all the concerns of the people in the organization (Gopichandran & Krishna, 2013). Good quality information obtained from monitoring is determined by the reliability, completeness, accuracy, preciseness, timeliness of data within the organization that helps decision-making (Mayanmar, 2016). According to Glanz (2018), in the 19th century, monitoring was done for teachers by creating stringent rules that were frequently observed while in classroom to ensure that they adhere to the instructions that are set. Teachers who did not follow these instructions were rendered jobless.

In Kenya, principals are responsible for the management of everything that happens around schools. They are responsible for ensuring that appropriate resources and techniques are provided and monitored to ensure effective learning in schools. According to Ronoh and Tanui, (2016), the most important role of principals in Kenya is to support student achievement by monitoring teaching and learning process. Principals should coordinate and direct all learning activities in schools and ensure that learners achieve their learning objectives within the deadline. This can only be done through monitoring of instructional processes.

According to Ndungu et al (2015), monitoring is conducted by school principals at school level. Monitoring is the way in which information is collected whereas evaluation is a judgment of the efficacy of actions taken based on the result of value

of learning. In densely populated schools there are departmental heads and subject heads that also play a role in monitoring of instructional practices. They bring their feedback on a weekly. Ndungu et al (2015), goes on to explain that different activities are monitored and evaluated daily in teaching and learning. These include documents prepared by teachers, physical class attendants by teachers and students assessments. The student's response is also necessary in establishing whether the learners have found the lesson interesting and, therefore, lead to the conclusion that learning took place. There are three types of monitoring systems this study worked with. These include compliance monitoring (ensuring that certain legal standards are met), diagnostic monitoring (finding out the effort and cost ratio of measuring student achievement) and performance monitoring (comparing school performance and academic standards set), (Ferdaus, 2016).

2.3 Principals' Monitoring of Teachers' Preparation of Professional Document

A study by Mngomezulu and Bhengu (2015) on Strategies of monitoring instructions in schools in South Africa observed that the strategic monitoring teams use instrument to monitor how teachers prepare for classes and frequent monitoring of syllabus coverage. The principals' checks at least once in a week the teachers' files that they used in for preparing every day lesson. These files contain teachers lesson plans, schemes of work and students assessment records. In these lesson plans, the principals check the connection between the lesson plan and the scheduled work. The research was done using qualitative study approach and a case study design. Semi-structured interviews were carried out for principals. The data collected was analyzed by applying the inductive approach. However, the current study used descriptive survey

which involves both qualitative and quantitative approaches. Questionnaires and interview schedule were used in collection of data.

Sule, Eyiene, and Egbai (2015) in an ex-post facto research design explored the principals' appraisal of teachers' lesson notes to check their effectiveness in public high schools in Nigeria. The research revealed a positive co-relation in the monitoring teachers' lesson notes and teachers' performance. When principals officially, frequently and constantly check the teachers' lesson notes and classroom delivery, the quality of teachers work performance in instructional delivery is improved as opposed to monitoring being spontaneous, discontinuous and concise. When teachers are not properly monitored, the result would be teachers' in instructional delivery would be completely affected. This may in turn affects the performance of individual student and the school as a whole. The current research used descriptive survey method as opposed to ex-post facto research design.

In Kagera, Tanzania, Mwesiga and Okendo (2015) conducted a study on the effectiveness of headteachers in checking teaching activities in secondary schools. The study embraced the transformational theory and a mixed research approach. The research study targeted all principals, director of studies and teachers in public high schools. The study observed that all teachers prepare instructional documents. These documents are scheme of works, lesson plans, and continuous assessment report. Head of schools is responsible for ensuring proper record-keeping mechanism of preparatory documents, in terms of monitoring teachers teaching works. This study employed a descriptive survey design and was based on the result-based management theory.

In Kenya, in a study on school administration and KCSE performance of students in secondary schools in Kamukunji Sub-County, Osiri, Philiyesi and Ateka (2019) established that the role of school administrators in monitoring teaching activities have influence on student performance. The roles that were there; looking at relevant professional records which are: schemes of work, records of work for the week, lessons plan and register on attendance; checking of instructional delivery which includes inspecting class activities, marking student notebooks every month. The study employed a convergent parallel mixed research design. Although this study looked at the role of school principals in overseeing teaching activities, it failed to find other aspects/practices which were being monitored and evaluated by the school principal.

Using a descriptive survey design, Ibrahim and Benson (2020) conducted a study on monitoring and evaluation of teacher effectiveness with a focus to use TPAD Tool in Public high Schools in Nyandarua South Sub-County. The research found that monitoring of teachers on the time they clock in for duty and leave improved as the teachers spent much time in school resulting to teachers having more contact time with their students. This has in turn led to the early coverage of syllabus, creating enough time for revision. Teachers are now capable of making updates as they prepare learners for exams and promotions in the following grades. Working within the timeframe has set a good culture for teachers in schools. Teachers are now perceive meeting the deadlines put by the school administration as a positive thing that gives them confidence. However, the study did not look at the specific instructional practices that the principal should monitor and its influence on teaching and learning outcomes, a knowledge gap that this study fills.

Nduku (2016) conducted a study on influence of principals' instructional monitoring practices on students' performance in Kenya national examination in Yatta Sub-county. The study found that the frequency of examining the professional documents of low and hence negatively affects learners' performance in class. Just a few number of head-teachers indicated that they have not been reviewing lesson plans, learners' progress records and student attendance registers for a long time due to a lot of work within the office. From the findings, it was clear that principals should have increased the frequency of examining teachers' professional documents so as to improve student performance. In some schools, teachers show that principals check the relevant documents. It was also established that most teachers indicate that principals check time spent and records of their performance checked monthly. Additionally, a number of teachers also showed that other documents such as assessment records, resources for lesson planning and teacher adherence to timetables were not being evaluated. This has therefore led to decline in performance in schools where these professional records are not being monitored.

Ndungu, et al (2015) and Dangara (2015) observed that in examining these records, school heads should be in a position to determine the extent to which teachers deliver content and whether learner are complying with the objectives stated in the work schemes. Programs like these keep teachers focused on better strategies of instructional delivery and even make content available to students. The principals monitoring roles include frequently reviewing teachers' work schemes, lesson notes, attending classes to monitor the actual instructional process and giving feedback to recognizing their strengths and weaknesses (Okumbe, 2013).

Mugambi (2015) in his study on influence of monitoring of instructional practices on the academic achievement of learners in KCSE in public high schools in Tinderet Sub County looked at the monitoring of instructional practices by the principals. The study found that 80 percent of principals regularly monitor teachers' professional documents. The study also observed that the monitoring of instructional practices such as monitoring the making and use of lesson plan, checking learners' notes, and assignments was rarely done by the principal. The principals' only reviewed of schemes of work, record of work and only make classroom visits once in a while. The current study investigated the principals' monitoring of instructional practices and their influence on academic outcome in Kajiado County.

A study by Mugambi (2015) on the roles played by the school principals in promoting academic performance of learners in secondary schools in Tigania west sub-county found out that frequent checking of teachers notes was contributing to high students' academic performance. About making sure that schemes of work are prepared in time, lesson notes are made and records of work filled every day, it was observed that all principals of schools that perform made sure that teachers prepare these documents. The study was guided by the systems theory while the current research used results-based management theory. This research study used a descriptive survey research design to investigate the extent to which the principals monitoring of instructional practices and its influence on performance in KCSE in public secondary schools in Kajiado County.

Kimosop (2015) did a study on teacher preparedness for effective classroom instruction of the secondary school CRE curriculum in Kenya. The study used a descriptive survey design. They established that majority of teachers write schemes

of work but they never refer to them often. From the study findings, most teachers did not find it viable to make lesson plans. A few were not sure whether making lesson plans would improve their delivery in classroom. The study also indicated that several teachers did not plan for their teaching according to making schemes of work and lesson plans despite their knowledge about it and its usefulness, several teachers had outdated schemes of work, which were no longer widely used, and they did not see the need to make new ones which are hardly used. According to them, this can only be done during teaching practice. A scheme of work and lesson plans goes together, most teachers use textbooks instead of lesson notes, they advised learners to make their own notes from the textbooks, resulting to learners to reproduce similar notes as textbooks. This is because most learners do not have summary skills. However, the study failed to establish the principals' role in monitoring the preparations of these professional documents which the current study sought to examine.

A study by Chenge and Syomwene (2016) on internal curriculum supervision of life skills education in public secondary schools: a case of Lugari sub-county, Kenya shows that internal curriculum Supervisor rarely approved professional documents for life skills education. Moreover, internal curriculum supervision rarely performed classroom observation to monitor the extent to which teachers conducted Life Skills Education in their schools. Due to lack of daily monitoring of life skills education, its implementation in public secondary schools was deteriorated. The study was based on the behavioral theory of leadership. It applied a descriptive survey research design as well as a mixed-method research methodology. This research used document analysis, interview schedules and questionnaires. This study was guided by results-based management with descriptive survey design.

The literatures reviewed here presents conflicting information on the extent to which checking of preparation professional documents influence teaching and learning outcomes and performance. In addition, the extent to which the principals check teachers' professional documents seem to vary from one region to the other creating a gap. In addition, generalization of the outcomes to this study is not attainable as there are deviations in terms of population targeted, research design, and sample size. This study was built on the findings of the literatures reviewed on principals' monitoring of professional document and its influences on teaching and learning outcomes. It's on the above basis that this study investigated the how the principals monitor teachers professional documents and its influence on teaching and learning outcomes in Kajiado County.

2.4 Principals' Monitoring of Teachers' Instructional Delivery

Siddique and Azim (2018) researched in teachers' perceptions of monitoring English in Action (EIA) program at primary schools in New Delhi. Classroom observations and structured interviews were used with teachers of primary school in determining their opinion concerning monitoring. The analysis suggests that teachers see monitoring as a key factor in ensuring their development. Education authorities and EIA officials monitor the classrooms using class assessment tool, which focuses on three things: first, the strategies used in the classrooms; second, classroom materials; and, ultimately, the response given to viewers. Teachers reported that teaching practices used in classrooms were being monitored and there were discussions between teachers and observers about them. One-third of the teachers reported that their classes were seen at least once every three months. One possible consequence of regular visits was that teachers were more prepared in the classroom than before. This

research study examined teachers' perception to monitoring in Primary schools while current study focused on the principals' monitoring of instructional practices on teaching and learning outcomes in secondary schools in Kajiado County.

According to Méndez-Morse, (2015) when heads of schools often visit classrooms, they focus more on teachers' abilities and their advancement on matters of instructional delivery. To find out what's going on in classrooms and materials being employed, successful principals often look at teacher teaching methods. Chances of interacting with teachers on teaching matters grow as principals become regular visitors in the classroom. An outcome of teacher-principal interactions shows that teachers in schools where learner performance is above average tend to ask the principal for help in teaching matters than teachers in dismally performing schools. When principals discuss with teachers about their classroom performance, they communicate with teachers about their classroom instructional process in the same way teachers discuss with students their academic progress. Communication in these two ways is important in determining a cooperative environment.

Sule, Eyiene, and Egbai (2015) conducted a study on teaching management practices and the effectiveness of teachers in public high schools in Cross-river State, Nigeria. The study found that classroom observations /visits are a basic management for instructional delivery. As class observation takes place, the supervisor (principal) looks at how the teachers plan their instructional delivery. The principal normally prepares a monitoring/observation schedule that shows how the teacher controls classroom, manages learning diversity, lesson presentation, content mastery by the teacher, student involvement and teaching methods used. The supervisor can incorporate taking of videos into the lesson without interrupting the classroom so that

he or she can sit down with the teacher and deliberate on the areas that need improvement in an effort to enhance their skills in delivery. Through such lesson observation, individual teacher is empowered. This study failed to show how the principals monitor the classroom instructions process. This gap was filled by the present study filled.

On classroom observation, Iloh et al (2016) reported that observation should be done in actual classroom environment in which teacher being monitored makes a presentation of the lesson that he or she had prepared for. The observer/principal observes how the teacher apply various teaching methodologies, instructional materials, how he or she relate with the students, how he/she use the blackboard to write down key points, how he/she use formative or summative evaluations to evaluate learners, how they organize class activities. The observer (principal) then evaluates how the teacher has performed and provides feedback which is useful for improving the efficiency in teaching process. Observation of lesson delivery is not done with the purpose of finding errors during instructional process but it is the basis for principals to incorporate teachers in identifying errors and improving on them. After class observation, the purpose of this visit can only be complete unless the principals guide and assist teachers to improve on their areas of weakness experienced during lesson delivery.

Sattar (2017) conducted a research on the implementation of classroom monitoring methods in Bangladesh context. Most teachers agreed that classroom monitoring is necessary for improving teaching process. The study also found that classroom monitoring strategies such as; participating in activities, collecting information, encouraging participation in activities and providing meaningful feedback are

important teacher roles while students work individually or as a group as the teacher monitors. Classroom monitoring is taking place in Bangladeshi institutions but it is not done well because there is no proper training for teachers. A large portion of the student is very happy with the way teachers spend their class time. The study used a mixed-use research design; the current study used a descriptive survey design.

Hvidston, McKim and Mette (2016) did a study on principals' supervision and evaluation cycles: Perspectives of principals. This research study used a descriptive method with a 20 item online survey to describe school heads attitude concerning critical issues in their own assessment and evaluation cycle. The research aimed to explore heads of schools' attitude regarding monitoring within their evaluations. 275 heads of schools in Mountain West state were used as respondents. The study established that the principals employed classroom walk-through as a method of monitoring classroom teaching. In addition, heads of school with three or less years of experience regard the feedback in their evaluations as more crucial.

In South Africa, a study by Mestry (2017) looked at principals and experiences of their leadership practices in order to improve learners achievement in public schools, established that principals' roles are to monitor teachers and heads of departments and to ensure that processes are in place for effective teaching and learning. They also develop existing resources and implementing student intervention programs. Always, they monitor student progress and report to parents on student progress. The qualitative research methodology was used to obtain the thoughts and feelings of the school principals on their function as instructional leaders to improve learner achievement. The current research looked at the principals' monitoring activities as

opposed to their perspective and experiences and used a descriptive survey design as opposed to the qualitative design employed in the study.

Using a descriptive survey design by Onuma (2016) conducted a study in Nigeria, on the principals' performance in the public secondary schools in Ebonyi State showed a positive link in class performance and classroom observation among high school principals, monitoring the assessment/achievement of students, and availing and preparing materials for teaching and learning. The finding also established that one among other factors that leads to dismal performance of students in public secondary examinations in Nigeria is the lack of monitoring methods. While this study adopted Mayo Elton's theory of human relationships and Follet Parker's theory of group relationships and interpersonal relationships, this study is based on result-based management theory.

Malunda, et al (2016) conducted research on instructional supervision and the pedagogical practices of high school teachers in Uganda. The study employed a descriptive cross-sectional survey design. The study used both Quantitative and qualitative techniques of data gathering and analysis. The study established that school authorities were inadequately carrying out monitoring of teachers teaching methodologies, thus giving teachers an opportunity to engage inefficacious pedagogical exercises. Other factor notwithstanding, the study concluded that teachers' pedagogical methods were based on how well they are monitored. So as to supplement teacher pedagogical practices, inspections by the Directorate of Education Standards must be done frequently. Frequent in-service training should be provided to senior teachers and headmasters on how to carry out classroom observations and checking of portfolios in schools. Whereas this study was anchored on McGregor's

theory X and theory Y, the current study was based on result-based management theory.

Kisirkoi and Mse (2016) did a study on curriculum implementation: strategies for improved learning outcomes in Primary schools in Kenya. The study purposed to determine how teaching and learning aids and learner-centered strategy were being used in primary school classrooms. The study employed survey research design. Most educators were found to use teaching/learning methods with more focus on teaching but minimal pupils' involvement in learning. The study suggested that there should be ongoing teacher professional development activities in schools that focused on boosting teachers' pedagogical skills to improve curriculum content delivery and eventually better academic outcomes. Further, Teachers were expected to give data on the frequency of their use of teaching aids to facilitate classroom instruction. Fifty percent of the teachers indicated that they hardly use resources to aid teaching while a few of them have never used resources at all to improve classroom learning. Whereas this study was conducted in primary schools, the current study was carried out in secondary schools in Kajiado County.

Imo and Bassey (2015) did a study to investigate the relationship between principals' supervisory techniques and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria. The study shows that there is a strong correlation between principals' classroom monitoring strategies, and teacher performance. Considering the findings, it has been concluded that the performance of the teachers can be improved if they are carefully monitored by the principal using numerous monitoring procedures. It was determined that classroom visits by principals has positive co-relation to the performance of teachers. The performance of teachers is largely

dependent on these strategies found to be the benchmark for improving the effectiveness of teacher performance that led to the achievement of learners. The study affirmed that it's the duty of the school heads to ensure monitoring of classroom instruction is done because this can pay off by strengthening the teaching and learning in schools. The study was based on ex-post facto research design different from descriptive research design used for this study.

A study by Oluremi (2016) on principals' performance of administrative tasks and its relationship with teachers' job effectiveness in Osun state secondary schools in Nigeria indicate that proper monitoring of teachers teaching activities is the most effective administrative function. However, it suggests that principals should always watch the teachers in the classroom as they deliver content. This will improve their teaching performance. The study used both descriptive researches of the survey and ex-post facto designs while the current study employed descriptive survey alone. The study focused on teachers' job effectiveness while this study looked at principals' monitoring of instructional practices and its influence on teaching and learning outcomes in public secondary schools in Kajiado County.

Laska (2016) conducted a study on monitoring and evaluating the performance of teachers through the process of observation in the classroom. The study found that the monitoring of teachers during one-hour lessons was an important task of inspectors and school principals. In addition to periodic observations, an important point out that the work of the school principal in this context is the evaluation of teaching and learning processes in classes. Therefore, the school principals monitor and evaluate the same teacher on a set of instructional lessons. Classroom observation is a fundamental strategy for teacher professional development. From this observation, the

monitor should give full conclusions regarding the performance of each teacher and draw conclusions regarding its improvement. The experience of many countries has shown that these observations should be related to the comprehensive development program of teachers in the school. This study narrowed on class observation as the only strategies used by the principal. The current study looked at observation among other strategies.

According to Okumbe (2013), the administrative roles of principals include observing actual teaching practice, focusing on their strengths and weaknesses. In addition, teacher development is also improved through enhancing teacher skills and professionalism, making sure that teachers have a track record of monitoring students' academic progress, setting goals and objectives for students and ways and means to achieve them (Lempira, 2014; Mwangi, 2014). This formed part of the monitoring practices at the school. This is in line with Mugambi (2015 who posits that principal usually visits the students' regularly and formally in classrooms to check the student's notebooks and work. The study observed that 90% of the principal visits the classroom at the high performing school, and almost three quarters of the principals' in charge of are high performing schools and average performing schools respectively visited classrooms.

Namunga (2017) did a study on the effect of supervision of instructional practices on teaching and learning in high schools in Kenya. The study embraced a mixed-methods approach and employed a descriptive survey design. The research was guided by Glutton's theory. The study indicates that classroom monitoring of instruction is intended to make better the instructional processes and the principal should be well acquainted with knowledge of how to conduct monitoring to carry out this process to

inspire teachers to teach better. The study concluded that the monitoring of instructional practices enhanced instructional processes in high schools in Bungoma County. This study embraced a descriptive survey design and was based on results-based management theory.

A study by Okoth, (2018) aimed to investigate frequency of principals' involvement in teacher management through effective instructional delivery at each school level. The research was a descriptive survey design. The study established that teachers need to be made aware of need to prepare professional documents prior to instructional delivery. This results to effective instructional delivery that has led to improved performance on KCSE. Some of these documents that should be prepared are lesson plans and notes that are prepared based on schemes of work. These schemes are prepared from the syllabus availed by the ministry of education and KNEC. Records of work should be checked weekly to monitor syllabus coverage and they are made based on lesson plans and notes. While this study was guided by McGregor Theory X and Theory Y, the current view was based on outcome-based management theory.

In a study on the influence of monitoring of teaching and learning in Githunguri high schools, Ndungu, et al (2015) applied survey design of the study. The study aims to identify ways to monitor teaching and learning in primary schools in Githunguri district. This study found that there should be improvements in the lesson preparation procedures and that the schools should enhance the monitoring processes to improve teaching and learning processes. On improvement of monitoring the practices of teachers and students, the study recommended that head-teacher need to enhance their roles in monitoring of teaching and learning. In this way, they were capable of ensuring that they properly utilize the time allocated for instructional delivery. The

current study employed on descriptive survey method as opposed to applied survey design. In addition, the study was conducted in public primary schools while this was carried out in public high schools in Kajiado County.

Based on the literatures reviewed, many authors posit that instructional delivery can influence teaching and learning process and outcomes. However, none of them addressed particular instructional methods that produce the above mentioned outcomes on learners' performance. Further, they failed to focus whether the principals checks the teachers' use of resources during instructional delivery. This study therefore sought to evaluate how principals monitoring instructional methodologies and use of resources by teachers and how they influences teaching and learning outcomes in public secondary schools in Kajiado Sub-county.

2.5 Principals' Monitoring of Instructional Assessments

Khan, Hussain, and Imad (2019) did a study on classroom assessment, literacy and practices of teacher in Pakistan. The research explored the connection between teachers' instructional practices and assessment of learners' in Pakistan. Quantitative correlational research design was used. The study established that for efficacy in teaching and learning process and for quality outcomes, assessment is the very key. The outcomes indicated that teachers use moderate level of assessment and use traditional assessment strategies. In addition, most teachers were observed to possess inadequate knowledge and skills in choosing and crafting suitable tools for assessment. Further, assessment practices within the class were only restricted to paper-pencil tests. Whereas this research study used quantitative co-relational research design, the current study used descriptive survey design.

According to Darling-Hammond, Flook, Cook-Harvey, Barron and Osher (2020) frequent and highly systemized feedback that is optimized for learners' work is an integral part of strategic learning. If there is no response to fictional errors, the student is likely to continue in repeating the similar mistakes. Benefits are more probably to be experienced when feedback centered on aspects of the task and emphasizes learning objectives. It is not enough for teachers to simply give feedback about whether their answers are correct or not. Alternatively, it is imperative that answers are clearly linked to well-designed performance standards and that learners are provided with ways of achieving these standards. Based on previous research, this approach to feedback helps students to develop understanding, skills and learning strategies. It also helps them to understand the importance of the work and meaning and its relevance.

Modupe and Sunday (2015) investigated the role of school principals monitoring practices and implementation of continuous assessment tests in Ekiti State high Schools with particular enthusiasm to Ado Local Government. The research applied descriptive survey design. According to the study continuous assessment can be defined as the task of building increased determination about the learners' activities in form of comprehension, thinking ability and behavior that promote character development. The research established that continuous assessment tests conducted were not in line with the requirements of national education policy that states that students should be assessed in three (3) domains in education. This study was conducted in, Nigeria, West Africa while this study was done in Kenya hence the geographical gap.

Mudzanani and Makgato (2016) did a study to survey school manager's role on the curriculum delivery in teaching and learning processes. This study examined the school administrators' role in implementation of curriculum to promote learners academic excellence in Vhembe district of Limpopo province. The study was conducted using five underperforming schools and five well performing schools. This study's findings showed that the principal from the best schools had a strong system of assessment to keep pupils constantly screened, completion of syllabus before the end of June and high academic attendance by teachers while poor schools had weak monitoring system for written work, syllabus completed after June and the lowest attendance rates for teachers. The study suggested that the school principal should improve their teachers' monitoring by having frequent mandatory accountability meetings with principals to improve student academic performance. This study employed quantitative research design while this research used descriptive survey design.

According to Sigma trust (2019) testing, marking and feedback serves different purposes. First, learners should use their feedback to improve their ability within a given time. They also give essential principles to planning and teaching for the future. In fact, they value the dialogue between the teacher and the student. Testing, teacher marking and feedback should act as springboard for learners to further their learning. The broad purpose of effective testing, marking and feedback is to involve students actively in the process by taking the appropriate steps to enhance their learning. Testing, marking and feedback give a vivid framework within which the learning objective can be set and the students' progress against this accuracy. The level and frequency of marking, reporting and assessment can be addressed by temporarily

marking posts that will have a specific focus on the whole school and department. Staff marking, reporting and evaluation processes would be reviewed by peers and achieved agreed objectives. The summative marking should include the marking of the end of the topic test to judge learners' achievement of objectives and the progress. These assessment opportunities should be documented in the schemes of work.

Ampofo, et al, (2019) did a study on influence of school heads' direct supervision on teacher role performance in public senior high schools, Ghana. The research study observed that teachers in most schools are required to documents learners' continuing assessment records, particularly for feedback required every term before the school opens for the next period. Those whom did not meet the prescribed deadlines are warned by the principal and treated as the first offense. If it persists in the end, it can result in harsher punishment, such as suspension from school. The study recommended that school leaders be interested in examining student performance records, assignments teachers and examinations to ensure that teachers are effectively carrying out teaching activities. This research used an embedded mixed methods design and was guided the general systems theory developed by Ludwig von Bertalanffy. The current study employed a descriptive survey design and was anchored on Result-based management theory.

Mestry (2017) established that principals analyze the outcome of ongoing assessment programs for every grade and subject and come up with plans and verify their implementation of school improvement and learner performance. According to Mugambi (2015), the progress records of the learners showed the continuous performance of individual students in a subject during the school period are monitored. This is imperative in the teaching and learning process in the sense that

strong and weak performers are pinpointed that remedial work could be organized to improve achievement.

Kagete (2013) in his paper classroom 'Assessment-for-Learning' in high schools in Kenya found that a regular application of descriptive feedback for test results. The information and details of such answers were not determined. The study applied a non-experimental descriptive research design. The use of class conferences and coming up with criteria designed to allocate grades were hardly found. The use of test scores by teachers has positive correlation with the training that they receive. Responses shows that close to half of teachers were not trained on how to use feedback in a proper manner. This requires training in the application of high quality feedback to improve the learning test. Test frequency was not found to match the purpose of the test. It also noted that the planning of students identified as most popular with the results of the assessment. Teachers, but in smaller quantities, also use assessment results in ways that promote learning assessment, such as providing feedback on lesson progress, planning instruction for the correction of “weak” and “strong” learners and adapting teaching strategies.

Singh, Lebar, Kepol, Rahman and Mukhtar (2017) did an exploratory research study to analyze the existing assessment methods of tutors and lecturers in sampled Malaysian higher institution of learning. The attention was on various methods of assessment adopted in classroom that best fit intended learning outcomes. The study employed a qualitative approach using a descriptive case study design to develop the study. 15 lecturers teaching in eight different programs from two higher learning institutions were used as respondent for the research. The study established that that tutors and lecturers use different assessment methods which includes; oral

questioning, continuous assessments, assignments and peer assessments. The methods of relaying feedback varied with making comments and correcting learners' answers. The study failed to show how administrators monitored the use of assessments by teachers/tutors/ lecturers. Whereas this study was based on higher learning institution classrooms in Malaysia, the current study was based on secondary schools in Kenya.

Salema (2017) researched assessment practices in secondary schools in Kilimanjaro district, Tanzania: the gap between theory and practice. The study used mixed research design in data collection and analysis; the current study used a descriptive research design. The study found that there is a gap in theory and practice in testing and examination. Several teachers use a teacher-focused approach in instructional delivery as well as in assessment processes. Further, it was established that teachers and learners were negative about the assessment procedures of learner-focused approach. One way to assess learners is by assigning grades to the assignments they do in groups. Student-centered approach needs learners to work together and intermingle in groups during the teaching and learning process. The teacher is expected to evaluate learners on the basis of task numerously assigned to them in clusters. The study suggested the need for in- service training boost teachers' assessment skills. The study discussed assessment methods but failed to vividly explain the roles played by principals on assessment, gap that this study filled.

Kipkorir, (2015) explored classroom assessment practices used by secondary school mathematics teachers in Nandi Central Sub-County. The research study applied quantitative as well as qualitative research designs to gather and analyze information. According to this study, assessment information was majorly employed in giving learners grades or marks, identifying learners' problems in learning and to allocate

them to various tasks. Learners mathematical competencies are usually taken into considerations when setting exams or giving assignments. The research found that tests are given at any time -weekly, monthly, mid-term or end-of-term. Schools with a few learners and endowed with teaching and learning resources tend to use CATS effectively as teachers have only a limited number of students to pay attention to. When teachers use written tests, most of the tests they develop lack quality. Tests often require the emergence of style, use of clear language and clear skills tested. Instead they pick questions from past examination papers. However, this study did not highlight the principals' role in monitoring assessment which is the gap that the current study addressed.

In their study, Nyogosia, Waweru, and Njuguna (2013) stated that the decline in candidate performance in Kenyan national examinations due to inadequate monitoring of learning practices can form a foundation for delivering intervention strategies. It calls on principals to assist students set goals and motivate them in their various exams, which can focus on their academic performance (Nyogosia et al., 2013). Dotson (2016) points out that the difference between high and low achievers are that high achiever involve in a process called goal setting, learning planning, self-monitoring, and reflection. Setting targets and making their own ways to achieve them.

Mugure (2016) did a study on the effect of assessment strategies on pre-unit children's achievement in number work in Limuru zone, Kiambu County, Kenya. The study sought to establish if a relationship exists between assessment practices administered by the teacher and scores of pre unit children in their various assignments and tests within Limuru zone, Kiambu County. In this study, written assessments were also

performed to collect data on children in sequence, subtraction and aggregation. After data collection, both qualitative and quantitative technique was applied in data analysis and presentation. This study established that the assessment practices established by the teachers have influence on the academic success of pre-unit children, particularly on hands-on activities. When teachers watch children perform a variety of tasks naturally they work well. It also established that the written tests were the most widely used test method in contrast to the observation and use of concrete materials. Further, it established that relying on a single test strategy poses challenges such as fear, dislike and so on, to pre-unit success. The research adopted a standardized test structure. The study was conducted on pre-unit children; this study was carried out in public high schools using a descriptive research design.

Wanjiru (2015) conducted a study on the effects of teachers' response to anticipation of a kindergarten class in the Embu West Division. This study aimed to explore the influence of teachers' responses to the participation of pre-school classes in the Embu West Division, Embu district. A quasi-experimental design was applied for the study and was anchored on Vygotsky's theory of learning. Research observed that the oral feedback is the most widely used response technique applied by teachers in kindergarten schools as portrayed by preschool teachers and children while the written response is used in kindergarten schools in tests or post-test reports. The content of the teacher's response affects the participation of preschool children in the classroom and the kindergarten teachers use words such as excellent, very good, good or good attempt practice as content for accomplishing a task. Quick response promotes functional disruption when participants commit to the wrong response and are most commonly used during class question and response time, oral presentation, peer

education, and discussion. If a child is unorganized at work it ensures verbal criticism that should be set aside with encouraging comments.

Samoei (2014) observed that principals analyze and discuss the KCSE outcome and then identify strategies to improve student performance in national exams. Monitoring is one of the continuous processes to improve performance in the KCSE exam. Analyzing KCSE outcomes entails examining the performance of students with each subject teacher. It helps principals to identify where to put more resources and engage with teachers in strategies to improve performance in subjects with poor outcomes. It is a continuous process that involves comparing student progress records with KCSE results. This leads to changing teaching and learning practices and investing more resources in certain areas where necessary.

There are a few in literatures focusing specifically on monitoring of instructional assessment in Kenyan secondary schools. These studies mostly reviewed western literature and a few local literatures. Most principals supervise the school environment and the teaching process but fail to supervise the instructional assessment process. Further, they described the influence of principals' instructional monitoring at primary school, giving an opportunity for this study to focus on secondary schools.

2.6 Principals' Use of Monitoring Feedback

Lochmiller (2015) conducted a research study to examine administrators' use of instructional feedback to High School Math and Science Teachers in USA. The research applied a multi-case qualitative research design. The study found that feedback managers make teachers concentrate on pedagogy in contrast to their comprehension of content. It was also noted the feedback given by the principals is influenced their previous experiences as teachers. Additionally, administrators are

looking for ways to make feedback more meaningful. Students test score data is a useful strategy for school administrators' feedback of classroom instructions. Principals must see how their stand and attitude about a particular discipliner undermines the feedback they give to classroom teachers. The study employed a multi-case qualitative research design while the current study used descriptive survey design.

According to Herbert-Smith (2015) effective feedback can also be an influential tool for a teacher to develop professionally. The more feedback a teacher can in good time, the best their level of instructional delivery can be. The observation of teacher instructional delivery and remittance of feedback are proven strategies to help teachers quickly and effectively incorporate new teaching strategies into their daily routine. The feedback, as stated earlier, gives teachers continuous information on how they work and how close to achieving their objectives. Therefore, for a response to be effective, principals must give teachers feedback before they are evaluated so that they have the opportunity to make a change in their behavior and approach their goals. Different from simple feedback, an efficacious response enhances and promotes behavior change. For the answer to work, it must be meaningful and personalized with simultaneous judgments being prevented.

Jamshidian, Yamani, Sabri and Haghani (2019) did a study on problems and challenges in providing feedback to clinical teachers on their educational performance. The study established that a total of ten challenges emerged. Some of these include: inadequate accountability and transparency in feedback system, lack of crystalizability culture, lack of formative evaluation, inappropriate feedback, and lack of feedback follow-up. Response inform of feedback can be given for both formative

and summative composition. The feedback based on constructive assessment, that is, formative feedback is of importance to the teacher in improving his or her performance in preparation for summative assessment. This feedback is provided in a safe and purposeful environment while a summative feedback even in the best cases, is consistent with teacher judgment. Most educational organizations utilize teacher test results for professional developments. The study was a mixed-methods study while the current study was a descriptive study.

Komar, et al (2019) examined how primary school teachers perceived the practice of using monitoring support on an independent basis for academic monitoring, and what factors strongly influenced their positive or negative perceptions of the above teacher/student performance appraisal. Feedback and criticism from colleagues and principals are often seen as disappointing. Because the quality of instructions relies on feedback from fellow teachers and education management staff that takes part in monitoring (monitoring support) when teaching staffs do not have constructive confidence, this has a negative impact on academic performance of the school. System in elementary school involves setting of independent monitoring so that teachers can have the opportunity to frequently receive updated feedback on their pedagogical activity. This study explored further the influence of feedback on teaching and learning outcomes. Whereas this study was conducted in primary schools in Ukraine, the current study was conducted in high school.

In the present educational environment there is a pressing requirement for teachers to boost their professional practices such as pedagogy, techniques of instructional delivery and content mastery (Cavanaugh, 2013; Al-Husseini, 2017). Among the very common and effective tools that many teachers are unanimous about as having

positive impact on their performance is constructive feedback. Feedback is strongly believed to be a viable tool that school leaders can use to lead their schools to boost learners' performance and help teachers improve and improve their delivery in class. In addition, Cavanaugh, (2013) has pointed out that for teacher performance feedback to be efficient and to function well and achieve its objective thereafter should not be based on an individual but tasks. Ghavifekr and Ibrahim (2014,) argue that school heads should support the teachers by making right decisions, issuing them feedback on time; solicit ideas to improve their delivery, promote professional growth and also motivating teacher effective lesson delivery.

Sean (2014) in a case study explored teachers' responses to principal feedback of class observations. Four teachers from four key subjects: English language, social studies, science, and mathematics from a sub-urban high school in the South eastern United States took part in the research. Each of the 16 respondents was observed in three distinct sessions. Teachers gave their opinion on principals' class observation and feedback experiences. It was established that the teachers who took part in this study often chose to respond to principals' feedback after classroom instruction by changing behaviors, written communication, giving contextual explanations to respond to issues raised in the principals' feedback. The findings also revealed that teachers find it convenient to respond to the main classroom-based feedback by focusing on improving the relationships with the learners. While this was a case study, the present study was a descriptive study.

According to DiPaola and Hoy, (2014), the influence of feedback to teachers on what goes on in their classroom cannot be overemphasized. The feedback helps them know "what have I done" in attaining learning objectives they set for their students, so that

they can decide "where to next?" the learner. Timely collection of feedback and updates is encouraged during a learning experience to inform both teachers and school managers and allows for the formation of new learning programs feedback (data collected from teacher/student performance) is used to identify deviation between actual and intended outcomes.

Rigby, et al (2017) conducted a research to explore the content and effectiveness of teachers regarding instructional delivery for middle school teachers of mathematics in terms of complementary support systems. The study employed mixed methods in schools in four major cities in United States of America. The study found that mostly principal feedback did not focus on the teaching of a particular subject/discipline in a manner that could improve those practices. The feedback concentrates on neutral teaching practices or classroom management. The leadership style of principals monitoring and giving feedback is extensive but understandable as it focus on teaching methodologies. It was also observed that current policies compel principals to spend more duration observing instructional delivery are not likely to bring about meaningful improvements until prescribed resources.

Ampofo, et al (2019) observed that the schools principals usually discussed performance of learners with teachers in whole staff meetings and within the departments. They make sure that learners' progress records are fortnightly updated by teachers. The principals' discussion with teachers on learners' performance positively influence teachers' instructional delivery due to the fact that it advice teachers on the particular content areas where learners requires additional assistance. The study was conducted in Ghana, West Africa. Whereas embedded mixed methods design was embraced, this study used a descriptive survey design.

Chepkuto et al (2018) and Al-Husseini, (2017) in their study point out that one of the functions of head of schools are to give feedback to improve classroom instructional delivery. This is regarded as an imperative task for all heads of schools. The study established that almost all heads of schools gave teachers feedback after being checked in the classroom. However, the study revealed differences in the form of feedback provided. One head of school identified feedback as a very powerful instrument for improving teacher performance by outlining the strengths and weaknesses of teachers. In the best-performing schools, the answer comes in an official e-mail to teachers and other school heads, after meeting with teachers to discuss his weaknesses and establish a plan for positive growth. A few school principals submitted a response in a 5-10 minute small interview form. Teacher examinations can be conducted through formal and informal classroom visits and discussions between school leaders when they meet to evaluate teachers. While these studies were carried out in primary schools, the current study was conducted in high schools in Kajiado County.

A study by Odhiambo (2015) on the effect of employee productivity management: the case study of Schindler Limited found that appropriate feedback is essential for any organization to meet its targets. In addition, feedback permits employees know what is really expected of them. The study also found the feedback to be promoting effective interaction between employees and managers as a way to strengthen the organization's effectiveness. Finally, research has shown that satisfactory feedback promote accountability, because employees and managers contribute to the development of goals, perceiving skills, communicating career development and employee motivation.

A study conducted Oyaró (2016), on factors influencing teachers' attitude toward performance. The research study indicates that heads of schools hardly give feedback on time after evaluating the teachers and the response is not sent in a friendly manner which gives teachers a negative opinion by monitoring of their performance. It was also observed that principals have always explained to teachers the importance of performance appraisal feedback. However delayed feedback to teachers after performance appraisal makes it useless. The data shows that lack of instant feedback after performance appraisal and delayed feedback were some of the issues that affected teachers' attitude towards performance appraisal. The research study suggests that feedback ought to be delivered immediately after appraising teachers to avoid unnecessary delays. This study was anchored on goal setting theory while the current study was based on result-based management theory.

Atieno (2019) observed that giving feedback to teachers based on their classroom delivery is a crucial task particularly when direct assistance is applied by the principal as a strategy to improve instructional delivery. Principals give immediate constructive feedback to teachers directly by having a lengthy and meaningful discourse with them on their performances. It was observed that they always arrange for this earlier to create time for it. This study shares the same findings with that of Glickman et al's (2015) who established that the direct assistance strategy is most effective when a monitoring officer decides to give meaningful feedback. Darling-Hammond, Hyler, and Gardner, (2017) posited that direct assistance is very effective for teachers who have just been employed as well as those without experience. It grant them advantage in their career as teachers. It also gives them guidance on how and where to begin as well as imparting confidence in their in their instructional delivery. Direct assistance

is therefore the best strategy for a case many teachers have worked for only five years or less.

This study sought to augment on the findings of other literatures reviewed on how the principals use of feedback influences teaching and learning outcomes. However, it was unattainable to generalize the findings of the literatures reviewed to this study location as it is limited by factors such as research design, sample sizes and target population. In Kenya, it remained vague as to whether principals' use instructional feedback and to what extent does it influences the performance. This study therefore tried to evaluate the principals' use of feedback how this instructional feedback influence teaching and learning processes resulting to higher academic outcomes in examinations within public schools in Kajiado County.

2.7 Summary of the Key Research Gaps

It was evident from the review of literature that monitoring of instructional practices is a role and a strategy that school principals must assume in schools to manage teaching and learning. A deeper understanding of this practice by principals is a prerequisite for effective teaching and learning outcomes. Findings from previous research studies indicate those principals' practices such as monitoring of teacher preparation of professional documents, monitoring of teacher instructional delivery, monitoring of instructional assessments and principals' use of monitoring feedback have positive influence on teaching and learning outcomes. However, none of the studies targeted public secondary schools in Kajiado County. There seemed to be little documented information on how the principals' use of monitoring feedback influences teaching and learning outcomes in schools in Kajiado County. Although documented literature indicates that most in schools, instructional monitoring

approaches effectiveness and challenges, a few of these studies show the role of instructional practices in influencing on teaching and learning and subsequently learners academic achievement. This is the lacuna in literature that this research sought to fill by concentrating specifically on principals monitoring of instruction and its influence on teaching and learning outcomes.

Finally, the study reviewed studies which showed how the principals use of feedback influence learners academic achievement. Works of Jamshidian, Yamani, Sabri and Haghani (2019) Ampofo, et al (2019), Imo and Bassey (2015), Chepkuto et al (2018) and Al-Husseini, (2017) are among some the literatures reviewed. However, despite these literatures indicating that positive feedbacks influence teaching and learning outcomes, some of them did not clearly show how the principals use and give feedback. It is, therefore, very difficult to generalize the findings since they are limited by geographic location, sample sizes as well as research design.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the methodology applied to achieve the objectives of the research. It explains the research design, the target population, the sample size and sampling techniques, data collection instruments, validity and reliability of tools for data collection, the process of collecting and processing the information, and data analysis.

3.2 Research Design

According to (Kothari, 2004) a research design is a conceptual structure out of which a study is carried out; it is comprised of documents for gathering data, measurement, presentation and analysis of data. The primary objective of the study was to recount the prevailing status of the influence that the principals monitoring on instructional practices on teaching and learning outcomes. This descriptive design fits well as it helped in achievement of this objective by allowing data to be collected on monitoring of instructional practices and teaching and learning outcomes without manipulation of the variables. This design further allowed the researcher to apply descriptive statistics to describe current status of the variables of interest and to use inferential statistics to establish the relationships between independent and dependent variables. This is supported by Kothari, (2004) who stated that main purpose for using descriptive survey design is to describe the situations within the study locale at a particular time of the study without manipulation of variables This research applied a descriptive survey design that incorporated qualitative as well as quantitative methods of research to study the principals' monitoring of instructional practices and its influence on teaching and learning outcomes. Quantitative data was obtained from the

questionnaires while qualitative data was derived from the interviews and open-ended questions.

Descriptive survey was suitable for this study because it hypothesizes that the sample shares the same characteristics with the general population from which it was taken (Rukwaru, 2007). Descriptive research assisted in collecting data on principals, teachers, students and stakeholders who participate in educational processes (Borg & Gall, 2007).

3.3 Variables of the Study

Leedy and Ormrod (2015) refers to variables as research elements used in showing direction of the study and are index measures in research. The researcher should also have as many variations as possible to measure the results of research. The study has independent and dependent variables and intervening variables. In this study the variables that depend on teaching and learning outcomes. The independent variable is principals' monitoring of instructional practices. The intervening variables are categorized into students' discipline, economic background of the students such as poverty and student's level of intelligence. It was considered that to some extent the principals' monitoring of instructional activities may have a role in facilitating teaching and learning outcomes.

3.4 Location of the Study

This study was carried out in public secondary schools in Isinya Sub-county of Kajiado County. It is one of the five sub-counties of Kajiado County. Isinya town is the capital of the sub-county. Isinya sub-county is 58 km south of Nairobi along the Nairobi-Arusha highway. The sub-county has a population of 8,178 and covers an approximated area of 3256.2 square kilometres. There are a total of 9 public secondary

schools in Isinya Sub-county (County Government of Kajiado, 2019). Various categories (public-national, county schools and sub-county school) exist in the Isinya sub-county. The justifications for the study locale are: first, having looked at the literature and the studies that have been done in the area, there seem to be scanty research concerning principals' monitoring of instructional practices and its influence on teaching and learning outcomes. Therefore, there exists a knowledge gap that this study sought to fill. Secondly, the KCSE examination result at the Kajiado County Education offices (2019) show academic outcomes in KCSE in most secondary schools in Isinya Sub-county (shown in table 1.1) is consistently low compared to other sub-counties in the years under study (2015 to 2019). This has attracted public concern as viewed out in public meetings and the county education days (Kajiado County Education offices (2019).

3.5 Target Population

A target population is the number of persons, events, organizations, units or other sampling units which experiences the problem described in the research (Ogula, 2005). Further, Mugenda (2008) states that every item or subject to be observed in a given research makes up a universe or a targeted population. Further, Mugenda and Mugenda (2003) revealed that a total selection of all elements in the population is called a census inquiry. They posit that in that kind of investigation, errors are minimized and the highest degree of precision is received. This study targets all public secondary schools in Isinya Sub-County. The number of public secondary schools in Isinya Sub-county is nine. The respondents in all the nine schools in Isinya Sub-County were targeted. These include 150 teachers, 594 form 3 students and 9 principals (Kajiado County Office, 2020).

3.6 Respondents

These included principals, teachers and students. Form 3 students were targeted because they are thought to have been in schools long enough to clearly understand their principal's monitoring practices within their administrative roles. Form ones and form twos were left out because they are assumed to be too new to the school to completely comprehend the principals' activities in their schools while form 3s were too busy hence could not get time to fill the questionnaire.

Table 3.1: Sampling Frame for Teachers and Students per School

School	Teachers	Students	Principals
National schools			
Moi Girls Isinya	39	102	1
Extra-county schools			
Noonkopir Girls Secondary School	21	90	1
County schools			
Isinya Boys' Secondary School	17	92	1
Sub-county schools			
Ereteti Mixed Secondary School	10	42	1
Oloosirkon Secondary School Mixed	13	59	1
Olooltepes Secondary School	12	55	1
Kaputiei Secondary school	13	60	1
Iipolosat Secondary School	15	46	1
Olturoto Secondary School	10	48	1
TOTAL	150	594	9

Source: Kajiado County Education Office

3.7 Sample Size and Sampling Technique

The sample size and sampling technique for this study is presented as follows.

3.7.1 Sample Size

A sample is a small portion of a statistical population whose characteristics are examined to provide details about the whole (Mugo, 2002). The total number of public secondary is 9 in Isinya Sub-county. The sample size population was computed by Yamane formula as cited in Israel (1992). There is a 95 % confidence level and for teachers and students. $P = .05$ was assumed for both teachers and students

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

n-the sample size
population

N-the

The resulting samples are as follows:

$$\frac{150}{1 + 150(0.05)^2} = \frac{150}{1.3175} = 109.1 = 110$$

110 sampled teachers from Isinya

For students

$$\frac{594}{1 + 594(0.05)^2} = \frac{594}{2.485} = 239.034 = 239$$

Table 3.2: Sample size and target population

Target population	Total Population	Sample Size	Sample size Percentage	Sampling technique
Teachers	150	110	73.3	Proportionate, simple random
Principal	9	9		Census
Students	594	239	40.2	Proportionate, convenient
Total	753	358	47.5	

Researcher 2022

The table 3.2 shows the computation of the desired sample size as shown above gives 110 as the smallest number of respondents that can be chosen from a population of 239 teachers in Isinya Sub County. This represents 47.5% of the population. Based on Mugenda and Mugenda's (2003) and Kumar's (2010) take that for a small population, a sample size of 20% and above is an appropriate representation while a sample size of 10% is a good representation for a large population. The sample size for teachers was deemed adequate. All the nine principals from the different schools were used as respondents for interview.

The proportional sampling formula was applied to establish the sample sizes of teachers and students. This formula is shown below.

$$n_i = N_i/N * n$$

Where: n_i represents the proportional sample size

N represents the total population

N_i represents the proportional population

size

n represents the calculated sample size

Table 3.3: Proportional distribution of Teachers and Students

School per category	Teachers	Students	Principals
National' school			
Moi Girls Isinya	29	41	1
Extra-county school			
Noonkopir Girls Secondary School	16	36	1
County school			
Isinya Boys' Secondary School	12	37	1
Sub-county school			
Ereteti Mixed Secondary School	7	17	1
Oloosirkon Secondary School	10	25	1
Ipolosat Secondary School	10	22	1
Ereteti Mixed Secondary School	9	18	1
Kaputiei Secondary school	9	24	1
Olturoto Secondary School	8	19	1
TOTAL	110	239	9

Researcher 2022**3.72 Sampling Techniques**

Sampling is a technique or a procedure of choosing a small group of the population to participate in the research study (Ogula, 2005). Further, Mugenda (2008) describes sampling as the action of choosing several individuals from a larger group in a way that the population selected is a subset of the larger population. Moreover, sampling procedure applied as an alternative because it is not viable to examine the entire population because of time restriction, budget restraints, and when study outcomes are quickly required (Kumar, 2010). This study used proportionate sampling technique, simple random sampling, convenience sampling and proportionate

sampling. For this study, all public secondary schools in Isinya were incorporated in the study hence there was no sampling of secondary schools. Schools in different categories were proportionately represented in the sample. The researcher also used census method where all principals were included since they are homogenous. This is because the numbers of principals were not too high. This position is similar to that of Mugenda and Mugenda (2003) who stated that when we have a smaller population, the most considerable method is census.

Additionally, the researcher applied proportionate sampling to group 110 teachers sampled among the different schools where the respondents (teachers) were chosen depending on the population. Simple random sampling was then applied in selecting teachers in particular school. This is for the purpose of giving each teacher same opportunity of being selected for filling the questionnaire. The researcher obtained a list of the names of all the teachers in each school on paper from the school administration and randomly assigned the serial numbers to each. Each serial number was folded in same size and shape, and dropped in a cup. The cup was carefully shaken and blended. Further, the researcher randomly picked the teachers who were included in the study from the blended. The advantage of this sample-like lottery approach is that it prevents bias by offering an equal chance to each teacher to be selected for the study.

For students, proportionate sampling was also used to divide 239 form three students per school. Convenience sampling was applied in choosing the sample of form three students in every school who were used in the study as respondents. For this study, the researcher simply selected the requisite number from conveniently available cases (Orodho, 2009).

3.8 Research Instruments

The researcher used interviews for principals' and questionnaires for both teachers' and students during data collection. A questionnaire was used because of its commonest instrument of data collection in a descriptive survey designs (Orodho, 2003).

3.8.1 Principals' Interview Schedule

An interview schedule was applied in obtaining qualitative data from principals. A semi-structured interview was done by the researcher. According to Taylor, Bogdan and De Vault, (2016) and Saldana (2015), an interview is a two-way process in which an interviewer gets a chance to take part in the interview and the respondent to give answers to questions asked during the interview. Knobel and Lankshear (2017) are of the same view and further add that in an interview; more detailed data is gathered compared to open-ended questions. Information from principals monitoring of instructional practices and its influence on teaching and learning outcomes was gathered using an interview schedule. The interviews were designed to make sure that same information is gathered from various respondents and to make it simpler to analyze data. The questions were asked in the order in which the objectives are arranged. Interviewing principals gave the respondents an opportunity to give more elaborated information. It is also convenient for principals whom in several cases are busy and are likely not to get opportunity fill of questionnaires. Interview schedule sought data on demographic information, principals' monitoring of teacher preparation of professional documents, principals' monitoring of teacher instructional delivery, principals' monitoring of instructional assessment, principals' monitoring feedback and teaching and learning. The interview schedules

gave the interviewer an opportunity to follow-up responses given by respondents and check the description of areas of concerns as they arise.

3.8.2 Questionnaire for Teachers

A questionnaire for teachers was designed according to the objectives to gather information from teachers. The questionnaire provided data about principals' monitoring of instructional practices and its on teaching and learning outcomes in secondary schools in Kajiado County, Kenya. The questionnaire was portioned into six parts, that is, A, B, C, D E and F which entailed demographic information, principals' monitoring of teacher preparation of professional documents, principals monitoring of teacher instructional delivery, principals monitoring of instructional assessment, principals use of monitoring feedback and teaching and learning outcomes respectively. The choice of questionnaire as an instrument was due to the fact that it is able to give the respondents more time to give answers to the questions; it gives security to the respondent by keeping confidential the data they give and it is not biased (Owens, 2002). Creswell (2014) state that a questionnaire is appropriate for use, as it collects a lot of information in a short time. In view of a large number of respondents, questionnaire is therefore a perfect choice of tool for this study. The teachers needed to evaluate on a 5 point likert scale the frequency of performance ranging from "strongly disagree"=1, "Disagree"=2 , "Undecided"=3, "Agree"=4, "strongly agree"=5 or 1 "Never", 2 "Rarely", 3 "Undecided", 4 "Often" and 5 "Always" depending on the instructions given. The responses were be summed up and analyzed

3.8.3 Questionnaires for Students

A structured questionnaire was aligned in accordance with objectives of the study and was used for data collection. Orodho (2009); Kothari (2004); Mugenda and

Mugenda (2003), posit that questionnaires can be used to gather information from a large population within short duration. It provided data based on views of the principals' monitoring of instructional practices and its influence on teaching and learning outcomes in public secondary schools in Kajiado County, Kenya. The questionnaire was portioned into two sections: A and B.

Questions from section A was used to obtain respondents' demographic information such as their sex and age. Questions in Section B was used to collect data on the principals' monitoring of teacher preparation of professional documents; principals' monitoring of teacher instructional delivery, principal's monitoring of instructional assessment, and principals' use of monitoring feedback as well as teaching and learning. The questionnaire was favourable in collecting information from learners because of their high population. A questionnaire as the tools for data collection was chosen basis that it can give particular responses, which are simple to analyse, it also gives room for groups to compare, and lastly, it take short time to administer (Amin, 2005).

3.9 Pilot Study

The pilot study was used mainly for testing the validity and reliability of the instruments that was in the study. A pilot study was performed in two public secondary schools in outside Kajiado County. Questionnaire was administered to 8 teachers and 30 students sampled from the two schools. According to Kombo and Tromp (2006), testing the validity and reliability of the questionnaires as well as other tools is one sure way the researcher can find out the consistency and effectiveness of the instrument. The two schools were excluded in the actual study. This is in line with Kaifeng and Miller (2008) argument that the respondents used to confirm the validity

and reliability of the instruments should not be part of the sampled population. The process that was applied for the selection of the respondents to the survey was same to the process that was used for the main study (Orodho, 2004). The researcher visited the schools to administer the tools. The comments helped to improve the instruments. The piloting helped the researcher to eliminate the biases as well, to get suggestive feedback and restructure the questionnaires to collect the data required.

3.9.1 Validity of the Instruments

According to Kombo and Tromp (2006), validity is the extent to which outcomes acquired from the analysis of information accurately present the situation under study. According to Orodho (2009), validity refers to the extent to which results acquired from the data analysis actually represent the phenomena under study. Content validity of the instrument was done through review with the help of supervisors and consultation of professionals in the field of educational research, assessment and evaluation. The purpose was to test the interpretation of the instruments, the degree to which the instruments measure what they are required to measure, amount of time to fill the research instrument and to make sure that the questions are appropriate to particular variables under the study.

3.9.2 Reliability of the Instruments

Reliability was computed differently for every instrument that was used in this research. Reliability is defined as an estimate of an interval at which instrument produce consistent outcomes after two or more trials (Mugenda & Mugenda, 2003). Reliability was ascertained by using Cronbach's alpha techniques. Cronbach's alpha technique is majorly useful when measuring internal consistency of the instruments. Further, Sekaran and Bougie (2016) posit that Cronbach's alpha is majorly applied for multi-item scales when measuring level of intervals of the instrument. It only

needs to be administered once and it gives a quantitative approximate of the instrument's internal consistency. In estimating reliability using this technique, questionnaires were fully filled by 8 teachers and 30 students' sampled from the two schools. The respondents used were not incorporated in the main study sample so as to control biasness of the respondents.

To determine the reliability of teachers and students questionnaires, Items for both the independent and dependent variables were tried for internal consistency with the help of Cronbach coefficient Alpha techniques. Multiple Likert type of questions in the teachers and students questionnaires were coded and calculated by the help of SPSS version 25 to obtain Cronbach's alpha coefficient which was used to assess reliability.

Reliability of the interview schedule was computed through the use of constant comparative method as propounded by Orodho (2017). In this case, qualitative data which was obtained when conducting piloting was scrutinized line by line and in detail to pinpoint the glaring concepts which were then are coded and catalogued while maintaining the occurrences within the context (Orodho, 2017). The transcripts obtained from the interview programs were encoded. For this case, the standardized data obtained during the experimental trials were viewed line by line and in detail to identify the enlightened concepts that were coded and listed while keeping track of what had happened within the context (Orodho, 2017). The transcripts obtained from the interview programs were encoded to identify sub-ideas and themes that could complement and validate the information obtained in the first phase of the study (Parker & Mobey, 2004). Cronbach's alpha is the most advocated method for computing internal consistency level when dealing with Likert- scale

form of questions (Gay, 2009). Since both the teachers and students' questionnaires contain a multiple Likert type of questions, Cronbach's alpha technique, therefore, is most preferred method for approximating the internal consistency of the research instruments.

The computed results in Table 3.4 indicate the Cronbach's alpha results are 0.9126 for teachers and 0.899 for student's questionnaires showing a high level of reliability of the instruments.

Table 3.4 Cronbach's Reliability Statistics

Questionnaires	No. items	Cronbach alpha
Teachers	8	.9126
Pupils	30	.899

The closer Cronbach's alpha co-efficient is to 1, the higher the internal consistency reliability (Sekaran and Bougie, 2016). Gay et al., (2009) explains that an alpha coefficient value higher than 0.7 is an acceptable measure of reliability. According to Kombo (2009) a co-efficient of 0.70 or more is acceptable.

3.10 Data Collection Procedures

According to Orodho (2009), data collection procedure follows three logistical phases; the pre-field, the field and post field. The researcher followed these phase. After consent on the research proposals by the supervisors and Kenyatta University graduate school, the researcher obtained a letter of authorization from National Commission for Science Technology and Innovation (NACOSTI). The researcher visited the Kajiado County Education Offices to alert the education officers about the

intended data collection in their areas of educational command and to obtain permission. After this, the researcher made an implementation plan to ensure that time is prudently spent. After acquiring all important documents; the researcher made a visit to the schools selected across the sub-county with the aim of self-introduction and elaborating to them the aim of the study and seeking an appointment with them.

The data collection instrument were administered on the agreed date and distributed to all selected schools. Serial numbers was used to identify the respondent. The questionnaires were then be administered by the researcher in person to the learners in school. The questionnaires were filled within thirty minutes. The researcher then gathered all the filled questionnaires for data cleaning and analysis.

After this session, name-list of all the teachers was picked from the principals' office. Then, a serial numbers were randomly assigned on the name-list and the numbers folded and cautiously mixed and picked to obtain a sample. After this, the teachers' questionnaires were distributed. The teachers were allocated a duration of forty to fifty minutes to give their responses. Thereafter, the researcher collected the questionnaires. Lastly, the researcher sought appointment to meet with school principals in their respective offices in order to carry out a session of interview. This was done within a stipulated period that was appropriate for each one of them. While conducting the interviews, some guidelines suggested by Leary (2001) such as creating a friendly atmosphere, adhering to the interview schedule, logically arranging the interview questions, and being careful not to begin with sensitive questions were considered by the researcher. According to Bryman and Bell (2001), the entire respondents were asked the same questions; however, the wording was left to the choice of the interviewer.

3.11 Data Analysis

Data analysis was done and presented as per every objective of the study. The interview schedule, the teachers' questionnaire and the students' questionnaire generated qualitative as well as quantitative data.

3.11.1 Quantitative Data Analysis

Data that was gathered by use of questionnaires was first edited to correct omissions and errors where possible (Kothari, 2004). Quantitative data was categorized according to research objectives. The quantitative data was arranged in form of a codebook and keyed into the computer and organized using the SPSS Version 25. Descriptive statistics such as means, frequencies and percentages were used. Inferential statistics like correlation and multiple linear regression were also applied to make it easy to interpret data. Regression models generated were used to establish the level of variation that an independent variables (principals monitoring of instructional practices) had on dependent variable (teaching and learning outcomes). Findings were presented using tables, bar graphs, pie charts to summarize the variables.

3.11.2 Qualitative Data Analysis

Qualitative data was obtained majorly from the 9 principals, 110 teachers' and 239 students. Interviewees' experiences and opinions concerning the relationships between study variables which were recorded and written were cleaned and edited. Orodho, Khatete and Mugiraneza (2016) posit that the procedure for analyzing qualitative data requires "editing, coding and examining the relationships between variables, interpretation and presentation" (p.159). They were analyzed by

establishing themes and presented in the form of narrations and verbatim around the study objectives.

Table 3.5: Matrix for Data Analysis and Presentation

Objectives	Types of Data	Statistical Technique	Presentation
Objective 1- To assess the influence of principals' monitoring of teacher preparation of professional documents on teaching and learning outcomes	Quantitative	Frequency, percentages, regression, means, co-relation and regression were used with help SPSS	Tables and figures, Pie Bar Charts, Graphs
	Qualitative	Analyzed thematically	narrations and verbatim
Objective 2- To determine the influence of principals' monitoring of teachers instructional delivery on teaching and learning outcomes	Quantitative	Frequency, percentages, means, co-relation and regression were used with the help of SPSS	Bar Graphs, tables, pie charts and figures
	Qualitative	Content analyzed thematically	narrations and verbatim
Objective 3- To assess the influence of principals' monitoring of Instructional assessments on teaching and learning outcomes	Quantitative	-Frequency, percentages, means, co-relation and regression were used by use of SPSS	Bar Graphs, Tables, charts,
	Qualitative	Analyzed thematically	narrations and verbatim
Objective 4- To evaluate the principals' use of monitoring feedback and its influence on teaching and learning outcomes	quantitative	Frequency, percentages, means, correlation and regression were used with the help of SPSS	Tables and figures, Pie Bar Charts, Graphs
	Qualitative	Analyzed thematically	narrations and verbatim

Source: the researcher 2022

3.12 Logical and Ethical Considerations

The researcher visited the Kajiado County Education Offices to alert the education officers about the intended data collection in their areas of educational command.

The researcher made a visit to the schools selected across the sub-county with the

aim of self-introduction, seeking permission and seeking an appointment with them after which the researcher administered instruments.

Since this research dealt directly with human beings as respondents, the researcher considered the fact that their involvement is out of choice. The researcher took time to give explanation to the respondent the benefits of the study and the need for them to participate by giving relevant information. To create a good working relationship, the researcher created a rapport with the respondent.

The principle of consent was achieved by seeking permission from the respondents and authorities. The principle of anonymity was attained by requesting the respondent not to mention their names and name of their schools in the questionnaires. The researcher used pen names to hide the identity where possible particularly for interviews.

Every respondent in the study were highly respected and guaranteed confidentiality and protection of data in line with human rights of the respondents were also observed by the researcher.

The research work was run through turn-it-in software. The aim of this is to ensure that there is no plagiarism and that the study is unique and not directly copied from other peoples' dissertations.

Finally, integrity, truthfulness and responsibility in presentation, analysis and discussion of findings was observed by the researcher. This ensured that only reliable information pertaining to the variables was examined to promote objectivity of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretation and discussion according to the objectives of the study. In the first stage, return rates for research tools and respondent details are dealt with as such information is of great importance in interpreting and understanding the data. This research study sought to achieve the following research objectives:

- i. To assess the influence of principals' monitoring of teachers' preparation of professional documents on teaching and learning outcomes in public secondary schools in Kajiado County;
- ii. To determine the influence of principals' monitoring of teachers' instructional delivery on teaching and learning outcomes in public secondary schools in Kajiado County;
- iii. To assess the influence of principals' monitoring of instructional assessments on teaching and learning outcomes in public secondary schools in Kajiado County;
and
- iv. To evaluate the principals' use of monitoring feedback and its influence on teaching and learning outcomes in public secondary schools in Kajiado County.

4.1.1 Instrument Return Rate

After data collection, the completeness and preciseness of the instruments were assessed. The return rate is presented in Table 4.1.

Table 4.1: Instrument Return Rate

Response category	Target population Sample	Response frequency	Percentage (%)	Instruments
Principal	9	9	100	Interview schedule
Teachers	110	94	85.45	Questionnaire
Pupils	239	200	83.68	Questionnaire
Total	358	303	84.64	

The researcher administered a total of 349 questionnaires and conducted 9 interviews. A total of 303(84.64%) of the questionnaires were filled and 9 interviews conducted using interview schedule and recording respectively. The response rate was satisfactory and is consistent with Mugenda and Mugenda's (2008) sentiments that the response rates which is more than 70% is acceptable in any social science study and therefore appropriate for generalization of the findings. In addition, Peytchev (2013) and Massey and Tourangeau (2013) argue that lower response rates provide more biased results. This study response rate of 84.64% is thus reliable and satisfactory.

4.2 Demographic Characteristics of Sampled Respondents

This section describes the respondents' attributes in terms of gender, age, level of education and teaching experience. The purpose of this section is to highlight aspects of principal, teachers and students that impact on learners' teaching and learning outcomes.

4.2.1 Gender Distribution of Sampled Respondents

Consideration of the gender distribution of the principals, teachers and students was crucial in evaluating the influence of monitoring of instructional practices on teaching and learning outcomes in schools in Kajiado County. The gender of the students was categorised into either male or female. Their response is as summarized by Figure 4.1.

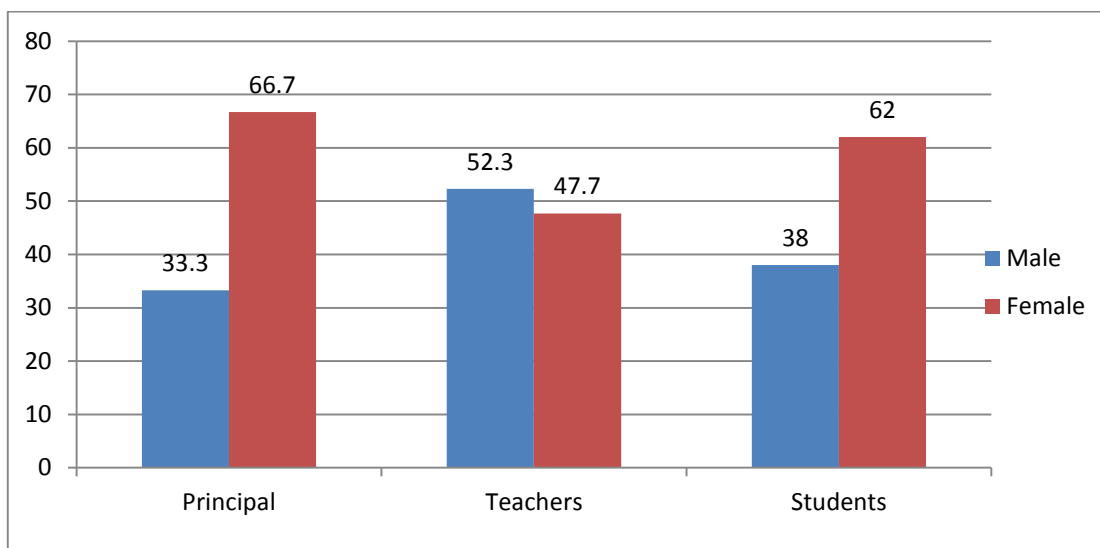


Figure 4.1 Summary of the Findings on Gender Distribution of Sample Respondents

As shown by Figure 4.1, majority of the students (62%) who took part in this study were female. There was slightly a higher number male teacher (52.3%) who participated in the study than the female. About 67% of the principals who participated in this study were female. This finding contradicts a research finding of Ngipuo (2015) who established that in terms of occupying the administrative positions, men are the majority compared to women in Kakuma Primary Schools. This difference is as a result of the biased mindset that men should take lead in the administrative positions whereas women are expected to be passive as seen in this patrilineal society.

For teachers, the numbers of male teachers (52.3%) was slightly higher than the female teacher. However, gender for principals and students was not a hindrance to monitoring of instructional practices. According to Blasé and Blasé (2008) to achieve the national goals of education, both male and female professionals are needed and particularly in the leadership position. However, the data above shows that there were more female

principals and teachers compared to men in the public secondary schools in Kajiado county.

4.2.2 Age Distribution of Sampled Respondents

Age of teachers and pupils is an element that has been established to influence the performance of teachers and students. The principals' age and the teachers' age are directly corresponding to their level of experience in teaching. The study also sought to establish the students' age and the findings are presented as in table 4.2.

Table 4.2: Age Distribution of Students

Age groups	Frequency	Percent
12-15	46	23.1
16-19	117	58.8
20 Years and Above	36	18.1
Total	199	100.0

Table 4.2 shows that majority of the students 117 (58.8%) fall between the ages of 16 to 19. This was followed by 23.1% of the students who are below the age of 15 years. The least number of students were 18.1% who were over 20 years. Most of the learners who took part in this research were Form 3 who had stayed long enough to know the principals' monitoring of instructional practices. The age distribution shows that all students have equal opportunities to education. This study established that the students' age (12-19) had no significant effects on performance of students. This is in line with Momanyi, Too and Simiyu's (2015) findings who also established that students' age of between 12 to 19 had no significant effect on the students' academic performance.

The research also sought to find out the age distributions of the principals and teachers who were involved in the study. Table 4.3 shows the age distribution for principals and teachers.

Table 4.3: Age Distribution of Principals and Teachers

Age Distribution	Principal		Teachers	
	Frequency	Percentage	Frequency	Percentage
Bellow 24 years	0	0	11	11.73
25-35 years	0	0	38	40.4
36-44	3	33.3	25	26.6
45-55 years	6	66.7	20	21.3
Total	9	100	94	100

With regard to age, Table 4.3 shows that majority (66.7%) of the sampled principals were aged 45 – 55 years while a few (33.3%) of the sampled population were aged 36– 44 years. None of them was aged below 36 years. This implies that majority of the principals in schools in Kajiado county were middle age, indicating that they were mature and that they had substantial experience required in monitoring of instructional practices. The respondents involved in the instructional process are principals who have worked for many years and have experience in teaching. For this reason, it is

worthwhile to confirm the fact that age is directly proportional to experience, wrapped up in practical and theoretical knowledge that is required for successful monitoring of instruction. Age and experience have a significant impact on a students' academic success. This finding is similar to Kamau's (2017) finding that age and experience enables the principals to give reliable and valid feedback after monitoring of instructional processes. Further, a study by Kadenyi (2014) on the impact of teacher assessments on improving the quality of student learning in public primary schools in Vihiga district, Kenya, established that majority of the principals were between the ages of 41 and 60 indicating that age is considered for one to serve in the management position.

This further study established that majority of the sampled teachers (41%) were aged 25-35 years, some of them (26.6%) were aged 36 – 44 years, and others (21.3%) were aged 45-55 years whereas 11.73% were below 24 years. This shows that most of the teachers in Kajiado were below 35 years and had taught for a few years and probably lacked requisite skills and experience. Darling-Hammond et al. (2017) posits that teachers who are just beginning to pursue their profession require monitoring of their instructional practices and in-service training to be able to grow in their professional development and instructional delivery for better teaching and learning outcomes.

4.2.3 Academic Qualification of Sampled Respondents

The study sought to obtain academic qualification of the respondents. Qualifications in education are considered to determine the effectiveness, thus leading to improved teaching and learning outcomes. The level of education indicates the level of training that influences the instructional delivery by teachers and the requisite skills for monitoring of instructional practices by the principals. The respondents were also

questioned about their education qualifications and the findings are summarized in Table 4.4.

Table 4.4: The Academic Qualification of Principals and Teachers

Level of education	Teachers		Principal	
	Frequency	Percentage	Frequency	Percentage
Diploma	9	9.6	0	0.0
Bachelors	60	63.8	3	33.3
Master	25	26.6	6	66.7
Total	94	100.0	9	100.0

Table 4.4 indicate that majority of the principals 6(66.7) had masters’ degree while only 3(33.3%) had Bachelor’s degree. Based on these qualifications, it is clear that most of the principals had relevant and basic information to monitor teaching practices. These findings are in line with the World Bank's (2010) study of Finnish teachers with the highest pre-service qualifications worldwide: school heads must have a masters’ degree as a requirement for employment. These findings also agree with the TSC’s (2017) education reform policy in the shortlisting, recruitment and deployment of school administrators. The policy requires that a high school principal to have at least a master's degree.

Majority of the teachers 60(63.8%) had Bachelors degree of education, 26.6% had Master’s degree while only 9.6% had Diploma. This means that most teachers had required knowledge and skills in teaching and learning and this would enable them to translate and execute the instructional processes. This finding agrees with the findings by Babayemi (2006) who posit that good academic qualifications are vital in implementing instructional practices. Further, Fernandez, et al. (2007) and Baker and

Cooper (2005) posits that the educational qualification of principals and teachers, to a greater extent, impact on the quality of teaching and learning and performance in national examinations.

4.3 Influence of Principals' Monitoring of Teacher Preparation of Professional Documents on Teaching and Learning Outcomes

The study's first objective was to assess the influence of principals' monitoring of teachers' preparation of professional documents on teaching and learning outcomes. Principals were interviewed while teachers and students filled the questionnaire to express their experiences in regard monitoring of preparation of professional documents by the principals. Teachers and students were to strongly agree, agree, strongly disagree, disagree or remain neutral. The scale used for the statements for teachers' questionnaire was rated as: 5= Strongly Agree (SA), 4= Agree (A), 3 =Undecided (U), 2= Disagree (D) and 1= Strongly Disagree (SD). The findings from teachers are summarized in Table 4.5.

Table 4.5 Principals' Monitoring of Teachers' Preparation of Professional Documents

Instructional monitoring of teacher preparation of professional documents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	S.D
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)		
1 Principals vet of lesson plan weekly	1	1.1	13	14.1	10	10.9	48	52.2	20	21.7	3.34	1.39
2 Gives recommendation that can improve my lesson plans	1	1.3	10	12.5	10	12.5	25	31.3	34	42.5	3.59	1.45
3 Checking schemes of work used by teachers	0	0.0	14	15.2	13	14.1	41	44.6	24	26.1	3.42	1.37
4 Gives suggestions to assist me to improve on my preparation of my scheme of work	2	2.2	16	17.6	10	11.0	40	44.0	23	25.3	3.49	1.31
5 Checking syllabus coverage	2	2.2	6	6.5	9	9.7	24	25.8	52	55.9	3.71	1.47
6 Checking students notebook	2	2.2	13	39.6	17	18.7	23	25.3	13	14.6	3.55	1.34

Table 4.5 shows that 48 (52.2%) of the respondents observed that checking the making and use of lesson plans was often a monitoring practice by the principals. Majority of respondents (42.5%) strongly agreed that the principals check and gave recommendations to improve lesson plans. Similarly, majority of the respondents (44.6 %) observed that principals check and ensure that schemes of work are prepared as the most common method of monitoring instruction in their schools. Majority of teachers (44%) also agreed that most principals gave suggestions to assist them to improve on their preparation of the schemes of work. Thus, the principals considered

it important to review the schemes of work. This finding agrees with that of Malunda et al. (2016) that shows that principals usually check the schemes of work and make recommendations to improve them. Fifty two (55.9%) of respondents/teachers said that the principals checked on syllabus coverage whereas majority of respondents (25.3%) pointed out that principals checks students notes to ascertain work covered. This ensured that teachers played their instructional role as expected.

Principals said that they check records of work and students notebook weekly to ascertain whether they were at per with the syllabus. Majority of teachers (39.6%) disagreed that principals checked learners' notes. The finding shows that some of the principals in schools in Kajiado did not frequently review students' note books. Fatuma (2003) pointed out that well prepared note can enhance students' performance in school work, which in turn leads to better performance at KCSE.

Checking of lesson notes ensures that teachers use the right instructional materials e.g. textbooks. Halverson, (2010) is also of the opinion that checking students' class notes is critical in promoting instruction and learning. The monitoring of students class work enables the principals to ascertain whether teaching is going in line with the syllabus and if lessons are attended accordingly (Omogbehin, 2013). In the same vein, Wanzare (2012) reported a teacher as saying that principals looked at their scheme of work, teaching notes and lesson plans. According to Wanzare (2012), principals also examined students' notebooks.

The teachers were further asked whether principals monitored development and use of professional documents. The findings are shown in Figure 4.5.

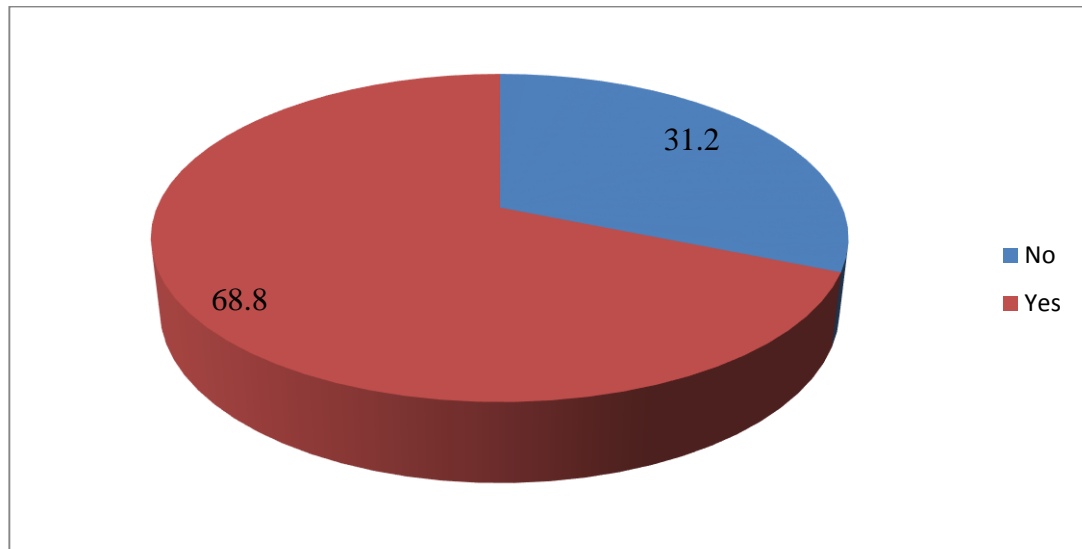


Figure 4.2 Teachers’ Opinion on Checking of Professional Documents

Figure 4.2 shows that majority of teacher (68.8%) observed that principals checked professional documents. Principals’ checking of professional documents has a bearing on way learners perform in their examination. These findings are consistent with those of Gachoya (2008) in Nyeri who found that 70% of principals were willing to advise teachers on appropriate ways of making of professional documents. In contrast, the findings did not concur with that of Abdinoor (2013) who observed that there was a failure of head-teachers to assist teachers in preparing professional documents, especially work programmes. Location of the study area may be the cause of these different results.

The researcher also conducted a further interrogation on principals to seek in-depth information from them via face-to-face interviews on how they monitored instructional practices, and how that impacted on students’ academic outcomes. Majority of the principals said that they carried out checking of teachers records of work weekly as required by the MoE policy. The principals confirmed that they check

the professional records. While making a similar comment, the principal No. 2, from one of the top schools in Isinya sub County, had this to say:

I monitor various instructional practices in the school such as inspection of requisite documents like daily checking of lesson plans, weekly review of records of work and termly checking of schemes of work. I also check whether syllabus is properly written and updated

Principal No. 4 from low performing schools had this to say:

I have to check on these documents to be on a safer side. I hope you are aware that when quality assurance and standard officers visit our school, they first demand to see professional documents to ascertain whether I always mark and sign them.

When asked their opinions of whether checking of professional documents had any influence on teaching and learning outcomes, the principals No. 3 had said.

Yes, on checking of professional documents, other than being a policy requirement, it tremendously contributes to early syllabus coverage leading to students' mastery of content and hence good teaching and learning outcomes. It also enables me to have an insight of what the teachers are doing.

These sentiments by the principals clearly confirm that majority of the principals check the professional records such as lesson plans, records of work, and schemes of work in compliance with the educational policies. Similar research by Jeptarus (2014), and Paul, et al. (2016) observed that most teachers attest to the fact that principals often reviewed and signed teachers' records of work and lesson plans in their schools. On the contrary, some studies deviated from this position. For instance study done by Paul et al. (2016) in Uganda where the findings established that majority of secondary schools teachers said that the principals in their schools did not often check the professional documents. This deviation may be explained by the differences in levels of commitment and competences of the principals.

Finally, considering the data presented in table 4.5 and figure 4.2, and the principals' sentiments on monitoring of professional documents, it can be concluded that, to a larger extent, the principals checked the professional documents.

4.4 Influence of Principals' Monitoring of Teachers' Instructional Delivery

This study's second objective was to determine the influence of principals' monitoring of the teachers' instructional delivery on teaching and learning outcomes in public secondary schools in Kajiado County. The main areas of focus are classroom observation of teaching methodologies and use of resources in classroom instruction. Lesson observation caters for the following key areas: organization, presentation, interaction, content knowledge and relevance and methodology. The scale used for the statements in teachers' questionnaires was rated as: 5= Strongly Agree (SA), 4= Agree (A), 3 =Undecided (U), 2= Disagree (D) and 1= Strongly Disagree (SD). The researcher further conducted one-on-one interviews with the principals to get in depth information on their monitoring of teachers' instructional delivery and its influence on academic performance of students. The results on the principals' monitoring of the teachers' instructional delivery are presented in Table 4.6.

Tables 4.6: Principals’ Instructional Monitoring of Teacher Instructional Delivery

	Instructional monitoring of teacher delivery	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	S.D
		F	P	F	P	F	P	F	P	F	P		
1	Observes classes to see how teachers teach	0	0.0	5	5.3	11	12.1	51	51.3	24	26.4	3.49	1.35
2	Conduct in-person meetings with teachers to reexamine syllabus progress	1	1.1	11	11.8	10	10.8	22	23.7	49	52.7	3.72	1.42
3	Walk in during lessons by the principals improve learner’s achievement in exams	12	13.0	3	3.3	17	18.5	41	44.6	19	20.7	3.41	1.29
4	observing teachers during lessons encourages them to apply the most effective methodologies	10	10.9	0	0.0	14	15.2	43	46.7	25	27.2	3.58	1.29
5	Evaluate teachers’ classroom management.	13	14.1	15	16.3	2	2.2	40	43.5	22	23.9	3.37	1.38
6	Providing teachers and learners with teaching/learning resources	12	13.0	15	16.3	4	4.3	25	27.2	36	39.1	3.63	1.47
7	Monitor the use of teaching/learning resources in teaching	13	14.4	15	16.7	2	2.2	26	28.9	34	37.8	3.48	1.46
8	Checks the methodology that the teacher uses to deliver content	0	0.0	23	24.7	11	11.8	39	41.9	20	21.5	3.28	1.34

Table 4.6 shows that the majority of the teachers 51 (51.3%) agreed that the principals visited and monitored teaching in the classrooms while 5.3% were of the contrary opinion. 21.4% strongly agree while 12.1% are non-committal. This implies that most

of the principals monitored teaching and learning in classrooms. The finding that the principals conduct visits in most classes as the lesson progresses concurs with the Jared's (2011) finding that principals did some informal classroom visits during lessons in schools in Kampala. However, Nyamwamu's (2010) finding stated that the principals had many other responsibilities in managing the school, which were more important than class visitation and observation.

On conducting face-to-face meeting to review syllabus progress, majority of the teachers (52.7%) of teachers with a mean of 3.72, strongly agreed and, 23.7% agreed, whereas 11.8% disagreed and about 10.8% were non-committal on whether the principals conduct face-to-face discussions with them to review syllabus progress. This observation is in line with that of a study by Mngomezulu and Bhengu (2015) on strategies of monitoring instructions in schools in South Africa.

On the other hand, 44.6% of teachers strongly agreed that principals' walking into classes during lessons by the principals improved learner's achievement in examinations while 13% were of the contrary opinion. This implies that the principals were keen on monitoring the activities in the classroom. Majority of teachers (44.7%) noted that the principals' observation of teachers during lessons encourages them to use the most effective instructional methodologies. Nearly 43% of teachers said that the principals evaluated teachers' classroom management. This finding is in line with the findings of Frazee and Hezel, (2002) who established that feedback made from visits and walking into classes encourages teachers to improve on their areas of weakness. And that walk in also make principals more visible in schools and this contributed to efficiency.

Further, majority of teachers (39.1%) were of the opinion that principal provided teachers and learners with teaching/learning resources, 13% of teachers were of the contrary opinion while 27.1% were non-committal about the principals' providing of resources. The large number of teachers being neutral in response may be due to the fear of being reprimanded by the principals.

In the case of the principals assisting their teachers in selecting the requisite learning materials for their subjects, the findings indicate that this was the case. The findings indicate that majorly (37.8%) of the principals assisted teachers in selecting appropriate teaching / learning materials and evaluating their use during the delivery of lessons. Slightly more than 16% had conflicting opinions. This can hinder teachers' ability to conduct effective instructional process. The principals also reported that for effective teaching and learning process in schools, the schools must make use of the available resources and also ensure that more resources are purchased through government funds for free secondary school, supplemented by the school fees.

On provision and use of resources, principal No.3 pointed out:

We try our best to provide resources and monitor their use. However, lack of enough facilities such as classrooms and science equipment still makes it challenging. The broad syllabus in some subjects poses serious challenges since most schools do not finish the syllabus on time

This sentiment implies that the principals provide resources even-though they were inadequate probably due to lack of funds. This may affect the performance of students.

These findings concurs with that of Osakwe (2010) who stated that there is an important relationship between principal monitoring strategies and teacher performance in terms of use instructional materials. Osakwe argued that if school principals could help teachers choose the right teaching / learning resources; it can

have a positive effect on teaching because that can help students to understand incomprehensible concepts (Osakwe, 2010). Lack of inadequate resources in schools means that there is a high probability that students not be able to grasp the concepts taught in the various subjects and this will eventually affect student performance.

About 39(42%) of teacher agreed that principals, during classroom observation, usually checked the methodology that the teachers used to deliver content. About 25% of the respondent disagreed while about 12% of teachers were neutral and had nothing to say about checking of methodology used in the classes. This means that most principals were aware of what was happening in the classes and could take corrective measures where necessary. These findings imply that even-though majority of the principals checked on methodology used, an undisputed number of them do not check on the same during lesson observation. Similar findings were reported in several reviewed studies (Hussein, 2015; Mohammed, 2015; and Sultan, 2017). The teachers were further interrogated on their opinion about checking of class activities. Their observations are presented in Table 4.7.

Table 4.7: Teachers’ Opinions on Checking of Class Activities

Response	Frequency	Percentage
No	27	28.7
Yes	67	71.3
Total	117	100.0

As shown in Table 4.7, majority of teachers 67(71.3%) were in agreement that most of the principals checked their class work while 27(28.7%) were of the contrary

opinion. Majority of the students 163 (61.5%) also confirmed that they saw the principals going round the classes observing how they were learning and how teachers taught them. Similar observation was reported in a study by Hussein's, (2015).

Further, the research also sought to find out from the students on whether the principals went around to check on the activities that took place in their classes. The findings are presented in Table 4.8

Table 4.8 Principal Going Round to Carry out Observations

Principals going round	Frequency	Percentage
No	75	37.9
Yes	123	62.1
Total	198	100.0

Table 4.8 shows that majority of the students 123(62.1%) confirmed that the principals normally went around their classes to check how teaching and learning took place. Only 75(37.9%) were of the contrary opinion. This data vividly shows that the principals monitor instructional delivery. This is similar to findings of Obunga's (2019) study that most principals normally monitor how teaching and learning takes place by walking around.

From the tables 4.6, 4.7 and 4.8, one is able to conclude that most of the teachers were of the opinion that the principals' monitored instructional delivery. This may lead to quality instruction and hence better performance of learners at KCSE. The monitoring and evaluation of instructional processes by the principals are in line with the findings

of Malunda, Onen, Musaazi and Oonyu (2016) on monitoring of instructional practices of teachers of secondary schools in Uganda. This established that the principals' classroom observations have statistically significant effect on teachers' delivery leading to improvement in teaching and learning outcomes in schools in Uganda. These findings ties in with Sergiovanni and Starrat's (2007) study point out that impromptu as well formal class visitation by the principals assist teachers to assess their learning outcomes and make efforts to better it.

To get further information on the principals' monitoring of instructional delivery, an in-depth face-to-face interview was conducted. All the principals said that they made class visits and monitored delivery of instruction. Many of the principals explained that the principals' visits included the practice of preparing their classes adequately. Regular classroom visits and walks in keep principals informed of how learning and teaching are going at school. Principal No.9 said:

Sometimes, I go and see if the teachers in their classrooms teach ... However, because I have so much to do as a principal, I have always given the task of monitoring teaching and learning to my deputies and HODs, but I have a big responsibility.

The principals emphasized that visiting classes and walking around the school gives them an overview of how teaching and learning are happening in school. During the interview, principal No. 5 had this to say:

Initially, teachers used to perceive being checked or being monitored as if you are infringing on their rights. You are trespassing on their domain. They will feel as though you are targeting them for one or other reason. However, of late they have started to embrace it because they know it's a policy requirement and for the sake of TPAD.

Principal No. 1 from Isinya Sub County had a different take with regards to how monitoring of instructional practice happens in their school. She indicated as follows:

Monitoring of instruction is crucial for things to move smoothly. It is largely dependent on the school principal for these policies to be implemented to the letter. As for me, I put more effort on instructional delivery because that's where the future performance of this school lies.

The responses made by the principals suggest that monitoring of instruction actually happens in schools.

The researcher asked the teachers whether the principals monitored their lessons. The data on principals' monitoring of lessons are shown in figure 4.3.

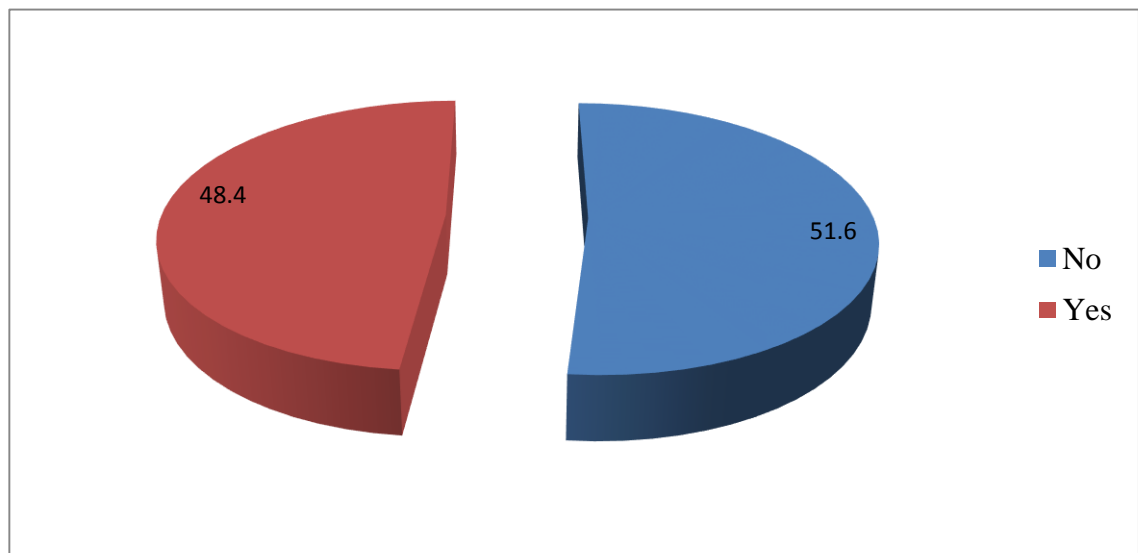


Figure 4.3 Principals' monitoring of lessons

Majority of the teachers (51.6%) agreed that the principals monitored their lessons fortnightly and gave them feedback for improvement. Sometimes, the principals delegated their monitoring duties to the deputies and HODs.

From tables 4.6, 4.7 and 4.8, one can deduce that monitoring of instructional delivery was carried out. When monitoring of instructional delivery is done in a mutual and consistent way between teachers and principals can be of great help in improvement the quality of education. Beach and Reinhartz (2000) point out that the monitoring of

classroom practices is a process of learning that provides teachers with information about strengths and weaknesses of instructional process. It can be used to improve the teaching skills, and to improve performance. Ngipuo's (2015) study also found that classroom visits allow for the observation and evaluation of classroom activities and use of professional documents, thereby enabling teachers to improve their delivery.

Although the observation of instructional processes as the teacher teaches is considered to be more effective, they may change their behaviour because they know that they were being monitored. This is called Hawthorne effect. The principal, therefore, may measure the effectiveness of the hidden behaviour rather than the assessment of what is true. Although class visits were considered a viable option. The researcher, Jared, (2011) and Nyamwamu, (2010) agree that it is important for principals to make impromptu visits to classes during instructional process.

Based on the principals' responses and the mean average of 3.5 for the items measured, one can deduce that the principals' monitoring of instructional delivery was done even though the quality of monitoring is questionable because it was mostly done to comply with policies. Glickman and Gordon (2012) posit that checking of instructional delivery is a springboard to the success of the school. Thus, one can conclude that teachers were not often and thoroughly advised on better techniques of delivery and this leads to low academic achievement (as low as 2.76) as was observed in one of the schools.

4.5 Influence of Principals' Monitoring of Instructional Assessments on Teaching and Learning Outcomes

The third objective for this study was to assess the influence of principals' monitoring of instructional assessments on teaching and learning outcomes in public secondary

schools in Kajiado County. Teachers were either to strongly agree, agree, strongly disagree, disagree or remain neutral. The scales used for the statements for teachers' and students questionnaire were rated as: 5= Strongly Agree (SA), 4= Agree (A), 3=Undecided (U), 2= Disagree (D) and 1= Strongly Disagree (SD). The findings from teachers are summarized in table 4.9

Table 4.9: Monitoring of Instructional Assessment by Principals

	Monitoring of Classroom Assessment by Principal	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	S.D
		F	P	F	P	F	P	F	P	F	P		
1	Checks whether exams test what has already been taught.	10	10.8	42	45.2	15	16.1	24	25.8	2	2.2	3.67	1.35
2	Checks the teachers hand in their examination tests on time.	0	0.0	13	14.0	15	16.1	39	41.9	26	28.0	3.55	1.30
3	Monitors marking of learners assignments	0	0.0	6	6.4	14	15.1	56	59.6	17	39.8	3.47	1.36
4	Receive updates about frequent testing of pupils and feedback.	10	10.8	2	2.2	22	23.7	48	52.3	11	11.7	3.51	1.27
5	Check learners progress records	1	1.1	14	15.1	11	11.8	49	52.1	18	19.1	3.53	1.37
6	Receive updates on classroom testing and assignments	14	15.1	13	14.0	2	2.2	50	53.2	14	14.9	3.40	1.40
7	Sets timeframe within which teachers mark examinations, return papers and revise	11	11.8	12	12.9	0	0.0	20	21.5	50	53.8	3.71	1.43
8	Make sure that teachers adhere to deadline for submission of marks	4	4.3	12	12.9	16	17.2	21	22.6	40	43.0	3.78	1.28
9	Evaluation of progress in every subject regularly	0	0.0	12	12.9	16	17.2	40	43.0	25	26.9	3.58	1.25
10	Ensures continuous assessment records are kept up-to- date by teachers	11	11.8	1	1.1	18	19.4	23	24.7	40	43.0	3.63	1.36
11	Ensure that exams and CATS are revised	0	0.0	16	17.2	13	14.0	37	39.8	27	29.0	3.65	1.22

Table 4.9 shows that majority of the teachers 42 (45.2%) disagreed that principals check whether exams test what has already been taught, 24(25.8%) of the respondent are of the opinion that principals check what has already been taught while 16.1% of

teachers were non-committal. With a mean of 3.6 and a standard deviation of 1.35, it can be concluded that majority of principals' do not check whether exams test what has been done. The majority of teachers 40(43.0%) strongly agreed that principals ensure that teachers submit their exams on time and set a deadline for their submission. About 14% of teachers disagreed while 16% of them were non-committal. This has a mean of 3.5 and standard deviation of 1.3. This finding agrees with that of Beatrice, Gathu and Bomett (2015) that shows that majority of principals do not check whether exams tests what has already been taught only a few agreed. This study reveals that the principals do not take seriously the monitoring and evaluation of examination seriously.

Majority of teachers 59(59.6%) and 53.2% agreed that the principal monitor marking of assignment and receive updates about teachers respectively while 6.4% and 2.2% of teachers disagreed respectively. This finding agrees with Fullan, (2001) and Beatrice, Gathu and Bomett (2015) assertion that evaluation is an inherent part of teaching and must be monitored by principals for effectiveness. They add that teachers give tests which when marked can give the level of learner understanding and that process needs close monitoring.

On checking of learners progress records, majority of teachers 49 (52.1%) were of the opinion that principals checks student progress records whereas 6.1% of them disagreed. Further, the majority of respondents 40 (43.0%) agreed that progress in each subject was regularly monitored by the principal. These findings suggest that principals take seriously monitoring of students' evaluation and progress by the teacher. This study finding agrees with the finding of studies of Paul et al. (2016) and Sekunda, (2013) who established that the principals usually check the records of

students' test scores and monitors their progress. The overlap in responsibilities of the principals is due to variation in level commitment and competence. Boudett, Murnane, City and Moody (2005) pointed out that monitoring of learners' progress records is critical. They add that students' assessment data can be used to determine the performance of the school as a whole. However, Wanzare (2012) found that the principals were often seen as too busy with administrative work to monitor student progress. Similarly, Hussen's (2015) study found that monitoring student progress by the principals was uncommon and was done irregularly on the need basis.

Majority of teachers 50 (53.8%) are of the opinion that the principals set time frame for teachers to mark, return and revise while a minority of 12 (12.9%) disagreed with the statement. In addition, a majority of 40 (43%) of teachers agreed that principals ensure they submit their marks within the deadline while about 12 (13%) were of the contrary opinion. This means that the assessment process was being done well in most schools in Kajiado County. This finding agrees with that of Kagete (2013) that the principals' setting of timelines minimizes time wastage.

About 40(43.0%) of respondents strongly agreed that the principals evaluate the progress in terms of test-scores and averages of every subject, 26.9% strongly agreed while 12.9% were non-committal. In the same vein, 40(43%) of teachers strongly agreed that the principals ensured that continuous assessment records are kept up-to date by teachers. 24.7% of the respondent agreed with this statement while 1.1 % are of the contrary opinion. On revision of CATS and examinations, majority 39.8 % of teachers agreed whereas 14% were non-committal and 17.2% of the respondent disagreed. Even-though majority of the principals monitor assessment process. A significant number of them still do not bother about it. However this contradicts the

findings of Beatrice, Gathu and Bomett (2015) who established that school administration does not evaluate teachers work in assessment. They do not monitor the setting of CATs and exams and the entire process of evaluation.

The table 4.9 shows average of between 3.5 for all items, which means that respondents agreed with most statements. Respondents, therefore, generally feel that the principals often give instructions to teachers on how to monitor their assessment methods. Notably, the issue of ensuring that teachers submit their exams within the set date was set very high.

Principals No. 9 from a performing school pointed out:

Monitoring student academic progress enhances student academic achievement. I ensure that that regular assessment of learners through continuous assessment, marking and discussion of result with students encourages them and keeps them on track. I ensure that there is regular communication between teachers and students which leads to better student performance. It is my job to monitor this process regularly.

The results of the principals' responsibilities of making sure that continuous assessment records are up-dated show that they have great interest and dedication to the task. This may reflect the general assessment of learners and make it simpler to pinpoint the areas of weaknesses in the learners' performance and apply corrective measures when needed. These findings continue to support the idea expressed by teachers during the discussion.

Further, principal No. 6 from a performing school stated:

In this school, teachers are expected to submit their examinations for the following term, a week before the school opens. Those who fail to meet deadlines are warned of the first case and are given questions to answer in the following cases. After completing these examinations, the marks are recorded and copied to the school administration.

Principal No. 7 added:

I entrust the HODs and subject heads with the responsibility of ensuring that the work given to students by the teachers must be of the highest quality and appropriate. They ensure the quality of the assignment or test before it is given to students.

These findings are in line with that of Alimi and Akinfolarin (2012) who studied the impact of selected models of monitoring instructional activities on learners' performance in examination in Ondo State, Nigeria. The study reported that there is a significant impact in performance of students when the principals checked students' head-scratching notes, classroom tests, test quiz scales and marking systems. Discussion by principals on student performance can have a positive impact on performance of the learner. The principals interviewed for the study gave various responses. Principal No. 8 had this to say:

I instruct the academic committee at the beginning of the term to come up with the number of tests each teacher should give his or her students. At the end of the term, I check the mark books and assessment records and go to the student performance class. This helps me to have a general view of school performance for strategic purpose.

Similar view was expressed by principal No. 9 who also stated:

For student exams, I fortnightly check learners' assessment records and sometimes I randomly check their books to ascertain whether they are given assignments. Also, in conjunction with the two deputies, we meet with department heads to determine the amount of exercise each teacher needs to provide to their students to check if they are on track. If we have realized that a specific teacher is not living up to expectations, I request for learners exercise books and compare them with the work plan.

The principals views expressed above were clear indication that they monitor assessments processes that takes place in school. This can lead to improved performance in school. The views expressed by teachers and principals are in line with Adewale's (2014) finding that the principals checking students exercise books

had a significant impact on students' academic achievement. Similarly, a World Bank Report (2010) that stated that the principals monitor teacher use of teaching time, check student textbooks, do enough classroom work, marking within the set deadline improve students' academic improvements. It is helpful to see that their co-instruction is consistent with the expected standards and ultimately improve the delivery of instruction if done effectively (Police & Tsabalala, 2013).

The study also sought to find out whether teachers give assignments as a way of checking learners' progress. The findings are as shown in table 4.5

Table 4.10: Checking of Administration of Assessment

	Not Offered	Rarely Offered	Frequently Offered
Unit/Topic	110(55.1%)	41(20.4%)	49(24.5%)
test			
CAT	33(16.5%)	115(57.7)	51(25.8%)
Full Exams	46(23%)	52(26%)	102(51%)

As indicated in table 4.10, the data shows that's majority of students 55.1% confirmed that unit test/topics are not offered. Only 24.5% of the students agreed that unit test/topical quizzes are offered. This means that topical quizzes and revision are only done in a few schools. On the other hand, 57.7% of the students responded that CATs are rarely offered, 25.8% said that CATs are frequently offered while 16.5% were of the contrary opinion. However, this is a failure of the principal to monitor the administration of CATs which helps learners revise. Principals should ensure that students are regularly assessed to obtain feedback on their progress. A small percentage observed that such assignment has not been marked. Any activity that takes place in a school clearly shows the principals' rate of effectiveness in monitoring

instruction. The fact that there is monitoring of homework given and marking reflects the interest of the school head in the learning process. According to Neagley (1964) assessing learners' progress is an important area of focus for the head teacher. Assignments give the teachers a feedback on learners' progress. Continuous assessments tests too offer feedback on learners' progress.

In conclusion, based on the responses of the principals seems to checking of instructional assessment. This is expressed in the average mean of 3.59 for the teachers' response and comments from principals. The principals, particularly from high performing schools ensure that assessment practices are adhered to. They do this through checking of teachers mark books/assessment books, they follow up on performance of every class, and they check the assignments given by the teachers. However, most schools with low performance in KCSE, most of the principals are not very keen on checking the evaluation processes used in their schools. This explains why the mean score for Isinya sub-county is low despite the effort by the principals from high performing schools.

4.6 Influence of Principals Use of Instructional Monitoring Feedback on Teaching and Learning Outcomes

The study's fourth objective was to evaluate the principals' use of monitoring feedback and its influence on teaching and learning outcomes in Public Secondary schools in Kajiado County. The principals were interviewed and teachers were questioned on their opinions on principals' use of feedback. Teachers and students were either to strongly agree, agree, strongly disagree, disagree or remain neutral. The scales used for the statements for teachers' and students questionnaire were rated

as: 5= Strongly Agree (SA), 4= Agree (A), 3 =Undecided (U), 2= Disagree (D) and 1= Strongly Disagree (SD).

Table 4.11 Principals Use of Instructional Monitoring Feedback

Principals use of instructional monitoring feedback	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	S.D
	F	P	F	P	F	P	F	P	F	P		
1 Give feedback to teachers after lesson observation	15	16.3	3	3.2	0	0.0	50	53.2	24	26.1	3.4	1.43
2 Teachers appreciate the feedback obtained from principal	0	0.0	17	18.5	19	20.7	19	20.7	37	40.2	3.52	1.32
3 Principals always give performance feedback on time	0	0.0	15	16.3	14	15.2	25	27.2	38	41.3	3.5	1.36
4 Principal discusses with teachers their lesson delivery as away of giving feedback	10	10.8	2	2.2	7	7.4	50	53.2	24	25.8	3.58	1.26
5 The feedback received concurs with the actual performance of the teacher	12	13.0	2	2.2	13	13.8	54	57.4	11	11.7	3.61	1.32
6 Principals use only verbal feedback as a response to teachers	2	2.2	21	22.8	16	17.4	35	38.0	18	19.6	3.17	1.34
7 Principals only gives written feedback teachers	17	18.3	18	19.4	3	3.2	37	40.2	10	10.8	3.1	1.42
8 Principals give both verbal and written feedback to teachers	1	1.1	13	14.1	14	15.2	45	48.4	27	29.3	3.5	1.36
9 The principal holds staff meetings to evaluate academic progress.	4	4.3	6	6.5	15	16.1	26	28.0	42	45.2	3.95	1.2

From the table 4.11, the teachers were asked whether the principals give feedback to teachers after lesson observation, majority of the respondents 50(53.3 %) of the teachers agreed that the principals give feedback to teachers after lesson observation,

26.1% of the respondents strongly agreed while 16.3% of them disagreed. With the mean (3.4) and standard deviation of 1.34, the findings suggests that majority of the teachers were of the opinion that principals gives feedback. Sultan (2017) had a similar observation when he established that because of the positive effect of feedback from lesson observation on work performance of teachers and in general performance of the school, the principals should prioritize giving of instant feedback.

On appreciating feedback obtained from the principal, majority of teachers (40.2%) appreciate feedback from principals, 18.5% disagreed with the feedback while 20.7% were non-committal about it. This implies that most teachers are embracing feedback from the principal. This is in line Usman, (2015) argument that positive comments by the principal in the course of observation process have a measurable relationship in the improvement of classroom delivery by the teacher. On whether the principals give feedback on time, majority 41.3% of the teachers agreed that the principals always give performance feedback on time, while 15.3% of teachers were non-committal about it. With a mean 3.5 and a standard deviation of 1.36, it can be concluded that majority of teachers receive immediate feedback. On the contrary, Mbuso's (2015) study established that some principals performed full-time class teaching in addition to their administrative and supervisory functions hence no time to conduct intensive monitoring and evaluation and give substantive feedback. Similarly, Bush and Middlewood (2013) and Kedir (2011) also observed that the principals spent more time on administrative activities and much less time on monitoring hence cannot give feedback on time.

On holding a discussion with teachers on areas of improvement, 53.2% of teachers agreed that they discuss the feedback with the teachers. About 10.8% of respondent

disagreed while 7.4% of them were non-committal. With a mean of 3.58 and a standard deviation of 1.26, it can be concluded that the majority of the principals discusses feedback with teachers after observation in a collegial manner. In the same vein, a study by Hussein (2015) on monitoring instructional practices in public schools in Ethiopia, established that the principals neither inform teachers about the observation nor hold discussions with them after observing them. Additionally, Massey, (2004) observed that the discussion of lesson observation findings significantly improves teachers' instructional performance.

On whether the feedback given by the principal reflects the actual activity that took place in class, 57.4% of teachers agreed that the feedback reflect the actual activity. 13% of the respondent strongly disagreed while 13.8% of the respondents are of the contrary opinion. This finding is consistent with Nampa (2007) view that the feedback is given to guide the teacher on areas to improve on but not for fault-finding or witch-hunting and therefore should reflect the actual happening. On whether the principals only use verbal feedback, majority of the teachers (38%) agreed, 19.6% of the respondents strongly agreed whereas 22.8% of the respondent disagreed while 17.4% were of the contrary opinion. majority of respondents (37.6) further noted the principals use written feedback alone while 19.4% of the respondent were of contrary opinion. Similarly, majority of the teachers (48.4%) agreed that principals give both verbal and written feedback to teachers whereas, 14.1% of the respondent disagreed while 15.2 % were neutral. Based on this data, it's clear that principals uses both written and verbal as a means of giving feedback. Iroegbu and Etudor-Eyo's (2016) study had a similar finding after observation; the principal chooses the nature of communicating feedback. In most cases, the principals use written as well as verbal

discussion as a means of relaying feedback to teachers. The feedback given enhances their classroom delivery leading to better performance.

To get in-depth information, the researcher conducted an interview with the principals to establish whether they give feedback and its impact on performance of the teacher and whether feedback can lead to better academic achievement of students in KCSE. The principals had mixed feelings about giving feedback. The principal No. 9 had this to say:

I always inform my teachers in advance about the pre-planned class visit and observation so that they can prepare. Most teachers are positive about being observed since it's a policy requirement unlike in the past where they could see it as being used for witch-hunting or fault finding. Their perception has really changed.

Further, principal No. 6 had this to say:

I prefer to give urgent and meaningful feedback on their performance in content delivery. I always have to fix time for this early enough... my intention is to enable them understand the situation and not make them feel guilty, but in this process I pass my message... They are very motivated, very motivated, I tell you

The findings imply that instructional practices have a slightly positive relationship on student performance in national examination. On the contrary, principal No. 8 opines that:

Giving of feedback is a very effective instructional practice that can boost performance of the teacher; however, in a year, I only give feedback once or twice because of heavy administrative workload hence no time to sit down and discuss the details.

The principal number further added that:

Monitoring of instructional practices to a great extent has a significant effect on students' learning and students' performance in KCSE. The principals conduct monitoring of instructional practices and give feedback following classroom observations. Every principal, although their job description is an immense one,

should embrace monitoring of instructional practices as it is of paramount importance in the performance of the learner.
(Principals no. 4)

This means some principals' keep their findings and gives once a year. This means that majority of teachers did not benefit from the feedback and did not help them to improve their instructional delivery. Moreover, keeping the results/findings secrets is in contrast to the objectives of carrying out instructional monitoring. The feedback from monitoring of instructional practices could be of great benefit to teachings as they could use it to enhance their areas of weakness. This finding contradicts the finding of the study by Sultan (2017) in high schools in Kuwaiti on the effect of monitoring of instructional practices on teachers work performance. The study found that feedback from the principals' classroom observation had a positive correlation on performance of teachers which in turn positively affects the learners' performance.

The principals' sentiments above shows that most of the principals discuss with their teachers the feedback received from classroom observation. These were indication that some of the principals have high preference on holding a post-observation conference. This is in line with Studies done by Benedict (2013) and Sekunda (2013) on feedback that revealed that the majority of the principals discussed with teachers individually and in groups prior to their lessons observation. Wango (2010) opines that evaluator should identify clearly the strengths and weaknesses, so that the teacher can see the progress of their work and how to improve on it. For improved performance, the ethics and effectiveness of the teacher can give a sense of confidence and competence and consequently inspire and to make it possible for them to achieve their goals.

Some schools registered a mean score as high as 7.2 and 5.8221 respectively. This may be attributed to the fact that monitoring of teacher' preparation of professional

documents, teachers' instructional delivery, instructional assessments and giving as well as use of monitoring feedback were highly done by the school principals. On contrary, other schools registered a mean score as low as 2.76 and 3.032 respectively. This may be due to lack of rigorous monitoring of instructional practices like checking of teachers' professional records, teachers instructional delivery and a few cases of class visitation by the principals. It was clear that most of the principals of schools that perform better were monitoring instructional practices more than the ones from low performing schools and that could be one of the factors that lead to better performance of students in KCSE.

4.7 Correlation Analysis of the Influence of the principals' monitoring instructional practices on teaching and learning outcomes

In order to establish whether there existed any a relationship between the principals monitoring of instructional practices on teaching and learning outcome, a correlation analysis was done. The findings are shown in table 4.12, 4.13 and 4.14

Table 4.12: Regression Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.894	0.644	0.442	0.103

a. Predictors: (Constant), Principals' monitoring of preparation of professional document, monitoring of instructional delivery, monitoring of instructional assessment, use of observational feedback.

b. Dependent Variable: Teaching and learning outcomes (KCSE performance)

Source: Field Data (2022)

The table 4.12 show that adjusted R^2 is 0.442 which signify that 44.2% of the KCSE performance is influenced by independent variables (Principals' monitoring of preparation of professional documents, monitoring of instructional delivery, monitoring of instructional assessment, and use of observational feedback). This is

attributable to the combination of four independent variables in the study. This implies that an improvement in frequency of monitoring instructional practices will lead to an increase in teaching and learning outcomes. The remaining percentage may be regarded as being caused by intervening variables.

Table: 4.13 Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.090	0.101		3.743	0.004
Principals' monitoring of preparation of professional document	0.327	0.056	1.246	3.922	0.001
Principals' monitoring of instructional delivery	0.237	0.061	0.378	3.909	0.001
Principals' monitoring of instructional assessment	0.321	0.032	0.123	3.125	0.002
Principals' use of observational feedback	0.209	0.001	0.011	1.214	0.001

a. Dependent Variable: KCSE Performance

Source: Field Data (2022)

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where;

Y= KCSE performance

B₀ – Intercept coefficient

X₁ – Principals' monitoring of preparation of professional document

X₂ – Principals' monitoring of instructional delivery

X_3 – Principals’ monitoring of instructional assessment

X_4 – Principals’ use of observational feedback

$\beta_1, \beta_2, \beta_3, \beta_4$ = Regression coefficients

ε_i – Error term (extraneous variables)

The findings presented in table 4.13 show that there is positive significant relationship between principals’ monitoring of preparation of professional document and teaching and learning outcome (KCSE performance) as shown by P-value of 0.001. There is a positive significant relationship between the principals’ monitoring of instructional delivery and KCSE performance. This is shown by the P-value of 0.001. Further, table 4.13 show that there is a slight positive significant relationship between principals’ monitoring of instructional assessment and teaching and learning outcome (KCSE performance) as indicated by P-value of 0.002. Finally, table 4.13 shows that there is a positive significant relationship between principals’ use of feedback and teaching and learning outcome (KCSE performance) as indicated by P-value of 0.001. In conclusion, the table shows a positive significant relationship between principals’ monitoring of instructional practices and teaching and learning outcome (KCSE performance) as indicated by P-value of 0.004. this implies that an improvement in frequency of Principals’ monitoring of preparation of professional document, monitoring of instructional delivery, monitoring of instructional assessment, use of observational feedback lead to better teaching and learning outcomes.

Table 4.14 shows the computation of the t-test.

Table: 4.14 T-test

One-Sample Test	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Principals' monitoring of preparation of professional document	24.790	90	.000	3.495	3.21	3.77
Principals' monitoring of instructional delivery	26.499	91	.000	3.576	3.31	3.84
Principals' monitoring of instructional assessment	23.761	91	.000	3.630	3.33	3.93
Principals' use of observational feedback	22.673	89	.000	3.478	3.17	3.78

Source: Field Data (2022)

The findings from table 4.14 established that there exists a positive significant influence between the independent variables (principals' monitoring of preparation of professional document, principals' monitoring of instructional delivery, principals' monitoring of instructional assessment and principals' use of observational feedback) and dependent variables (teaching and learning outcomes which is expressed in KCSE performance. This is shown by significant P-value of 0.00 which is common for the independent variable and less than 0.05 (confidential level). This implies that any change in independent variable (principals monitoring of instructional practices) influences the dependent variable (teaching and learning outcomes). This concurs with Nduku (2016) finding that there is a direct relationship between the principals' monitoring of instructional practices and K.C.S.E performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations based on the findings of the study. Further, the chapter provides suggestions for other areas of research based on the objectives of the study.

- i. To assess the influence of the principals' monitoring of teachers' preparation of professional documents on teaching and learning outcomes in public secondary schools in Kajiado County;
- ii. To determine the influence of the principals' monitoring of teachers' instructional delivery on teaching and learning outcomes in public secondary schools in Kajiado County;
- iii. To assess the influence of the principals' monitoring of instructional assessments on teaching and learning outcomes in public secondary schools in Kajiado County; and
- iv. To evaluate the principals' use of monitoring feedback and its influence on teaching and learning outcomes in public secondary schools in Kajiado County.

5.2 Summary of the Study

This section gives a summary of the findings based on the objectives.

5.2.1 Influence of Principals' Monitoring of Teachers' Preparation of Professional Documents on Teaching and Learning Outcomes.

The findings under this objective are the following:

In relation to principals monitoring of teachers preparation of professional document, this study established that to a larger extent, the principals checked the professional

documents, though not frequently and with keenness to bring meaningful change in performance of the school. In schools that registered low performance in KCSE, this established lack of thoroughness and keenness in monitoring teachers' professional documents. However, in high performing schools, the principal were interested in monitoring of professional documents to ensure early coverage of syllabus. This deviation may be explained by the differences in levels, of commitment and competences of the principals. Some of checked documents were records of work covered, checking schemes of work and lesson plan. This was done by the principals of both categories of high performing schools and low performing schools. Monitoring the schemes of work and implementation of the syllabus despite being the usual practices were found not have much effect in improving learners' performance in their national examination in most schools that registered low performance. This was because schemes of which was derived from syllabus was not used by most teachers to prepare lesson plans and notes. In some schools, the principals delegated their instructional monitoring duties to deputy principals and HODs due to the demanding nature of their administrative functions in and out of the school. Furthermore, the study found that the keenness and thoroughness in the principals' checking of professional documents would increase the pedagogical practices and professional development of teachers leading to better performance of learners in KCSE. The regression analysis also established that principals monitoring of professional documents have positive influence on teaching and learning outcomes in schools in Kajiado County as seen in the adjusted R^2 of 0.442 and significant P-value of 0.00

5.2.2 Influence of Principals' Monitoring of Teachers' Instructional Delivery on Teaching and Learning Outcomes

The study findings show that principals conduct lesson observation more often by unscheduled visits (walk-through) than by formal arrangements. The study further revealed that post-observation conferences were at least conducted by many principals in schools in Kajiado County. However, principals did not frequently organize procedural classroom observation in which the teachers were incorporated into the planning and execution of the exercise. Many principals do not plan for the observation of the learning process in which teachers are included in the planning and implementation of this activity. This study revealed that when monitoring of instructional delivery is done in a mutual and consistent way between teachers and principals, it can be of great help in improvement the quality of education. The findings on observation of the teachers' lesson delivery indicated that more fifty percent of the principals from schools that registered low performance, did it merely to comply with the policies rather than to improve quality. Teaching and learning materials were available in most of schools especially in high performing schools. However, there are a few schools where the learners did not have enough teaching and learning materials. The inadequacy of teaching and learning resources was due to lack of funds. Further, this study established that principals did consider subjects for both informal visits (walks) and formal programs. The informal visits are done impromptu. Based on the principals' responses and the mean for the items measured, one can deduce that the principals' monitoring of instructional delivery was done even though the quality of monitoring is questionable. Regression model table revealed that enhanced monitoring of teachers instructional delivery by the principals have positive

influence (adjusted R^2 of 0.442 and significant P-value of 0.00) on teaching and learning outcomes in schools in Kajiado county.

5.2.3 Influence of Principals' Monitoring of Instructional Assessments on Teaching and Learning Outcomes

In this objective, both qualitative and descriptive analysis revealed that the principals meet teachers to discuss students' progress and ensure that continuous student assessment records are updated regularly. Based on the responses of principals, teachers and students, principals seemed to checking of instructional assessment. Further, the study revealed that the principals, particularly from high performing schools ensure that assessment practices such as administration of exams, and quizzes, CATS; Checking frequency and regularity of homework assignment and teachers use of assessment feedback are adhered to. They do this through checking of teachers' mark books/assessment books, they follow up on performance of every class, and they randomly checked the assignments given by the teachers. However, most schools with low performance in KCSE, most principals are not very keen on checking the assignment processes. In schools that register high performance on KCSE, the principals ensure that students are regularly assessed to obtain feedback on their progress. This finding further revealed that in some schools the principals did not bother to check the academic progress of learners and hence the relaxed academic activities. Such schools were found to have registered low performance in KCSE. The study also established that an increase in principals' monitoring of assessment processes led to better performance of students. The regression results show clearly that principals monitoring of assessment process significantly influences teaching and learning outcomes with adjusted R^2 of 0.442 and significant P-value of 0.02

5.2.4 Influence of Monitoring Feedback on Teaching and Learning Outcomes

The findings based on this objective revealed that that performance feedback enabled teachers to improve their instructional practices which in turns lead s better performance of students. The feedback based on the principals' observation enables teachers to improve their professional knowledge and hence the impact on the students' performance.

The findings revealed that feedback given by the principal reflects the actual activity that took place in class majority of teachers confirmed that the feedback reflect the actual activity. Further, the study established that principals uses both written and verbal as a means of giving feedback. However, in some schools, especially those with low mean scores, principals' keep their findings and gives once a year hence did not help the teachers to grow professionally and did not help them to improve their instruction for the benefit of the students. The findings revealed that majority of the principals discussed feedback with teachers after observation in a collegial manner. A written report can be completed by discussion plays a magic card on the performance of teachers and the school at in general.

From the qualitative findings, most of the principals support the idea that monitoring of instructional practices has significant influence on teaching and learning outcome processes and outcome. The effectiveness' of such in-school monitoring and evaluation processes however is subject to a great deal on the principals' commitment. It was clear that most of the principals of schools that perform better were monitoring instructional practices more than the ones from low performing schools and that could be one of the factors that lead to better performance of students in KCSE. On average, respondents have moderate consensus that the feedback on teachers' performance will

make it possible for teachers to improve performance in class leading to better performance of students in KCSE. This is shown by the regression result indicated by P-value of 0.001 and adjusted R^2 of 0.442

5.3 Conclusions of the Study

Based on the summary of the findings, the study concluded as follows.

5.3.1 Influence of Principals' Monitoring of Teachers' Preparation of Professional Documents on Teaching and Learning Outcomes

Based on the findings of principals monitoring of teachers' preparation of professional documents, it was reasonable to conclude:

Although there are many instructional practices in school, principals rely heavily on selected tasks that include monitoring preparation of schemes of work and ensuring use of lesson plans.

Pieces of evidence show that monitoring of teachers' preparation of professional documents by the principals had a minimal but significant influence on teaching and learning outcomes schools. This finding implies that when principals intensify monitoring of teachers preparation of professional documents, there was an increase in performance of the students.

5.3.2 Influence of Principals' Monitoring of Teachers' Instructional Delivery on Teaching and Learning Outcomes

Based on the findings of principals monitoring of instructional delivery, it was reasonable to conclude:

Firstly, the study found that one practice may work in one school while the same practice may not work in another school. Instructional delivery was moderately being checked by the principals. Pedagogical skills were not regularly monitored by the

principal and monitored to ensure quality in the teaching-learning process and outcome and not just compliance with policy. The fact that input is quality will always have an impact on Student exit. The study therefore suggested that principals should intensify monitoring of teaching activities to promote instruction and academic achievement. However, the study indicated that relationship between teaching and learning outcomes and principals' classroom visitation was statistically significant. The study also found that principals' classroom visitation statistically explained a considerable proportion of variation. Thus the findings of the study signify that principals' monitoring of instructional delivery predicted the variability in teaching and learning outcome. Finally, there was evidence that as monitoring of classroom delivery augments teaching and learning outcomes.

5.3.3 Influence of Principals' Monitoring of Instructional Assessments on Teaching and Learning Outcomes

Firstly, it was established that monitoring of assessment processes leads to better performance of students in the national examination. This was evident from the findings in schools that registered good performance.

Secondly, it can be concluded that there is a significant influence of principals checking of assessment process on teaching and learning outcomes as revealed by the performance of schools that intensify monitoring process.

Finally, it can be concluded that a majority of the teachers find that there is need to improve monitoring and evaluation of teaching and learning for better performance of the learners.

5.3.4 Influence of Use of Monitoring Feedback on Teaching and Learning outcomes

Firstly, research established that although it is imperative for principals to monitor teaching practices and that it plays a key on student performance in Isinya Sub-County.

Secondly, the study revealed that despite the significant role of monitoring instructional practices plays in academic performance of students in Isinya Sub-county, the instructional practices were conducted though not regularly and closely monitored that can guarantee quality in the teaching - learning outcomes. The fact that the input is quality will always have the implication on the output of the Students.

Thirdly, the findings revealed that majority of the principals discussed feedback with teachers after observation in a collegial manner. A written report can be completed by discussion plays a magic card on the performance of teachers and the school at in general.

Finally, pieces of evidence show that the principals' feedback improves teachers' instructional delivery which in turn leads to better performance in secondary schools in Kajiado County.

The study concludes that principals should intensify use of monitoring feedback to promote instructions and for better academic achievements in KCSE.

5.4 Recommendations of the Study

The following recommendations are made on the basis of the findings and conclusions of the study.

5.4.1 Influence of Principals' Monitoring of Teachers' Preparation of Professional Documents on Teaching and Learning Outcomes

The following recommendations on this objective were made:

- i. The study findings revealed that many principals, even though, checked professional documents, they were not keen and thorough in their report. Because of this, the study recommended that when monitoring teachers' professional records, principals should endeavour to peruse the contents and make constructive comments before they append signatures. By doing so, principals may spot disparity between planned lessons and scheme of work.
- ii. Where poorly prepared lessons are detected, the teacher should improve it before teaching the students. This strategy would make it clearer to the teachers that the principal was always aware of what they teach students. Consequently, the strategy may likely lead to the enhancement of teachers' instructional delivery and improved students' academic performance. The ministry should come up with a manual for monitoring instructional practices.

5.4.2 Influence of Principals' Monitoring of Teachers' Instructional Delivery on Teaching and Learning Outcomes

The following are the recommendations based on the findings and conclusion of this objective:

- i) The study revealed that most principals did not involve teachers in planning stage of monitoring of instructional delivery. Based on this finding, the researcher recommended that principals should collaborate with the teachers to develop a comprehensive plan for classroom visitation in their schools. The arrangements should indicate the procedures, instructional technology needed as well as the purpose for the exercise. This process will be helpful in addressing the challenge of inconsistencies in principals' classroom visitation.

- ii) The principals should intensify monitoring of instructional delivery to ensure that what the teachers plan are implemented.

5.4.3 Influence of Principals' Monitoring of Instructional Assessments on Teaching and Learning Outcomes

The following are the recommendations were made based on the findings of this objective:

- i) Principals should intensify monitoring of assessment in terms of reviewing students' exercise books to compare with the scheme of work and lesson plans, checking the frequency and regularity of assignments, monitoring administration of exams, and quizzes, CATS as well as teachers use of assessment feedback.
- ii) Principals should frequently check students' assessment records to determine their performance and put measures to boost the performance where necessary.
- iii) Furthermore, principals should endeavour to discuss with individual teachers about the progress of their students. These interactions will enable the principals to obtain in-depth information about the students' learning.
- iv) Finally, for monitoring students' progress to be more successful, principals should organize it as a collaborative activity involving teachers, parents, and the principals themselves. The deputy principals, senior masters as well as heads of department could be engaged to assist the principals in undertaking the tasks of checking students' assessment records and exercise books.

5.3.4 Influence of the Principals' Use of Monitoring Feedback on Teaching and Learning outcomes

Lastly, the following recommendations are made based on the findings of this objective:

- i. Besides, principals should ensure that observation of instructional delivery is conducted and accompanied by immediate feedback to the teacher.
- ii. For effective feedback, principals should adhere to the principles of clinical supervision – marked by pre-observation discussions; note-taking during observation and holding a post observation discussions.
- iii. Principals should make the process of organizing monitoring of instructions more collaborative and participatory to accommodate teachers' views. They should check whether the feedback that they give is implemented.

5.5 Suggestions for Further Research

This study recommends further research as follows:

- i. A study on perception of teachers towards monitoring of instructional practices in secondary schools should be conducted.
- ii. A comparative study on the principals monitoring of instructional practices between public secondary schools and private secondary schools should be carried out.
- iii. A purely qualitative research should be conducted to get further insight into the influence of the principals' monitoring of instructional practices on teaching and learning outcomes in schools.

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APPENDIX I: LETTER OF INTRODUCTION

Kenyatta University,

P.O. Box 302,

Nairobi.

22/07/2020

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

My name is Michael Otieno. I am a student at Kenyatta University pursuing a master of education. I am conducting a research on “Principals’ instructional monitoring practices and their influence on teaching and learning outcomes in public secondary schools in Kajiado County, Kenya”

The questionnaire attached to this letter is for the purpose of collecting data for this study from you. I am requesting for your time. Your responses/experiences shared in these questionnaires will be of great help to me. The responses will be kept confidential and utilized solely to achieve the objectives of this research.

You are kindly requested to fill all sections. Do not indicate your name.

Yours faithfully,

Michael Otieno (Researcher)-Phone No-0716035283

APPENDIX II: INTERVIEW GUIDE FOR PRINCIPALS

The purpose of this interview is to collect data on the principals' instructional monitoring practices and their influence on teaching and learning outcomes in public secondary schools in Kajiado County.

The following questions will guide the

SECTION A: Demographic information

1. What is your gender?
2. How long have you worked as a principal?
3. What is your highest level of academic qualification?

SECTION B-Information on Monitoring of preparation of professional document

1. In your opinion, do you think that teachers' preparation determines the success of their classroom delivery?
2. (a) Do you normally check teacher professional documents? If Yes, What teachers' professional documents do you check... (b) How often do you check them.....?
3. Do you think checking of teachers' professional documents can have influence teaching and learning outcomes? Please explain...

SECTION C: Information on principals' monitoring of teacher instructional delivery

1 (a). Do you think it is important to observe teachers as they teach in class-*Probe further*

(b) In a months period how often do you carry out the class visits or walk rounds?

Once () Twice/thrice () Never visit () any other

answer.....

2. In your opinion, does your class observation have influence on academic performance in KCSE? Elaborate briefly

3(a).how do you ensure that teachers use the resources to improve teaching and learning

b) Do you think the use of resources can improve learners' performance?

c. How does your effort to check the use of teaching/learning resources affect teaching and learning outcomes....

SECTION D: Information on principals' monitoring of instructional assessment

1. In your opinion, do you think the principals should check the assessment records, mark books , assignment?

2. Do you think checking the above documents have any relationship to the performance of the students?

3. Do you think the principal has any role to play in the setting, marking and revision of the internal exams? *Probe further*

Section E: information on principals' use of feedback

1. How do you ensure that teachers receive supervisory feedback?

2. How do teachers react towards your monitoring feedback? How does this affect their delivery in class?

SECTION F: School performance

1. in your opinion, do you think monitoring of teachers instructional practices are related with students and school performance in the national exam?*(probe further)*

2. In your own opinion, what do you think should be done to make teachers improve their performance in teaching and to improve teaching and learning outcomes in secondary schools?

END OF INTERVIEW

THANKS FOR YOUR PARTICIPATION

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

INTRODUCTION

I am a student at Kenyatta University. In fulfillment of requirements for the award of master's degree, I am required to conduct a research study and write a thesis report. The aim of this questionnaire is to gather data on the monitoring of instructional practices by principals in relation to teaching and learning outcomes in schools in Kajiado County.

INSTRUCTIONS

The request of the researcher is that you kindly answer the questions in this questionnaire. The answers/responses received will be considered confidential and will be used only for the purpose of research. Participation in this study was based on informed consent, and you can opt-out at any time. Please do not enter your first and last name wherever it appears in this study

SECTION A: DEMOGRAPHIC INFORMATION

Tick the responses that you find suitable in the provided brackets.

1. Gender Male Female

2. Age category

Bellow 24 years 25-35 years

36-44 years

45 to 55 years Over 55 years

3. Highest level of education

Diploma Degree

Masters PhD

Other (please specify)

B. PRINCIPALS’ MONITORING OF TEACHER PREPARATION OF PROFESSIONAL DOCUMENTS

In this section, please indicate following statements by ticking (√) appropriately as to how often the principals carry out the following activities.

Key: 5= strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, and 1= strongly disagree

	Instructional monitoring of teacher preparation of professional documents	5	4	3	2	1
1	Principals vet of lesson plan weekly					
2	gives recommendation that can improve my lesson plans					
3.	Checking schemes of work used by teachers					
4.	gives suggestions to assist me to improve on my preparation of my scheme of work					
5.	Checking syllabus coverage					
6.	Checking students Notebook					

7. Do you think that the checking of the professional documents above by principals improve teachers classroom delivery?

Yes []

No []

Give reasons for your answer

.....

C. PRINCIPALS’ INSTRUCTIONAL MONITORING OF TEACHER INSTRUCTIONAL DELIVERY.

In this section, please indicate following statements by ticking (√) appropriately as to how often the principals carry out the following activities

Key: 5= strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, and 1= strongly disagree

	Instructional monitoring of teacher classroom Instructional delivery	5	4	3	2	1
1.	observes classes to see how teachers teach					
2.	Conduct one on one meetings with teachers to check progress in syllabus					
3.	Walk in during lessons improves teacher deliver and leaner's performance exams					
4.	observing the teacher delivering encourages teachers and improves learning and academic outcomes					
5.	Evaluate teachers' classroom management.					
6.	Providing teachers and learners with teaching/learning resources					
7.	Monitor the use of teaching/learning resources in teaching					
8.	Checks the methodology that the teacher uses to deliver content					
9.	Ensures adequate delivery of subject content					

10. Do principals walk in to monitor how your lessons?

Yes ()

No ()

If Yes, how does this impact your lesson?.....

D. MONITORING OF INSTRUCTIONAL ASSESSMENT BY PRINCIPALS

In this section, please indicate following statements by ticking (√) appropriately as to how often the principals carry out the following activities

Key: 5= strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, and 1= strongly disagree

	instructional monitoring of classroom assessment by principals	5	4	3	2	1
1	Checks whether exams test what has already been taught.					
2	Checks the teachers hand in their examination tests on time.					
3	monitors marking of learners assignments					

4	Receive updates about Frequent testing of pupils and feedback.					
5	check learners progress records					
6	receive updates on classroom testing and assignments					
7	Sets timeframe within which teachers mark examinations, return papers and revise					
8	Make sure that teachers adhere to deadline for submission of marks					
9	evaluation of progress in every subject regularly					
10	Ensures continuous assessment records are kept up-to-date by teachers					
11	Ensure that exams and CATS are revised					

E. PRINCIPALS USE OF INSTRUCTIONAL MONITORING FEEDBACK

In this section, please indicate following statements by ticking (√) appropriately as to how often the principals carry out the following activities

Key: 5= strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, and 1= strongly disagree

	Principals use of monitoring feedback	5	4	3	2	1
1	Give feedback to teachers after lesson observation					
2	Teachers appreciate the feedback obtained from principal					
3	teachers feel motivated by principal feedback					
4	Lack of instant feedback discourage teachers					
5	Principals always give performance feedback on time					
6	Teachers have a negative attitude towards principals feedback due to the manner in which it is communicated					
7	Principal discusses with teachers their lesson delivery as away of giving feedback					
8	The feedback received concurs with the actual performance of the teacher					
9	Principals communicates with teachers regularly about their performance					
10	Principals use only verbal feedback as a response to teachers					
11	Principals only gives written feedback teachers					

12	Principals give both verbal and written feedback to teachers					
13	The principal holds staff meetings to evaluate academic progress.					

14. What is your view about principals' feedback based on classroom monitoring?

15. Do you think the principal feedback is useful in improving your work performance?

Yes ()

No ()

If yes, explain.....

SECTION F:

7. Do you think that principals checking of class activities have contributed to the performance of your school? Yes/ NO, Give reasons for your answer.....

.....

.....

.....

.....

.....

.....

8. Fill the table below

Year	KCSE mean score	Comments
2015		
2016		
2017		
2019		

END

THANKS FOR YOUR PARTICIPATION

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

This questionnaire is meant to collect data on influence of the principals monitoring of instructional practices and its influence on teaching and learning outcomes Kajiado County, Kenya. The researcher is requesting you to give honest response(s) to the questions bellow. You are also requested not write your name or the name of your school in this questionnaire. Any piece of information that you will give will be handled with utmost confidentiality.

SECTION A: DEMOGRAPHIC INFORMATION

In section A, indicate with a tick in the brackets provided any the correct responses.

1. Gender Male [] Female []
2. Age category
12-15 [] 16-19 years [] 20 years and above []
3. Category of school
Boys [] Girls [] Mixed []
4. Kindly rate the evaluation techniques bellow that may be offered in your school in a term

	Not offered	Rarely offered	Frequently offered
Unit/topic test			
CAT			
Full exams			

SECTION B: PRICIPALS' INSTRUCTIONAL MONITORING

The following table has some activities related to the principals' monitoring of instructional practices and their influence on teaching and learning outcomes.

Kindly indicate using a tick the frequency in which your school head conduct the following activities within the school. 1- Frequently 2- fortnight 3- never

No	Statements	1	2	3
1.	Checks my notebooks			
2.	Visits my class and observes my teacher teaching			
3.	Holds clinic academic performances			
4.	receive updates on classroom testing and assignments			
5.	follow up on my check on my class performances			
6.	participate in analysis of our results examination result			
7.	provides enough teaching and learning resources			
8.	frequently supervises my teachers in classroom			

9. In the past two weeks have you been given assignments?.....

10. Did the teacher mark the assignments?.....

11. Does your principal check your exercise books?..... :

12. How many times have the principals check your notes this term.....

13. How many times does the principal come to your class in a term.....

APPENDIX V



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

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

Our Ref: E55/CE/34721/2016

DATE: 2nd December, 2020

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

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MR. MICHAEL OTIENO – REG. NO.
E55/CE/34721/16**

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

Mr. Otieno intends to conduct research for a M.Ed. thesis Proposal entitled, "Principals' Monitoring of Instructional Practices and its Influence on Teaching and Learning Outcomes in Public Secondary Schools in Kajiado County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

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



REPUBLIC OF KENYA

APPENDIX VIII



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 756056

Effective Date: 15/December/2020

Date

RESEARCH LICENSE

This is to Certify that Mr.. MICHAEL OTIENO OKELLO of Kenyatta University has been licensed to conduct research in Kajiado on the topic: PRINCIPALS' MONITORING OF INSTRUCTIONAL PRACTICES AND ITS INFLUENCE ON TEACHING AND LEARNING OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA. for the period ending : 15/December/2021.

License No: NACOSTI/P/20/8251

756056

Applicant Identification Number

SCIENCE, TECHNOLOGY & INNOVATION

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research

Licensing) Regulations, 2014 CONDITIONS

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3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
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7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science,
Technology and
Innovation off
Waiyaki Way,
Upper Kabete,

P. O. Box 30623, 00100 Nairobi, KENYA

Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077

Mobile: 0713 788 787 / 0735 404 245

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dg@nacosti.go.ke /
registry@nacosti.go.ke

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www.nacosti.go.ke

APPENDIX VII



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean@kenyatta.ac.ke

Website: www.ten.ac.ke

P.O. Box 45844, 00100

NAIROBI, KENYA

Tel. 020-8704150

Our Ref: ESS/CE/34721/2016

DATE: 21st December, 2020

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 50623-00100
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR MR. MICHAEL OTIENO — REG. NO.
ESS/CE/34721/ 16

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

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Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean@kenyatta.ac.ke

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Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

Email: kajiaocedu@gmail.com
When replying please quote



COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY
P.O. BOX 33 01100
KAJIADO

Ref: KJD/C/R.3/VOL.II/124

5TH JANUARY, 2021

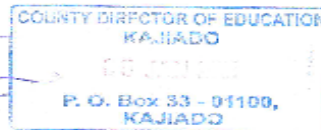
Mr. Michael Otieno
Kenyatta University
P.O BOX 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to a letter from Kenyatta University *Ref. E55/CE/34721/2016* dated 2ND DECEMBER 2020.

Authority is hereby granted to you to conduct your research on "**Principals' monitoring of instructional practices and its influence on teaching and learning outcomes in public secondary schools in Kajiado County**", for a period ending **15th December 2021**.

On completion of the research, you are expected to submit *a copy* of the research report/thesis to our office.



JOB O. KAIKAI
FOR: COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY

THE REPUBLIC OF KENYA



THE PRESIDENCY

Telegrams: "DISTRICTER", Kajiado
Telephone: 0203570295
Fax: 0202064416
E-mail: kajiadcc2012@yahoo.com
Kajiadcc2012@gmail.com

When replying please quote

MINISTRY OF INTERIOR
AND COORDINATION
OF
NATIONAL GOVERNMENT

OFFICE OF THE COUNTY
COMMISSIONER
KAJIADO COUNTY
P.O BOX 1-01100
KAJIADO

Ref. KJD/CC/ADM/45 VOL III (56)

5TH JANUARY, 2021

Mr. Michael Otieno
Kenyaia University
P.o. Box 43814-00100
NAIROBI

RE: RESEARCH AUTHORIZATION: MICHAEL OTIENO

Following the request made on your behalf by National Commission for Science, Technology and Innovation vide letter Ref. No. NACOSTI/P/20/8251 Dated 15TH December, 2020.

You are hereby granted the above authority to carry out research on *"Principals Monitoring of Instructional Practices and Its influences on teaching and learning outcomes in Public Secondary Schools in Kajiado County"* for a period ending 15TH December, 2021.

It is expected you adhere to research ethics in doing your study.


CHERONOR RORIAN
FOR: COUNTY COMMISSIONER
KAJIADO COUNTY

CC:
All Deputy County Commissioners
KAJIADO COUNTY

County Director of Education
KAJIADO COUNTY

