PRINCIPALS' INSTRUCTIONAL LEADERSHIP AND ITS RELATIONSHIP WITH STUDENTS' STATE EXAMINATIONS PERFORMANCE AT PUBLIC SECONDARY SCHOOLS IN BURURI PROVINCE, BURUNDI

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A RESEARCH THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS IN EDUCATION (EDUCATIONAL ADMINISTRATION) IN THE SCHOOL OF EDUCATION AND LIFELONG LEARNING OF KENYATTA UNIVERSITY

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DECLARATION

I declare that this is my original work and has not been presented in any of the university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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This thesis is dedicated to my beloved wife and to the Vice-Chancellor of the Université des Grands Lacs who constantly prayed for me and gave me enormous encouragement and support for the accomplishment of this work.

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ABBREVIATIONS AND ACCRONYMS

ALCOT Active Learning Classroom Observation Tool

COT Classroom Observation Tool

PPST Philippine Professional Standards for Teachers

MDE Municipal Director of Education (DCE)

PDE Provincial Director of Education (DPE)

ABSTRACT

In Bururi province, Burundi, student poor performance in state examinations has turned to be an ongoing concern, raising doubts on the accuracy of principals' instructional leadership in public secondary schools. This poor performance could potentially have a severe impact on the educational system and the subsequent transfer from secondary schools to higher education if it is not addressed. The goal of the current research was to determine the relationship between principals' instructional leadership and students' performance in state examinations at public secondary schools in Bururi province, Burundi. The specific objectives were to : determine the relationship between principals' leadership in teacher professional development and students' performance in the state examination; establish the relationship between principals' provision of instructional resources and students' performance in the state examination; examine the relationship between principals' leadership in lesson observation and the students' performance in the state examination; and investigate the relationship between principals' leadership in monitoring students' learning and students' performance in the state examination in secondary schools in Bururi Province. The transformational leadership theory served as the foundation for the present study. The research design for this study was the correlational research design. The target population was 11 public secondary schools in Bururi province and the study involved all the 11 principals, 319 teachers and the 6 provincial directors of education. The researcher used purposive sampling technique to select 11 boarding schools, all the 11 principals and the 6 provincial directors of education in the study, while the simple random sampling were adopted to identify 95 teachers who participated in the study. Principals and teachers' questionnaires, as well as interview guides for directors of education in Bururi province were utilized for collecting data. A pilot study was conducted in one of the schools since all schools fall in 888 the same category. Expert evaluation was used to guarantee the validity of the study tools, and Cronbach's Alpha was used to establish reliability, with every variable reporting coefficient over 0.7. For quantitative data, Pearson Moment Correlation Coefficient was used to identify correlations between the independent and dependent variables in this study. Qualitative data from the interview was analysed thematically to complement the quantitative data. The findings indicated that coordination of teacher professional development had a positive and significant relationship with student performance in the state examination; principals' provision of instructional resources had a positive and significant relationship with student performance in the state examination ; principals' leadership in lesson observation had a positive and significant relationship with student performance in the state examination ; and principals' leadership in monitoring students learning had a positive and significant relationship with student performance in the state examination. In light of the study's results, the study recommended that the principals should strengthen activities related to instructional leadership in coordination of teacher professional development; provision of adequate and relevant instructional resources; in lesson observation; and in monitoring students learning.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE RESEARCH

1.1 Introduction

In this chapter, the researcher discussed the context for this research, description of the problem, the purpose of this research, the study's objectives, research hypotheses, assumptions of the study, limitations of the study, delimitations of the study, significance of the study, theoretical framework of the study, conceptual framework of the study and the operational meanings of essential phrases used in this research.

1.2 Background to the Study

Instructional leadership has become an important component in increasing school effectiveness and enhancing the performance of students throughout a variety of educational situations. Instructional leadership entails an intensive focus on curriculum, teaching and learning procedures in order to guarantee that educational objectives are attained (Hallinger, 2015). Empirical research conducted worldwide has repeatedly demonstrated that headteachers who serve as instructional leaders improve teacher and learner performance by developing clearly defined objectives supervising instructions, coordinating curriculum, and creating an environment that promotes teaching and learning (Shaturaev, 2021; DeWitt, 2020).

In addition, transformational leadership theory has emerged as a key theoretical framework for comprehending a successful school leadership. This theory, which was introduced by the leadership expert James MacGregor Burns in 1978 and expended upon by Mccloskey (2016) highlights how leaders can inspire and motivate followers to go above their own initial expectations by providing them with

customized assistance, intellectual stimulation, and achievable objectives. Transformational instructional leaders in the educational field encourage teacher professional development, supply essential resources, get involved closely with instructional methodologies, and make decisions based on the student performance data (Anderson, 2017). In Africa, especially in Sub-Saharan areas researches have revealed that instructional leadership is still inefficient as a result of a number of issues, including lack of resources, undefined responsibilities of principals, and poor professional development (Bush & Glover, 2014) . In Kenya, Mwihaki, Josphat N, et al., (2019) discovered that although headteachers recognise their responsibility to support teachers, the practical application of instructional leadership techniques differs greatly and is frequently limited by organizational constraints.

Leadership is essential for educational institutions to function and perform well. When it comes to schools, leadership is a major factor in determining students' performance, teacher motivation, and improvement in schools. Within the different kinds of educational leadership, instructional leadership has become more well-known as it focuses directly on the processes of learning and instructions. Defining a principal's responsibilities as a leader of instruction and an improved understanding of instructional leadership practices can result in students' performance improvement. School principals don't seem to know or comprehend the responsibilities of instructional leadership and relatively few principals are conceptually aware of what instructional leadership entails (Dongo, 2016). A school instructional leader is highly responsible for the students, their teachers and parents as well as the whole community. In this perspective, it is essential to understand

how principals deal with professional development and teacher support in relation to students' performance.

Sullivan (2018) put that a key element of student performance and the method of instruction and learning is the professional development of practitioners. Principals are key figures in the educational process because they oversee professional development for teachers and act as coaches to help them achieve better results for their students. Given that the primary factor influencing students' academic achievement appears to be the quality of instructors, it is reasonable to assume that principals are to make efforts to make sure that teachers undergo professional development (Mwihaki, Josphat N, et al., 2019). In addition to promoting retention of teachers, principals that truly advocate for staff development will increase credibility throughout the educational institution. Principals may support teachers by providing them with the opportunity for valuable professional development which are specific to their needs, issues, and interests. This involves planning conferences, workshops, as well as professional development seminars on relevant topics such instructional strategies, management of classrooms, and technology for education. According to Walpole (2008), a system of professional development, which is systematic, continuous, and driven by purpose, helps instructors develop their knowledge, abilities, and mind sets so that they may enhance the performance of students. Professional development for educators promotes teachers to take an active role in their own learning experience in order to guarantee that both teachers and students are motivated to acquire knowledge. It is unrealistic to expect pre-service education programs to adequately prepare teachers for every challenge they may encounter in their professional life, no matter how wonderful the program may be.

Thus, for the purpose to preserve an excellent level of instruction and a talented teacher workforce, educational institutions aim to offer instructors possibilities for ongoing professional development (Chalikias, Raftopoulou, Sidiropoulos, & Grigorios, 2020). All educational opportunities that help teachers become more successful and adjust to changes in the educational system for the improvement of students' performance, are included in teacher professional development. Principals are essential to the educational process since they are the leaders of the schools. In order to improve the performance of students, the principal is in charge of the professional development of teachers and of offering assistance in the form of coaching. Unfortunately, a study by Karacabey (2021) found out that just 25.5% of head teachers adequately promoted teachers' professional development, despite the fact that even these few principals occasionally promoted teachers' professional development. According to Karacabey's research, a large number of principals are not fulfilling this duty, which could compromise teacher efficacy, and in turn, students' performance. However, in the study by Dangara (2016), it is observed that, in order to help teachers stay up to date and improve their professional development, it is of the utmost importance that they take advantage of in-service training opportunities. This will help them stay productive in the classroom and accelerate the attainment of academic objectives. The researcher then conducted a study to find out how principals promotion of teachers' professional development is related to students performance in Bururi secondary schools.

Dangara (2016) noted that in order to fulfill the school's goals and targets, part of the fundamental requirements that need to be implemented in the school system include the adequate provision of resources, their proper usage, and their proper

management in order to prevent waste and enhance the quality of education. Among the principals' leadership of instruction roles for the institution's performance, there is the acquisition and allocation of teaching-learning resources to teachers and students for an effective teaching and learning process. A school principal must manage the resources in a prudent way so as to succeed in the achievement of the school objectives. Even if a school may have adequate resources, there is a need of their management to enhance effectiveness and efficiency to attain the school's objectives. In a study done in Australia by Sullivan et al. (2013) it was found that school instruction is crippled by the deficit of resources including teachers with sufficient qualification as well as materials and equipment for instructions. The deficit of teaching and learning resources may lead to students' poor performance.

From a study conducted in Kenya by Mudulia (2012) concerning science subjects performance, it was found that schools with enough resources such as textbooks, books for revision, chemicals and equipment for laboratories registered higher performance than the schools with lack of resources and the schools where the principals disregarded to provide materials for instruction and learning resulted in poor students achievement. The accessibility of educational resources is absolutely necessary for successful instruction. However, in the study by Savasci & Tomul, (2013) it was established that teachers were not satisfied by the school principals provision and allocation of the resources. It is the duty of a school's leadership to gather resources and distribute them wisely in order to achieve the institution's fundamental goals (Dangara, 2016). There is a necessity to conduct a study which could examine how the principals' leadership in the provision of instructional resources is related to the students' performance.

A study conducted in Malaysia on the relationship between lesson observation and teacher's performance found out that the directive supervision for teachers is very essential for performance in the classroom (Hoque et al., 2020). The supervision and evaluation of the classroom activities are very important for the achievement of the school goals. According to Adewale (2014), there are two functions related to instructions that are intently connected to each other and these are the academic supervision and the instruction that takes place in the classroom for pushing teachers on an expected standard level of teaching. A reflective instructional leader makes sure that the learner is at the centre of the process and that the emphasis of both teaching and learning is on results. The principals, in their capacity as instructional leaders, must oversee the educational activities occurring in the classroom by determining each student's unique needs and supplying the required materials. Lynch (2016) in his study, stipulates that when conducted properly, classroom observations enhance teachers' capacity to provide instruction, enable schools to look into any biases in the way they teach and handle different student groups, and give researchers up-to-date knowledge on instructional issues and practices. The principals' activities that happen in the classroom are very important for guiding the method of instruction and learning which may lead to students' attainment. From a study by Wanzare (2012), it was found out that principals do not have enough skills, which can help them to make supervision of instruction in a professional way and they keep themselves busy doing other administrative tasks hence consider the observations in the classroom as an opportunity to demonstrate teachers' deficiency. The same study pointed out that according to teachers, principals are not well prepared for their role in supervision and this turns in the teachers frustrations instead of their professional development.

It is very beneficial to both students and schools when principals commit themselves to monitor the progress of students' learning since it helps teachers to assess how effective is their teaching. According to Dongo (2016), Students' learning progress can be evaluated using a variety of assessment techniques, comprising assignment, test both formal and informal, and exams. Principals, in their capacity as instructional leaders, can have a significant impact on enhancing and advancing teaching and learning by supporting teachers in using appropriate assessment procedures. Monitoring the progress of students' learning is important for instructional improvement since it intervenes for the use of performance data of the students in order to adjust techniques for instruction and learning to better suit the demands of learners (Safer & Fleischman, 2005). Therefore, the principal's duty as an instructional leader is focused on improving student accomplishment and teaching and learning, according to the notion of instructional leadership. Principals may recognise instructors and classes that need additional assistance by using the data that is collected from an assessment of students' learning progress (Naidoo & Petersen, 2016). However, according to Mestry (2017) even if monitoring of students' learning is very important, the study reveals that many principals do not allocate time to this valuable task. This results in the fact that they will not be able to rate the progress of the students in order to succeed meaningfully at the end of the academic year. Mestry (2017) from his study about the connection between school principals' instructional leadership and students' proficiency in school, found out that the head teachers do not carry out structured monitoring of the students' progress and it becomes difficult to determine the performance level of the students.

In Burundi, poor students' performance is observed as in the example of the percentage pass of 2020. According to Akeza.Net (2020), in Burundi, out of a total number of 65085 candidates to the State Exam at the end of senior secondary school, in the year 2020, only 20626 candidates were graduated while 44459 failed. This means that they registered a percentage pass of 31.7%. In Burundi, students' academic performance in the state examination is taken into account to determine the relevance of education in schools (Ministry of Education, Guide to secondary school management, 2014). State examinations assess students' eligibility for higher education or to decide whether they have successfully completed their current level of education. These examinations occur in the senior year of secondary school. The learners' academic performance in the majority of secondary schools in Burundi is below the average standard (Akeza.Net, Nov.2020). Despite all of the studies that has been undertaken thus far on issues related to instructional leadership in schools in relation to students' performance, not enough has been written on the situation in Burundi context. This is one of the reason why the present study becomes necessary to fill that identified literature gap.

The study was conducted in public boarding schools in Bururi province once a top-performing province in state examination, and one of the 18 provinces of Burundi. It counts 79 public secondary schools, which are divided into boarding schools and day schools. In this province, there are 11 boarding schools under different studying conditions comparing them to the 68 day schools. The situation of poor students' performance affects not only the schools but also the children who lose their self-confidence and the parents who are stressed. Moreover, the government, which funds education especially in boarding schools, suffers from this situation. Students'

performance in Bururi province is still far below expectations, even with this recognition and acknowledged value of instructional leadership in enhancing students' attainment. Students' results from state examination have continuously revealed low students' performance, which raises questions about how well school principals support learning and instructions. Bururi province was ranked 9th out of the 18 directorates of education in Burundi, in 2022. In 2023, the province dropped to the 11th place, worsening this trend.

1.3 Statement of the Problem

Students' academic performance in Burundi national examinations at the end of secondary senior school has continuously been poor. In particular, Bururi directorate of education which used to be the top performing province, has posted poor performance these last years. However, students' academic performance is a matter that profoundly interests school leaders, teachers, parents and students in any school seeking a name in the community. Burundi education transitional plan 2018-2020 aimed at addressing a number of issues such as quality education, supporting teachers for the improvement of their teaching and assessment, improving supervision in the educational system. Despite the effort of the government, poor academic performance among students has been persistent these last years. It is not clear how the principals' instructional leadership is addressing the problem of poor performance of the students. Nevertheless, there exists a paucity of empirical studies in Burundi that looks at whether and how the principals of the school carry out this function, especially when it comes to student performance on state examinations. If the poor performance is not addressed, it could potentially negatively affect the rates of transfer to higher education, a discouraged teaching staff, along with decreased

economic opportunities for the youth. Therefore, this study intended to explore the extent to which some of the principals' instructional leadership functions contribute to students' state examinations performance at public secondary schools in Bururi Province.

1.4 Purpose of the Study

The purpose of the study was that of finding out the relationship between the instructional leadership of the principals and the students' performance in the state examinations among Bururi Province public secondary schools. This was done with a view to make recommendations that can help in students' achievement in the state examination in Bururi provincial educational directorate.

1.5 Objectives of the Study

The research sought to investigate the relationship between the instructional leadership of the principals and the students' performance in state examinations. Specifically, the study aimed to:

i. Determine the relationship between principals' leadership in teacher professional development and students' performance in the state examination.
ii. Establish the relationship between principals' provision of instructional resources and students' performance in the state examination.
iii. Examine the relationship between principals' leadership in lesson observation and the students' performance in the state examination.
iv. Investigate the relationship between principals' leadership in monitoring students learning and students' performance in the state examination.

1.6 Research Hypotheses

The study was centred on the following research hypotheses:

i. There is no statistically significant relationship between principals' leadership in teacher professional development and students' performance in the state examination.

ii. There is no statistically significant relationship between principals' leadership in provision of instructional resources and students' performance in the state examination.

iii. There is no statistically significant relationship between principals' leadership in lesson observation and the students' performance in the state examination.

iv. There is no statistically significant relationship between principals' leadership in monitoring student learning and students' performance in the state examination.

1.7 Assumptions of the Study

i. The study assumed that the state examination results are a fair measure for the students' performance at the secondary school level.

ii. It also presupposed that effective instructional leaders are essential to students' success on the state examination.

iii. It was assumed that the teachers' access to and availability of opportunities for professional growth varied, they were adequate for analysis in the framework of instructional leadership.

1.8 Limitations of the Study

One of the limitations of the study was that of the principals' reluctance to participate in the investigation since it was about their own way of practicing instructional leadership. Nevertheless, the researcher gave them an explanation of the study's objectives and assured them that the results would only be used to

advance the research and would never be used to assess the respondents' performance as individuals. Another obstacle was that some teachers participating in the study were hesitant to provide responses honestly, claiming they were too busy or afraid they might become victims. Their concern of being victimized were resolved by telling them not to put in the names, and the lack of time was addressed by allowing them keep the questionnaires for a few days before having them collected.

But also, due to the fact that the researcher utilized probability sampling approaches which only took into account the studied individuals at the time of the research, the results may not be generalized. The research's limitation is apparent when day schools are left out.

1.9 Delimitations of the Study

The boarding public secondary schools in Bururi province were the only ones included in this study leaving out the day schools. Therefore, given the wide range of geographic disparities between schools from other provinces, those other schools were not under the study. The study looked at some functions of principals as leaders of instructions and how these are related to the students' performance in the state examination even if it can be affected by other factors. The population includes provincial directors of education, principals and teachers from boarding secondary schools in Bururi province.

1.10 Significance of the Study

The study focused on investigating the relationship between public secondary schools' principals' instructional leadership and students' performance on the state examination. The present research project might contribute to the existing literature especially in Burundi where there is few studies on this topic. Therefore, it may help as a reference and make a way to other scholars to familiarize themselves with research and help them to make leading detailed research especially on topics concerned with instructional leadership for principals. As an outcome, the findings could directly assist both principals and teachers of secondary institutions by informing them about approaches that improve students' performance and add to the body of knowledge in school instructional leadership. The results may additionally be beneficial to principals in their responsibilities as instructional leaders, enabling them to make balanced decisions when necessary.

On the basis of the study's findings, policy makers may be able to improve in-service preparation programs for school administrators in order to improve the effectiveness and efficiency of school leadership. It may also inform the policy direction on what skills of instructional leadership they should focus on in the appointment of principals and how they should train the current principals. The results of this research might have additional significance for high school learners, as monitoring their academic progress could positively impact curriculum delivery and instructional strategies. As an outcome of this, students may be able to recognise their achievement and capitalize upon it in order to achieve a continual additional value in their academic performance.

1.11 Theoretical Framework

The transformational leadership theory guided this study. This theory was introduced by the leadership expert James MacGregor Burns in 1978. Mccloskey (2016) defines transformational leadership as the process of developing, maintaining, and strengthening leader-follower, follower-leader, and leader-leader collaborations in the service of a shared vision, common values, and the community that leaders and followers work together to serve. Transformational leadership can be understood as a type of leadership where a head teacher mentors and inspires staff members to work together, communicates the school's objective, and gives them the responsibility to realize the goals of the school. According to Anderson (2017), the majority of researchers believe that transformational leadership is the most suitable kind of leadership for the schools of today and this leadership is illustrated by a leader who collaborates with followers to determine what needs to change, develops a vision to inspire the change, and subsequently implements the transformation with devoted group members. Berkovich and Eyal (2017) assert that transformational leadership theory was instantly adopted as the best approach to school leadership due to its applicability to the current issues that principals encounter. Ensuring that instructors remain committed is largely dependent on the transformational leadership role played by principals.

Anderson also contends that transformational leadership is best adapted to meet the needs of schools in the twenty-first century and has a good impact on school leadership's capacity to support change in activities related to school reorganization. Whenever a leader encourages people to go above and beyond their existing capacities to raise accomplishment and performance to reach further exceed their

potential, transformational leadership converts their mind sets, convictions, and actions to a higher dimension of inspiration. The interactions developed amongst both leaders and followers are the subject of transformational theories. Kwan (2019) put that although some researches see instructional and transformational leadership as different approaches, several more recent studies treat them as coexisting in nature. By assisting group members in seeing the significance and greater good of the job, transformational leaders inspire and encourage their followers.

Leadership expert James MacGregor Burns defines transformational leadership as "an interaction of reciprocal stimulation and advancement that transforms disciples towards leaders and could transform leaders into ethical actors (Mccloskey, 2016). The transformational leadership's primary goals are to arouse improvement, boost loyalty and inspire confidence in members of a team. This theory can help the school leaders to direct all the stakeholders towards the performance goal. The theory is helpful in the study in the sense that instead of principals asking teachers to endeavour, they will only need to lead them to the achievement of a common goal. Studies indicates that approaches to transformational leadership have a beneficial effect on commitment from teachers, performance, satisfaction with work, and other fields that support overall student achievement (Anderson, 2017). This because transformational theory puts emphasis on the link which must exist between leaders and followers hence principal and teachers. Transformational leadership focuses on how the head teacher' s leadership role affects the development of the school, the interaction among the instructors and how the colleagues make decisions together (Chalikias, Raftopoulou, Sidiropoulos, Kyriakopoulos, et al., 2020). Principals will need to motivate and inspire teachers by assisting them to understand the higher

good of their task as transformational leaders. Principal having many duties in a school, one of them is to be an instructional leader in order to support teachers in enhancing learning and classroom instruction. Considering that the work of a leader is transformational, a leader of a school shall use the transformational leadership in order to engage himself with teachers by recognising the school's needs as well as the teachers' needs. Instructional leadership will be easily applied when teachers are inspired and supported in becoming reflective practitioners who actively evaluate their own work and how it relates to students achievement. The fundamental component of transformational leadership in a school setting is the relationship between principals and teachers. This theory will help principals to inspire and active teachers in the instructions in order to perform and attain the important school objective, which is the students' performance.

1.12 Conceptual Framework

As defined by Jabareen (2009), a conceptual framework is a series of connected ideas that collectively offer a thorough knowledge of an issue or set of facts. It is an image presented in a graph in order to represent an idea about the structure of the research and the relationship existing between the components of this schematic diagram. This framework will show how the dependent and independent variables are related.

It is necessary to discuss how the principal's leadership of instruction might contribute to students' performance because we will be talking about it. Hence, we will examine the principals' leadership in teacher professional development, the principals' leadership in provision of instructional materials, the principals' leadership in lesson observation, and principals' leadership in student evaluation are

related to the students' performance. The conceptual framework is presented in figure 1.1

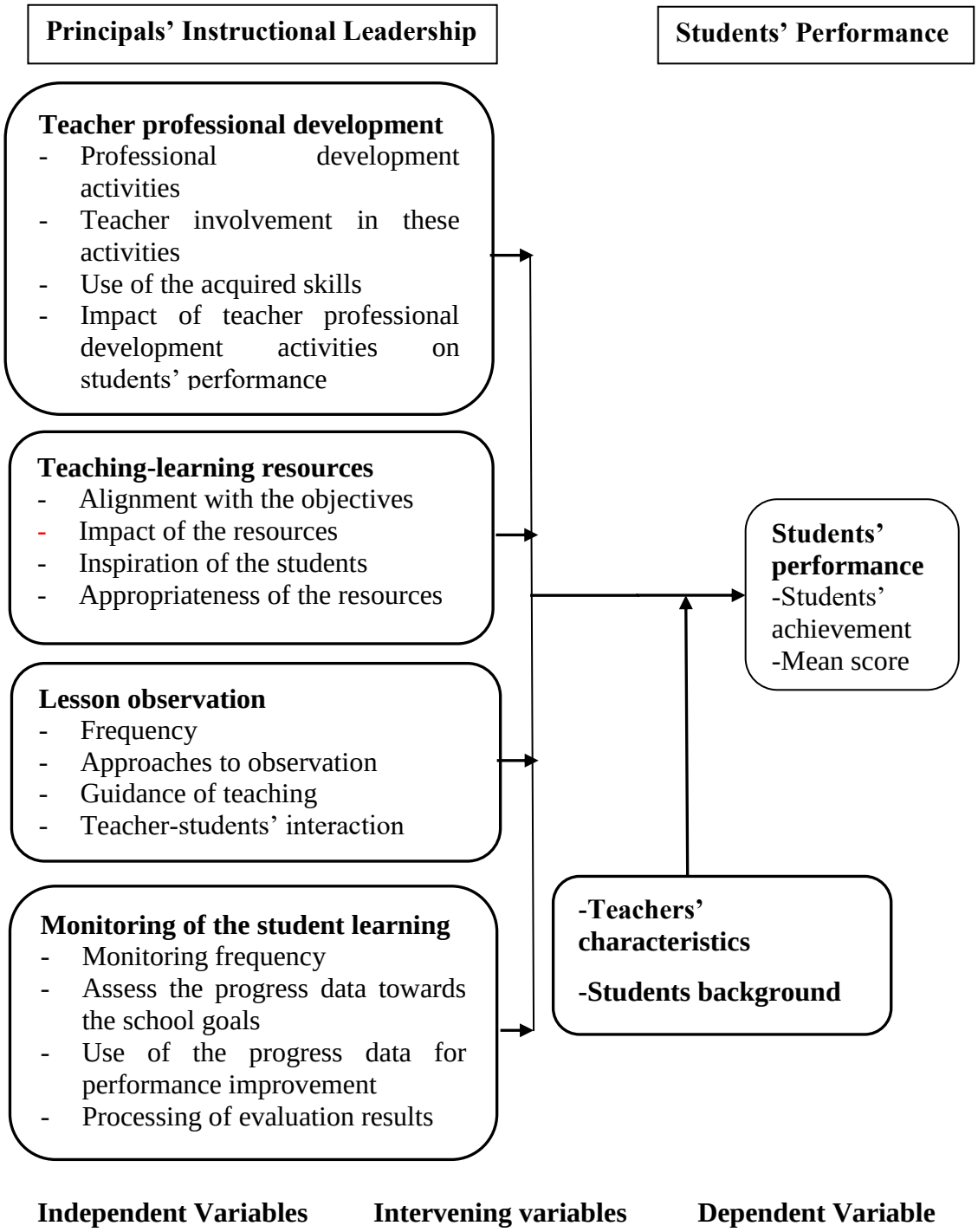

Figure 1.1: Conceptual Framework

Source: Researcher, (2024)

This conceptual framework presented the variables' relationship of the study. It focused on how the principal's function as the head of instruction affects how well students perform. The independent variable being the principals' instructional leadership, comprises; (1) Professional development for teachers has the potential to inspire them on a professional level and enable them to use their inventiveness to improve learning processes. In addition, professional development can encourage teachers' ongoing skill development, which can benefit students' academic performance. Over time, principals can arrange collaborative learning, seminars, workshops, and other learning opportunities for teachers to stay up to date in their knowledge and abilities. Teachers acquire fresh approaches as a result, which they can apply to influence students' understanding and enhance their performance; (2) resources for teaching and learning such as textbooks, software, relevant reading materials etc. and physical assets like labs, libraries, teaching aids, writing supplies, and classrooms help students understand complex ideas by making instructions real and applicable to their lives which will facilitate their effective achievement. Resources for education and training provide learners with relevant and practical guidance so they can improve their performance; (3) the principals' interventions for classroom observations to assess areas such as the content knowledge, the teaching methodology, the use of the teaching-learning resources and the learning environment, which can enhance the teaching process resulting in the students' performance; and (4) the monitoring of students' progress by the principal which is a crucial tool for line of sight into the classroom, quality control of the educational program, and assist in tracking the students' achievement.

In this conceptual framework, the dependent variable is the students' performance, which will be measured by the students' achievement in the state examinations. The study will determine how these independent variables are related to the dependent variable for the students' performance. However, there are intervening variables that come into play as the principal uses the instructional leadership. These are the teachers' characteristics and the students' background. These variables may have an impact on students' learning results, but they are not investigated in the current research.

1.13 Operational Definitions of Key Terms

Instruction entails the process of teaching by organizing time and activities to equip students with skills through the content of the curriculum.

Instructional leadership refers to a leadership type of a teaching institution where a head of school collaborate with teachers to enhance the process of learning and instruction for the education of all learners to a high achievement level.

Leadership in this study refers to a way in which principals influence teachers to commit themselves to the students' performance

Principal refers to an educator designated by the Ministry in charge of Education to occupy the high position in a teaching institution and in charge of the instructional leadership.

Principals' Instructional Leadership entails the ability of a principal to collaborate with teachers and bring support in the process of learning and instruction for the global interest for both the institution and the

learners achievement by taking certain actions or delegating them to others.

State examination indicates the test that is set by the government for the secondary school final year students in order to measure their performance, and decide for further studies or professional life.

Student performance refers to how well a student is able to achieve in the course or program they are enrolled in. Grades, that represent the final results of the state examination that entails a success or failure in particular courses, are used to express this performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Based on the goals of the study, this chapter reviewed relevant literature. The transformational leadership theory, which supports the idea that school principals may impact teaching and learning results through the practices of leadership that inspire, support and empower teachers, serves as the foundation for the literature. According to Burns (1978), transformational leadership theory highlights the responsibility of the leader to inspire and guide the followers toward the accomplishment of common learning objectives. This theory is especially pertinent in the context of instructional leadership where principals have the responsibility to motivate change by promoting teachers' professional development, supplying instructional materials, organizing lesson observations and tracking student progress for better improvement of student performance. The first part of the review examines the relationship between principals' leadership in teacher professional development and students' performance in the state examination. Then, the provision of instructional resources, the principals' engagement in lesson observation, and the monitoring of students' learning by the principal were afterwards discussed. Every subsection outlines how instructional leadership which is based on transformational leadership enhances students' performance. Lastly, in this chapter's conclusion, the researcher summarized the reviewed literature and identified gaps in other studies.

2.2 Principals' Leadership in Teacher Professional Development and Students' Performance

One of the important pathways for transformational leaders to promote instructions is teacher professional development. Principals, as transformational leaders, serve as role models and coaches for teachers, helping them to attain better performance levels. This entails planning seminars, workshops and peer mentorship programs that focus on professional development as well as pedagogical content knowledge. Such programs are in line with the values of transformational leadership, which include intellectual stimulation and individual support. In accordance with transformational leadership, principals provide a common vision for lifelong learning and inspire instructors to improve their teaching methods. Consequently, the students' performance is positively impacted. Furthermore, because of their distinctive attributes, school principals are in charge of establishing the parameters of the learning environment in their institutions for development as professionals (Chalikias et al., 2020). Teacher professional development refers to any procedure or action aimed at enhancing teachers' skill sets, attributes, and teachers' performance. In a study conducted in Turkish primary schools on instructional leadership, Gumus and Akcaoglu (2013) assert that as teachers are the ones who carry out the curriculum in the school setting, principals must ensure classroom quality in order to be able to guide the instructors and support their professional growth. In order for educational institutions to make progress, the head of the institution, in their capacity as leaders of instruction, must ensure that training opportunities are undertaken by all teachers in the school. Principals employed a variety of strategies to support teacher professional development, including placing a high priority on classroom instruction and educational studies, facilitating opportunities for teacher

collaboration, developing coaching associations among teachers, encouraging and supporting program reorganization, applying adult learning principles, investing in staff development at all levels, and utilizing action research to inform teachers' instructional decision-making (Blase & Blase, 1999). If the advancement of the school depends on teacher professional development, then it is appropriate to say that the principal's primary responsibility is to create an atmosphere that supports teacher professional development and helps the school accomplish its objectives mainly the students' performance. Research indicates that there is little knowledge about alternative types of professional development because the majority of teachers only receive classic, workshop-based professional growth and more than 90% of instructors attend workshop-style sessions for training throughout the course of an academic year (Darling-Hammond et al., 2009). This show that although teacher professional development is crucial, there isn't much research evidence to support what educational institutions should do to encourage teachers to participate in excellent, understandable, ongoing, agreed on, and informative professional development.

Extensive and intense professional development for educators appears to be associated with improvements in student performance, according to rigorous studies done in USA (Darling-Hammond et al., 2009). The same study established that a series of programs that provided an extensive amount of hours of professional growth for teachers was determined to have a positive and statistically significant impact on performance among students. However, in a study conducted in Kenya by Mwihaki et al., (2019) it was found out that there was definitely not a statistically significant relationship between the performance of students and principals' support

of teachers' professional development. From the above we notice that there is a necessity to continue the investigation for a better understanding of the relationship between teacher professional development and students' performance. In a study conducted by Omondi (2019) in Kenya, it was found out that the majority of staff development is inconsistent, of poor quality, and unrelated to the demands of the teachers and since it is implemented in a top-down manner, this staff development is not always helpful for an instructor or a team of instructors in a particular setting. This situation shows that sometimes there is a problem in the organisation of the teacher professional development because teachers are not involved in the process of letting them express their area of interest in the staff development. According to the Turkish education system's 2023 vision, professional development experiences should be designed and coordinated by school principals in accordance with the requirements of both teachers and students (Karacabey, 2021).

These studies were conducted in USA, Turkey, Kenya and elsewhere but in Burundi there is a little on the area of principals' instructional leadership in teacher professional development and it's relation with students performance. Still it is said that a significant obstacle for ongoing attendance at professional development programs is the abundance of underqualified instructors that exists in Burundi, where the emphasis on educational opportunities has changed in the past few years to access to high-quality learning and instruction (Appui à la Professionalisation des Pratiques Enseignantes et au Développement de Ressources, 2022). The present study will investigate the principals' leadership in teacher professional development in relation to the students' performance in state examination in Burundi.

2.3 Provision of Instructional Resources in Regard to School Performance

Effective teaching and learning are supported by transformational leaders who make sure that appropriate and relevant instructional resources are provided. In their capacity as instructional leaders, principals have the responsibility to acquire and distribute instructional resources in a way which promotes the vision of the school for academic performance. In the context of transformational leadership, resources provision is strategic and motivating rather than merely administrative. The ability of a principal to acquire instructional resources, lab equipment shows that principals are commit themselves to helping teachers and learners. This is consistent with transformational leadership's idealised influence and inspirational motivation components, in which the leader shows concern for education of quality and motivates the stakeholders to attain the academic objectives.

Making lessons exciting, facilitating learning, and enabling teachers to clearly communicate concepts are the goals of teaching and learning materials. By promoting learning, instructional materials can greatly raise students' performance. According to (Quinn, 2002), the most significant activity in instruction that influences how instructors carry out their duties of teaching is the principals' availability of resources and one of the head teachers' major responsibilities being a leader of instruction, is to ensure that sufficient resources are allocated to the teaching activities. A principal of this type is supposed to support teachers to acquire resources for learning and instruction and to make sure that they are allocated on time so that teachers can come up with and present the subject matter of the lesson and it enables teachers to perform better in the classroom.

A study by Bizimana and Orodho, 2014; Lingam and Lingam, 2013, Okobia, (2011 as cited in Sibomana et al., 2022) stipulates that the existence of appropriate and acceptable resources for learning maintains learners actively involved while assisting teachers in enlightening topics through a variety of educational strategies in an effective and efficient way. However, a study conducted in Australia by Sullivan et al., (2013) assert that according to school principals, the results demonstrate how much educational resources differ depending on where a school is located; principals in rural and isolated locations were more likely to say that a shortage of teachers or a lack of educational resources disrupt instruction, whereas principals in large city centres were less likely to say that these issues cause learning to suffer. This study which was conducted in Australian universities showing that the provision of instructional resources is allocated according to the location of the schools is worthy conducting in public secondary schools in Burundi to learn more about the provision of instructional resources in relation to students' academic performance.

According to Lynch (2016) an important part of the educational system policy is the thoughtful and efficient distribution of resources to ensure equal accessibility to excellent educational possibilities and decisions concerning ways to effectively allocate and use resources for improving teaching and learning must be made by instructional leaders. In this regard, instructional leaders have concerns not just about the quantity of resources and their allocation, but additionally about how their expenditures result in better learning. The allocation of proper resources, their optimal usage, and effective management in the educational system are necessary steps to be taken in order to actualise the objectives and goals of education, prevent

waste, and increase the effectiveness in the instruction and learning process in the learning environment (Dangara, 2016). These foundational resources are utilized in classrooms to make teaching very simple and the students' learning more significant and understandable. Nevertheless, a study in Nigeria by Abubakar (2020) demonstrated that there exist inadequate resources for instruction and that only a few instructors employ them in their lessons, which has an effect on students' performance levels. This study which used a descriptive survey method show that the principals do not provide adequate instructional resources, which can hinder students' performance. The present study will use the correlational design to establish the correlation between the principals' provision of instructional resources and the students' performance in state examination.

Real items, cases or theories, chalkboards and boards for display, as well as various other essentials such as pencils and pens, practice books, etc., are all examples of teaching and learning tools that students must always have access to in order to support learning (Noun, 2009 as cited in Dangara, 2016). The same study stipulates that without a dilemma, classroom resources are crucial to the creation of a positive teaching-learning setting and the usage of the aforementioned assets could provide the teaching staff with more meaningful and effective guidance over any individual efforts made in the absence of the resources. This confirms a study done in Nigeria by (Ollor, 2018) which observed that the school performance effectiveness should not be guaranteed by only mere existence of these materials; rather, it depends upon how appropriate they are and how well they are used. Nevertheless, regardless of how highly organised the leadership of a school is at whatever level of instruction, the system may not succeed in producing the expected results if the resources are not

used adequately and effectively. Ollor also put that the governance of an institution of learning involves adequate and suitable materials, and their efficient management and exploitation would not simply boost these staff members' morale, but will also guarantee goal achievement. Nonetheless, Wekesa and Kitainge (2022) discovered that only student textbooks were provided in sufficient quantities, aside from a variety of teaching resources that are mandated in schools; and principals did not provide enough teaching resources such as textbooks for reference. Given this context, which also prevails in Burundi educational system, it is vital to conduct this study to ascertain how acquisition and distribution of resources for instruction and learning by principals may impact school performance in public secondary schools.

2.4 Relationship between Principals' Lesson Observation and School Performance

The transformational leaders' responsibility in providing professional discussion, mentoring, and feedback is reflected in the instructional leadership technique of lesson observation. Principals assist teachers in developing their teaching skills through frequent classroom observations, pre-observation conversations and post-observation feedback. Appropriate lesson observation, in accordance with the transformational perspective, is defined by a developmental approach as opposed to an inspection one. Principals assist teachers in evaluating their teaching methods, promoting experimentation, and working together to establish goals for their improvement. This develops a culture of confidence and common responsibility for student education, and these are the traits of transformational leadership. Though the structure for educator assessment differs greatly between regions, classroom observations is one of the factors that has the biggest impact on the

supervision of a teacher (Whitehurst et al., 2014). Furthermore, unlike national evaluation feedback, which is frequently too late and ambiguous for it to result in improved teaching, observations in the classroom have an advantage to give teachers direct input which allows them to improve their teaching methods in order to improve students' performance.

To enhance teacher assessment, a variety of both public and private initiatives have lately been launched and new initiatives have concentrated on observation in classroom processes to determine teachers who are successful according to the increasing request from policymakers as well as other participants (Jones & Brownell, 2014). This will enable municipalities to reinforce the efforts they make to boost teaching by rewarding effective teachers and placing training programs in place to strengthen the teachers who are less effective. In the same perspective, Standards (2019) put that the Philippine Professional Standards for Teachers (PPST) was implemented in order to support efforts to improve teacher quality at all stages of preparation through well-defined areas, sections, and indicators that provide evaluations of teacher effectiveness and growth as professionals. The PPST initiate a single tool to assess the performance of teachers in the classroom, supported by the creation of the Classroom Observation Tool (COT). The indicators of the COT borrow terminology derived from skilled professional stage indicators namely knowledge of the subject and pedagogy, the environment of learning, the range of learners, the coursework and organization, and the monitoring and evaluation. For a long time, teachers looking to increase the quality of their in-class instruction have had access to classroom observations through.

Birdwell et al. (2016) posits that the Active Learning Classroom Observation Tool (ALCOT) was created and tested by faculty developers and researchers from Indiana University-Bloomington, in order to encourage careful reflection and insightful feedback on the teaching and learning activities carried out in classrooms.

Etudor-Eyo (2016) put that short walkthroughs, observations in a learning environment, and/or an instructional monitoring session that includes a pre-observation meeting, observation, and a post-observation meeting are some examples of personal instructional practices for leadership in schools. It is understood that principals should prioritize the classroom observation to improve students performance. However, in the study by Ärlestig and Törnsen (2018) it was found that almost all of the principals participating in their study felt that the idea of instructional leadership was crucial to their work, but they had trouble articulating specific features and activities. Even though they were passionate about helping students to perform well, they all acknowledged that their time for doing classroom observations and serving as instructional leaders in regard to teaching and learning was restricted. It is a challenging scientific issue to determine the impact of principals on student performance since principals have an indirect impact on learners, but rather by having an impact on elements that set up the environment in which students are able to acquire knowledge (Grissom et al., 2021b). Grissom et al. also suggested that principals' influence on learners may be mediated through a variety of pathways, involving how they influence lessons in the classroom. This means that, classroom observation is the process of methodically monitoring and documenting the performance of an instructor in the classroom with the goal of improving both the teacher's capacity to teach and the overall performance of the

students. Nevertheless, in a study by Haep et al., (2016) it was found out that the evaluative nature of lesson monitoring can also be seen as a controlling tactic, which makes the teachers under observation anxious and fearful. Furthermore in the study conducted in Malesia primary schools by (Sidhu & Fook, 2010) it was considered that principals' perceptions and knowledge regarding classroom observation were limited, with most of them being unaware of the distinctions between supervising and evaluating teachers. This could lead to criticism against the observations made in the classroom and the resulting feedback. This study will search how the principal as an instructional leader give teachers space to talk about how they run their classrooms and constructively analyse the teaching and learning process with the teachers in order to improve the performance of the learners. It will also help to determine the relationship between principals instructional leadership in classroom observation and students performance.

2.5 Principals' Leadership in Monitoring Student Learning and its Relationship with School Performance

Monitoring student progress is very important in data-informed decision-making process. As transformational instructional leaders, principals assist teachers in addressing gaps in learning and enhancing teaching through the use of findings from the monitoring. In this capacity, principals support and encourage teachers while promoting a results-driven workplace. They organise collaborative teams to examine data about learners, identify trends, and adjust teaching techniques. This approach reflects transformational leadership qualities like intellectual stimulation and individualized assistance by making sure that teaching is sensitive to students' needs while concentrating on continual progress.

In the reaction to instruction framework, student progress monitoring is crucial since it gives teachers the information that is necessary to decide when to transfer learners across the various stages. According to Safer and Fleischman (2005b), evaluation of the students' progress is understood as an approach which utilizes learners' information regarding performance to ensure that classroom instructors continuously assess the success of their education and then, as a side effect, equip teachers to come up with better choices regarding their instruction. The monitoring should include the principal's actions as well as the extent to which the principal makes sure that the teachers keep an eye on the academic development of their students. It is crucial to keep in mind that early intervention will result in students' academic achievement because everyone has the capacity to learn and grow into a responsible adult. In a study by Lezotte (2001), it is suggested that in the successful school, student improvements over the significant goals is evaluated regularly and tracked periodically while the outcomes gathered from these evaluations can be applied to enhance both each student's attitudes and achievements along with the educational program in general. Monitoring and reporting progress data is important, but so is ensuring that the results are applied to enhance the school's curriculum. However, the outcomes of the evaluation frequently do not reach the teaching staff in time for them to apply this information to adjust their teaching.

Safer and Fleischman (2005) put that the teacher draws a line between the learner's starting point in performance upon a particular skill and the set objective by the completion of the entire academic year to monitor progress for students. When principals employ student progress tracking, children study more, teachers make more informed choices, and learners have a better understanding of their own

academic achievements. According to Anufrieva et al.; Akhyadov et al. and Shubtsova et al. (2020 as cited in Krivova et al., 2021) students need to understand both how to study and how to effectively apply skills acquired at educational institutions because they are being taught to become prospective highly competent and effective specialists. However, the issue of methods for assessing pupils' academic progress still exists because the conventional system is not always impartial.

It has been concluded by many researchers that there is a lot of demand on head teachers to enhance the school performance from the students. There is strong evidence that school principals are capable of improving student achievement via their actions when they are successful as instructional leaders. In spite of the importance of student progress monitoring importance, a study by Bartholomew & Jong (2017) stipulate that when talking about the challenges associated with adopting monitoring of students' progress at the level of secondary school, principals recognised two primary issues namely the personnel shortage as the first issue and the time organization as the second. They explain that according to the number of students in their schools, lack of sufficient teachers to adequately monitor the progress of the learners who actually require it and lack of enough time are the main obstacles they currently encounter. Moreover, there is little proof in the collected information to support principals' claims that they individually monitor progress of learners or had direct conversations about lessons issues with classroom instructors (Alma et al., 2017). This shows that sometimes principals do not consider the students' progress monitoring as their duty. The issue is that there is not much study done in secondary schools to determine how principals' leadership

in monitoring students' progress affects students' academic performance. The efficiency of schools in monitoring students' progress will be examined in relation to the instructional leadership of principals.

2.6 Summary of Literature Review and Gaps Identification

Based on transformational leadership theory, the reviewed literature highlights the significance of instructional leadership in affecting teaching strategies and students' attainment. The following information gaps were found in the review of literature and were intended to be filled by the present study:

Firstly, majority of research on the relationship between the instructional leadership of the principals and the performance of the students has been done in United State, Turkey, Nigeria, Kenya and elsewhere. There is an obvious contextual gap because of the shortage of similar research in Burundi, particular in Bururi province where the state examination student poor performance continue to be a major concern.

Secondly, considering a large number of the reviewed research adopted only descriptive or qualitative designs, there is a methodological gap. The present study adopted a correlational research design along with a mixed-method approach and integrated quantitative and qualitative data to improve the accuracy and explanation of the results.

Thirdly, given that the previous research generally focused on either teachers or school principals, there exist a population gap. The present study offered an expanded perspective of instructional leadership functions since it included a wide variety of participants involving provincial and municipal directors of education, head teachers and teachers.

Fourthly, studies conducted in Australian universities assert that there is a problem of disparities in the allocation of instructional resources in the universities according to their location. This study needs to be conducted in the other population from public secondary schools in Burundi to investigate the relationship between the provision of instructional resources and students performance.

Fifthly, a sample gap has been identified in early studies whereby generalisability was constrained by non-probability sampling. In order to close the gap and ensure a more accurate and dependable sample, the researcher used random sampling for instructors and purposive sampling for schools and principals.

Sixth, certain researches which missed adequately tested instruments indicated the instrumentation gap. In order to address this gap, the present study tested the instruments through a pilot study and employed Cronbach's Alpha to verify reliability with all constructs had a coefficient of reliability over the recommended range of 0.7

By filling these various gaps, the present research added knowledge that can be considered in terms of methodology, appropriate in Burundian context, sampling, instruments, and realistically beneficial increasing student performance and instructional leadership in secondary schools in Burundi.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, the researcher presented the methodology, which was utilized to realize this work. The chapter is made of sub topics like research design, the population to be studied, sampling techniques and sample size, tools for research, data collection techniques, logistical and ethical considerations as well as data analysis.

3.2 Research Design

Correlational research design was adopted for the study. The researcher examined the existence of a correlation between the instructional leadership functions of the principals and the students' performance in the state examinations. By exploring the relationship among variables, a correlational study helps in bringing out information about the relationship extent existing between the variables under study without manipulating them. A correlation shows how strongly and/or in which direction multiple variables are related to one another and the correlation may have a positive or negative direction. The adoption of a correlational research strategy was justified by the fact that it facilitates the identification of relationships between variables.

The mixed-method approach was used in this study. It is an approach which combines quantitative and qualitative data into a single study. This method was chosen in order to offer more understanding about the correlation between students' performance in state examination and the instructional leadership of the principals. Teachers and principals were given standardized questionnaires as part of the quantitative aspect. From this, the researcher was able to collect numerical data that

could be statistically examined in order to identify the relationship between particular principals' leadership practices and student performance. Semi-structured interviews with provincial and municipal directors of education constituted the qualitative part. The interviews offered deep understanding of the instructional leadership, professional development strategies, and contextual aspects which enhanced the quantitative results interpretation. The qualitative data provided explanatory details and facilitated the investigation of opinions that were not captured by structured instruments alone, even while the quantitative data indicated general trend and relationship.

3.2.1 Variables

The independent variable was the instructional leadership of principals comprising the principals' leadership in teacher professional development, the principals' acquiring and allocation of teaching-learning resources, interventions of principals for lesson observation, and principals' monitoring of the student learning. On the other hand, the dependent variable was the students' performance in the state examinations. Meanwhile, the intervening variables were the teachers' characteristics and the students' background. The study was concerned with whether the principals' leadership of instructions and the students' performance are correlated.

3.2.2 Study Locale

The research project was carried out in Bururi province, one of the eighteen Burundi's provinces, which is situated in the southern part of the country. The provincial directorate of education is in charge of 79 public secondary schools in the province, which include both day and boarding schools. A worrying trend for

student poor performance in state exams in recent years led to the purposeful choice of Bururi province which used to be the leading province in terms of students performance. In this regard, Bururi scored just 21.4% in the 2020 state examination ranking it 9th out of the 18 provinces. This performance progressively deteriorated in 2022 state examination when the province was ranked 11th (Akeza.Net, 2022). In addition to its deteriorating performance, Burui province was chosen because it is home to a variety of reputable boarding schools which are well managed and have more resources than day schools. This environment offered an appropriate setting for investigating the potential effect of the instructional leadership of the principals on students' performance. Furthermore, this province's lack of local research on the impact of instructional leadership on students' achievement contributed to the selection of the province in the current study. The study examined the relationship between principals' leadership in instruction and the performance of the students in state examinations.

3.3 Target Population

The research's population of interest for this research project included teachers and principals from the 79 governmental secondary institutions in Bururi province. This population consisted of 880 individuals, comprising 795 teachers, 79 principals and 6 provincial and municipal directors of education in this province. The target population concerned 11 boarding schools. As such, 11 principals and 319 teachers. It also aimed the 6 municipal and provincial directors of education. The researcher chose to focus on principals, teachers, and education directors from public boarding secondary schools in Bururi province, as this type of school provide a distinctive setting characterized by qualified instructors and regulated educational environment

in comparison to day schools. Moreover, regardless of these benefits, Bururi province schools have been experiencing a persistent decline in learning outcome on state examinations creating concerns regarding the efficacy of instructional leadership. Investigating if and how the instructional leadership of the principals affect student performance in schools that are normally depicted to perform successfully was made practical by the focus on this population. This particular emphasis also made it possible for the research to produce focused findings that are pertinent to improving leadership and policy for education in comparable adequately funded public school environments in Burundi.

3.4 Sampling Techniques and Sample Size

The researcher outlined the sampling techniques, which were used for obtaining respondents for the study in this part of the paper. Sampling is a procedure that researchers use to make a systematic choice of a limited number to represent a population for data collection in a study (Sharma, 2017). A certain number of samples from the study's target population was taken. Different methods of sampling were employed to choose participants from every sample. The purposive sampling technique was used to sample the 11 boarding schools. Through the purposive sampling technique, the researcher used the judgement sampling type which is employed when a researcher chooses sample participants based on a set of factors enabling him to use situations that have the data needed to meet the study's objectives. The 11 schools selected operate under different studying conditions comparing to the 68 day schools. These two types of schools operate in different conditions since boarding schools recruit more qualified teachers than day schools and students are learning in an improved environment. The census method, which

involved studying every member of the population, was employed to include all the 11 boarding schools and all the 11 principals in these selected schools in the study. In the same perspective, since there is at least one boarding school in each of the Communes which make up Bururi province, all the 5 municipal directors participated in the study but also the provincial director who was in charge of education in the whole province.

The study also included teachers from the 11 boarding schools and simple random sampling technique was used to select respondents from lists which was provided to the researcher from the different schools. Ten to thirty percent of the target population can be sampled, according to Mugenda and Mugenda (2003). Having 319 teachers, the researcher sampled 30% which gave 95 teachers. The sampling frame was a list of teachers from the selected schools. The researcher gave each teacher a number from the list. These numbers were placed in a box, and each school's teacher representation was determined by randomly selecting any number from the box, which made 95 teachers. The sample size was 112 respondents made up of 95 teachers, 11 principals and 6 provincial and communal directors of education.

3.5 Research Instruments

Tools for gathering, measuring, and interpreting data relevant to a research project are known as instruments for research. In this study, questionnaires and interviews were used for data collection. The researcher used questionnaires and interview guide in order to gather research data.

3.5.1 Interview Guide for Directors of Education in the Province

Hammersley (2012) put that the majority of textbooks will state that interviews are divided into three categories: structured, semi-structured, and unstructured. The interview that is structured is more usual in surveying approach and is at the quantitative end of the scale while the other ones, semi-structured and unstructured, are characterized by interviews that are increasingly adaptable and unorganised. Semi-Structured interviews were used to collect data from Directors of education in the province. Interviews helped to get detailed information in relation to the head teachers' leadership of instructions from their superiors. The educational directors in the province were the subjects of a semi-structured interview that was conducted using questionnaires. The researcher made sure the interview guide for the provincial and municipal directors of education was reliable. The reliability was attained by developing questions for interview, which were specifically in line with the objectives of the study and comparing the results of the interview with the quantitative information collected via questionnaires. In order to address reliability, the interview guide was piloted and any necessary modifications were made to guaranty that the questions were asked consistently. Qualitative data collected from the interview was analysed thematically. They were organised in themes according to the objectives of the study and helped to get much understanding from the quantitative data.

3.5.2 Questionnaires for Principals and Teachers

The researcher used questionnaires to get data from principals and teachers who constituted the great number from the sample. Roopa and Rani (2012) informed that questionnaires are a set of queries made to people in order to gather statistics on a

specific subject. Questionnaires are frequently employed to collect essential data about the population and structured or closed-ended and unstructured or open-ended questionnaires are two primary types of questionnaires. All of the instruments were reviewed by the experts to guarantee the questionnaire content validity used for teachers and principals. My supervisors as well as other educational administration specialists evaluated the instruments for validity, intelligibility, and compatibility with the objectives of the study. The instruments were revised and improved based on the suggestions provided by the experts' evaluation, prior to primary data collection. The questionnaires' reliability was evaluated through the piloting study which was carried out at one public secondary school that shared characteristics with the sampled schools. The Cronbach's Alpha Coefficient was used to assess internal coherence in the collected information collected through the pilot study. All constructs had a coefficient of reliability over the recommended range of 0.7, suggesting strong reliability as Table 3.1 illustrates.

Teachers and principals completed questionnaires that were then relied on when gathering data for this research. The questionnaires constituted both open and close-ended questions for the purpose of facilitating the collection of relevant information. They are important to the researcher since they help to collect data in due time and they are easy for analysis. The questionnaires were developed in a way to properly deal with all of the study's objectives. Questionnaires are also preferred because they help to make standard questions and allow participants to be anonymous; moreover, the respondents have enough time to provide thoughtful answers.

3.6 Piloting Study

A pre-testing study was conducted in order to verify the validity of the tools. A piloting study is a kind of study used by researchers in order to test if the procedures and methods are adequate for the study and testing data collection tools to determine their usefulness (Lowe, 2019). A pilot study's major goal is to assist the researcher in determining if the instruments are clearly, precisely and comprehensively formulated. It also enable them to know if the provided answers address the objectives set by the researcher and then help in improving the validity of the tools. The researcher conducted a piloting study in the same province, in one of the schools, with similar characteristics as the sampled schools with the aim to make the instruments' content clearer and better. Validity was ensured through expert review where the researcher supervisor reviewed the instruments and recommended areas for improvement. Cronbach's Alpha was used to conduct the reliability test. The Cronbach's alpha coefficient of 0.7 was used as the cut-off, where values above 0.7 were considered reliable. The results are presented in Table 3.1.

Table 3.1: Reliability Results

Variable	No. Of Items	Cronbach's Alpha
Principals' leadership in teacher professional development	8	0.908
Principals' provision of instructional resources	6	0.926
Principals' leadership in lesson observation	16	0.962
Principals' leadership in monitoring students learning	6	0.900
Overall		**0.924**

Source: Field Data (2024)

The results in Table 3.1 indicate that the overall reliability score was 0.924. This indicated that all the variables had Cronbach's alpha value above 0.7 hence were all considered to be reliable.

3.7 Data Collection Procedure

After the acceptance of the proposal, the researcher searched for a letter from Kenyatta University. The letter was presented to the Ministry of Education and scientific research to look for the research permit. The research permit allowed the researcher to conduct the study and collect data. Since the study was carried out in Bururi province in Burundi, the researcher got approval from the provincial department of schooling.

With the research permit and the authorization from the Provincial Directorate of Education, the researcher visited the sampled schools to explain the reason for the research to the participants in study. The techniques used for this study were interviews conducted in person and distribution of printed questionnaires. The interview involved the communal and provincial directors of education and the responses to the questions were recorded. As far as the questionnaires are concerned, the researcher assembled the respondents and instructed them on how to fill the questionnaires, which was delivered to them for later collection.

3.8 Logistical and Ethical Considerations

Not any study would be well carried out without taking into account the logistical and ethical considerations. Logistical considerations entails all the requirements including permissions and procedures for the access of data collection on the field. Ethical considerations refer to the issues concerned with human subjects in research.

3.8.1 Logistical Considerations

The researcher ensured that logistical issues were observed before, during and after the fieldwork for data collection, to make sure of the quality of the research. The researcher first applied for official permission to carry out the study. To obtain a

research permission, the researcher was given a recommendation letter by Kenyatta University and submitted it to Burundi's Ministry of Education and Scientific Research. The research permit was approved by the Ministry of Education and the provincial directorate of education where the study was to be carried out was informed. Prior to starting data collection, the researcher identified and went to the chosen schools to inform the participants of the study's objectives and obtained their consent. The researcher got appointments with the education officers and school principals to schedule suitable time for data collection that would not interfere with regular activities of the schools. To prevent time and resource waste, the researcher made sure that all of the resources required for data collection was available and in good condition. During the time of data collection process, the researcher personally distributed and collected the questionnaires to ensure consistency end increase response rates. The researcher conducted a face-to-face interview with the provincial and municipal directors of education and with their approval, it was recorded in order to guarantee reliable data collection. The hectic schedules of the participants were respected through time management. Each of the instruments was verified for both accuracy and completeness subsequent to data collection. The interview recordings were written down for analysis, and the data were properly secured. Throughout the study, the whole logistical procedure focused on reducing interruptions, increasing participant cooperation, and maintaining data accuracy.

3.8.2 Ethical Considerations

Throughout both the preparation and execution of this research, the integrity of ethics was a priority. The researcher adhered to accepted ethical considerations in the field of education in order to guarantee that participants' rights, confidentiality,

and respect were preserved. Before their participation in the research, every respondent gave his/her own approval. The researcher clearly explained them the objectives, the processes, and the expected results of the study. Respondents were made aware that their involvement was entirely up to them and that they might stop at any moment without facing any problem or any negative effect. The researcher also ensured the respondents do not mention their names nowhere and hence make sure they are anonymous and of the confidentiality in the study. Questionnaires and interviews data were properly kept and utilized for research purposes. Subsequently, the researcher decided to be truthful and open in the gathering, analysing and presenting the results.

3.9 Data Analysis

The field data was organised such that it may be analysed to provide answers to the study hypotheses. Data analysis is understood as a process in which researchers clean, change and process the data from the field for the extraction of pertinent information that can help in sound decision making (Kelley, 2022)

After collecting the data, the researcher assigned codes to those data and used the SPSS version 21 to organise them. Data from questionnaires and interview were organised and arranged in accordance with the research hypotheses. Both descriptive and inferential statistical methods were utilized when analysing quantitative data. This entails summarizing and describing data, as well as drawing conclusions and formulating prediction on the basis of the data. Descriptive statistics such as means, standard deviations, and percentages were used to characterize the trends in student performance and instructional leadership functions by principals in addition to summarizing the demographic traits of the respondents. The range and variability of

the data were fundamentally understood due to these statistics, which guided additional inferential analysis. The study's hypotheses were tested using inferential statistics. Specifically, the Pearson Correlation Coefficient was used to identify the direction and the strength of the correlations between the principals' instructional leadership and the students' performance in the state examinations. The questionnaires' Likert scale answers were employed to assess how much respondents agreed with the principals' instructional leadership statements. There were multiple components in every construct and answers were coded from 1 (Strongly disagree) to 5 (Strongly agree). Average scores were generated for every construct by combining these answers. In order to determine if the observed relationships were statistically significant, a significant level of 0.05 was applied. Thematic analysis method was used to analyse qualitative data. The main goals of thematic analysis was the search for and creation of themes from the data set. It employed coding and sought to condense data into a concise form. The researcher examined any relationships or differences between the quantitative findings and the qualitative themes. The results implications were discussed, taking into account of both the quantitative correlations and the qualitative insights.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study, interpretations and discussion of findings. The purpose of this study was that of finding out the relationship between the instructional leadership of the principals and the students' performance in the state examinations among Bururi Province public secondary schools. The chapter is arranged in accordance with the following study objectives, which are to:

i. Determine the relationship between principals' leadership in teacher professional development and students' performance in the state examination.

ii. Establish the relationship between principals' provision of instructional resources and students' performance in the state examination.

iii. Examine the relationship between principals' leadership in lesson observation and the students' performance in the state examination.

iv. Investigate the relationship between principals' leadership in monitoring students learning and students' performance in the state examination.

4.2 Response Rate

The study involved 112 participants in total, consisting of 6 municipal and provincial directors of education, 11 principals and 95 teachers. The researcher administered questionnaires to teachers and principals as well as interview guides to provincial and communal directors of education. Table 4.1 summarizes the response rate.

Table 4.1: Response Rate

	Teachers		Principals		Interview	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Returned	93	98	10	91	6	100
Non returned	2	2	1	9	0	0
Total	**95**	**100**	**11**	**100**	**6**	**100**

The results showed that, 93 teachers filled and returned the questionnaires, which represented 98% response rate. Further results showed that 10 principals filled and returned the questionnaires which represented a 91% response rate. In addition, all the 6 provincial and communal directors of education participated in the interviews. According to Babbie (2004), return rates of 50% are acceptable to analyse and publish, 60% is good and 70% is very good.

4.3 Demographic Characteristics

The study's demographic data on participants are significant since, under some circumstances, it is essential to identify the category of respondents who provided responses to the research questions. The data regarding demographics was gathered from a chosen set of characteristics, such as age, gender, educational qualifications and teaching experience. Participant demographic data allowed it to be easier for the researcher to identify the categories of respondents who provided responses to the study questions and figure out the reliability of the data sources.

Table 4.2 shows results on demographic characteristics of teachers and principals.

Table 4.2: Demographic Characteristics of the Respondents

		Teachers		Principals	
Variable	**Category**	**Frequency**	**Percent**	**Frequency**	**Percent**
Gender	Male	83	89.2	10	100
	Female	10	10.8		
Age	26-35	14	15.1	1	10
	36-45	43	46.2	2	20
	45-55	27	29	6	60
	56 & above years	9	9.7	1	10
Educational qualification	Master	5	5.4	1	10
	BA	70	75.3	9	90
	IP	13	14.0		
	D7	3	3.2		
	A1	2	2.2		
Teaching experience	Below 10 years	23	25	6	66.7
	11-20	56	60.9	1	11.1
	21-30	7	7.6	2	22.2
	Above 31 years	6	6.5		

In terms of gender, 89.2% of teachers were male compared to 10.8% female. This indicates a wide disparity in terms of teachers' composition, where male teachers were dominant. Furthermore, all the principals were male. The findings of this study concur with the study by Mukewa Esther Lisanza (2021) which posits that there is a significant gender gaps existing in Kenya's education system, especially with regard to the underrepresentation of female principals and teachers.

In terms of age, the majority that is 46.2% of teachers were aged 36-45 years, 29% were aged 45-55 years, 15.1% were aged 26-35 years, while 9.7% were aged above 55 years. Results indicate that most teachers were middle aged. Further, 60% of principals which is the majority, were 45-55 years, 20% were 36-45 years, and 10% were 26-35 years. This implies that majority of principals were also middle aged. The ages of the Head teachers and teachers were significant for this research, given

that age diversity was thought to be one of the key determinant factors of respondents' skills and understanding in applying instructional leadership.

In terms of education, 75.3% of teachers had bachelors, 14% had university diploma of educational studies and 5.4% had masters. This suggests that majority of teachers had bachelor's level of education required for teaching in secondary schools and therefore able to understand the relationship between the instructional leadership of the principals and the students' performance. Similarly, 90% of principals had bachelors' education while 10% had masters. This denotes that principals had necessary education level to understand the relationship between their instructional leadership and the students' performance. According to the study's findings, practically every participant had professional training. The study findings are not in line with that of Kombo (2023) which found that in secondary educational institutions, Burundi lacks sufficient number of qualified educators.

The findings reveal that 60.9% of teachers had been teaching for 11-20 years, 25% had teaching experience of below 10 years, 7.6% 21-30 years, and 6.5% had teaching experience of above 31 years. The results infer that teachers had adequate teaching experience and therefore able to provide reliable information about the relationship between the instructional leadership of the principals and the students' performance. Furthermore, 66.7% of principals had teaching experience of below 10 years as principals, 22.2% had 21-30 years, while 11.1% had 11-20 years of experience. As a result, respondents had enough time to see and assess different instructional leadership and their impact on students' performance. The outcome revealed that they were qualified to supply trustworthy data for the research.

Table 4.3: General Characteristics

		Teachers		Principals	
Variable	**Category**	**Frequency**	**Percent**	**Frequency**	**Percent**
Awareness about Role of principals	Yes	85	91.4		
	No	8	8.6		
Number of years teaching in current school	Below 4 years			6	60
	5 – 10			2	20
	11-15			1	10
	Over 15 years			1	10
Training in instructional leadership	Yes			2	20
	No			8	80

The findings in Table 4.3 showed that 91.4% of teachers knew the role of the principal as an instructional leader, while 8.6% did not. Knowledge about principal role was key in teachers' ability to provide accurate information on the relationship between the instructional leadership of the principals and the students' performance.

Teachers who knew the role of the principal as an instructional leader were asked to specify those roles. According to teachers, a principal is the supervisor of all school activities, organises the activities following the school timetable, responsible of all teaching activities, main manager of the school, manages staff and the resources, transmission of decisions taken by the ministry, coordinates all school activities, avail whatever is necessary for the smooth running of teaching activities to the staff and the students, and promotes quality education as well as collaborating with educational partners. For teachers and school leaders to work together effectively, it is essential for both to understand the principals' instructional leadership duties. This contradict the study by Conran (2020) which posits that teachers are not informed

of all the duties that come under the responsibility of principals' instructional leadership.

Moreover, the teachers were asked to explain ways in which they were involved in instructional leadership in their school. The teachers highlighted several ways through which they are involved in instructional leadership including advise to help in students' supervision, involved in all school activities, quality teaching delivery, preparation, delivery of lessons, and assessment of the students, properly delivering the lesson and ensuring discipline and orders in the classroom, and facilitating learning for the students. This will help teachers to give insightful information about the relationship between principals' instructional leadership and students' performance in state examinations.

The principals (60%) indicated to have taught in current school as principal for less than 4 years, 20% stated 5-10 years, 10% reported 11-15 years and over 15 years respectively. This means that majority of principals had not been in their current schools for long. When asked if they ever attended any training course in instructional leadership, 80% of principals had not attended, while 20% had attended. This raises concerns over majority of principals' competence in relation to instructional leadership. The local politics frequently presents difficulties for school principals, which can have an influence on how well they lead their schools. The study may confirm what one of the teachers revealed when he said that some principals do not delay on this position because of political issues. It concurs with that of Shammi & Reza (2020) which indicated that educational leadership can be negatively impacted by national political conflict and inconsistency.

4.4 Students' Performance

The performance of school in the last five years in terms of state examination mean scores is presented in Figure 4.1.

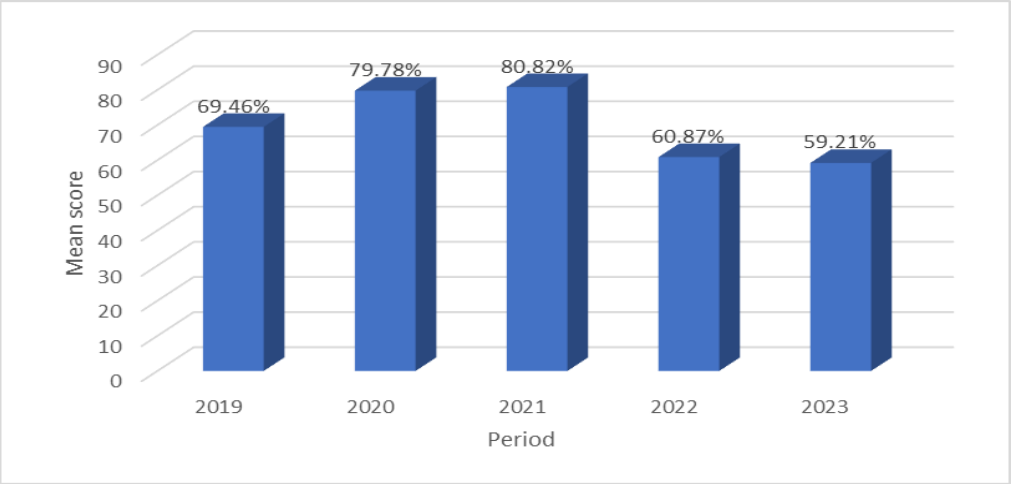

Figure 4.1: Performance of School in the last five years

Figure 4.1 shows that the highest school performance of 80.82 was recorded in 2021, while the lowest performance of 59.21 was reported in 2023. According to this figure, students' performance in 2019 was average, with a mean score of 68.46. Over the five years, their performance improved steadily, reaching a peak score of 80.82 in 2021. Unfortunately, performance started to drop in 2022 and continued to do so in 2023, where we notice the lowest mean score of 59.21. Although there was a high performance peak in 2020 and 2021, the current pattern of dropping performance, suggests that it is challenging to sustain high levels of performance and consistency.

The Municipal Directors of Education was asked to explain the relationship which exists between the principals' instructional leadership and the students' performance in state examination. According to the findings, there was general agreement among

the respondents that principals' instructional leadership is important in promotion of students' performance. The respondents' views are highlighted below.

> ''First of all, the results of the students partly come from good organization and initiatives from the principals, the collaboration between principals and teachers but also the principals' good supervision. You can understand that these elements are characteristics of a good leader. That is the reason why I said there is a relationship between principals' instructional leadership and the students' performance'' (MDE1, a male Municipal Director of Education, Bururi Province, May 2024)

> ''As far as this first question is concerned, the principal's instructional leadership has a great influence on students' results. By instructional leadership we understand teaching support and educational guidance provided by principals to students and teachers. This activity has an important influence in terms of students' results either negative or positive depending on the quality of the supervision. If the principals don't supervise students and teachers properly, the students' results will undoubtedly be mediocre'' (MDE2, a male Municipal Director of Education, Bururi Province, May 2024)

> ''The relationship which exists between the principals' instructional leadership and the students' results is that if a principal exercise a proper leadership the school will have satisfactory results''(MDE3, a male Municipal Director of Education, Bururi Province, May 2024)

> ''I compare principals to a vehicle engine since principals are considered to be the pillar of the school. At a certain moment I made this comparison since if the engine is not in order, the vehicle is also out of function. In the same way, if a principal fails to act, the school generally does not move forward in terms of results. We have already noticed that if a principal does not master teachers and students it will be the same for the results. That is the reason why I have made the comparison, principals must make instructional and administrative supervision in order to improve school performance. In conclusion, the student's results in state examination depend on the principals 'supervision'' (MDE4, a male Municipal Director of Education, Bururi Province, May 2024)

> ''I would say that there is a relationship between the principals' instructional leadership and the students' results since if the instructional leadership is well applied it helps to improve students' results. If a principal has well supported instructionally and administratively teachers, students results become positive'' (MDE5, a male Municipal Director of Education, Bururi Province, May 2024)

In addition, the Provincial Directors of Education (PDE) stated that a School Principal is the image of his school! A school where there is a laissez-faire attitude cannot be expected to produce satisfactory results. An instructional leader promotes school success.

From the interviews made with the municipal directors of education as well as with some teachers, it has been understood that there are some issues with principals' instructional leadership which can handicap the students' performance. One of these issues is the autonomy of the teachers which was neglected and limited. This is due to some of the principals who are excessively authoritarian and demanding which makes teachers to feel less motivated to make sound decisions because they feel underappreciated.

The other issues were linked with the poor leadership of some principals who have weak instructional skills or adopt a bad leadership which affects both teacher effectiveness and students performance. Principals instructional should prioritize cooperation and support over control for more functional school dynamics.

4.5 Principals' Leadership in Teacher Professional Development and Students' Performance

The first objective of this study sought to determine the relationship between principals' leadership in teacher professional development and students' performance in the state examinations. The respondents were asked to rate statements aimed at reflecting principals' effort in promoting teacher professional development. A Likert scale ranging from strongly disagree (1) to strongly agree (5) was used to measure the extent that respondents agreed to the statements. The results are as tabulated in Table 4.4.

Table 4.4: Respondents' Responses on Teacher Professional Development

Teacher professional development(TPD)	Principals		Teachers	
	Mean	SD	Mean	SD
Sponsored for in-service training.	3.9	1.37	3.44	1.25
Acquired skills from the training supported.	4.4	0.84	3.74	1.17
Involvement in teacher development initiatives.	4.8	0.42	4	1.19
Reservation of time to exchange ideas.	4.7	0.48	4.4	1
Encouragement to learn new competencies.	4.1	1.2	3.63	1.24
Collection of data	4.2	0.79	3.59	1.19
Alignment of professional development to performance.	4.1	1.1	3.94	1.07
Recognition of teacher's strengths and weaknesses.	4.3	0.82	3.66	1.18

Based on the findings, principals agreed that they support teachers' enrolment in training courses and make sure that the activities teachers attend align with the objectives of the school (Mean=3.9, SD=1.37) whereas teachers (Mean=3.44, SD=1.25) said that their principals usually do what is in this statement. Further, principals agreed on their active support for using skills learned from in-service, conferences, and workshops sessions in classrooms (Mean=4.4, SD=0.84) while teachers (Mean=3.74, SD=1.17) agreed with the same statement.

The study also found that principals strongly agreed that they make sure every teacher attended and was involved in the design of significant activities related to teacher professional development (mean=4.8, SD=0.42) whereas teachers (Mean=4.0, SD=1.2) agreed with this statement. In addition, principals strongly agreed that during meetings, they allocate time for teachers to exchange ideas or

knowledge related to professional development (Mean=4.7, SD=0.48) and teachers (Mean=4.4, SD=1.0) agreed on the same.

The study additionally demonstrated that principals agreed that they inspire teachers to pursue further studies, learn new skills, and connect their professional development to the teaching and learning objectives (Mean=4.1, SD=1.2) whereas teachers (Mean=3.63, SD=1.24) agreed with the same statement. In the same perspective, principals agreed that they set up systems to collect data on the effects of programs for teacher professional development and develop an environment that supports teachers' professional development (Mean=4.2, SD=0.79) and teachers (Mean=3.59, SD=1.2) agreed with the same statement.

The results further revealed that principals (Mean=4.1, SD=1.1) and teachers (Mean=3.94, SD=1.07) agreed on the statement that they create a connection between professional development and learning objectives in schools. And finally, about the principals' leadership in teacher professional development and students performance, the study found that principals (Mean=4.3, SD=0.82) and teachers (Mean=3.66, SD=1.18) agreed with the statement that there is acknowledgement of each teacher's weakness and strength and give frequent appreciation for effort and achievement.

From the findings, it is indicated that even if principals assume they are doing their best to promote professional development of the teachers, on their side, teachers are not all experiencing the same beneficial impact and tend to suggest aspects that need improvement. These aspects are the teachers' initiatives' actual implications, communication and support. The above table shows that principals overrate the components of the teacher professional development. For example if we look at the

involvement in teacher professional development, we can notice that principals rate it at a mean score of 4.8 while teachers gave it a mean score of 4. This may imply that teachers may not consider themselves as involved in it as they should, while principals think they are more involved in helping teachers to develop professionally. The mean score for the encouragement to learn new skills was rated 4.1 by principals compared to 3.63 by teachers ; this imply that teachers might not feel as being urged and motivated in acquiring new skills as the principals assume it. Principals and teachers gave a mean score of 3.9 and 3.44 respectively for the item 'sponsored for in-service training' which is the lowest mean score. This indicates that both of them accept that opportunities in professional development especially for the in-service training are not properly promoted. Even by considering the standard deviation for both principals (1.37) and teachers (1.25) we notice they are the highest and imply that a number of teachers might benefit from the training while others might not access it. Considering the component 'reservation of time to exchange ideas', we can notice a gap in communication and lack of opportunities to collaborate. There are some interviewed teachers who revealed that principals do not have time to discuss with them about diverse issues. Here the results show a slight difference in mean score, 4.7 for principals and 4.4 for teachers. However, if we consider the standard deviation which is 0.48 for principals and 1.0 for teachers, it demonstrates that the accessibility for teachers to collaboration time is less consistent and may not be accessible to all. This may refer to a disparity in the reported opportunities for teachers to communicate, exchange ideas and participate in a significant discussion with each other. A number of teachers assume they lack sufficient opportunities for their professional development. Some teachers also mentioned that their strengths and weaknesses are undervalued. A lower mean score

of 3.66 was given by teacher against 4.3 by principals on the 'recognition of teachers' strengths and weaknesses'. This means that teachers may not believe their distinctive abilities are fully appreciated or acknowledged. Teachers who fail to get enough feedback get frustrated and dissatisfied, as demonstrated in the standard deviation of 1.18 for teachers showing that not every teacher experience proper acknowledgement.

In light of the results, we noticed some potential downsides or issues highlighted while analysing the table, and they balance the principals' and teachers' opinions regarding teacher professional development. This can be the reason behind the poor performance of the students that has been observed. The principals' leadership in teacher professional development is likely to enhance students' performance in state examinations. The findings of this study concurred with the one conducted by Omondi (2019) which found that the majority of staff development is inconsistent, of poor quality, and unrelated to the demands of the teachers.

The principals were further asked to state other teacher development activities they involve teachers in. According to the principals, teachers are also involved in capacity building on new teaching methodology in relation to integration pedagogy, training on information technology tools, supervision of the educational clubs, seminar to share experience, self-assessment meetings on students' academic results, and self-training sessions especially in the integration pedagogy.

The Municipal Directors of Education were asked to explain how principals as instructional leaders promote teacher professional development. The directors agreed that indeed principals promote the teachers' professional development.

> One respondent cited that ‘‘Principals organise pedagogical activities where teachers are involved and they make different presentations. ’’ (MDE1, a male Municipal Director of Education, Bururi Province, May 2024)
>
> Another respondent stated that ‘‘As instructional leaders, principals must create a climate of understanding and cooperation among the staff. They create opportunities for dialogue and discussion on an issue which could handicap professional development or the flourishing of the school. Hence, the problem solving, the experience sharing, different meetings, clubs and school networks allow the teacher professional development ’’ (MDE2, a male Municipal Director of Education, Bururi Province, May 2024)
>
> One participant observed that ‘‘Principals as leaders, they help in teacher promotion. First of all, principals must make regular classroom visits and secondly by doing remediation with the visited teacher, the teachers would notice his/her weaknesses where improvement is needed’’ (MDE3, a male Municipal Director of Education, Bururi Province, May 2024)
>
> Another participant noted that ‘‘In terms of teacher professional development, a principal is considered to be a pillar of the school as I have already said it. That is the one who must look for the school textbooks, organise teacher training, when I talk about teacher training I even mean that after classroom observation, principals may sit with teachers and direct them on what to do, he/she should not behave as a police man but must be a mentor to teachers. That is the reason why in the teacher professional development, principals must discuss with teachers to develop the sense of their professional development.’’ (MDE4, a male Municipal Director of Education, Bururi Province, May 2024).

Further, the Provincial Directors of Education (PDE) noted that **t**he school principal must help teachers to develop their professional skills through regular classroom visits. They can also do this during pedagogical meetings organised by the head teacher, by encouraging teachers to carry out research, by organizing training courses in the school, by organizing pedagogical days, etc.

When the Municipal Directors of Education were asked how teacher professional development contribute to better students’ academic performance, they highlighted various ways in which principals’ instructional leadership in teacher professional development has enhanced students’ performance.

> One respondent noted, ‘‘First of all, those pedagogical activities help in mastering the content of the course, and the lesson will be well delivered. This means that teachers are at ease when they are teaching and during the pedagogical activities, a teacher prepares a lesson and others will follow him

> while teaching. In this way, teachers will help each other and this will help some teachers with difficulties in mastering the content of the lesson. From this we can get good results.''(MDE1, a male Municipal Director of Education, Bururi Province, May 2024)
>
> ''In my point of view, after the discussion between the principal and the visited teacher in the classroom, the teacher himself/herself will know the proper approaches he/she would use for the improvement of student results.'' (MDE3, a male Municipal Director of Education, Bururi Province, May 2024)
>
> ''If the principal has well supported instructionally and administratively the teachers, teachers must adopt new methods in case there are issues in his pedagogical approaches and this will lead to good results.'' (MDE4, a male Municipal Director of Education, Bururi Province, May 2024)

During the interview with the municipal directors of education, they highlighted the significant role of principals in their schools in terms of teacher professional development especially regarding the organisation of resources, mentoring and guiding teachers. And they said this can lead to students' performance. Despite this, some of the teachers interviewed have mentioned that there are issues that they are still encountering in this area. According to them, despite the highlights of the principals' leadership status, the situation makes them the main driving force underlying teacher professional development. And it might end up in an over-reliance dependence upon a single individual regarding professional development. A number of these teachers informed that they have ineffective principals and not enough skilled and this causes the risks that teachers will not receive sufficient support for their professional development which hinders students' performance. Another raised issue is that of the time and ability limitation for principals. In addition to their usual excessive administrative responsibilities, principals do not have enough time to dedicate to the mentoring of all teachers. Consequently, some teachers consider themselves underappreciated and not well supported in their professional development resulting in students' poor performance.

4.5.1 Correlation Analysis

This section presents correlation analysis results on the relationship between coordination of teacher professional development and student performance in the state examination.

Table 4.5: Pearson Correlation Results

		Student Performance	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Student Performance	Pearson Correlation	1								
	Sig. (2-tailed)									
Teachers get sponsored for in-service training.	Pearson Correlation	.299**	1							
	Sig. (2-tailed)	0.004								
The use of acquired skills from the training is supported.	Pearson Correlation	0.151	.579**	1						
	Sig. (2-tailed)	0.149	0.000							
Involvement of teachers in teacher development initiatives.	Pearson Correlation	.268**	.543**	.461**	1					
	Sig. (2-tailed)	0.009	0.000	0.000						
Reservation of time to exchange ideas.	Pearson Correlation	.216*	.494**	.590**	.575**	1				
	Sig. (2-tailed)	0.038	0.000	0.000	0.000					
Teachers' encouragement to learn new competencies.	Pearson Correlation	0.182	.562**	.534**	.545**	.582**	1			
	Sig. (2-tailed)	0.081	0.000	0.000	0.000	0.000				
Collection of data for teacher professional development.	Pearson Correlation	.260*	.540**	.454**	.622**	.420**	.582**	1		
	Sig. (2-tailed)	0.012	0.000	0.000	0.000	0.000	0.000			
Alignment of professional development to performance.	Pearson Correlation	.270**	.575**	.533**	.640**	.652**	.489**	.575**	1	
	Sig. (2-tailed)	0.009	0.000	0.000	0.000	0.000	0.000	0.000		
Recognition of teacher's strengths and weaknesses.	Pearson Correlation	.306**	.531**	.493**	.656**	.520**	.520**	.601**	.676**	1
	Sig. (2-tailed)	0.003	0.0000	0.000	0.000	0.000	0.000	0.000	0.000	

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

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

The findings in Table 4.5 revealed that several statements relating to coordination of teacher professional development had a positive and significant relationship with student performance. In particular, teachers get sponsored for in-service training (r=0.299, p=0.004) ; involvement of teachers in teacher development initiatives (r=0.268, p=0.009) ; reservation of time to exchange ideas (r=0.216, p=0.038) ; collection of data for teacher professional development (r=0.260, p=0.012) ; alignment of professional development to performance (r=0.270, p=0.009) ; and recognition of teacher's strengths and weaknesses (r=0.306, p=0.003) .

The principals' instructional leadership in teacher professional development and the student performance have a positive significant correlation (r=.299, p=.004), which is in accordance with the conceptual framework of this study, that recognises the teacher professional development as an essential instructional leadership function affecting student performance. This finding is further supported by transformational leadership theory, which highlights how school principals support teachers to further develop their instruction and increase the performance of the students by providing them with personalised support and intellectual stimulation. Despite the significant correlation between the performance of the students and the in-service training sponsorship (r=.299, p=.004), the comparatively large standard deviation (SD=1.25) indicates lack of access to or views of training advantages. The noticed significant correlation may have been moderated by this variation, which could be the reason why certain teachers did not all experience similar influence from professional development activities.

The results denote that improvement in principals' leadership in coordination of teacher professional development would positively enhance students' performance

in state examination. Based on the findings, the null hypothesis that there is no relationship between principals' leadership in teacher professional development and students' performance in the state examination was rejected. This means that principals' leadership in teacher professional development is significantly related to students' performance. In particular, the findings demonstrate that principals who get actively involved in sponsoring teachers for in-service training, involving teachers in teacher development initiatives, reserving time to exchange ideas, collecting data for teacher professional development, aligning professional development to performance, and recognising teachers' strengths and weaknesses greatly enhance student performance. This complements the body of current literature and reinforces the theoretical assumption that the instructional leadership has a direct impact on the quality of teaching and student performance. In the same way, the provincial director of education further observed that principals' instructional leadership **e**ncouraged teachers train themselves, gain experience, teach the courses they have prepared, share their experience, receive training from their peers and the principals provides guidance, monitoring and control. It didn't take long for the results to appear.

The finding agrees with Darling-Hammond et al. (2009) study that established that a series of programs that provided an extensive amount of hours of professional growth for teachers was determined to have a positive and statistically significant impact on performance among students. However, the results are inconsistent with those of Mwihaki et al., (2019) who found out that there was definitely not a statistically significant relationship between the performance of students and principals' support of teachers' professional development.

4.6 Principals' Provision of Instructional Resources and Students' Performance

The second objective of this study sought to establish the relationship between principals' provision of instructional resources and students' performance in the state examinations. The respondents were asked to rate statements on principals' acquisition and allocation of teaching and learning resources. A Likert scale ranging from strongly disagree (1) to strongly agree (5) was used to measure the extent that respondents agreed to the statements. The results are as tabulated in Table 4.6.

The table provides an insight on the way principals and teachers regard different aspects of the principals' provision of instructional resources. The mean and the standard deviations are presented with the data. A discussion of the data table is given further down and it highlights the possible relationship between principals' instructional leadership and students' performance in state examination.

Table 4.6: Respondents' Responses on Provision of Instructional Resources

	Principals		Teachers	
Provision of instructional resources	**Mean**	**SD**	**Mean**	**SD**
Instructional materials and textbooks.	4.4	1.27	4.24	1.06
Classroom resources and learning aids.	4.5	0.71	4.09	1.08
Teachers are mentored	4.3	1.25	3.94	1.06
Resources are obtained and distributed	4.4	0.7	3.87	1.06
Educational resources are of standard quality.	4.6	0.7	3.78	1.12
Acquisition and allocation of educational resources.	4.6	0.7	3.83	1.14

Principals (N=10); Teachers (N=93)

Based on the findings, principals agreed that they make textbooks accessible early enough for the beginning of the school year, and give teachers access to instructional materials (Mean=4.4, SD=1.27) and teachers (Mean=4.24, SD=1.06) agreed with the same statement. The findings further demonstrated that principals (Mean=4.5, SD=0.71) agreed that they provide instructional aids and resources for the classroom, such as globes, maps, posters, science lab supplies, chalkboards, pencils, and notebooks. Whereas teachers (Mean=4.09, SD=1.08) agreed with this same statement.

The results also revealed that principals (Mean=4.3, SD=1.25) agreed that they mentor teachers to use educational resources to improve students learning. In the same way, teachers (Mean=3.94, SD=1.06) agreed on the same. In addition, the study found that principals (Mean=4.4, SD=0.7) agreed that they make sure the acquisition and distribution of resources align with the plans, objectives, needs, policies, and priorities. While teachers (Mean=3.87, SD=1.06) agreed with that statement.

The study further revealed that principals (Mean=4.6, SD=0.7) strongly agree that they make sure that teaching resources are highly valuable in terms of conveying knowledge, elucidating complex and abstract ideas, provoking discussion, polishing observation skills, generating interest, and taking into account the specific variations of each student. Teachers (Mean=3.78, SD=1.12) on the other hand, agreed with that statement. The findings of this study further demonstrated that principals (Mean=4.6, SD=0.7) strongly agreed that they get the right instructional resources such as maps, flow charts, innovation and creativity books, and case studies distribute them to students to support their learning and develop their innovative and

creative thinking. Whereas teachers (Mean=3.83, SD=1.1) agreed with the statement. At this this point, the researcher after discussing with some teachers, it has been noticed that they agree about this but they say this is possible only for some subjects. This means that not all the teachers get such instructional resources.

One of the vital components for setting learning conditions and ensuring learners are given support and equipment they need for their academic performance is the accessibility of quality resources for instructions. From the findings, majority of principals and teachers were in agreement with statements relating to provision of instructional resources. The principals' acquisition and allocation of teaching and learning resources is supposed to promote students' performance in state examination. For example, the ability to access quality learning resources such as textbooks, instructional manuals, etc. enhances learners' understanding and retention of the subject matter and this is important for the performance in examinations. In the same way, when teachers are properly mentored in how to use the instructional resources, it ensures that they are upgrading their knowledge and abilities in teaching resulting in better performance for students. Moreover, a fair and effective environment for learning can be established if instructional resources are allocated and distributed efficiently to ensure that every learner irrespective of their background access the instructional resources required for their performance in the examinations.

The MDEs were asked to explain what they understood from the provision of instructional resources by the principals as instructional leaders. According to the findings, the respondents indicated that from this they understood equipping the school in instructional resources. As instructional leaders, and taking into account

the important role of instructional resources in teaching and learning, principals must look for the instructional resources such as school textbooks, teaching aids etc. by involving all the educational partners that is parents, municipal administrators, the diaspora and the local NGOs. In this way principals may get enough instructional resources which might help teachers to accomplish their tasks properly.

> One respondent cited, ‘‘this means that the principals must look for instructional resources wherever they can find them. They can either buy them from the market or ask them from lessors or donners and if possible to make them locally.’’ (MDE1, a male Municipal Director of Education, Bururi Province, May 2024)

> Another respondent noted**,** ‘‘By the provision of instructional resources, I understand that principals, at the beginning of the year even a bit before, must make a list of all the needs in instructional resources for both teachers and students. He/she is also the one who will try to look for them here and there, even when the ministry of education do not supply them they make copies of the existing or borrowed ones to help teachers to accomplish their tasks properly’’ (MDE2, a male Municipal Director of Education, Bururi Province, May 2024)

> Still, a respondent observed, ‘‘I understand that it is the instructional resources given to teachers and that help them to turn the lesson into reality. And this will help students to understand more’’ (MDE5, a male Municipal Director of Education, Bururi Province, May 2024)

The PDE reported that the principal can approach local communities, parents or other partners to look for teaching aids; he or she can buy them for the benefit of the teachers; for example, he or she can look for a grammar or conjugation book to help the teacher.

However, the variations within the principals and teachers opinions regarding the quality and allocation of the resources might illustrate areas which need further improvement. The most important factor to preserve and even improve the state examinations performance of the students includes making sure teachers are properly supported and are provided with good quality resources in an efficient way. But some of the teachers the researcher met and talked to, mentioned that they have

never been provided with any instructional resources. They accepted that there are such resources for some subjects especially for the science subjects but not for all of them. There are even certain who said that some of the instructional resources are not up to date and they are not enough. Furthermore, in the light of the table analysis, certain aspects seem not favourable to make it easy for better performance of the students in the state examinations. These consist of the perception differences between teachers and principals but also particular domains where the average score demonstrate that there is a need to improve them. These are domains such as the acquisition and allocation of appropriate instructional resources, ensuring the resources are of high quality and ensuring if the acquired and allocated resources are in accordance to the objectives of the school subjects.

Regarding the different perceptions between teachers and principals we can notice that across a number of parameters, principals frequently give the instructional resources provision an increased mean score than did the teachers. This difference could be an indicator of interaction or perception gaps between principals and teachers. For instance, looking at the acquisition and the allocation of instructional resources, it was assigned a smaller mean score of 3.83 compared to that of principals which is 4.6. This gap may show that teachers who spend much of their time with the students perceive that certain instructional resources are unsuitable, therefore a shortage of proper support in the learning environment. When teachers estimate that they do not have enough instructional resources their willingness to teach efficiently might get limited hence, impacting the learning of the students as well as their performance in the state examinations. Another issue is observed on the quality of the educational resources where teachers rate it on a mean score of 3.78

which is lower than that of the principals who rate it at 4.6. Here, the gap is important and might suggest issues with usefulness, modernity and relevance of the resources. Students might have trouble getting the most accurate information if the instructional resources such as outdated textbooks, insufficient learning aids, or inappropriate content are of low quality; which could make it difficult for them to achieve well in the examinations.

Considering the standard deviations, we notice that in some areas such as 'instructional materials and textbooks' (SD=1.27) and 'teachers are mentored' (SD=1.25), the standard deviation amongst principals is greater. This indicate that principals' perceptions are incoherent and this could mean that different schools acquire and allocate resources in different ways. When there is inconsistency in providing resources for instructions within schools it may end up in imbalanced learning environments in which particular students acquire greater support over the others. This difference could lead students to a different performance due to the unfair provision of resources. In the same perspective, we notice that for all the components of the table there is a possibility that principals have overestimated the provision of resources. Literally for every component of the instructional resources, principals gave it a higher score mean than did the teachers. Such a situation might imply that principals overrated the resources adequateness, claiming that their approaches in providing resources are productive, while actually the teachers and the students might continue experiencing issues in teaching and learning. This could ultimately affect students' performance in the state examinations.

When the municipal directors of education were asked in what ways does the acquisition of educational materials relate to the academic achievement of students

on the state examinations, the MDEs responded that the acquisition of instructional resources plays a significant role in enhancing students' performance.

> ''When a school has enough instructional resources, teachers have facilities to prepare and teach well because they have materials and it will be also easy for the students to revise the lesson and document themselves. This will lead to good results of the students'' (MDE1, a male Municipal Director of Education, Bururi Province, May 2024)

> ''There exists a good relationship, the more a school has enough instructional resources the more students will get good results in the state examination'' (MDE2, a male Municipal Director of Education, Bururi Province, May 2024)

> ''When a school has proper school textbooks, students will make use of them and will acquire knowledge which will help them to succeed in the external examinations especially the State examinations. That is then the relationship between the acquisition of instructional resources and the students' performance in the state examination'' (MDE3, a male Municipal Director of Education, Bururi Province, May 2024)

Further, the PDE cited that teaching aids are tools that contribute to the understanding of lessons. Like the Chinese adage: "I hear, I forget; I see, I remember; I do, I understand."

From further discussion with some of the directors of education, they mentioned that there is a paucity of instructional resources in some subjects especially sciences in some schools. Even after analysing what they said, we can understand that there are some issues. For example, when talking about the relationship between principals leadership in provision of instructional resources and students performance, they rely too much on text books. Text books usually provide information in an organised and systematic style that may fail to motivate students to come up with new ideas out of the book or interact with the subject matter in an exciting manner. Their insistence is also on the physical textbooks while this is not sufficient in this digital age. Students should commonly have accessibility to a variety of online content, in this modern digital age, including interactive platforms, electronic books and videos.

Schools which exclusively use physical textbooks are possibly disregarding the power of technology in education which can provide more interesting, modern and varied opportunities for learning. One of the teachers even revealed that many books are unlikely to match the structure of the state examinations. Although students have access to textbooks, they may still struggle to perform well in the state examinations since the textbooks emphasise on the content coverage than preparing the students to the exam format.

If these issues are not adequately resolved, they might continue to negatively impacting the overall performance of the students in the state examinations by decreasing the effectiveness of the teachers, creating unfair distribution of instructional resources and decreasing the standards of education in schools.

4.6.1 Correlation Analysis

This section presents correlation analysis results on the relationship between provision of instructional resources and student performance in state examinations.

Table 4.7: Pearson Correlation Results

		Performance	1	2	3	4	5	6
Performance_	Pearson Correlation	1						
	Sig. (2-tailed)							
Timely availability of instructional materials and textbooks.	Pearson Correlation	0.051	1					
	Sig. (2-tailed)	0.625						
Availability of classroom resources and learning aids.	Pearson Correlation	0.179	.715**	1				
	Sig. (2-tailed)	0.086	0.000					
Teachers are mentored to employ teaching aids.	Pearson Correlation	0.179	.615**	.574**	1			
	Sig. (2-tailed)	0.086	0.000	0.000				
Resources are obtained and distributed on needs basis.	Pearson Correlation	.239*	.544**	.573**	.779**	1		
	Sig. (2-tailed)	0.021	0.000	0.000	0.000			
Educational resources are of standard quality.	Pearson Correlation	.228*	.594**	.617**	.719**	.849**	1	
	Sig. (2-tailed)	0.028	0.000	0.000	0.000	0.000		
Acquisition and allocation of relevant educational resources.	Pearson Correlation	.279**	.657**	.622**	.683**	.814**	.797**	1
	Sig. (2-tailed)	0.007	0.000	0.000	0.000	0.000	0.000	

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

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

The findings in Table 4.7 revealed some statements relating to provision of instructional resources had a positive and significant relationship with student performance in state examinations. For example, Resources are obtained and distributed on needs basis (r=0.239, p=0.021); educational resources are of standard quality (r=0.228, p=0.028); and acquisition and allocation of relevant educational resources (r=0.279, p=0.007). The results implied that improvement in provision of instructional resources such as textbooks, workbooks, manuals, videos, digital resources, posters, teaching guides and laboratories would positively enhance students' performance in state examination.

The results demonstrated that the performance of the students and principals' leadership in provision of instructional resources correlated positively and significantly (r=0.239, p=0.021). That is consistent with the conceptual framework which acknowledges that an adequate supply of instructional resources is an essential element of successful leadership in instruction. The environment for learning is significantly affected by the principals' responsibilities in guaranteeing fair access to instructional resources. The transformational leadership theory, which claims that resource-mobilising visionary leaders exhibit idealised influence and stimulate better performance, support the above interpretation. Although the student performance and the allocation of the resources for instruction were significantly correlated (like in this example r=0.239, p=0.021), the standard deviation values which certain exceed 1.0 show that the availability of the resources fluctuated throughout schools. This discrepancy demonstrate how unequal access to instructional resources may hinder the usefulness of the resources in specific situations despite the fact that they are thought to have a significant overall impact.

Based on the findings, the null hypothesis that there is no relationship between principals' leadership in provision of instructional resources and students' performance in state examinations was rejected. This means that principals' leadership in provision of instructional resources is significantly related to students' performance. One of the Municipal director of education mentioned that the acquisition and allocation of the instructional resources help the teacher to work properly and help students to understand the lesson and succeed and this leads to better performance of the students.

The finding concurs with Grissom et al.(2021) research which examined the impact of principals on schools and students by focusing on how proficient principals improve students' performance and quality of instructions by properly managing the instructional resources. Their findings confirm the idea that methods of instruction hence, students' performance are heavily influenced by the principals' provision and management of the instructional resources. Similarly, Sibomana et al. (2022) stipulates that the existence of appropriate and acceptable resources for learning maintains learners actively involved. However, the present findings contradict a bit that of Allensworth and Hart (2018) which posit that even if principals provision of instructional resources is necessary for students performance, it does not mean much if it is not supported by strategic utilization as well as other useful measures

4.7 Principals' Leadership in Lesson Observation and the Students' Performance

The third objective of the study sought to find out the relationship between principals' leadership in lesson observation and the students' performance in state examinations. The respondents were asked to rate statements aimed at reflecting

principal involvement in lesson observation. A Likert scale ranging from strongly disagree (1) to strongly agree (5) was used to measure the extent that respondents agreed to the statements. The results are shown in Tables 4.8.

Table 4.8: Respondents' Responses on Pre-observation

	Principals		**Teachers**	
Pre Observation	**Mean**	**SD**	**Mean**	**SD**
Good interactions established.	4.7	0.48	4.09	1.17
Understanding of the teaching approaches	4.3	0.68	3.8	1.14
Handling student learning approaches.	4.3	1.25	3.8	1.2
Understanding of evaluation forms	4.6	0.84	3.86	1.11
Type of data to collect	3.7	1.57	3.57	1.14

Principals (N=10); Teachers (N=93)

During pre-observation, the findings showed that principals strongly agreed that they get acquainted with teachers they are monitoring and give them space to talk about their approaches in the classroom (Mean=4.7, SD=0.48) and teachers (Mean=4.09, SD=1.17) agreed with this statement. Further the findings revealed that principals agreed that they are aware of the teaching techniques such as the direct instruction which is centred on the teacher, the teaching via inquiries which is centred on students, group discussion, experience instructions, etc. that teachers intends to employ in the class (Mean=4.3, SD=0.68) while teachers (Mean=3.8, SD=1.14) agreed on the same.

The findings also determined that principals agreed that they discuss teacher's strategies for handling the pupils' different abilities of learning as well as the classroom management techniques teachers are going to use (Mean=4.30, SD=1.25).

About this same statement, teachers (Mean=3.8, SD=1.2) agreed principals did it. The study also concluded that principals strongly agreed that they are aware of the kind of assessment (quiz, project, essay, or exam) that teachers will employ to ascertain whether the lesson's goals have been achieved (Mean=4.6, SD=0.84). While teachers (Mean=3.86, SD=1.11) agreed with that statement.

When the respondents were asked if principals together with the teachers, decide on the data that will be gathered to assess the particular learning focus areas, principals (Mean=3.7, SD=1.57) and teachers (Mean=3.57, SD=1.14) agreed on this statement.

From the data in the table, the researcher noticed that principals tend to have more confidence in their capacity to establish good interactions, in understand the teaching approaches, in handling students learning approaches, and in understanding evaluation forms more than teachers. Their increased comprehension of the evaluations and the feedback they give might have an advantageous impact on the instructions for teachers that might eventually help in the improvement of students' state examinations performance. However, the principals and teachers' recognition of collection of the data was rated relatively low than other components. Instructions based on data is vital to discover the teaching and learning strength and weakness where can be gaps which could challenge the students' improvement of their performance in state examinations. In the same perspective, the wide variety of standard deviation in principals opinions concerning how they manage the technics of students learning and the type of data to collect, demonstrate insufficient leadership efficacy and this could potentially have impacted students' performance. Whereas principals commonly display positive leadership in classroom pre-observation, there exists space for improvements in the domains like collection of

data and the strategies for learning in order to impact positively the students' performance in state examinations.

According to the findings, majority of principals and teachers were in agreement that they are involved in lesson pre-observation. The principals' leadership in lesson observation is expected to promote students' performance in state examinations.

Table 4.9: Respondents' Responses on Observation

	Principals		Teachers	
Observation	**Mean**	**SD**	**Mean**	**SD**
Classroom visits	4.4	1.27	4.28	1.04
Teaching methods.	4.7	0.48	4.08	1.1
Teaching strengths and weaknesses.	4.7	0.68	4.09	1.01
Lesson objectives	4.1	0.99	3.9	1.15
Teacher-student interaction.	4.6	0.7	3.82	1.12
Instructional time	4.4	0.84	3.96	1.17

Principals (N=10); Teachers (N=93)

In terms of observation, the findings showed that principals (Mean=4.4, SD=1.27) agreed that when classroom instruction is in open session, they visited the classroom to supervise and monitor the teaching and learning. At the same time, teachers (Mean=4.28, SD=1.04) agreed with the same statement. Further, the study found that principals (Mean=4.7, SD=0.48) strongly agreed that, with the intention of enhancing achievements, they assessed the instructional strategies used by the teachers. Whereas teachers (Mean=4.08, SD=1.1) agreed with the same.

The findings additionally indicated that principals (Mean=4.7, SD=0.68) strongly agreed that they assessed and documented the positives and negatives of the

observed teachings as well as the activities taking place in the classroom. Whereas majority of teachers (Mean=4.09, SD=1.01) agreed with this statement. In addition, the study demonstrated that principals (Mean=4.1, SD=0.99) gather data which is relevant to the lesson's objectives and note the different approaches to teaching that teachers utilize to introduce and conclude the lessons. When teachers were asked about the same statement, (Mean=3.90, SD=1.15) agreed on the same.

Further, the research indicated that principals (Mean=4.6, SD=0.7) strongly agreed that they keep records of interactions between teachers and students such as questions and responses, congratulations and motivations, individualized feedback and discussions in group work in order to identify trends in the students' participation and lack interests thereof during the course. Whereas teachers (Mean=3.82, SD=1.12) agreed that principals did it. In addition, findings revealed that principals (Mean=4.4, SD=0.84) and teachers (Mean=3.96, SD=1.17) agreed on the statement that principals make sure there is enough instructional time allocated to the lesson so that learning may occur.

In the above table, the research highlights some positive and negative factors which could have an effect on students' performance. First of all, looking at the importance given by the principals on the methods of teaching and the teacher-student interactions which have a good mean score (Mean=4.7 and Mean=4.6 respectively), demonstrate that principals value these important aspects of instruction. These aspects have a beneficial relationship with improving the standard of instructions and hence students' performance. As far as the evaluation of the teaching strengths and weaknesses are concerned, the mean score which is higher (Mean=4.7) imply

that the principals spend time observing and taking actions on issues which need to be improved to enhance student performance.

Secondary, there are some limitations and possible improvements to enhance students' performance. Looking at the lesson objectives with a significantly low score (Mean=4.1) in this section, point out that principals might make much effort in making sure that teachers have lesson objectives which are clearly stated, measurable and well connected to the performance of the students. The research also pointed out differences in teachers and principals' perceptions on almost all components where principals offered their evaluation effort a greater mean score than did the teachers. On the field, there are even few teachers who revealed that they have never seen their principals coming to assist them during the classroom lessons. These gaps in their perceptions might suggest challenges with execution or interaction due to the fact that teachers might fail to perceive or to benefit from their principals' leadership attempts. The above might have a negative impact on the academic performance of the students.

The instructional leadership of the principals in classroom observation is apparently strong especially in teaching methods, teacher-student interaction and dealing with teaching weaknesses and strengths. Students' academic performance in state examinations would have been a result of these variables. Lesson objectives and the gaps which are found between the teachers and principals perceptions on the different components of this area ought to be remedied properly as these issues may hinder students' performance.

Generally, according to the findings, majority of principals and teachers were in agreement that principals are involved in lesson observation. The principals'

leadership in lesson observation is likely to enhance students' performance in state examination.

Table 4.10: Respondents' Responses on Post Observation

	Principals		Teachers	
Post Observation	**Mean**	**SD**	**Mean**	**SD**
Teaching process analysed	4.6	0.84	3.83	1.32
Feedback and dialogue with the teacher	4.9	0.32	4.11	1.23
Analysis of teaching-learning methods	4.7	0.48	3.97	1.14
Collected data presented	4.7	0.48	3.89	1.16
Acquisition of new skills.	4.7	0.48	3.99	1.19

Principals (N=10); Teachers (N=93)

During post observation, the findings showed that principals (Mean=4.6, SD=0.84) strongly agreed that before they interact with the teacher, they examine the teaching methodology. Whereas teachers (Mean=3.83, SD=1.32) agreed with that statement. The findings further concluded that principals (Mean=4.9, SD=0.32) strongly agree that they have a discussion with teachers on how to enhance their performance and provide guidance on how to enhance their teaching skills. On the other hand, teachers (Mean=4.11, SD=1.23) agreed with this.

The findings also demonstrated that principals (Mean=4.7, SD=0.48) strongly agreed that they constructively analyse the process of teaching and learning with teachers in order to improve the performance of the pupils. Whereas when teachers were asked about that statement, they agreed with it (Mean=3.97, SD=1.14). It was also found that principals (Mean=4.7, SD=0.48) strongly agreed with the statement that they provided teachers with reliable data that they have

gathered, and they helped teachers reflect and analyse the data for themselves. While teachers who were asked about the statement agreed with it (Mean=3.89, SD=1.16).

The results further determined that principals (Mean=4.7, SD=0.48) strongly agree that they support teachers in learning new skills and help them through the inevitable frustrations such as time constraints, insufficient training, students' reactions and lack of ongoing support. While teachers (Mean=3.99, SD=1.19) agreed with the statement.

The results as displayed in the above table highlight certain aspects of required actions after the classroom observations. These actions should illustrate the principals' instructional leadership for the improvement of the classroom practices in order to improve students state examinations performance. The findings show some aspects which are positive like the fact that principals gave better mean score for all the aspects than teachers. It indicates that principals perceive that the post observation contributions to the classroom instructions are of greater benefit for both teachers and students. As in the aspect of teaching process is analysed, while teachers gave it a low mean score (Mean=3.83), principals rated it at a greater mean score (Mean=4.6) which indicates their comfort in deep assessment of classroom instructions. This could mean that they regard post-observation as a way of strengthening the level of quality education. In addition, the aspect of feedback and dialogue with teachers was highly rated (Mean=4.9) which can demonstrate their belief of it to be a crucial form of leadership for teachers' improvement in their profession. And in case teachers improve their teaching through the assistance of efficient feedback, there would be students state examinations performance. The other positive fact is the overall consensus between teachers and principals that there

is a respective significance of the post-observation actions particularly in regards to analysis of teaching and learning methods and the acquisition of new skills. If these aspects are properly implemented, they potentially improve the teaching-learning quality and improve the performance of the students.

On the other hand, the research discovered negative aspects in the areas of post observation, such as the divergences among teachers' and principals' ideas as well as the standard deviations which are higher in the teachers' responses. Firstly, essentially in all aspects, there is an apparent gap between the answers of principals and those of the teachers. We can take an example of the component 'teaching process analysed' which principals rated at a mean score of 4.6 while teachers rated it at a mean score of 3.83. This could point out a disparity among the teachers' perceptions of the procedures versus the principals' evaluation of their performance as leaders. This disparity could restrict the effect of the post observation feedback on the performance of the students by reflecting that teachers fail to use it to its greatest advantage. Secondly, the table displays higher standard deviations in teachers' answers notably in aspects like feedback and dialogue with the teachers and teaching process analysed. It also means that teachers may experience variability in the procedure standards of the post observations, which can lead to contrasting opinions of their usefulness. On this issue, certain teachers on the field admitted that even when principals may sometimes make visits in the classroom, it may be for a short time and they do not even get feedback on the lessons they were dispensing. Contradicting approaches to leadership could decrease the general beneficial influence on students' state examination performance.

According to the findings, majority of principals strongly agreed that they are involved in lesson post observation and teachers also agreed with this. The principals' leadership in lesson observation is likely to enhance students' performance in state examination.

The MDEs were asked to explain the methods used by principals as instructional leaders to conduct classroom observation. Based on the findings, the respondents outlined various methods that principals use to conduct classroom observation.

> ''Principals can make direct observation, this means that they go to the classroom and observe teachers during lessons and after the observation there will be remediation. They can also make an indirect observation by checking pedagogical documents such as preparation booklet, class diary etc. to check if the teacher has updated lessons and whether he/she prepares lessons'' (MDE1, a male Municipal Director of Education, Bururi Province, May 2024)

> ''As instructional leaders, principals must support teachers by making classroom observations either direct or indirect. As direct observation, principals follow the lesson in the classroom looking at different practices in the classroom, the respect of the different stages of a lesson, student participation during the lesson, and so on. As indirect observation, the principals collect the lesson preparation workbook, students' notebook, consults the class diary and other instructional and administrative documents to see if everything is done properly'' (MDE2, a male Municipal Director of Education, Bururi Province, May 2024)

> ''As instructional leaders, principals observe how teachers deliver lessons, the teachers' behavior in class and the mastery of the lesson by teachers'' (MDE3, a male Municipal Director of Education, Bururi Province, May 2024)

> ''Currently, there is a method which is required by the new system. A principal should inform teachers that there will be visits and teachers prepares themselves for the classroom observation. Principals would come to class and note down failures of teachers and after the lesson they sit together for the feedback. Since principals also do not know everything he/she may learn from the discussion with teachers'' (MDE4, a male Municipal Director of Education, Bururi Province, May 2024)

> ''In lesson observation, the principal must look at the ways the teacher deliver the lesson, the approaches he/she uses and there are many teaching methods but it is said that no method is sufficient by itself but different methods can be combined if he/she finds out that the students do not understand. Then the teaching methods are many but it depends on which one is necessary. But currently the teaching method which is used especially in the 4th cycle of basic

> education it is participative and active pedagogy. In the post basic education we also have a new method which is the integration pedagogy'' (MDE5, a male Municipal Director of Education, Bururi Province, May 2024)

Following the discussion the researcher had with the municipal directors of education, principals' instructional leadership in classroom observation reveals some positive and negative aspects. As positive aspects we can have for example the classroom observation method varieties where we have both direct and indirect observation methods. They also talked about the organised feedback where subsequent to the direct observation principals provide remedial feedback to teachers, promoting a culture of continual improvement and teachers' support. On the other hands, there was mentioning of negative aspects such as excessive emphasis on administrative inspections rather than concentrating on the real quality of delivering lessons and the involvement of the students. This emphasis on assessing the preparation for lessons in the notebooks and classroom diaries, which is the indirect observation, might end up in just an unreasonable reliance on documents. The other mentioned issue was related to the restricted principal experience. As previously noted there are certain principals who might not be experienced in specific areas, like that of classroom observations, and this limited the scope and efficiency of the feedback that they give to teachers after observation in the classrooms. Moreover, there are principals who over concentrate on methodology. Even though assessing the teaching methodology remains essential, evaluating student improvement, which should be an important component of assessing the effectiveness of teaching, is less often emphasized according to those MDEs interviewed.

When the MDEs were asked how successful are the classroom observation approaches used by the principals as instructional leaders in relation to students'

academic results, they responded that classroom observation approaches either direct or indirect used by the principals as instructional leaders are critical in promoting students' performance. They responded in the following ways:

> ''In my view, if the principals use the observation approaches properly, the success rate is very satisfactory. This means that it has a positive effect on students' performance'' (MDE1, a male Municipal Director of Education, Bururi Province, May 2024)

> ''Considering the observation approaches used by the principals as instructional leaders, I can say that they are not successful hundred percent since we notice that there is no enough time for principals for the feedback on what happened in the classroom during the observation. Normally, after classroom observation, principals should get enough time to discuss with teachers for remedy in order to improve student results'' (MDE2, a male Municipal Director of Education, Bururi Province, May 2024)

> ''With the participative and active approach I think that it can help or contribute to the success of the students since this method puts the student in the centre of the teaching activity. This approach also help students to help each other'' (MDE5, a male Municipal Director of Education, Bururi Province, May 2024)

With further discussion with the municipal directors of education and some teachers, and according to their opinions, principals' approaches to classroom observations have both benefits and drawbacks with regards to students' state examination performance.

As benefits, when classroom observations are properly conducted, principals are able to identify issues requiring teacher professional growth which immediately impact the quality of teaching and address them. The students will obviously benefit from this situation for their performance. With the proper classroom observation, there is an interactive and participatory pedagogy which places students at the centre for instruction which results in the improvement of the student performance. Moreover, the feedback which is constructive after classroom observation allow teachers another opportunity to develop their skills, and this improves the quality of education and consequently boosts students' attainment.

On the contrary and as mentioned by the interviewees, as drawbacks, the main problem is that principals lack sufficient time for the constructive and immediate feedback after classroom observations. This hinders the opportunities to deal with the issues regarding teaching and learning and to bring remedies. But also as said, the methodologies may be less effective because of the constraints of the time as well as the inconsistent implementation of the observation approaches. Another problem is that of principals who are not enough competent to make the classroom observations effective and are not able to deal with the subsequent issues.

In few words, whereas the classroom approaches to observations can improve the methods of teaching and promote active pedagogy, which might enhance the performance of students, their entire potential is hindered by lack of time for feedback and the lack of experience of the principals in classroom observation.

4.7.1 Correlation Analysis

This section presents correlation analysis results on the relationship between principals' leadership in lesson observation and student performance in the state examination.

Table 4.11: Pearson Correlation Results (Pre- Observation)

Pre -Observation		Performance	1	2	3	4	5
Performance	Pearson Correlation	1					
	Sig. (2-tailed)						
Good interactions with teachers established.	Pearson Correlation	.234*	1				
	Sig. (2-tailed)	0.024					
Understanding of the teaching approaches to be used.	Pearson Correlation	0.176	.635**	1			
	Sig. (2-tailed)	0.091	0.000				
Discussion on handling student learning approaches.	Pearson Correlation	0.129	.756**	.700**	1		
	Sig. (2-tailed)	0.22	0.000	0.000			
Understanding of evaluation forms to meet lesson objectives.	Pearson Correlation	0.172	.589**	.580**	.728**	1	
	Sig. (2-tailed)	0.1	0.000	0.000	0.000		
Type of data to collect for assessing learning.	Pearson Correlation	0.202	.536**	.688**	.643**	.624**	1
	Sig. (2-tailed)	0.052	0.000	0.000	0.000	0.000	

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

In pre-observation, findings revealed that one statement relating to principals' leadership in lesson observation had a positive and significant relationship with student performance in the state examination. In particular, good interactions with teachers established ($r=.234$, $p=0.024<.05$). The results implied that good interactions with teachers would positively enhance students' performance in state examinations.

Table 4.12: Pearson Correlation Results (Observation)

		Performance	1	2	3	4	5	6
Performance	Pearson Correlation	1						
	Sig. (2-tailed)							
Classroom visit during teaching and learning.	Pearson Correlation	.219*	1					
	Sig. (2-tailed)	0.035						
Assessment of teaching methods.	Pearson Correlation	.270**	.671**	1				
	Sig. (2-tailed)	0.009	0.000					
Evaluation and records of teaching strengths and weaknesses.	Pearson Correlation	.251*	.612**	.782**	1			
	Sig. (2-tailed)	0.015	0.000	0.000				
Data addressing lesson objectives collected.	Pearson Correlation	.219*	.669**	.789**	.803**	1		
	Sig. (2-tailed)	0.035	0.000	0.000	0.000			
Records of teacher-student interaction.	Pearson Correlation	0.184	.456**	.656**	.687**	.759**	1	
	Sig. (2-tailed)	0.078	0.000	0.000	0.000	0.000		
Appropriate instructional time allocated to the lesson.	Pearson Correlation	0.153	.602**	.749**	.741**	.787**	.665**	1
	Sig. (2-tailed)	0.143	0.000	0.000	0.000	0.000	0.000	

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

In observation, findings revealed that several statement relating to principals' leadership in lesson observations had a positive and significant relationship with student performance in state examinations. In particular, classroom visits during teaching and learning (r=.219, p=0.035); assessment of teaching methods (r=.270, p=0.009); evaluation and records of teaching strengths and weaknesses(r=.251, p=0.015); and data addressing lesson objectives collected (r=.219, p=0.035). The

results implied that improvement in principals' leadership in lesson observation would positively enhance students' performance in state examination.

Table 4.13: Pearson Correlation Results (Post Observation)

		Performance	1	2	3	4	5
Performance	Pearson Correlation	1					
	Sig. (2-tailed)						
Teaching process analysed before meeting the teacher.	Pearson Correlation	.260*	1				
	Sig. (2-tailed)	0.012					
Feedback and dialogue with the teacher for improvement.	Pearson Correlation	0.064	.704**	1			
	Sig. (2-tailed)	0.543	0.000				
Analysis of teaching-learning methods in a constructive way.	Pearson Correlation	.212*	.679**	.781**	1		
	Sig. (2-tailed)	0.042	0.000	0.000			
Collected data presented clearly for self-analysis.	Pearson Correlation	0.183	.717**	.674**	.717**	1	
	Sig. (2-tailed)	0.079	0.000	0.000	0.000		
Teachers are encouraged to acquire new skills.	Pearson Correlation	.251*	.615**	.616**	.697**	.732**	1
	Sig. (2-tailed)	0.015	0.000	0.000	0.000	0.000	

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

In post observation, findings revealed that several statement relating to principals' leadership in lesson observation had a positive and significant relationship with student performance in the state examination. In particular, teaching process analysed before meeting the teacher (r=.260, p=0.012); analysis of teaching-learning methods in a constructive way (r=.212, p=0.042); teachers are encouraged to acquire

new skills (r=.251, p=0.015). The results implied that improvement in principals' leadership in lesson observation would positively enhance students' performance in state examination.

The strong correlation (r=.260, p=0.012), in classroom observations, were associated with a significant high standard deviation in teacher answers (SD=1.14) in the feedback of the post-observation. This indicated an inconsistent delivery of the feedback or its reception. The observed standard deviations show variations in the degree to which principals carry out their duties along with following up on observations, which has an impact on the possible instructional advantages and, consequently, the performance of the students.

The findings demonstrated a statistically significant positive relationship (e.g.: r=.260, p=0.012) between principals' leadership in lesson observation student performance in the state examination. Driven by the conceptual framework, the lesson observation was included as a crucial component of the leadership of instruction that promote teacher development and the school efficacy. In line with the transformational leadership theory, head teachers who conduct thoughtful observations and provide useful feedback, perform the function of an advisor and mentor enhancing methods of instruction.

Based on the findings, the null hypothesis that there is no relationship between principals' leadership in lesson observation and the students' performance in the state examinations was rejected. This means that principals' leadership in lesson observation is significantly related to students' performance. Further, when the MDEs were asked how successful are the classroom observation approaches used by the principals as instructional leaders in relation to students 'results, one of them

responded that the more principals make many classroom visits the more teachers improve their teaching methods and students succeed well, this means that the success level is high. However, some teachers revealed that they value the post observation feedback as more meaningful and beneficial but lack of time or experience from their principals prevent them from this crucial aspect of classroom observation. Teachers urged that their principals should try to eliminate their gaps in perceptions by promoting more open interactions, reacting to teachers needs and by increasing cooperation in the course of lessons. The other mentioned problem was the incoherence in the feedback. Teachers said that resolving the disparities in their experience as this was seen in the greater standard deviations, the approaches of the post observation should be made more reliable, and result in constructive effect on teaching-learning.

The principals' instructional leadership in classroom observations might have an important impact on students' academic performance in state examinations due to a number of variables among which are the observational skills, the quality of the feedback provided to teachers and the correspondent adjustments by teachers.

The finding is consistent with the research indicating that effective teacher monitoring consisting of classroom observations have been scientifically proved to result in a positive effect on students achievement (Bacher-Hicks et al., 2019). However, the finding was contrary to that of Engida et al. (2024) highlighting that classroom observation does not constitute a reliable approach to improve students performance.

4.8 Principals' Leadership in Monitoring Students Learning and Students' performance

The study sought to determine the relationship between principals' leadership in monitoring students learning and students' performance in state examinations. The respondents were asked to rate statements relating to principals' involvement in monitoring students' progress. A Likert scale ranging from strongly disagree (1) to strongly agree (5) was used to measure the extent that respondents agreed to the statements. The results are as tabulated in Table 4.14.

Table 4.14: Respondents' Responses on Monitoring Students' Progress

	Principals		Teachers	
Monitoring students' progress	**Mean**	**SD**	**Mean**	**SD**
Regular continuous assessment.	4.8	0.42	4.16	1.11
Progress data used	4.2	1.14	3.87	1.14
Discussing results of the assessments	4.4	0.7	4.02	1.16
Tests used to monitor progress	4.5	0.71	3.74	1.25
Choose subjects properly	4.2	1.03	3.8	1.19
Revise of exams with students	4	1.05	4.06	1.03

Source: Field Data (2024); ***Principals (N=10); Teachers (N=93)***

The findings revealed that principals strongly agreed that they ensure there are regular continuous assessment tests to monitor students' progress (Mean=4.8, SD=0.42); and teachers (Mean=4.16, SD=1.11) agreed with this. Further, principals (Mean=4.2, SD=1.14) and teachers (Mean=3.87, SD=1.14) agreed with the statement that principals analyse the progress data for identifying unsuccessful learners and provide strategies for increasing their performance.

The findings also demonstrated that principals agreed with the statement that they suggest that teachers talk to specific learners about their results of ongoing

assessments in order to foster a sense of competition among them and enhance their academic achievement (Mean=4.4, SD=0.7). While teachers (Mean=4.2, SD=1.16) agreed with the same statement. Additionally, principals strongly agreed with the statement that they assess students' progress toward school goals and let them know about the school's academic progress by using tests and other performance indicators (Mean=4.5, SD=0.7). Whereas teachers (Mean=3.74, SD=1.25) agreed that principals did it.

The results further revealed that principals (Mean=4.2, SD=1.03) and teachers (Mean=3.8, SD=1.19) agreed on the statement that principals discuss the right subject selections with the parents to enhance academic performance and career pathways based on the students' progress statistics. Further the results showed that principals (Mean=4.0, SD=1.05) and teachers (Mean=4.06, SD=1.03) agreed with the statement that principals make sure teachers work with students to revise examinations after they have been marked, and involve them to develop methods that increase test scores based on the progress reports of their students.

In the above table, the research illustrates the comparison between the ways in which principals and teachers manage certain variables for the monitoring of the students' performance. This can prove the degree to which principals apply their leadership to make sure students have adequate preparation for the state examinations. The aspects such as regular continuous assessments (Mean=4.8 and SD=0.42), tests used to monitor progress (Mean=4.5 and SD=0.71) and the discussion of the assessment results (Mean=4.4 and SD=0.7) are highly emphasized by principals. This may imply that these areas could lead to higher performance since they can lead students to know their strengths and weaknesses and bring remedy to be well prepared for the examinations. The other components have been

given a low score in the table and a high standard deviations and these are progress data used (Mean=4.2 and SD=1.14), chose subject properly (Mean=4.2 and SD=1.03) and revise exams with students (Mean=4 and SD=1.05). These higher standard deviations and lower mean scores imply that the principals strategize inconsistently and unpredictably these essential components. It might imply a leadership gaps where the students do not get enough support in these areas resulting in poor performance in the state examinations because they were not well prepared.

When contrasted with that of the teachers, principals typically rated themselves more effective in all aspects than it is perceived by the teachers. This should demonstrate a leadership which focus on monitoring or a gap which exists between how teachers perceive the principals leadership and the real procedures in the classrooms. The decreased scores given by teachers in areas like data progress used (Mean=3.87) and tests used to monitor progress (Mean=3.74) reveal that though principals assume they are well applying their leadership, it might not be fully displayed in the classroom activities. And obviously this may result in students' poor performance in the examinations. Hence, principals' extensive focus on regular continuous assessments and tests to monitor progress reflected good leadership in student improvement which is likely to increase students' results. Nevertheless, to capitalise the students' abilities, more emphasis should be made on concerns such as chose subjects properly and revise exams with students. The fact that teachers have low rated these aspects could relate to issues that need greater assistance.

From the findings, majority of principals and teachers were in agreement with statements relating to principals' involvement in monitoring students' progress. The

principals' involvement in monitoring students' progress is supposed to improve students' performance in state examinations.

The MDEs were asked to explain the tasks of school principals as instructional leaders in monitoring student progress. The respondents' responses were as follows:

> ''In order to monitor students' progress properly, there are tasks that principals must accomplish. First of all, they must ensure the availability of instructional resources, organise instructional meetings, assess and analyse students' results, ensure strict implementation of the programs and make classroom observations''(MDE1, a male Municipal Director of Education, Bururi Province, May 2024)

> ''Principals as instructional leaders, must assess the performance and the competence in the training undergone by students. They must check if students are given tests, directed assignments and analyse the students' results and give advice to improve the results throughout moralizations''(MDE2, a male Municipal Director of Education, Bururi Province, May 2024)

> ''As far as monitoring of the student progress is concerned, I would begin by supervising the regularity of both the teachers and the students. After that supervise if the lessons are well delivered since we noticed that there are some teachers who do not do it properly. You may find some who forget about some chapters may be because they don't understand them which will make issues with students during the evaluations. Another task is to analyse students' results in the quizzes from the classrooms and know why the quiz was not succeeded and even inquire from the students what is wrong. We should also try to analyse results in the exams and try to categorize students in clever students, weak students and the average ones. To foresee and give schools tests to examine if they will be able to succeed in the external examinations. Secondly, analyse the results in these external evaluations'' (MDE4, a male Municipal Director of Education, Bururi Province, May 2024)

From the interviewees, the researcher noticed that the importance placed on the monitoring of students' progress along with offering helpful feedback demonstrate a strategy which is based on data collected from students' progress in order to increase students' performance. On the other side, there are those who said that some teachers do not properly help in students monitoring and even when this is done, they categorize them into excellent, weak and mediocre. This may unknowingly increase stereotypes that are destructive to students' motivation and confidence.

Another raised issue is great focus on the results of tests and examinations which might minimize the other importance of learning and progress such as innovation and analytical thinking.

When the MDEs were asked how does monitoring of students' progress by principals correlate with students' academic performance in the state examinations, some of the respondents' opinions were as follows:

> ''A strong influence exists between monitoring of the students' progress by the principals and the students' results in state examinations. A performant student success in both internal and external evaluations'' (MDE2, a male Municipal Director of Education, Bururi Province, May 2024)

> ''If there has been a rigorous monitoring in students' progress by giving them pieces of advice as well as to teachers in such or such a subject where improvement is needed, it goes hand in hand with the performance of the students in the state examinations''(MDE4, a male Municipal Director of Education, Bururi Province, May 2024).

From these interviews, the research illustrated that the assumptions that meticulous monitoring of students' progress along with specific coaching to students and teachers, promote students' performance. It was also said that students can improve their learning to be ready for evaluations such as state examinations through concentrating on the ongoing feedback and suggestions they got from educators to improve their achievement. This indicates their dedication to the continuous assistance. Contrary to this, one of the municipal director of education mentioned the shortage of specific instructions regarding how principals should monitor students' progress. This situation demonstrates a lack of clear understanding of the roles that might be played by the principals in students' progress monitoring which can handicap their performance.

4.8.1 Correlation Analysis

This section presents correlation analysis results on the relationship between principals' leadership in monitoring students' progress and student performance in state examinations.

Table 4.15: Pearson Correlation Results

		Performance	1	2	3	4	5	6
Performance	Pearson Correlation	1						
	Sig. (2-tailed)							
Regular continuous assessment.	Pearson Correlation	.263*	1					
	Sig. (2-tailed)	0.011						
Progress data used for identifying weak students and advise.	Pearson Correlation	.223*	.493**	1				
	Sig. (2-tailed)	0.032	0.000					
Discussing results of ongoing assessment with students.	Pearson Correlation	0.133	.627**	.690**	1			
	Sig. (2-tailed)	0.203	0.000	0.000				
Tests used to monitor progress towards school goals.	Pearson Correlation	0.057	.502**	.671**	.599**	1		
	Sig. (2-tailed)	0.585	0.000	0.000	0.000			
Progress data used to choose subjects properly.	Pearson Correlation	.211*	.482**	.649**	.670**	.615**	1	
	Sig. (2-tailed)	0.043	0.000	0.000	0.000	0.000		
Teachers revise exams with students after marking.	Pearson Correlation	.300**	.691**	.570**	.699**	.508**	.603**	1
	Sig. (2-tailed)	0.004	0.000	0.000	0.000	0.000	0.000	

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

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

The findings in Table 4.15 indicated that several statements relating to principals' leadership in monitoring students' progress had a positive and significant relationship with students' performance in state examinations. Specifically, regular continuous assessment (r=0.263, p=0.011); progress data used for identifying weak students and advise(r=0.223, p=0.032); progress data used to choose subjects properly. (r=0.211, p=0.043); and teachers revise exams with students after marking (r=0.300, p=0.004). The results implied that improvement in principals' leadership in monitoring students' progress such as ensuring regular assessments, using the progress data to identify weak students and advise accordingly would positively enhance students' performance in state examinations. According to the conceptual framework, this role is essential to the instructional leadership, as methods of instruction and adjustments are informed by the data from the performance of the students. In accordance with the transformational leadership theory, good leaders encourage responsibilities, result-oriented thinking, and decision-making based on data in order to create a culture of continuous development. Standard deviation in the answers, indicated that monitoring techniques varied throughout school. Whereas certain principals implemented constant monitoring others conducted it less strictly, and this might have an effect on performance in general.

Based on the findings, the null hypothesis that there is no relationship between principals' leadership in monitoring students learning and students' performance in state examinations was rejected. This means that principals' leadership in monitoring student learning is significantly related to students' performance. Similarly one of the MDEs mentioned that the more principals regularly follow the progress of the students, the more the results in state examinations are improved.

The findings contradict with that of Sebastian et al.(2019) which raised question about the claim that there is a direct link between students' performance and principals leadership. In accordance with this principle, principals' leadership enhances professional skills and more secure school environment, resulting in improved achievement without necessarily monitoring students' progress.

The standard deviation (SD) was employed to assess the extent of participant answer variations. While a low standard deviation shows more agreement, an increased standard deviation suggests an extensive variety of answers along with potential differences in views or experiences. Standard deviation values were used in this study to assist in establishing whether the relationship that were found were based on similar or different perceptions of instructional leadership between principals and teachers. Therefore, a more thorough comprehension of the strength and dependability of the interactions between variables can be obtained by evaluating the standard deviation values together with correlation coefficients.

The fact that all of the null hypotheses were rejected demonstrates that there exist significant statistically relationship between students' performance on state examinations and instructional leadership functions carried out by principals. The study provided a localized evidence to the worldwide knowledge on the significance of principals' instructional leadership in improving the quality of instructions by proving positive significant relationship in the setting of Bururi province schools.

Despite being of a statistical significance, these findings ought to be interpreted in light of Bururi province's particular context. To determine its generalizability to different locations, more research is required. These results demonstrate the necessity of providing school principals with specialized training in instructional leadership skills, which may improve students' performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study findings. The conclusions of the study are also discussed here as well as the recommendations for practice based on the findings and also recommendations for further research. The purpose of this study was that of finding out the relationship between the instructional leadership of the principals and the students' performance in the national examinations among Bururi Province public secondary schools. The following objectives established the foundation of this study: i) to determine the relationship between principals' leadership in teacher professional development and students' performance in the state examinations, ii) to establish the relationship between principals' provision of instructional resources and students' performance in the state examinations, iii) to find out the relationship between principals' leadership in lesson observation and the students' performance in the state examinations, iv) to determine the relationship between principals' leadership in monitoring students learning and students' performance in the state examinations. This study adopted the correlational research design in order to establish a relationship between the variables. The data for this study was collected through a mixed method approach using questionnaires and interview guides. The target population for this study consisted of 336 individuals, comprising 11 principals, 319 teachers, and 6 directors of education in Bururi province. Descriptive analysis, correlational analysis and thematic analysis were adopted to analyse this study's data.

5.2 Summary of the Findings

Principals play a critical role in determining students' academic progress, particularly in the context of public secondary schools where leadership has a big influence on student learning. In order to better understand the complex impact that principals' instructional leadership has on students' performance in state examinations, the researcher conducted a study entitled "Principals' Instructional Leadership and Its Relationship with Students' State Examinations Performance at Public Secondary Schools in Bururi Province, Burundi". There are many facets to instructional leadership, and each one is essential to improving the learning environment and student results.

The analysis of the study relied on the incorporation of the theoretical and conceptual frameworks. The conceptual framework outlined different instructional leadership areas that were evaluated statistically and correlated to the performance of the students. The transformational leadership theory which made up the theoretical framework deepened the interpretation by outlining the organizational processes which ensure that leadership improves achievement. In combination, they improved the researcher's general coherence by assisting in coordinating, gathering, analysing, and interpreting data with the study's goals.

5.2.1 Principals' Leadership in Teacher Professional Development and Students' Performance

The study's first objective was to determine the relationship between principals' leadership in teacher professional development and students' performance in state examinations. The findings demonstrated a positive correlation which is statistically

significant between principals' leadership in teacher professional development and students' performance in state examinations.

The study was led by the conceptual framework, which identified professional development for teachers as an essential component of instructional leadership that anticipated to have an impact on student performance. Standard deviation variations indicated disparities in the way this function was carried out at different schools. The use of transformational leadership theory enhanced the interpretation by emphasizing how instructional leaders such as school principals improve a culture of professional learning by means of encouragement, intellectual stimulation and personalized consideration. Student performance is improved as a result of these transformative methods, which inspire teachers to develop better teaching techniques.

Therefore, the correlation which was seen was established and explained through both frameworks. In light of the results, we noticed some potential downsides or issues highlighted while analysing the table, and they balance the principals' and teachers' opinions regarding teacher professional development. This can be the reason behind the poor performance of the students that has been observed.

5.2.2 Principals' Provision of Instructional Resources and Students' Performance

The study's second objective was to establish the relationship between principals' provision of instructional resources and students' performance in state examinations. Student performance and the availability of instructional resources were found to be positively and statistically significantly correlated. The conceptual framework

contributed in classifying this role as one of the essential elements of instructional leadership that improves the efficacy of teaching and student achievement.

One of the main principles of transformational leadership theory is the idealized influence, which is demonstrated by principals who mobilize resources and inspire common vision. By improving the morale of the teachers and their teaching capabilities, this vision-driven resource allocation promotes better achievement of the students. This transformational theory clarifies why simply possessing resources is insufficient. What matters most is how principals maintain and use them. The conceptual and theoretical frameworks helped to shed light on how resource equity and proactive allocation affects the correlation's strength.

However, the variations within the principals and teachers opinions regarding the quality and allocation of the resources might illustrate areas which need further improvement. These consist of the perception differences between teachers and principals but also particular domains where the average scores demonstrate that there is a need to improve them. Based on the findings, the null hypothesis that there is no relationship between principals' provision of instructional resources and students' performance in state examinations was rejected.

5.2.3 Principals' Leadership in Lesson Observations and the Students' Performance

The study's third objective was to find out the relationship between principals' leadership in lesson observations and the students' performance in state examinations. The research revealed a strong positive correlation between principals' leadership in lesson observations and the students' performance in state

examinations. Lesson observation was presented in the conceptual framework as a valuable instructional leadership technique that affect the quality of teaching.

The transformational leadership theory offered a clarification on how coaching for development, unlike control-oriented assessment, inspire and motivate teachers for student performance. Head teachers that use observation which is driven by feedback promote thoughtful instruction and educational progress in line with the theory's ideas of intellectual stimulation and individual consideration. According to this understanding, the principals' responsibilities go beyond the administration and include influencing the instructional culture and practices.

Whereas principals commonly display positive leadership in classroom observation, there exist space for improvements in the domain. The major problem is that principals have trouble finding enough time to provide feedback constructively and immediately after the observations in the classroom. There are even those who do not have time for the classroom observations. The results is that it becomes more difficult to deal with the issues associated with teaching and learning in order to suggest remedies. Based on the findings, the null hypothesis that there is no relationship between principals' leadership in lesson observation and students' performance in state examinations was rejected.

5.2.4 Principals' Leadership in Monitoring Students Learning and Students' Performance

The study's fourth objective was to determine the relationship between principals' leadership in monitoring students' learning and students' performance in state examinations. Students' performance and principals' involvement in student learning monitoring were found to be significantly correlated. According to the

conceptual framework, the monitoring function is crucial to leadership in instruction and supports decision-making based on evidence.

The transformational leadership theory assisted in the interpretation of these findings by presenting the use of data and the monitoring of student learning as approaches for creating a performance-driven culture. Principals that encourage and motivate teachers to apply the data from students to enhance teaching and learning are implementing the transformative behaviours which are in accordance with the transformational leadership theory's focus on performance-oriented. Therefore, the conceptual and theoretical frameworks served as the foundation not only the presence of the correlation but also the reasons and procedures by which leadership functions result in performance improvement.

Here the main problem which was pointed out was the lack of explicit guidelines on how principal ought to monitor students' progress. This scenario indicated the lack of clear understanding of the prospective duties of the principals in monitoring students' progress. Based on the findings, the null hypothesis that there is no relationship between principals' leadership in monitoring students learning and students' performance in the state examinations was rejected.

5.3 Conclusion of the Study

The following conclusions were drawn in light of the study's findings:

For the first objective, the study established a significant positive relationship between coordination of teacher professional development and students' performance in state examinations. In light of the results, we noticed some potential downsides highlighted and they balance the principals' and teachers' opinions regarding teacher professional development. From the findings, it is indicated that

even if principals assume they are doing their best to promote professional development of the teachers, on their side, teachers are not all experiencing the same beneficial impact and tend to suggest aspects that need improvement. These aspects are the teachers' initiatives' actual implications, communication and support, and the in-service training which is not properly promoted. This can be the reason behind the poor performance of the students that has been observed. The study, therefore, concluded that coordination of teacher professional development is critical in enhancing students' performance.

Concerning the second objective, the study also established a significant positive relationship between principals' provision of instructional resources and student performance in state examinations. The most crucial factor to maintain and improve students state examinations performance comprises making sure that teachers are adequately supported and that they are given resources of high quality. However, the disparities in teachers and principals perceptions concerning the quality and allocation of resources might point out areas that are in need of more improvement. These areas are the acquisition and allocation of appropriate instructional resources, ensuring the resources are of high quality and ensuring if the acquired and allocated resources are in accordance with the objectives of the school subjects. This gap may show that teachers who spend much of their time with the students perceive that certain instructional resources are unsuitable, therefore a shortage of proper support in the learning environment. These issues must be adequately resolved in order to positively impact students' performance in state examinations. The study, therefore, concluded that principals' provision of instructional resources is essential in improving students' performance.

The study further established a significant positive relationship between principals' leadership in lesson observation and students performance in state examinations as for the third objective. The research underlines the significance of principals' involvement with classroom observations, demonstrating that frequent classroom visits and constructive feedback can enhance the teaching-learning process and increase students' performance. However, some issues such as constraints of time, irregular observation interventions and some principals' limited observation skills compromise the effectiveness of the observational approaches. Strengthening the time management of the principals and their training on leadership in classroom observations might assist them in overcoming these challenges while enhancing the students' performance in state examinations. The study concluded that principals' leadership in lesson observation plays a critical role in enhancing students' performance.

Lastly, the study established a significant positive relationship between principals' leadership in monitoring students learning and student performance in state examinations. But at the same time, the study brings attention to the differences between teachers' opinions on effective students monitoring methods and the principals' attitude towards their leadership in students' progress monitoring. Principals put a particular focus on conducting frequent assessments, monitoring progress on tests, and communicating results of the assessments. All these aspects are linked with students' performance. However, diverse approaches to important aspects such as reviewing of examinations, guidance for subject choices, reveal potential leadership gaps and could have a direct effect on the preparedness of the students on state examinations. The fact that teachers gave a low rate to the

effectiveness of the principals in these areas reflect the need for more alignment in classroom strategies highlighting the importance of comprehensive support. Principals might profit from concise instructions on monitoring processes in order to assist them in developing consistent, efficient leadership in order to improve students' performance. The study, therefore, concluded that principals' leadership in monitoring students learning is essential in improving students' performance.

The study intended to provide a thorough understanding of how instructional leadership by principals can affect academic achievement by addressing these objectives. It is anticipated that the results will provide insightful information to educators, policymakers, and other education sector stakeholders, ultimately leading to the improvement of educational standards in Bururi Province, Burundi.

5.4 Recommendations of the Study

Based on the findings, the study makes the following recommendations:

To the Ministry of education and scientific research to provide principals with more proficient instructional leadership by organising frequent training sessions or seminars for them. When it comes to issues of politics, the Ministry of education should not interfere with the school leadership.

The principals should strengthen activities relating to coordination of teacher professional development. In particular, development activities should be professional, involving teachers and utilization of acquired skills.

The principals should provide adequate and relevant instructional resources to facilitate teaching and learning. They should make sure of the acquisition and

allocation of appropriate instructional resources, ensuring the resources are of high quality and are in accordance to the objectives of the school subjects.

The principals should strengthen leadership in lesson observation. Principals should look for adequate training in this area to get appropriate skills. In particular, observation should be frequent, observation criteria should be clear and outcome should be used to guide teachers. They should also give enough time to the classroom observation duty and give constructive and prompt feedback to teachers.

The principals should strengthen leadership in monitoring students learning with clear guidelines and knowledge of the duties related to it. In particular, monitoring should be frequent and utilize progress data for performance improvement.

5.5 Recommendations for Further Study

The purpose of the study was that of finding out the relationship between the instructional leadership of the principals and the students' performance in the state examinations among Bururi province public secondary schools. The study relied on boarding public secondary schools only. Future studies could consider incorporating day secondly schools in order to enhance the generalizability.

This research dealt with principals' instructional leadership and its relationship with students' state examination performance in Bururi province. It is obvious that the findings can only be generalized on this province. Thereby, it turns out essential to carry out an identical research throughout the whole country. The results will serve to give an in-depth overview concerning the way principals, across Burundi, are engaged in instructional leadership.

The study employed correlation analysis in establishing the relationship between the independent variables and dependent variable. Future studies can also consider regression analysis, which is crucial in determining the causal-effect relationship between variables. Regression analysis is also important in making predictions.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR THE PRINCIPALS

Introduction

I am a student at Kenyatta University. This academic research counts toward the master of education in administration program. The results of the study are only intended for academic purposes, and it will attempt to discover about the responsibilities of principals in instructional leadership and how it affects students' results on state exams. We respectfully ask that you answer these questions as honestly and accurately as you can. Answers to these questions will be treated confidentially.

Note

Please tick (√) where appropriate or fill in the required information on the spaces provided. Please DO NOT write your name or contact information anywhere on this questionnaire, as your answers will be kept confidential.

Section A: Demographic information

1. Indicate your gender?
   Male ☐ Female ☐

2. Indicate your age group
   25 years and less ☐ 26-35 ☐ 36-45☐ 46-55☐ 56 & above years☐

3. What is your highest academic/professional qualification?
   Master ☐ BA☐ IP ☐ D7 ☐
   Other (Specify) .....

4. Kindly show your teaching experience

a) As a principal

Below 10 years ☐ 10-20 ☐ 21-30 ☐ Above 30 years☐

b) Indicate the number of years you have taught in current school

5-10☐ 11-14☐ over 15years☐

5. Indicate the performance of your school in the last five years

Year of State Examination	Mean Score
2019	
2020	
2021	
2022	
2023	

6. Have you ever attended any training course in instructional leadership?

Yes ☐ No ☐

If "Yes", specify the following:

Title of the course or training

Section B: Coordination of teacher professional development

7. How would you rate the statements in the table below that are aimed at reflecting on your effort in promoting teachers' professional development?
   1. Strongly disagree, 2. Disagree, 3. Usually, 4. Agree, 5. Strongly agree.

	Staff professional development	**Ratings**				
		5	**4**	**3**	**2**	**1**
i	You sponsor teachers for in-service courses and ensure that in-service activities attended by teachers are consistent with the school goals.					
ii	You actively support the use in the classroom of skills acquired during in-service, seminars and workshop training.					
iii	You ensure that all teachers participate and are involved in planning for important teacher professional development activities.					
iv	You set aside time at meetings and encourage teachers to share ideas or information regarding professional development.					
v	You encourage teachers to pursue further studies, to acquire new skills and establish an alignment of professional growth to school teaching and learning outcomes.					
vi	You put in place procedures to gather data on the impact of teacher professional development initiatives and create conditions which enable teachers to develop professionally.					
vii	You establish an alignment of professional growth to school teaching and learning outcomes.					
viii	You recognise the strengths and weaknesses of every teacher and provide frequent recognition of hard work and accomplishment.					

8. What other teacher development activities do you involve your teachers in?.

.....

.....

.....

Section C: Provision of instructional resources

9. Do you strongly agree (SA) Agree (A) Usually (U), Disagree (D) or strongly disagree (SD) with the statements that:

	In your current role as principal, to what extent do you…	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
i	Make textbooks available in time for start of school year and provide teaching guides to teachers					
ii	Make classroom resources and learning aids available (Globes, maps, posters, science lab equipment, chalkboard, pencils, notebooks, etc.)					
iii	Mentor teachers to use learning aids to enhance student learning.					
iv	Ensure that resources are acquired and allocated in a manner consistent with goals, needs, policies, priorities and plans.					
v	Ensure that instructional materials are of high value in imparting information, clarifying difficult and abstract concepts, stimulating thought, sharpening observation, creating interest and satisfying individual student's differences.					
vi	Acquire and allocate appropriate instructional materials to supplement teaching in order to enhance students' innovative and creative thinking.					

Section D: Principals' lesson observation in classroom

10. How frequently do you perform the following functions as the principal in your school when observing lessons in the classroom? Indicate by inserting in the box the number that best represents your rating.

    1. Strongly disagree, 2. Disagree, 3. Usually, 4. Agree, 5. Strongly agree.

	Pre-Observation	**Ratings**				
		5	**4**	**3**	**2**	**1**
i	I establish a positive relationship with the teacher(s) I am supervising and give them time to share about their classroom practices.					
ii	I am familiar with the instructional strategies the teacher plans to use during the lesson.					
iii	I discuss how the teacher plans to address the various learning abilities amongst the students and the classroom management system the teacher will use.					
iv	I know what type of assessment (test, quiz, project and essay) the teacher will use to determine whether the objectives have been met for the lesson.					
v	I identify with the teacher what data will be collected to measure the specific focus areas in learning.					

	Observation	**5**	**4**	**3**	**2**	**1**
i	I visit classes when teaching is in progress for supervision to observe teaching and learning.					
ii	I evaluate the teaching methods applied by teachers, with an aim of improving results.					
iii	I evaluate and record the strengths and weakness of the teaching observed and what is going on within the classroom.					
iv	I collect data that addresses the objectives of the lesson and record the variations of instructional strategies the teacher uses to start and conclude the lesson.					
v	I record teacher-student interactions to look for patterns of involvement and non-involvement from students during the lesson.					
vi	I ensure instructional time allocated for the lesson is adequate for learning to take place.					

	Post observation	**5**	**4**	**3**	**2**	**1**
i	I analyse the teaching process prior to meeting with the teacher.					
ii	I dialogue with the teacher on how to better their results and advise the teacher on how they should improve their teaching.					
iii	I engage in constructive analysis of the teaching and learning process with the teacher for the benefit of the students' performance.					
iv	I accurately present the data that I gather to the teacher and facilitate for the teacher's self-analysis and reflection based on the data.					
v	I encourage the teacher to acquire new skills and support them during the inevitable frustrations.					

Section E: Monitoring students' progress

11. How would you rate yourself in monitoring students' progress?
    1. Strongly disagree, 2. Disagree, 3. Usually, 4. Agree, 5. Strongly agree.

	You……	**Ratings**				
		5	**4**	**3**	**2**	**1**
i	Ensure there are regular continuous assessment tests to monitor student progress.					
ii	Use the progress data to identify weak students and advise means of improving their academic performance.					
iii	You advise teachers to discuss results of continuous assessment with individual students thus instil spirit of competition among the students, thereby improving their academic performance.					
iv	Use tests and other performance measures to assess progress towards school goals and inform students about the school's academic progress.					
v	Use students' progress data as a basis of discussion with the parents on the appropriate subject choices for improved academic achievement and career paths.					
vi	Ensure that teachers revise exams with students after marking and engage teachers in developing strategies to improve students' test scores based on students' progress reports.					

APPENDIX B: QUESTIONNAIRE FOR THE TEACHERS

Introduction

I am a student at Kenyatta University. This academic research counts toward the master of education in administration program. The results of the study are only intended for academic purposes, and it will attempt to discover about the responsibilities of principals in instructional leadership and how it affects students' results on state exams. We respectfully ask that you answer these questions as honestly and accurately as you can. Answers to these questions will be treated confidentially.

Note

Please tick (√) where appropriate or fill in the required information on the spaces provided. Please DO NOT write your name or contact information anywhere on this questionnaire, as your answers will be kept confidential.

Section A: Demographic information

1. Indicate your gender? Male [ ] Female [ ]

2. Indicate your age group?

   Less than 25 years [ ] 25-35yrs [ ]

   36-45yrs [ ] 46-55yrs [ ]

   56 & above years [ ]

3. What is your highest academic/professional qualification?

   ☐

   Master [ ] BA [ ] IP [ ] D7 [ ]

   Other (Specify) .....

4. Kindly show your teaching experience as a classroom teacher

   Below 10 years [ ] 10-20yrs [ ] 21-30yrs [ ] above 30 years

5. Do you know the role of the Principal as an instructional leader? If "Yes", specify the following:

Yes No

i) In your opinion, what are the role(s) of the principal as an instructional leader .....

ii) In what ways are you involved in instructional leadership in your school .....

Section B: Coordination of teacher professional development

1. How would you rate the statements in the table below that are aimed at reflecting on your principals' effort in promoting teacher professional development?

   1. Strongly disagree, 2. Disagree, 3. Usually, 4. Agree, 5. Strongly agree.

	Your principal…	**Rating**				
	Teacher professional development	**5**	**4**	**3**	**2**	**1**
i	Sponsors teachers for in-service courses and ensures that in-service activities attended by teachers are consistent with the school goals.					
ii	Actively supports the use in the classroom of skills acquired during in-service, seminars and workshop training.					
iii	Ensures that all teachers participate and are involved in planning for important teacher development activities.					
iv	Sets aside time at meetings and encourage teachers to share ideas or information regarding professional development.					
v	Encourages teachers to pursue further studies, to acquire new skills and establish an alignment of professional growth to school teaching and learning outcomes.					
vi	Puts in place procedures to gather data on the impact of teacher development initiatives and creates conditions which enable the teachers to develop professionally.					
vii	Establishes an alignment of professional development to school teaching and learning outcomes.					
viii	Recognises the strengths and weaknesses of every teacher and provide frequent recognition of hard work and accomplishment.					

2. What other teacher development activities does your principal involve you in?

   .....

Section C: Provision of instructional resources

3. Rate the principal of your school in acquisition and allocation of teaching and learning resources with the following statements that:

   You strongly agree (SA); Agree (A); Usually (U); Disagree (D); Strongly disagree (SD).

	Your principal…	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
i	Makes textbooks available in time for the start of school year and provides teaching guides to teachers.					
ii	Makes classroom resources and learning aids available (Globes, maps, posters, science lab equipment, chalkboard, pencils, notebooks, etc.)					
iii	Mentors teachers to use learning aids to enhance student learning.					
iv	Ensures that resources are acquired and allocated in a manner consistent with goals, needs, policies, priorities and plans.					
v	Ensures that instructional materials are of high value in imparting information, clarifying difficult and abstract concepts, stimulating thought, sharpening observation, creating interest and satisfying individual student's differences.					
vi	Acquires and allocates appropriate instructional materials to supplement teaching in order to enhance students' innovative and creative thinking.					

Section D: Principals' lesson observation in the classroom

4. How **frequently** are the following functions performed by the principal in your school when observing teachers in the classroom during teaching and learning? Indicate by inserting in the box the number that best represents your rating.

   1. Strongly disagree, 2. Disagree, 3. Usually, 4. Agree, 5. Strongly agree.

	Your principal … **Pre Observation**	**Ratings**				
		5	**4**	**3**	**2**	**1**
i	Establishes a positive relationship with the teacher(s) he is supervising and gives them time to share about their classroom practices.					
ii	Is familiar with the instructional strategies the teacher plans to use during the lesson.					
iii	Discusses how the teacher plans to address the various learning abilities amongst the students and the classroom management system the teacher will use.					
iv	Knows what type of assessment (test, quiz, project and essay) the teacher will use to determine whether the objectives for the lesson have been met.					
v	Identifies with the teacher what data will be collected to measure the specific focus areas in learning.					
	Observation	**5**	**4**	**3**	**2**	**1**
i	Visits classes when teaching is in progress for supervision to observe teaching and learning.					
ii	Evaluates the teaching methods applied by teachers, with an aim of improving results.					
iii	Evaluates and records strengths and weakness of the teaching observed and what is going on within the classroom.					
iv	Collects data that addresses the objectives of the lesson and records the variations of instructional strategies the teacher uses to start and conclude the lesson.					
v	Records teacher-student interactions to look for patterns of involvement and non-involvement from students during the lesson.					
vi	Ensures instructional time allocated for the lesson is adequate for learning to take place.					

	Post observation	**5**	**4**	**3**	**2**	**1**
i	Analyses the teaching process prior to meeting with the teacher.					
ii	Dialogues with the teacher on how to better their results and advises the teacher on how they should improve their teaching.					
iii	Engages in constructive analysis of the teaching and learning process with the teacher for the benefit of the learners' achievement.					
iv	Accurately presents the data that is gathered to the teacher for self-analysis and reflection based on the data.					
v	Encourages the teacher to acquire new skills and supports them during the inevitable frustrations.					

Section E: Monitoring students' progress

5. How would you rate your principal in monitoring students' progress?

1. Strongly disagree, 2. Disagree, 3. Usually, 4. Agree, 5. Strongly agree.

	The principal …	**Rating**				
		5	**4**	**3**	**2**	**1**
i	Ensures there are regular continuous assessment tests to monitor students' progress					
ii	Uses the progress data to identify weak students and advises means of improving their academic performance.					
iii	Advises teachers to discusses results of continuous assessment with individual students thus instils spirit of competition among the students, thereby improving their academic performance.					
iv	Uses tests and other performance measures to assess progress towards school goals and inform students about the school's academic progress					
v	Uses students' progress data as a basis of discussion with the parents on the appropriate subject choices for improved academic achievement and career paths.					
vi	Ensures that teachers revise exams with students after marking and engages teachers in developing strategies to improve students' test scores based on students' progress reports.					

APPENDIX C: INTERVIEW GUIDE FOR PROVINCIAL AND COMMUNAL DIRECTORS OF EDUCATION

1. Introductory question

Explain the relationship between principals' instructional leadership and students' academic performance.

2. Teacher professional development

a) In which ways do principals as instructional leaders promote teacher professional development?

b) In your view, how does this contribute to better students' academic performance?

3. Provision of instructional resources

a) What do you understand by "the provision of instructional resources by the principals as instructional leaders"?

b) How does the acquisition of instructional resources correlate to students' academic performance in the state examination?

4. Lesson observation in the classroom

a) In your opinion, which classroom observation approaches are used by the principals as instructional leaders?

b) In the light of students' academic performance, how successful are the classroom observation approaches used by the principals as instructional leaders?

5. Monitoring of students' progress

a) What are the tasks of school principals as instructional leaders in monitoring students' progress?

b) In which ways does monitoring of students' progress by principals correlate with students' academic performance in the state examination?

APPENDIX D: APPROVAL OF RESEARCH PROPOSAL

KENYATTA UNIVERSITY
OFFICE OF THE EXECUTIVE DEAN, GRADUATE SCHOOL

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

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

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 17th May 2024

TO: Mr. Onesime Nzambimana
C/o Department of Educational Management, Policy & Curriculum Studies

REF: E55EA/22414/2021

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your Research Proposal after fulfilling recommendations raised by the Graduate School Board of 11th April 2024

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

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

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

Thank you.

P.L.OPONDI
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

CC. Chairman, Department of Educ. Management, Policy & Curriculum Studies

Supervisors:

1. Dr. Florence M. Itegi
C/o Department of Educ. Management, Policy & Curriculum Studies
Kenyatta University

2. Dr. Daniel Otieno Okech
C/o Department of Educ. Management, Policy & Curriculum Studies
Kenyatta University

APPENDIX E: RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
OFFICE OF THE EXECUTIVE DEAN 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: E55EA/22414/2021 **DATE:** 17th May 2024

Ministry of Education
Burundi

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. ONESIME NZAMBIMANA – REG. NO. E55EA/22414/2021

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

Mr. Onesime Nzambimana intends to conduct research for a M.Ed. Thesis Proposal entitled, ***"Principals Instructional Leadership and Its Relationship with Students' State Examinations Performance at Public Schools in Bururi Province, Burundi"***

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELIUD NJAGI
AG.EXECUTIVE DEAN, GRADUATE SCHOOL

APPENDIX F: REQUEST FOR RESEARCH AUTHORIZATION

VU 8/4/2024

NZAMBIMANA Onésime
Université des Grands Lacs
Tél : 79560188
Email : nzambones@gmail.com

Bujumbura le 08/04/2024

Réf : 2248

A son Excellence Monsieur le Ministre de l'Education Nationale et de la Recherche Scientifique
à
Bujumbura

Objet: Demande d'autorisation de recherche dans la Direction provinciale de l'enseignement de Bururi

Excellence Monsieur le Ministre,

Je travaille à l'Université des Grands Lacs (UGL) et je poursuis mes études en Master de l'Education à 'Kenyatta University' au Kenya. Je me permets de vous écrire pour solliciter votre bienveillance et votre autorisation pour mener une recherche au sein de la Direction provinciale de l'enseignement de Bururi.

En effet, Excellence Monsieur le Ministre, mon projet de recherche porte sur le Leadership pédagogique des Directeurs des écoles post-fondamentales et sa relation avec la réussite des élèves à l'examen d'Etat. Cette étude revêt une importance capitale pour ma formation académique et pourrait également contribuer à enrichir les connaissances dans le domaine de l'administration de l'éducation.

Je suis conscient que toute recherche implique une autorisation préalable, notamment lorsqu'elle concerne des institutions publiques telles que les Directions provinciales de l'enseignement. C'est pourquoi je soumets humblement ma requête à votre haute bienveillance, en espérant obtenir l'approbation pour accéder aux autorités locales de l'enseignement et aux données nécessaires à la réalisation de mon projet.

Je m'engage à respecter toutes les règles d'éthique et déontologiques ainsi que les procédures établies par votre ministère et de la direction provinciale de l'enseignement concernée. De plus, je m'engage à partager les résultats de ma recherche dans le respect de l'éthique scientifique et des politiques de confidentialité.

Je reste à votre entière disposition pour toute information supplémentaire que vous pourriez nécessiter concernant mon projet de recherche. Je vous prie d'agréer, Excellence Monsieur le Ministre, l'expression de ma plus haute considération.

Onésime Nzambimana

APPENDIX G: RESEARCH AUTHORIZATION

REPUBLIQUE DU BURUNDI

Bujumbura, le 19.04./2024

Ministère de l'Education Nationale et de
la Recherche Scientifique

CABINET DU MINISTRE

N° Réf : 610/CAB / 3566 /2024

A Monsieur NZAMBIMANA Onésime
à
BUJUMBURA

Objet : Votre demande d'autorisation de mener une recherche au sein de la DPE Bururi

Monsieur,

Faisant suite à votre correspondance du 08 /04/2024 et dont l'objet est émargé, j'ai l'honneur de vous informer que vous êtes autorisé de mener votre recherche au sein de la Direction Provinciale de l'Education de Bururi.

En effet, Monsieur, vous voudrez bien vous mettre en contact avec le Directeur Provincial de l'Education de Bururi pour des précisions.

Veuillez agréer ,Monsieur ,l'assurance de ma considération distinguée.

LE MINISTRE DE L'EDUCATION NATIONALE
ET DE LA RECHERCHE SCIENTIFIQUE

Prof. François HAVYARIMANA

TCPI à :

- Monsieur le Secrétaire Permanent au MENRS
- Monsieur le Directeur Provincial de l'Education de Bururi

Ministère de l'Education Nationale et de la Recherche Scientifique
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