

**PRINCIPALS' INSTRUCTIONAL LEADERSHIP AND ITS  
RELATIONSHIP WITH PERFORMANCE AMONG TEACHERS OF  
ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN KIENI-  
EAST SUB COUNTY, NYERI**

**ROSE KEMUNTO  
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**A RESEARCH PROJECT SUBMITTED IN FULFILMENT OF THE  
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## DECLARATION

I declare that this project is my original work and has not been presented for a degree in any other university or any other institution of higher learning for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

Signature  .....

Date 12/6/2025 .....

**Rose Kemunto Motanya**

**E55/NYI/PT/33187/2015**

**Department of Educational Management, Policy and Curriculum Studies**

### Supervisor's Declaration

This project has been submitted with our approval as University supervisors.

Signature  .....

Date June 12, 2025 .....

**Mrs. Lillian Boit**

Department of Educational Management,

Policy and Curriculum Studies

School of Education and Lifelong Learning

Kenyatta University

## **DEDICATION**

This research project is dedicated to the educators who tirelessly strive to improve our school's learning quality. To the principals and teachers of Nyeri County, whose commitment to education and leadership in instructional development inspired this study, I dedicate this work. It is also dedicated to my family, whose encouragement has been my guiding light and to all students aiming to improve their proficiency in English. May this work contribute to better educational practices and outcomes for future generations of learners.

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## **ABBREVIATIONS AND ACRONYMS**

<b>MOE</b>	Ministry of Education
<b>NCSLD</b>	National College for School Leadership Development
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UK</b>	United Kingdom
<b>USA</b>	United States of America

## ABSTRACT

In order to enhance form three English proficiency in public secondary schools, the purpose of this study was to investigate how principals support the growth of their instructional leadership. By making large investments in instructional monitoring in secondary schools, the Kenyan government is attempting to solve the issue of students losing interest in learning English. The present study employed a descriptive survey as its research design. Additionally, it collected data using both qualitative and quantitative methods. The study's population consisted of public secondary school principals and teachers. The study's goals were to: determine the role of principals in describing the missions, vision, and goals of schools in the context of teaching English; determine the role of principals in curriculum and instruction management for teaching English; and determine the role of principals in enhancing staff development to enhance English language instruction in public secondary schools. Additionally, the study evaluated the principal's role in working with external stakeholders to enhance English language instruction in public secondary schools. Stratified, purposive, and simple random approaches were used to choose the sample schools and respondents in each sampled school. A questionnaire aimed at the principal and teachers of the school was one of the additional data collection techniques used. The study's target audience consisted of 26 secondary school principals and 60 English language instructors. 52 teachers and a sample of 26 principals were interviewed for the study. The internal consistency score from the Cronbach's Alpha test-retest was used to assess the surveys' reliability, and the researcher approached validity by asking experts and supervisors for their thoughts on the instrument's content. Once gathered, the data was coded, cleaned, and input into the computer using the Statistical Package for Social Sciences (SPSS-version 25). Both descriptive and inferential statistics were used in the data analysis. Frequencies, mean, and standard deviation were examples of descriptive statistics, and regression and correlation analyses were examples of inferential statistics. On the other hand, common themes pertaining to various research elements were used to analyze the qualitative data. The results of the investigation were displayed using tables and figures. The results were then interpreted in light of the study's goals, and conclusions drawn. After that, the researcher offered advice based on the data to help policymakers determine the best strategies to boost English proficiency. The study confirmed that principals play a great deal in improving English language performance by communicating schools' missions, visions and goals openly, managing instruction and curriculum effectively, developing staff and liaising with outside constituents. In conclusion, the outcome emphasized that instructional leadership of principals prevails over modeling teaching of English and student achievement. The study recommended that principals need to be assisted by continuous professional learning and support systems to advance their teaching leadership capacities, thus improving English language performance in government secondary schools.

## **CHAPTER ONE**

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

#### **1.1 Introduction**

The study's background, problem statement, purpose, research objectives, and research questions are all presented in this chapter. Additionally, it covers the study's significance, limitations and boundaries, assumptions, theoretical and conceptual framework, and operational definitions of terminology.

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

Principals' instructional leadership is usually seen as a primary area of concentration for initiatives aimed at achieving educational excellence. In short, the way a principal directs instruction has a significant influence on the overall success of the school and can transform the way English is taught in secondary schools (Deepika, 2019). Secondary school students who do not speak English as their first language need to learn it, as it gives them a chance to study different subjects using that language. They also learn to speak English in order to study or work in other countries. The English language is the common language for communicating with people all over the globe and is highly important to learn since it is the most common and intelligible in the world. English language instruction is crucial in secondary schools all around the world. For example, in countries where English is the official language, speakers of other languages are taught English as a second language so they may participate in all aspects of daily life (Roy-Campbell & Zaline, 2014). Second, because students prefer to use English in specialized domains, such as in which it serves as a recognized language as well as medium of education in countries such as the United States, all British colonies in Africa and

Commonwealth countries, it is critical for secondary school principals to instill instructional leadership to improve the teaching of English language. India depends on English for conversations within the country and with international partners. For Indians, it is also associated with top education, culture and wisdom (Deepika, 2019). Schools in India have lead teachers using English to communicate with students whether from India or abroad. Nevertheless, it has been pointed out in both areas that secondary school students struggle to use English well enough for classes taught in that language (Roy-Campbell & Zaline, 2014).

The problem of instructional leadership positions of principals in teaching English in public secondary schools is a problem being debated across the world. The concept of instructional leadership and related practices is seen in the United States school system as far back as the 1970s. School principals concentrated on approving the subject matter as a whole, evaluating teaching methods, monitoring school administration and determining if money spent on education was correctly spent (Okumbe, 2003). In instructional leadership schools, secondary school principals are crucial to the success of English language instruction, which impacts the overall effectiveness of any educational system. According to Munna (2022), assigning module leader duties to subject matter experts can help raise academic standards in the subject area, and instructional leadership may enhance teaching and learning.

Grissom (2013) asserts that instructional leadership is a subset of leadership responsibilities that directly affects supporting learning environments and students' development. Some of the duties of the principals as regards instructional leadership in English as second language instruction include: developing and disseminating the institution's mission; overseeing the instructional plan through monitoring and

assessing instruction; overseeing the course of study; tracking student progress; and promoting a climate for learning, for instance, by preserving instructor educational time as well as offering rewards to stimulate learning (Hallinger & Leithwood, 2010). Therefore, when teaching a topic as wide as English, secondary school principal must instill in students a feeling of the significance of understanding the subject. Instructional leadership by principals has come to be recognized more and more as a bedrock for academic excellence in schools. In public high schools, especially in such regions as Kieni East Sub County, Nyeri County, school principals' leadership styles have a considerable influence on the effectiveness of learning English. This research's independent variable Instructional leadership by principals is a multifaceted construct with four key indicators: explaining school missions, vision and goals; directing school curriculum and instruction; staff development; and collaboration with external stakeholders.

According to the website of North Carolina's NC State University (2018), 54 different countries make English their official language and use it as the medium of instruction in higher education. In studies, it is made clear that teachers' success is directly or indirectly connected to secondary school principals leading in instruction (Louis & Leithwood, 2010). Leadership helps principals shape the teaching methods of their instructors. Leading the school's instruction instead of managing the facilities became the principal's main task. As a result of this idea, theorists were supportive of principals leading instruction rather than managing the school (Sergiovanni, 2009). To lead the teaching process, a principal must be involved in the monitoring, evaluation, staff development, and training services that teachers use to teach and learn the English language. School leaders' participation in instructional

leadership techniques is the main focus of research on leadership for learning in England (MacBeath & Swaffield, 2008). Bush and Middlewood (2013) stress the value of instructional leadership in motivating employees to take part in activities that affect the caliber of teaching and learning.

Hallinger and Heck (2011) in their study state that if leadership of instruction is advanced in English, managers can better guide programs, provide valuable principal help and direction, manage career development of staff, purchase and disperse educational material for the long term and monitor student progress. According to Blase and Blase (2004), instructional leadership is a framework for managing education, acquiring professional development for staff, and allocating learning and teaching resources that are linked to students' academic success.

The situation in Africa regarding principals' roles in instructional leadership is comparable to that seen in industrialized countries. According to studies by the National Institute of Education, principals should be rewarded for their leadership in curriculum and instruction in South Africa (Department of Education, South Africa, 2009). Hallinger and Heck (2011) think that strong leadership in English language teaching could result in better supervision of instruction, better support from the principal, better staff growth, secure purchasing and sharing of tools for teaching and the principal tracking progress made by students. According to Blase and Blase (2004), instructional leadership is a framework for managing education, acquiring professional development for staff, and allocating learning and teaching resources that are linked to students' academic success. To improve the quality of instruction and learning in schools, instructional leadership is used. So, among their duties as instructional leaders, principals must help instructors with content and methodology,

encourage students to recognize their own inadequacies, and provide both teacher and student coaching. Additionally, educators ought to operate within the constraints of the resources that are available in schools in order to increase teaching quality.

According to Muthoni (2017), there was a substantial correlation between staff professional development and students' academic accomplishment, but not between the methods principals employed to oversee instructional programs and students' academic achievement. Academic performance is strongly correlated with all four instructional leadership practices (Muasya, 2018). These practices include defining the school mission ( $r(30) = 0.606, P0.01$ ), managing the school instructional program ( $r(30) = 0.603, P0.01$ ), fostering a positive school learning climate ( $r(30) = 0.715, P0.01$ ), and advancing teachers' interests ( $r(30) = 0.580, P0.01$ ). Gatama et al. (2023) also discovered that instructional leadership correlated with students' academic growth in a positive and significant way. Two factors, enhancing teacher motivation and capacity building and strategically providing instructional resources, had the biggest effect sizes, accounting for 9.6% and 9.1% of the variation in academic results, respectively. Principals must prioritize and pay attention to all aspects of instructional leadership if they want to have a positive impact on academic achievement in their schools, as general instructional leadership was responsible for 16.7% of the observed variation in academic performance. Between 2019 and 2022, Kiambu East Sub County's public secondary English language proficiency in the KCSE continued to deteriorate.

Since students continue to do poorly in this crucial subject, the performance in English has been concerning throughout the years. For this reason, it is necessary to look into the reasons behind this as well as the extent to which principals play a role

in instructional leadership in the teaching of English. First, establishing the school's mission, vision, and goals makes it easier for everyone to work toward the same objective. When English language goals are shared by principals and put into everyday school actions, it ensures that everything teachers do supports what their students are meant to learn. Having a clear goal is important for teachers and learners to put their attention on learning English.

It is essential to compare Kieni East sub-County's performance indicator with the country's English language proficiency. The analysis from secondary data shows that there is drop in performance from 2019 to 2022; and the analysis also shows that there is poor performance in Kieni East Sub County as compared to the National performance as shown in Table 1.1.

**Table 1.1: KCSE English Language Performance in Kieni East Sub County as Compared to the National Performance from 2019 - 2022**

<b>Year</b>	<b>Kieni East Sub County</b>	<b>National Performance</b>
2019	4.54	5.58
2020	4.26	5.50
2021	4.09	5.47
2022	3.81	5.23
<b>Average Mean Score</b>	<b>4.17</b>	<b>5.45</b>

*Source: Researcher Analysis (2024)*

It is evident from Table 1.2 that Kieni East Sub County's English language proficiency has historically lagged much behind the national average. While the average mean score stays below the national performance, the performance index fluctuates from year to year. 2019 saw a decline in performance, with a mean score

of 4.54, below the national average of 5.58. In 2020, the Kieni East sub-County's performance index was 4.26, below the national average of 5.50, and so on. This suggests that in order to reverse the trend, it is necessary to determine the degree to which the instructional leadership of secondary school principals contributes to the poor performance on the KCSE English language exam. It is evident from Table 1.2 that Kieni East Sub County's English language proficiency has historically lagged much behind the national average. Secondly, management of curriculum and instruction involves principals guiding teachers in planning, instructional approaches, and syllabus implementation of English. Principals actively ensuring lesson delivery, classroom observation, and pedagogical innovation ensure an organized learning environment, which is crucial in enhancing learners' mastery of English language skills such as comprehension, grammar, and composition.

Thirdly, schools can also promote development by organizing workshops, seminars and sessions in the school to help teachers gain new knowledge. Great principals help teachers improve and become more confident teaching English. Good teachers who know their subject can respond to different students and use the best techniques to help achieve fluency in English. Last but not least, collaboration with outside parties like the Parents' Teachers Association (PTA), Ministry of Education representatives, and the general public makes it possible to establish extra support systems for English language acquisition. This may include resource mobilization, the mentoring program, or infrastructural development that enables a conducive learning environment.

The instructional performance in English language as measured through student outcomes such as mean KCSE scores represent the additive effect of such leadership

behaviors. In Kiini East Sub County, whose English performance has consistently lagged behind national means, the link between ineffective instructional leadership and ineffective language performance cannot be ignored. Therefore, the development of each one of the assessments of instructional leadership is paramount to improving English performance in public second-level schools. To be effective leaders, secondary school principals must be equipped with skills, knowledge, and particular efficiency, to give guidance in teaching of English language. Principals who serve as instructional leaders must be well-versed in learning theory and effective teaching methods. To put it another way, instructional leaders must be able to communicate effectively and reflect symbolic authority in order to motivate their school's subordinates.

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

Secondary school principals rarely practice effective instructional leadership, despite Kenya's government's efforts to improve the quality of instructional leadership through policy changes, training initiatives, and professional development within frameworks like the Teachers Service Commission's (TSC) Teacher Performance Appraisal and Development (TPAD) instrument. Even while national education policies like the Basic Education Act (2013) and the Kenya Education Sector Support Programme (KESSP) place a strong emphasis on the principal's role in academic accountability and instructional oversight, administrative tasks usually take precedence over these responsibilities.

In reality, the majority of principals never get the attention, time, or assistance that they require to actually engage in such instructional leadership efforts like creating specific academic goals, coordination of implementing the curriculum, enabling

professional development and collaboration with outside stakeholders towards developing learning climates. This leadership lack is particularly glaring in Kieni East Sub County, where schools continue to record poor English language performance even though there are trained school heads and available policy support systems.

Therefore, the primary issue is not just low academic achievement in English but also school administrators' inadequate use of instructional leadership techniques, which thwarts initiatives to enhance teaching and learning results. Schools in the region lack effective articulation of strong educational visions, guidance of instructional practices, and teacher capacity development in English language instruction. In addition, coordination between school administration and non-school actors of education remains very low, further weakening the support mechanism needed to facilitate better language performance. Therefore, the purpose of this study was to examine the extent to which principals of public secondary schools in Kieni East Sub County carry out their duties as instructional leaders, specifically in establishing academic direction, overseeing curriculum and instruction, assisting staff development, and interacting with the Parents' Teachers Association (PTA), Ministry of Education officials, and the general public, as well as the impact these roles have on Form Three students' English instruction and learning.

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

The primary purpose of this study was to establish the role of principals in applying instructional leadership in the teaching of English language for form three students in public secondary schools in Kieni-East Sub County in order to inform policy and practice.

## **1.5 Research Objectives**

This study was guided by the following objectives:

- i To examine the relationship between principals' instructional leadership in explaining the school missions, vision and goals and performance of English language in public secondary schools in Kieni East Sub County.
- ii To find out the relationship between principals' instructional leadership in managing school curriculum and instruction and performance of English language in public secondary schools in Kieni East Sub County.
- iii To determine the relationship between principals' instructional leadership in promoting staff development and performance of English language in public secondary schools in Kieni East Sub County.
- iv To determine the relationship between principals' instructional leadership in collaboration with external parties (Parents' Teachers Association (PTA), Ministry of Education officials, and the wider community) and performance of English language in public secondary schools in Kieni East Sub County.

## **1.6 Research Questions**

The study sought to answer the following questions;

- i What is the relationship between principals' application of instructional leadership in explaining the school missions, vision and goals and performance of English language in public secondary schools in Kieni East Sub County?
- ii What is the relationship between principals' instructional leadership in managing school curriculum and instruction and performance of English language in public secondary schools in Kieni East Sub County?

- iii What is the relationship between principals' instructional leadership in promoting staff development and performance of English language in public secondary schools in Kieni East Sub County?
- iv What is the relationship between principal with collaborative parties (Parents' Teachers Association (PTA), Ministry of Education officials, and the wider community) in enhancing performance of English language in public secondary schools in Kieni East Sub County?

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

The results of the study could be useful to school administrators, especially when deciding which teaching and learning resources to offer in their specific establishments. The principal may also comprehend how their commitment and readiness in teaching English as a subject can significantly raise students' performance. The study's results may be helpful to teachers in their efforts to improve students' subpar performance in English and other academic areas. The primary conclusions of the study might also be useful to the government when it examines Kenya's English secondary curriculum in coordination with the Ministry of Education and the Kenya Institute of Curriculum Development (KICD). The study's conclusions might be useful to other researchers at other universities as they carry out their own research.

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

An overview of events and circumstances that could affect or restrict the researcher's research methodology and data analysis is provided in this section. In this stage, the researcher also establishes the parameters of the study.

### **1.8.1 Limitations of the Study**

The study encountered the following limitations:

The principal's unwillingness to help out in this investigation might have been a hindrance. However, the researcher outlined the goals of the study and reassure participants that the data were only be applied to those objectives and were not to be used in any way to assess their performance.

Another limitation was that some respondents were reluctant to answer out of time constraints or a fear of being abused. Telling them not to write their names on the surveys allayed their fears of being taken advantage of, and letting them retain the questionnaires for a few days before having them collected allayed their concerns about running out of time.

Although self-reports are prone to bias, the researcher made sure the respondents understood the goals of the study in order to increase the dependability of the results.

### **1.8.2 Delimitations of the Study**

No other region will be included; the study's sole focus was on the role principals play in instructional leadership for English instruction in public secondary schools in Kieni East Sub County. This indicates that because of the wide range of geographical and cultural variations, the results could not be applied to the other Kenyan counties outside of the study population.

The study included principals from public secondary schools with high, average, and low performance levels and concentrated on the importance of secondary school administrators' instructional leadership in teaching English to students between 2018 and 2020, excluding private secondary schools.

## **1.9 Assumptions of the Study**

It was anticipated that survey participants would give non-subjective, objective answers. It was expected that all responses would be forthcoming, truthful, and obliging with accurate information.

Furthermore, it is assumed that the principals of the selected schools gave the researcher permission to perform the study there. The principal had the biggest impact on students' academic performance in the school. An accurate and dependable way to assess secondary school students' academic performance is through the Kenya Certificate of Secondary Education exam.

The principals provided the necessary guidance, support, and oversight for the school to function efficiently. Responses from students, instructors, and head teachers will be candid and reliable.

## **1.10 Theoretical and Conceptual Framework**

This section presents both theoretical and conceptual frameworks of the study

### **1.10.1 Theoretical Framework**

This was based on the instructional leadership paradigm developed by Carrier (2014). This instructional leadership paradigm gives a concrete example of how the location of the leader-staff meeting influences organizational outcomes. In his instructional leadership paradigm, Carrier (2014) makes a distinction between the principal's and the teachers' roles as instructional leaders. By bringing the school community together around a common vision and establishing high standards for teaching and learning strategies, the administrator should put a special emphasis on valuing learning for all students.

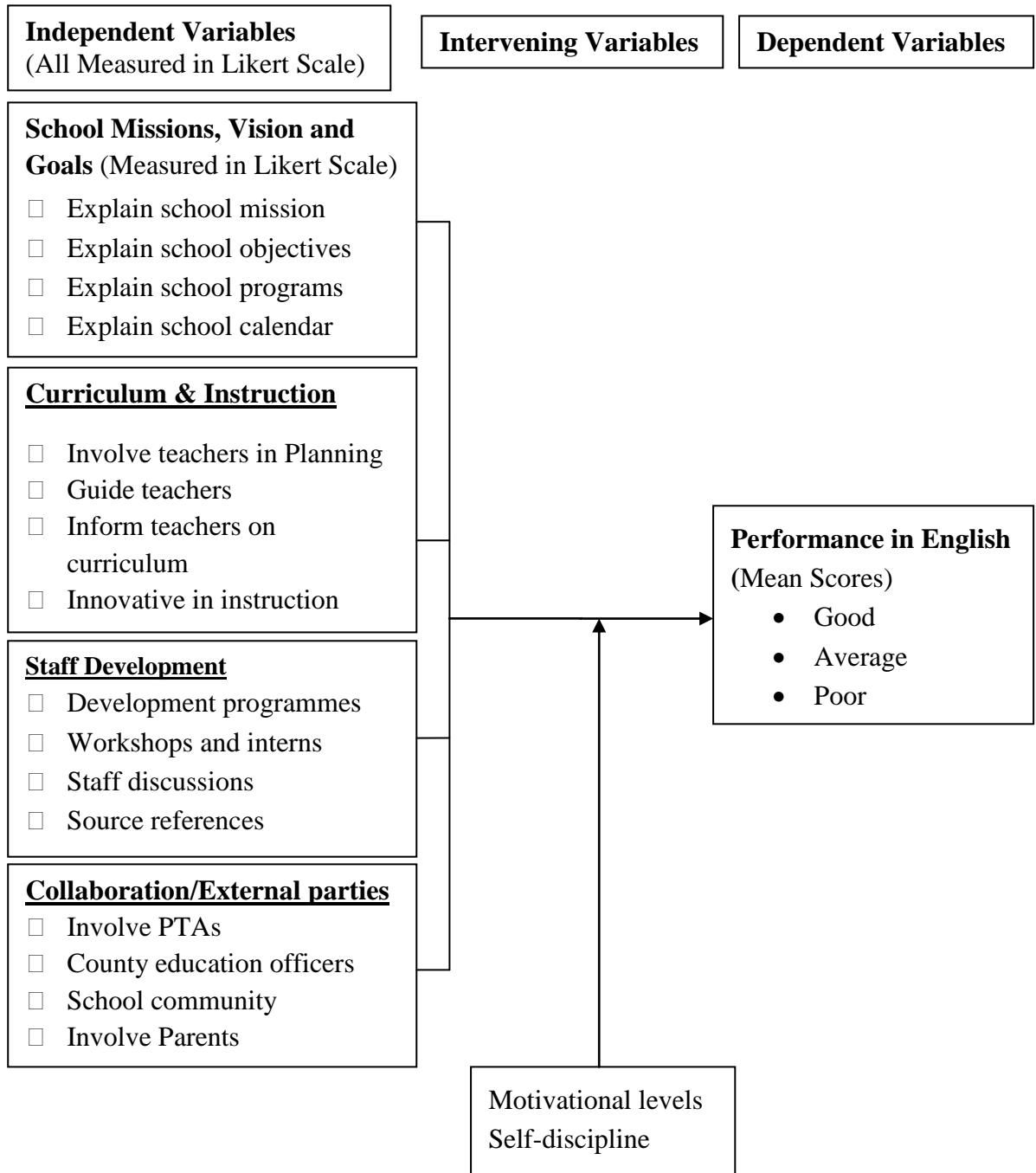
To get the greatest results, the secondary school principal should focus on achieving the intended goals in teaching and learning and be able to drive instruction. Teachers should also be able to mirror the functions of the principals in the classrooms. Carrier (2014) focuses on the principal's personal traits. As the instructional leader, the principle is enthusiastic about his or her work, modest, and prepared to do whatever it takes to support students in reaching their objectives (Carrier, 2014). The principle must also possess a strong expert determination in order to carry out the role of instructional leader. Therefore, when directing instruction with the ultimate goal of raising students' English language proficiency, the principal can utilize the teachers' work as an example.

According to Carrier's (2014) instructional leadership approach, the principle is responsible for taking into account all facets of teaching and learning for the study's participants. The administrator should prioritize learning, establish high expectations for student performance and instruction, use data to guide the school's operations, and cultivate a sense of community that is united around a common vision and objective for the institution, particularly the academic needs of the students. This theory is pertinent to the study because, in accordance with the model, in order to assist students in achieving their academic goals, principals must clearly understand instructional best practices, such as responsive instructional leadership and pedagogy, and communicate high expectations for learner achievement.

The researcher frames the principal's instructional function using Carrier's (2014) instructional leadership model, which is based on four separate but connected domains: principals' role in establishing the school's missions, goals, and objectives

for English teaching, school curriculum, and instruction management. Others include staff development encouragement and principal collaboration with external stakeholders to enhance the teaching of the English language in public secondary schools as offered in the current study.

### 1.10.2 Conceptual Framework



**Figure 1.1: The Conceptual Framework**

The connection between the outcome variable and the predictor is depicted in Figure 1.1. It shows the independent and dependent elements in connection to instructional leadership in the research. The conceptual framework is a narrative structure that describes the factors that will be explored in this study. The conceptual framework offers a basic comprehension of the idea of the school principal's role in instructional leadership, especially in the Kiieni-East Sub-County.

The theoretical framework of the study presents four primary independent variables that define principals' instructional leadership and links them to the dependent variable, student achievement in the English language. All these variables have a unique role to play in the learning process and, therefore, influence academic performance.

The initial independent variable is clarifying school missions, visions, and objectives and includes metrics such as describing the school mission, defining school goals, presenting school programs, and establishing the school calendar. Principals become successful when these building blocks are clearly communicated as they establish an agreement and orientation among teachers and students. This clarity also owes to establishing a sense of direction and stability in instructional activity, particularly English instruction, and thus promoting learning and enhancing concentration in academics.

Instruction management and curriculum management is the second independent variable. This involves engaging instructors in instruction planning, guiding them through requirements within the curriculum, updating them about curriculum change, and creating instructional innovation. Principals are directly involved in curriculum management if they ensure English is taught completely and effectively.

By facilitating the teachers to impart instruction, they maintain the standards of lessons and enhance the grasp of students, which positively influences English language performance.

The third independent variable is reinforcing staff development with examples such as establishing teacher development sessions, carrying out staff workshops and in-house training sessions, encouraging staff discussion, and providing appropriate pedagogical materials for teaching. The continuous professional development strengthens English teachers' capabilities through modern teaching abilities and curriculum management. Therefore, teachers become more confident and competent in teaching implementation, facilitating greater learner achievement in English.

The fourth independent variable is collaboration with external parties, and this entails involving the Parents' Teachers Association (PTA), County Education Officers, the broader school community, and parents in the support of school programs. All these alliances help mobilize resources, enhance school policies, and provide moral and academic support to both the teachers and students. Principals can improve the teaching and learning environment through all of these partnerships, which will raise English proficiency.

Instructional leadership effectiveness, the dependent variable, is determined in terms of student mean scores that can be ranked as poor, average, or good. Instructional leadership effectiveness demonstrated by the four independent variables has a direct effect on the outcome. Effective quality leadership of mission clarity, curriculum management, staff development, and stakeholder engagement create an environment conducive to effective teaching and leads to students enhancing their English language performance.

### **1.11 Operational Definition of Terms**

**Collaboration:** refers to a working practice whereby PTA members, County education officers, school community and parents work together to help the school enhance performance.

**Curriculum:** refers to an interactive system of instruction in which teachers guide students with specified goals, materials, strategies, measurement, and resources.

**English language:** As specified by the Ministry of Education (MoE) in the syllabus, this phrase has been used interchangeably with the English subject to refer to the curriculum area designated for learning a foreign language.

**Principals' instructional leadership:** refers to leadership that is specifically concerned with the connection between teachers, students and the curriculum as it relates to the teaching process.

**Teaching English:** refers to the score of a student on the extent to which his/her desire to demonstrate competence by outperforming others in the performance in English language.

**Staff Development:** refers to any policies, procedures, and methods utilized to enhance workers' competencies, knowledge, and abilities in order to boost their efficacy and efficiency.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents a survey of related literature. The literature looks at the role that principals have in instructional leadership in the classroom. Literature on principals' involvement in articulating school missions, visions, and goals in English language teaching, as well as principals' roles in directing school curriculum and instruction in teaching, is as well captured. The literature also examines how the principal can work with outside organizations to improve English language instruction in public secondary schools and how the principal can encourage staff development to improve English instruction in public high schools. The chapter finishes with a literature review summary and gap analysis.

#### **2.2 Role of Principals on Goals, Vision and School Missions**

The instructional leadership of the head of an educational institution determines the effectiveness of the institution. Rashdi and Khamis (2017) wanted to know how school leaders formulate and disseminate the schools' academic mission in Malaysian schools. The study involved 114 teachers from private schools in Kuala Lumpur and Selangor. The two districts chosen in Kuala Lumpur were Gombak and Cheras, and Subang was the sole district chosen in Selangor utilizing a questionnaire as the data collecting tool. The data were analyzed using SPSS 20.0 and transformed into means, standard deviations, percentages, and independent samples t-tests. In applying instructional leadership in setting the academic school goals, data are being used to explore the significant differences among public-school leaders and private school leaders. According to the study's findings, private school administrators in

Kuala Lumpur and Selangor are utilizing instructional leadership to establish the academic objectives of their institutions. The current study, on the other hand, filled this gap by establishing the function of the principal in communicating the value of English language to students through the school's purpose, vision, and aim.

Ozdemir (2019) explored how students' math results in main subjects were affected by Turkish principals' ways of leading in lower secondary schools through professional community and instructional methods used by teachers. Thirty-six public lower secondary schools in Mamak and Altında participated in the study. Using a two-level quantitative research approach, this study was carried out. Utilizing attributes specific to the institution, such as the faculty's teaching strategies and the professional community, the data was reviewed. Ozdemir (2019) performed research to look at the impact of the principal on instruction. According to the study, secondary school principals are essential in helping students, instructors, and parents create institutional goals and in establishing expectations for how families should help their children achieve these goals. This current study filled this research gap by examining how secondary school administrators handle daily operations and select curriculum for English language instruction.

Burhanuddin and Aspland (2016) emphasized the crucial role of the headteacher as a team member in improving school performance in South Australia's changing climate, with a vision that is a crucial element of effective leadership for principals. All school-related activities must be consistent with this vision if educational objectives are to be met (Burhanuddin & Aspland, 2016). Principals of a schools must develop tactics for crafting a successful plan and participate in managing the school, just in case, so that every member of the team can work together effectively.

It looked at how the study schools' principals focus on academics by organizing student assemblies, posting messages and artwork, creating newsletters and holding distribution days as part of their approach in Kenya.

Irungu et al. (2019) looked into the connection between secondary students' grades and principal collaboration in Murang'a and Kirinyaga counties. 367 teachers and 205 principals were selected from the 436 secondary schools spread across the two counties to participate in the study. Using both statistical methods and standardized questionnaires and interview schedules, researchers collected data from principals and instructors. Secondary schools in Kirinyaga County outperform those in Murang'a County on the Kenya Certificate of Secondary Education (KCSE), demonstrating that the principals' combined leadership style improved academic achievement. According to the survey, Kirinyaga County principals were more supportive of teamwork in leadership than their Murang'a County counterparts. However, the current study examined how secondary school administrators might help students in senior courses at secondary schools in Kieni East Sub County by offering the necessary guidance to address issues with English language teaching and learning.

Secondary school administrators in Kenya rarely employ their instructional leadership skills, according to Osman and Mukuna's (2013) research. To enhance instructional leadership in schools through capacity development, Osman and Mukuna (2013) advise that school principals possess the necessary instructional knowledge, have a clear vision for the institution, encourage staff development, become proficient communicators, and be physically present. In addition, administrators have both academic and administrative roles. Still, Osman and

Mukuna (2013) found that the ways principals led instruction did not reach the expected results. According to Mbiti (2017), a principal is ready when they regularly tell every student what they expect in a clear and confident way. For example, principals can alter schedules to make sure that instructors share common planning time and utilize it to talk about how to improve education. This form of restructuring also encourages teachers to work together in collaborative ways. Teachers who are given enough time and repeated reminders of the significance of teamwork come to trust their colleagues and are more open to sharing their successes and difficulties. Secondary school principals must recognize and utilize the expertise of their teachers in order to redesign the organization from the inside out, which calls for cooperation. The current study sought to solve a research gap by elucidating the role of secondary school administrators in addressing the objectives of staff meetings with teachers in order to improve English language instruction in secondary schools in Kieni East Sub County..

### **2.3 Role of Principals in Managing School Curriculum and English Instruction**

Principals oversee school administration as well as serve as instructional leaders. The school leader's leadership of instruction determines the school's efficacy. To learn more about how administrators assist teachers in teaching English as a second language to elementary school students, Munguia (2017) carried out a study in the Rowland Unified School District in America. The study concentrated on the supports that head teachers set up in their schools to assist teachers in ensuring the academic performance of the community of English language learners. Using a qualitative study approach, it was decided to focus on two schools in a single district

by looking into the particular methods, frameworks, and policies that support principals and teachers of English learners. In order to guarantee the development of a culture of high expectations and trust, the study found that principals who assisted teachers with lesson planning, monitored everyday instruction throughout structured English Language Development (ELD) moments in addition to in other areas of study, while holding both instructors and themselves accountable. The study found that principals assisted teachers in putting the techniques they learned in professional development sessions into practice by providing a variety of cooperative frameworks to support data analysis, focused planning, and instruction. The current study bridged the gaps in the literature and improve the English language instruction by determining the level of secondary school principal involvement in the development and execution of the English curriculum.

Zorlu and Arseven (2016) found that the attitudes of secondary school principals toward teachers and other students affected their behavior as instructional leaders in Turkey. With a descriptive survey research design, the study included 309 teachers and 68 administrators from 25 secondary schools in Turkey. The "basic random sampling" method was used to choose the sample, and the "Instructional Leader Measure" was employed in the investigation. The data was analyzed using Dennett's T3 test statistics, frequency, arithmetic mean, t-test, and one-way variance analysis. A school principal's duties as an educational leader includes actively participating in the selection, provision, and distribution of educational materials, the study showed. The inputs (scheme of schooling, printed material, instructional technology, physical resources, and financial resources, education personnel, and time) should be balanced integrated in order to accomplish the wanted learning outcomes in schools.

School administrators are supposed to provide teachers with facilities required for fruitful execution of educational activities as instructional leaders. Principals should lead by example when it comes to using new and diverse teaching materials. To bridge this research gap, the current study determined how secondary school principals in Kieni East sub-County assist teachers in improving the quality and efficacy of English language instruction.

Naidoo and Petersen (2016) conducted a study on South African primary school administrators' instructional leadership. The study concentrated on a core theme in the literature on school reform: the curricular leadership of principals. The impact of leadership on curriculum implementation was also investigated in the literature. The study asserted that in order to support school administrators, comprehensive training and development in instructional leadership strategies are necessary. The study questioned whether principals in South Africa have the requisite abilities to lead and administer curriculum in schools, based on multiple instances of poor student outcomes in schools. The research's conclusions indicate that not every principal is fully aware of their roles and responsibilities as instructional leaders. As school leaders and administrators, they often saw their jobs as primarily managerial; nevertheless, a few principals' responses suggested that they had some knowledge of instructional leadership. In order to bridge the current research gap and improve the English instruction that secondary school teachers in Kieni East Sub County deliver, the current study assessed the degree to which secondary school administrators maintain the current disciplinary control of instruction.

A study by Juma et al. (2020) examined instructional leadership as a policing role in Kenyan secondary schools. All 41 secondary schools in Rangwe Sub County

received the survey, which was intended for teachers and principals. The respondents from each school were chosen using a purposive sample technique. Data were gathered using a document analysis checklist, a teacher opinion survey, and a principal self-rating survey. The data was evaluated using regression analysis tests, independent samples T-tests, and descriptive statistics. Furthermore, it has been demonstrated in secondary schools that student learning outcomes are significantly impacted by classroom visits and evaluations of instruction and learning. According to the study, including immediate juniors' knowledge in routine classes is one efficient way for secondary school principals to fulfill their duties as instructional leaders. It was found that principals ought to take on roles as senior teachers and supporters of growth within the school's instructional community. In the present study, principals were checked to see if they ensure that teachers start and finish lessons promptly to address the gap and if they communicate recent educational improvements in teaching and curriculums to teachers.

According to Mbiti (2017), how effectively pupils achieve in educational settings and in society at large will determine how successfully the curriculum is implemented. According to him, curriculum must be developed in a way that equips students to engage meaningfully with their immediate society; in other words, the curriculum must start with the child comprehending his or her society and its requirements. According to Mbiti (2017), a pertinent curriculum may be crucial in fostering each learner's potential and character while also enhancing their employability and trainability for a seamless transition into the workforce. However, Kobia (2014) found that instructors don't have enough time to cover the secondary English curriculum in his study on the difficulties English teachers faced when

implementing the English curriculum in secondary schools in Kenya. The aim of this study was to ascertain the secondary school principal's role in giving more attention and oversight to teachers who are struggling in the classroom, in ensuring that new and creative teaching methods are shared among teachers in order to spread the English language, and in determining their openness to accepting innovative teaching methods and suggestions from the staff in Kieni East Sub County.

#### **2.4 Role of Principals in Promoting Staff Development and English Instruction**

To describe any activity or process meant to boost worker abilities, attitude and job effectiveness, the term professional staff development is used. Educational professionals appreciate training that supports schools in growing to be great places for student teaching. Wieczorek and Manard published a study involving six beginner public-school administrators in a Midwestern state of the United States. The study's findings were supported by previous research on learning leadership; specifically, how inexperienced principals saw instructional leadership problems in rural school administration. The results showed that administrators attempted to match the community's expectations for involvement and visibility but found it difficult to balance work and personal commitments. The principals also maintained their overlapping district and building-level responsibilities in order to circumvent budgetary constraints. Staff development takes into account both individual learning for learners and educators alike as well as organizational growth, such as increasing learner attainment. However, the goal of this study was to ascertain how secondary school principals may implement staff development programs to improve English teachers' ability to teach English in secondary schools in Kieni East Sub County.

According to the South African Department of Education (2008), professional development covers all facets of learning and instruction in Africa with the aim of empowering educators to fulfill their duties more successfully and successfully in order to boost student achievement. It involves in making sure learners learn by giving teachers excellent teaching skills and subject understanding so they can impart their knowledge to pupils. Furthermore, it is stated that teaching requires professionals to be up to date on current advancements in order to be creative and enthusiastic educators who can help students do effectively. Schools should adopt professional growth initiatives, according to the Department of Education (2008), to ensure long-term professional development. As the instructional leader, it is critical for the principal to recognize that professional development inside the school is a work with the only aim of clarifying learner accomplishment. To bridge this research gap, the current study identified the secondary school principal's position in encouraging teachers to attend professional development courses and participate in staff development programs in order to improve their capacity to teach English supporting secondary schools in Kieni East Sub County.

Gumus and Akcaoglu (2013) state that principals have significant leadership duties for ongoing professional growth initiatives. These obligations, whether explicit or implicit, speak to the role of the administrator as an advocate for the professional growth of teachers. Additionally, it may be claimed that engaging with teachers, serving as an example, offering feedback, and presenting opportunities for professional development are two crucial administrative practices that directly affect students' academic performance. In order to advise, supervise, assess, and guide teachers, principals are expected to be educated about education. The principal, in

his capacity as instructional leader, must attend developmental seminars to make sure that teachers provide demanding curricula. This study addressed the knowledge gap about how much secondary school principals organize workshops and internal training to meet teachers' training needs by investigating how much department heads of secondary schools consult with their teachers to exchange knowledge from courses taken to enhance English language instruction in secondary schools.

Locally, Ndambuki (2020) looked on how Makueni County public secondary schools' principals' instructional leadership strategies affected students' KCSE performance. For the survey, a variety of approaches were used. The target population consisted of all directors and teachers at public secondary schools in Kenya's Makueni County. For the qualitative phase, there were thirty principals; for the quantitative phase, there were 119 principals and 357 teachers. Using a questionnaire, the study used maximum variation sampling for the qualitative phase, equal allocation sampling for administrators and teachers, and stratified sampling for the quantitative phase. Additionally, the study discovered a significant correlation coefficient ( $r$ ) of 0.6, indicating that the employment of supervision of instruction approaches by administrators in Makueni County's publicly financed secondary schools improved students' performance on the KCSE. The study then found that, on average, principals support professional growth for staff at a rate of 0.6.

Awosiyan (2015) says that schools without the required modern teaching materials make the work of teaching very difficult for the teachers and the task of learning very hard for the students. To be able to operate as professional, English teachers must undergo high-quality training that ensures their students receive ongoing instruction that is focused on the societal goals that have been established. All

teachers ought to have a workshop and seminar to support their becoming good instructors. But when the school head also gets involved in making it happen, it is possible. Improving the capacity and performance of teachers and their teaching of English became feasible in Kenyan secondary schools since the secondary school head initiated the courses of staff development. The head supported the department heads to carry out the work assigned to them.

## **2.5 Role of Principals in Collaboration with External Parties and English Instruction**

As an important role in enhancing instructional leadership, secondary school principals should work in collaboration with external entities like parents, Ministry of education officials and the entire community. Ozdemir et al. (2021) investigated the ways in which parental involvement and teacher professional communities mediated the association between student performance and learning-centered leadership. This study examined data from teacher and student surveys from 79 lower secondary Turkish schools in 12 sites in 2019 using multilevel structural equation modeling. The results of the current study show how principal leadership affects school practices and outcomes in Turkey, adding to our understanding of non-western civilizations. The study shows that principal leadership styles continue to have an impact on parent involvement and the teacher professional community in non-Western countries. Future research, practice, and policy implications are examined. This study outlined the secondary school principal's role in engaging PTA (Parents Teachers Association) in tackling students' academic challenges with a perspective of helping the school improve the teaching of English language based on the context of Kieni East Sub County.

Huong (2020) looked into how outside influences impacted administrators' instructional leadership in North Vietnamese lower secondary schools. The impacts of internal as well as external variables on the instructional management of secondary administrators were evaluated and quantified in the study. The study, which used a quantitative research methodology, involved 97 principals and teachers of secondary public schools in northern Vietnam. Utilizing both internal and external components, the data was analyzed by the principal in the capacity of instructional leadership. The study's findings demonstrate that external factors including the degree of autonomy a school has over its instructional activities, managers' and teachers' expertise in managing instructional activities, and educational innovation each directly affects the leadership of instruction. The management level's mechanism for allocating papers on educational activities, the school's resources, the infrastructure and the principal's level of training were additional criteria. According to the research, principals should also be aware of the shifting environment and promote teachers' shared accountability and cooperation in making decisions for the schools. Based on Kenyan circumstances, the current study examined the role secondary school principals play in obtaining support from the County Education Office to implement the Secondary School Integrated English Curriculum in secondary schools located in Kieni East Sub County.

To evaluate the responsibilities of principals in terms of instructional leadership, Toprakç et al. (2019) did a qualitative study in Malawi that comprised two secondary schools run by religion that have been obtaining good outcomes. Ten students, six parents, two principals and fourteen instructors took part in the study. The relationship the principals built with the parents, students and teachers was

found to be positive. Also noted was the frequent delegation of the principals' responsibilities to the teachers and their students in both schools. According to the study, the principals of such schools placed a high focus on academic performance and stressed the importance of using enough resources for classroom instruction as well as efficient time and resource management. The study came to the conclusion that in order to improve the quality of teaching and learning in Malawian secondary schools, the government should make sure that there are enough principals with strong instructional leadership abilities. The present study portrayed the secondary school principal's role in seeking assistance from the County Education Office or the State Education Department in a bid to address challenges in the curriculum in an attempt to enhance the ability of teachers to teach English in secondary schools.

The importance of leadership was examined by Nathern et al. (2020) at a Kenyan national high school exclusively for females with a robust academic curriculum. This study aimed to investigate the role of school leadership in the academic success culture at Mountain Girls High School. To identify emerging trends and themes related to the four essential tenets of effective school leadership, data was gathered through semi-structured interviews and coded over the course of three distinct cycles. Four fundamental practices are identified by the research on effective school leadership: directing education, developing people, restructuring the organization, and setting direction. It has been demonstrated that each of these practices can help turn around failing schools and maintain academic achievement. The framework's application in Kenya, where educational leadership is understudied, was backed by evidence of these activities in a number of circumstances. This study sought to ascertain how involved the secondary school principal was in soliciting support from

the school community and outside organizations to organize talks and seminars on various English-language topics. In order to raise the standard of secondary education, it also determined to what extent secondary school principals urge parents to take part in school events and utilize various forms of support or facilities provided by regional government organizations.

## **2.6 Summary**

Secondary school heads play a central role in setting and conveying the institutions' academic goals, particularly in English instruction. Instructional leadership by the heads determines the quality of the institution. Kenyan principals have no instructional leadership competence despite knowing instruction, having a vision, fostering staff development, effective communication, and visibility. Their strategies tend to be ineffective. To improve, principals must build school culture, communicate high standards, and promote collaboration. Principals may accomplish this by adjusting schedules and respecting teachers' knowledge. The current study explored secondary school principals' practices for prioritizing academic goals at the top in Kenyan contexts, such as student assemblies, notice boards, murals, newsletters, and dissemination, and deconstruct their role in staff meetings with teachers.

As instructional leaders, principals play a crucial role in guaranteeing secondary school English language learners' academic achievement. They assist teachers in lesson planning, observing teaching, and teachers' and their own accountability. The literature identifies the importance of possessing an effective mix of inputs such as schooling scheme, written materials, technology, and resources in ensuring learning outcomes. In order for school administrators to implement the curriculum and

enhance English language education, principals must also get substantial training and development in instructional leadership techniques. The English curriculum should present the requisite proficiency to enable students to function suitably in society. Because they are not fully prepared for the secondary English curriculum, teachers have problems implementing it. The research examined how closely connected secondary school principals are to planning and carrying out the English program.

Principals at secondary schools help English teachers gain new skills. Employee performance, attitudes, and abilities can all be enhanced through professional staff development. This study aims to determine how Kieni East Sub County secondary school administrators may enhance English teachers' instruction by implementing staff development initiatives. Schools should adopt professional growth initiatives to ensure long-term professional development. It is important for principals to advise, keep an eye on, evaluate and lead teachers, since they must be knowledgeable about education. Per the research results in Makueni County, Kenya, principals facilitate staff's professional growth by a figure of 0.6. Better teaching of English in secondary schools and better academic results from students are achieved by giving staff development courses and empowering department heads.

The main focus of principals is to increase instructional leadership in secondary schools and especially to carry out the new Secondary School Integrated English Curriculum. They collaborate with external entities like parents, Ministry of education officials, and the community to improve English language teaching and address students' educational challenges. The County Education Office helps provide support for the curriculum to principals in Kenya. They ought to encourage

teachers to cooperate and be responsible which is helpful for students' learning experience. In Malawi, two religious schools have produced positive results, as the principals, parents and teachers have developed good relationships. Clear directions are set, team members are developed, the school is reorganized and leadership is provided for instruction by effective school leaders. Principals work with both outside groups and the school community to arrange English-language lectures and seminars. Supporting parents in school activities and seeking out aid from local government groups can help secondary education.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The target population, study location, and research strategy are all covered in this chapter. Additionally, it discusses validity, reliability, research tools, pilot studies, sampling techniques, and sample size. Lastly, the topics of data processing, data collection techniques, logistical issues, and ethical issues are covered.

#### **3.2 Research Design**

The study employed a correlational research design. Since it allows the researcher to ascertain the direction and strength of relationships between variables without changing them, this approach was judged suitable (Creswell & Creswell, 2014). The purpose of this study was to investigate the relationship between the performance of English language learners in public secondary schools and the instructional leadership practices of principals, including staff development, curriculum and instruction management, communicating the school's vision, and involving external stakeholders.

According to Kombo and Tromp (2014), correlational design justifies the use of both quantitative and qualitative data gathering techniques in an effort to increase understanding of patterns and correlations between variables. Quantitative data were gathered through structured questionnaires administered to English teachers and principals, and qualitative data through open-ended questions designed to elicit contextual variables influencing instruction leadership and language performance. The mixed-methods arrangement provided richness in interpretation by triangulating findings across different perspectives. The design also made it possible for the

researcher to use statistical methods like regression and correlation analysis to see whether the dependent variable (English performance) and the independent variables (instructional leadership dimensions) were significantly correlated. This facilitated a more accurate assessment of the ways in which different facets of leadership impact student outcomes, hence guiding practice and policy.

### **3.3 Location of the Study**

The location of this study was Kieni East Sub County. The semi-arid parts of Nyeri County are included in Kenya's Kieni East sub-county, which is situated on Mount Kenya's leeward slope, which makes some places dry. The study's research site was selected due to its accessibility and affordability, as well as the possibility of getting a good mix of respondents from both urban and suburban areas. Second, various complaints have been raised about the low performance in English despite government support in education program (UNESCO, 2012). This prompted the researcher to look into the underlying reasons and possible remedies.

### **3.4 Target Population**

Ogula (2015) defines a population as any group of entities, people, or objects that have similar characteristics. English instructors and secondary school administrators from all 26 public secondary schools in the three educational zones of Gakawa, Kabaru, and Naromoru in Nyeri County's Kieni East Sub County made up the study population. 26 secondary schools total-9 in Zone 1 (Kabaru), 10 in Zone 2 (Naromoru), and 7 in Zone 3 (Gakawa)-were included in the study. Kieni East Sub County has two boys' schools, two girls' schools, and twenty-two mixed schools. Therefore, there were 60 English language teachers and 26 secondary school principals in the study population. Table 3.1 shows population distribution.

**Table 3.1: Population Distribution in Kieni East Sub County**

<b>Zone</b>	<b>Principals</b>	<b>Teachers</b>
Kabaru	9	20
Naromoru	10	25
Gakawa	7	15
<b>Total</b>	<b>26</b>	<b>60</b>

*Source: Kieni Sub County Education Office, 2024*

### **3.5 Sampling Techniques and Sample Size**

#### **3.5.1 Sampling Techniques**

The research utilized a combination of purposive, stratified, and basic random sampling techniques, each applied independently to distinct respondent groups to ensure accuracy, fairness, and representation. Purposive sampling was employed first in the selection of respondents based on relevance to the research objectives. Specifically, public high school principals were purposively sampled because they have direct involvement in instructional leadership and experience in managing the teaching of English in the schools. This made sure that the study included individuals who had a wealth of knowledge and responsibility in the field of instructional leadership.

Second, schools in the three educational areas of Kieni East Sub County-Kabaru, Naromoru, and Gakawa-were categorized geographically using stratified sampling. Stratification was used to identify variance that may impact instructional leadership practice and to approximate the diversity of the school environment in the sub-county. Then, to select English language instructors for each stratum, simple random sampling was used. The approach minimized bias and increased the

dependability of the results by giving every English instructor in the chosen schools an equal chance of being chosen. Selection was also carried out proportionally according to the number of teachers in the same zone. The research further categorized schools into type mixed, boys', and girls' schools to provide room for inclusivity and representation in different school settings. The above multi-stage sampling plan was designed to produce a rich description of how instructional leadership is practiced in the teaching of English in different school settings in Kieni East Sub County.

### 3.5.2 Sample Size

To determine the sample size, the study carried out census for the principals since they are few and use Krejcie and Morgan (1970) formula to obtain the sample size for the teachers according to their strata (Appendix VIII). As indicated by the Krejcie and Morgan (1970) table, the examination will accept a 90% confidence level and variability level of inconstancy of half (0.5) which is the assessed extent of a characteristic that is available in the populace.

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

Where

S= Required Sample Size.

N= Population of the teachers

P= Population (Assumed to be 0.5).

d= Degree of accuracy tolerated (taken as 0.05).

X<sup>2</sup>=Table value of chi-square 3.841 for 0.95.”

According to Krejcie and Morgan (1970) calculated a sample size of 52, based on the population's 60 English teachers. Table 3.2 shows the proportionate distribution of this sample.

**Table 3.2: Sample Matrix and Distribution**

<b>Zone</b>	<b>Principals</b>	<b>Teachers</b>	<b>Sample Size</b>
Kabaru	9	20	17
Naromoru	10	25	22
Gakawa	7	15	13
<b>Total</b>	<b>26</b>	<b>60</b>	<b>52</b>

*Source: Kieni Sub County Education Office, 2024*

### **3.6 Research Instruments**

Questionnaires were the primary tool used in the study to collect data. The Principal Instructional Management Rating Scale (PIMRS) of Hallinger (1987) served as the basis for the carefully crafted tools, which were then enhanced with components drawn from instructional leadership models proposed by Hussein Mahmood (1997) and Krug (1992). The open-ended and closed-ended semi-structured questions were designed to allow for thorough data collection without sacrificing administration ease or clarity. This was a format that allowed the researcher to gather quantitative as well as qualitative information effectively, particularly concerning perceptions, attitudes, and practice of leadership with respect to English language teaching in public secondary schools.

### **3.6.1 Questionnaires for Teachers of English**

The questionnaire for the English teachers aimed at getting the teachers' perception regarding instructional leadership by principals and how it influenced English language performance. It comprised six sections. Background details, including the teacher's gender, greatest level of education, teaching experience, and the kind of school where they taught, were given in Section A. Principals' framing of the school's mission, vision, and goals was covered in Section B. Principals were asked to answer questions on whether they use procedures like staff meetings and assemblies to remember academic priorities, properly communicate the academic vision to staff and students, and articulate school goals. Section C measured principals' roles in managing the school curriculum and instruction. The Teachers answered questions on whether the principals oversee lesson plans, assist curriculum implementation, promote innovation in teaching, and follow up on syllabus coverage on time. Section D indicated the extent to which the principals support staff development, and the items covered whether the teachers are supported to participate in seminars and workshops, whether professional debate occurs within departments, and whether the principal supports peer learning. Section E explored cooperation with external stakeholders like involvement of the Parents Teachers Association (PTA), County Education Officers, and the general school community in supporting English teaching. Finally, Section F approached the dependent variable performance in English language through teachers' perceptions on trends of performance among students, challenges faced in instruction, as well as the overall perceived effect of the principal's leadership on achievements among learners.

### **3.6.2 Questionnaires for Principals**

Similarly, the principals' questionnaire mirrored the format and content of the teachers' questionnaire but was modified to collect self-reported information on their instructional leadership behaviors. Section A collected demographic data like gender, academic qualifications, years of service, and type of school led. The principal's role in translating the school's mission and vision was covered in Section B, which also asked how they are communicated, how academic intents are set for goals, and how the school calendar is used to decide on the focus of instruction. Through questions about curriculum planning meetings, lesson instruction follow-up, using assessment data to enhance instruction, and encouraging creative approaches in English instruction, Section C evaluated the principal's management of the curriculum and instruction. Section D sought to explore staff development programs, including the in-service training scheduling, mentoring of the teachers, provision of facilitation of resource access, and the evaluation of teacher performance. Section E asked to what extent the principal was collaborating with external stakeholders, such as engaging the PTA in deciding on teaching needs, working with education officers to mobilize support and encouraging parental contribution to academic matters. Section F then asked principals to answer with their observations of trends in English language performance at their schools, what problems were being faced, and the specific leadership actions taken to improve performance. Both tools were crafted by the research goals and conceptualization of the study to be applicable and inclusive. The researcher was able to collect comparative data regarding the efficacy of instructional leadership techniques and their impact on English language proficiency in public secondary schools in Kieni East Sub County by concentrating on teachers and principals.

### **3.7 Pilot Study**

To ensure that the instruments yield the intended results, the researcher conducted a pilot study in a small number of public secondary schools. Any inconsistencies were noted, and the instruments were modified as necessary. The two schools, both from Nyeri County, participated in a pilot trial. This exercise approximated the amount of time required to conduct the study in one school and interview the school heads. Piloting also tried out the research instruments' test-retest procedure. To do this, two (2) Nyeri County schools were used; however, they were excluded from the final research sample because it was important to identify and fix any uncertainties and defective study instrument components. Several publications on social science research have emphasized the need of pre-testing for improving objectivity in scientific investigations.

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

Validity is the degree to which a tool measures exactly what it is intended to measure (Kombo & Tromp, 2006). The components of the study instruments were designed to guarantee content, construct, and face validity. This made it easier for the study to assess the accuracy of the information obtained through the questionnaire and to clearly outline the variety and complexity of the issues being studied. The data collection tools were developed in conjunction with university supervisors to assure authenticity. The researcher approached validity by soliciting expert and supervisors' opinions regarding the instrument's content. At this point, the expert panel assessed if the items are clear, accurately organized into important dimensions, and not poorly phrased. They deleted the items that were confusing or difficult to grasp. The expert confirmed that the content was accurate and that the

items measure what they are designed to measure, and may recommend changes to the layout to improve readability and appropriateness. The expert removed any items that seemed to be repeated and might be difficult to use.

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

Reliability is the state in which a study's findings remain consistent over multiple tests. The reliability of the surveys was evaluated using the Cronbach's Alpha test-retest internal consistency score. In order to draw a judgment regarding the instruments' dependability, the researcher and the supervisors critically assessed the consistency of the pilot study's responses. When a survey questionnaire has a large number of Likert items that make up a scale and the researcher wish to determine whether the scale is reliable, they frequently use this method. A 5-point Likert scale, ranging from "strongly disagree" to "strongly agree," was included with every question." The questionnaire's questions were analyzed using a Cronbach's alpha to see if they all measure the same essential variable. Just to ensure everything was clear, the researcher reread each item in the variables. The test-retest method was used to assess the reliability of the study tool. It is acceptable to have a reliability coefficient of 0.7 or higher.

### **3.8 Data Collection Procedures**

The researcher administered and conducted the self-report surveys in person in order to gather the data. Given the research population's narrow focus and low cost, the approach was appropriate. Every day, the researcher collected data from every school in the sample. The first step in the data collection process was to explain the study's purpose to school principals. The researcher conducted questionnaires, disseminated surveys, and set up appointments with head teachers and teachers in

order to gather data. Each questionnaire-answering session lasted approximately thirty-five (35) minutes for the principals. The questionnaires were collected the same day after the respondents had completed them. The researcher obtained textbooks from libraries and other academic sources to triangulate the accuracy of the data from these devices.

### **3.9 Data Analysis**

The data analysis included both descriptive and inferential statistics. Before processing and evaluating the data, it was cleaned and sorted. All four objectives were covered, and descriptive data examined and presented using tables, figures, percentages, frequencies, averages and standard deviation. On the other hand, inferential statistics comprised correlations and regression analysis. Quantitative data were coded in computers, assessed, and the findings displayed in the form of percentages and frequency tables. The frequency counts of the replies were utilized to learn more about the informants who participated in the analysis as well as to display the overall pattern of results on all of the variables under investigation.

Thematic analysis of qualitative data was utilized to triangulate quantitative data and generate final results. The qualitative data analysis included discovering, analyzing, and interpreting patterns and themes in textual data in order to understand how they contribute to addressing the study objectives. The qualitative data were analyzed to seek for general trends related to numerous research topics covered by the study goals.

### **3.10 Logistical and Ethical Considerations**

This section discusses the logistical and ethical considerations during data collection.

#### **3.10.1 Logistical Considerations**

After requesting an introduction letter from Kenyatta University's Department of Educational Administration, the researcher obtained a research authorization letter from the graduate program. The researcher then applied to the National Commission for Science, Technology, and Innovation (NACOSTI) for a research license. Following the acquisition of a research license, the researcher applied to the Nyeri County education officer for permission to conduct the study. Meetings with the principals of the schools where the research was carried out were arranged by the researcher. The researcher personally distributed the surveys in order to collect data. Before starting to complete the questionnaire, participants completed a consent form acknowledging their acceptance of participation in the study.

#### **3.10.2 Ethical Considerations**

The responders were given all relevant information, including the goal and scope of the study, as well as the option to participate or not. The researcher promised them that the information they submit will be kept private. To prevent humiliating the responders, the researcher double-checked that the items were worded accurately. By completing the consent form, the researcher enabled participants to participate in the study. By ensuring that no identifiable information is included on the questionnaires, the research standards was rigorously followed. During the data collecting exercise, proper etiquette and decorum was observed, as well as the proper line of command.

**CHAPTER FOUR**  
**DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF THE**  
**FINDINGS**

**4.1 Introduction**

Chapter four of this project presents findings about the role of principals in implementing instructional leadership in the English language instruction of form three students in public secondary schools in Kieni-East Sub County. The primary goal of this study was to determine how principals' leadership styles affect English language proficiency, guide policy, and enhance instructional leadership in schools. This chapter is structured around the main goals of the research.

First, the study considered the ways principals and the teachers utilized instructional leadership to state the mission, vision, and goals of their schools clearly, and how clarity enhances the performance in the English language. The study discusses roles played by principals in the management of school curriculum and instruction, focusing on how effective leadership influences the results in the English language. The third objective was to outline the development of the teaching staff; that is, how the principals facilitate the professional development that further leads to increasing the capacity of effective English Language Teaching. This chapter concludes by discussing the role that school administrators play in facilitating collaboration with external stakeholders and how this collaboration influences changes in the target schools' English language proficiency. The results are examined in light of pertinent literature and its implications for policy and practice, which is emphasized in the conversation.

## 4.2 General Information

Regarding the questionnaire return rate, a total of 26 questionnaires were sent to secondary school principals, 24 of which were properly completed and returned, yielding a return rate of 92.3%. Similarly, 52 questionnaires were sent to teachers, 48 of which were completed and returned, yielding a return rate of as shown in Table 4.1.

**Table 4.1: Questionnaire Return Rate**

<b>Respondents</b>	<b>Questionnaire Distributed</b>	<b>Questionnaires Returned</b>	<b>Return Rate</b>
Principals	26	24	92.3%
Teachers	52	48	92.3%
<b>Total</b>	<b>78</b>	<b>72</b>	<b>92.3%</b>

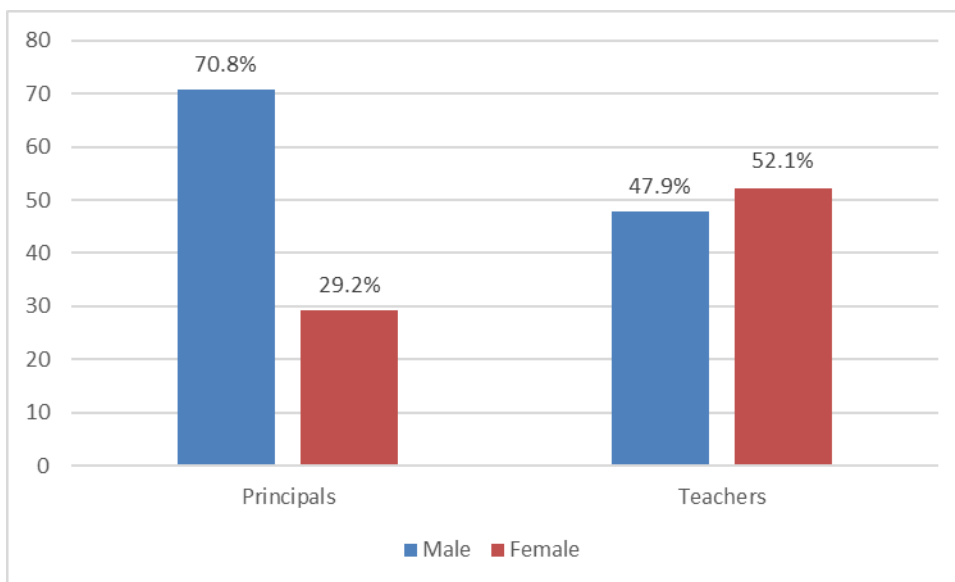
The rate of return for the questionnaire in this study was quite impressive. A total of 92.3% of the principals (24 out of 26) and 92.3% of the teachers (48 out of 52) returned fully completed questionnaires. These are presented in Table 4.1 below. This is indicative of a good return rate, showing that the participants were interested in this study and that the topic of research was relevant to their work. Fincham (2008) cites response rates above 70% as acceptable for survey research, while response rates above 90% enhance the validity of the results as it reduces non-response bias. Recent works like those of Nulty (2021) also reiterate that a good return rate enhances the reliability of the survey data to comprehensively cover the population under survey. Thus, the response rate that was realized in this study is impressive and adds to the strength of the research findings.

### 4.3 Demographic Information

The background information, which was elicited from the study respondents, gave a full understanding of their background information, revolving around three major areas of concentration: gender, academic qualification, and professional experience. By analyzing these demographic variables, the study sought to portray a correct picture of the respondents with regard to the fact that such variables might have an influence on instructional leadership practice concerning the teaching of English language for form three students in public secondary schools in Kieni-East Sub County.

#### 4.3.1 Gender of the Respondents

The study explored the gender distribution among both principals and teachers in order to know the male and female composition in leadership and teaching staff within public secondary schools in Kieni-East Sub County; Figure 4.1 presents this.



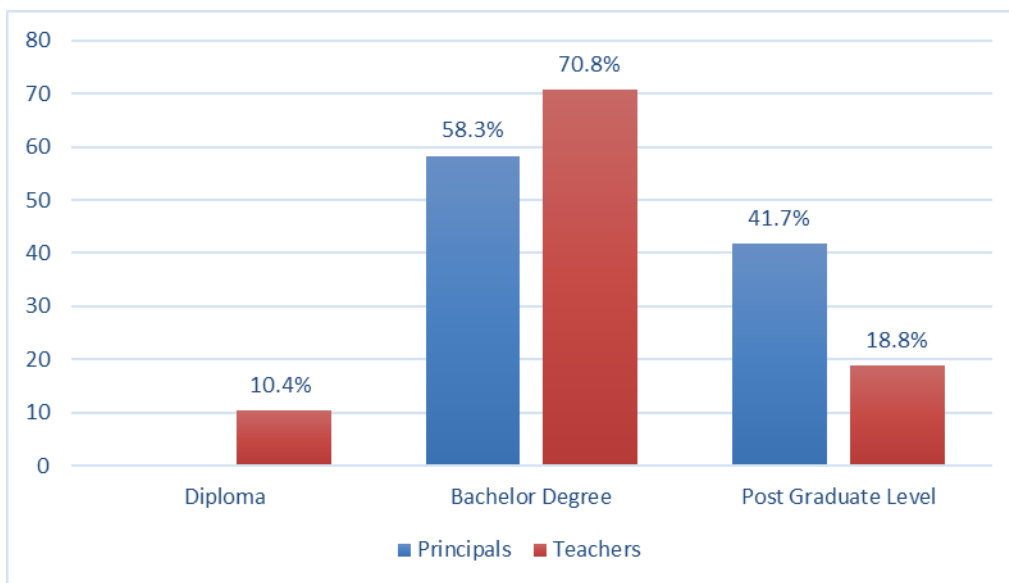
**Figure 4.1: Gender of the Respondents**

With regard to gender distribution, the study ascertained that, out of the principals, 17 (70.8%) were male and 7 (29.2%) were female. Among the teachers, the distribution was quite balanced, with 23 (47.9%) male respondents and 25 (52.1%) female respondents. These figures refer to a male-dominated principalship leadership, whereas the teachers were more evenly divided between the sexes. This gap between genders is significant when combined with the objectives of the study, particularly in quantifying the input of the principals in instructional leadership and how it affects English language performance. Since the independent variable principals' instructional leadership is related to how school heads handle curriculum, enable staff development and improve collaboration, the gender composition can influence leadership style, communication patterns and teacher participation. A masculine leadership model may shape the degree to which there are inclusive and responsive leadership practices, particularly those that support English teachers since most of them are female, and thus indirectly shape instructional leadership effectiveness and the dependent variable student performance in English.

The study finds that more principals in both urban and suburban schools are male. This result is supported by research which indicates most education leaders in secondary schools are male. Experts such as Coleman (2020) support increasing gender equity among education leaders and encourage the development of policies that can advance more women's places in leadership. This suggests that the slightly stronger balance of males and females in teaching represents broader trends in education, whereby the teaching profession could often easily be filled relatively evenly between men and women; Smith and Riley (2021), and thus represents a call to action for addressing leadership disparities.

### 4.3.2 Academic Qualification

The study also aimed at exploring the academic qualifications of both the principals and the teachers, in regard to their professional preparedness and its plausible effect on instructional leadership in the teaching of English. This information is important as it stipulates the academic qualifications among the respondents, noting the level and expertise of the principals and teachers, which may influence their potential in implementing effective teaching strategies and leadership practices in public secondary schools in Kieni-East Sub County. The findings of the study are presented in Figure 4.1.



**Figure 4.2: Academic Qualifications**

The study revealed that among the teachers, 5 (10.4%) had a Diploma, 34 (70.8%) had a Bachelor's degree, while 8 (18.8%) had attained a postgraduate level of education. Among the principals, 14 (58.3%) had a Bachelor's degree, and 10 or 41.7% had a postgraduate qualification. This proves that the majority of both teachers and principals have at least a Bachelor's degree; however, the percentage for principals who have postgraduate qualifications is higher compared to teachers.

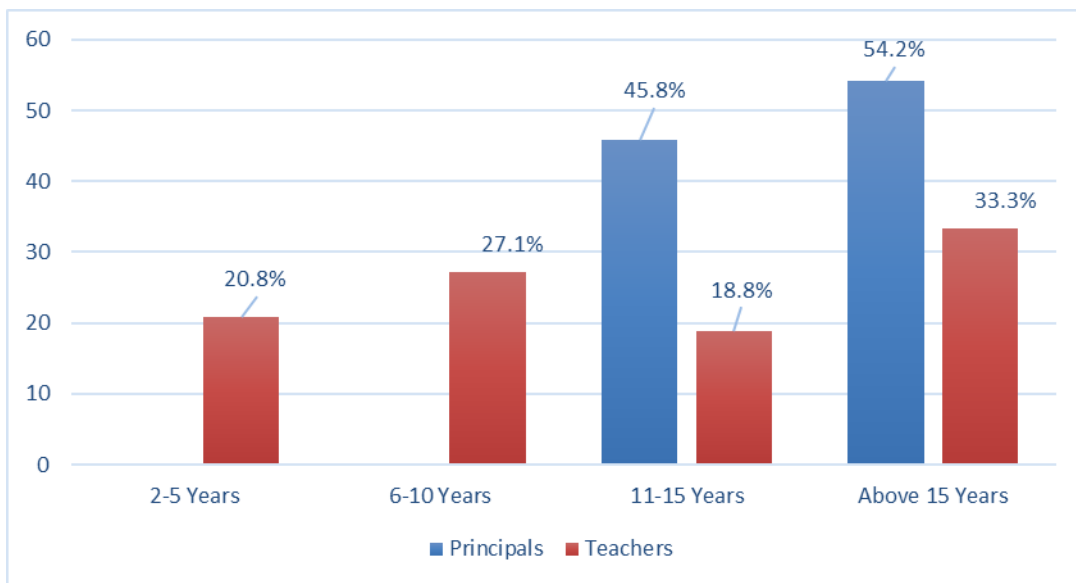
These qualifications are directly linked to the study objectives, which focus on the role of principals in instructional leadership, particularly in curriculum management, staff development, and enhancing English language performance. Principals' higher academic qualifications reflect higher capacity to understand and implement effective instructional leadership strategies, which are required to support teachers and improve learning outcomes. At the same time, academic preparedness of teachers contributes to their capacity to interpret the curriculum content and utilize innovative pedagogical practices while learning English, finally influencing the dependent variable performance of students in learning English language.

Based on this finding, it could be interpreted that even though most teachers were equipped with a Bachelor's degree standard for teaching in secondary schools, the relatively small percentage with postgraduate qualifications reflects one potential area of professional growth. Among the principal respondents, the high proportion with postgraduate qualifications matches expectations of the educational leadership role since such qualifications are usually abreast with knowledge and leadership skills, which is important in the provision of effective instructional leadership (Bush, 2021). Past research studies, as compiled by Fullan (2020), have shown that the higher the academic qualifications among the school leaders, the more that would support better performance of the schools and better practices instructionally; this is so because such higher qualifications lead to informed decision-making and abilities to employ more advanced teaching methodologies.

### **4.3.3 Experience of the Respondents**

In a bid to establish the experience of the respondents, the study considered professional experience for both principals and teachers to aid in judging how years

of service could influence instructional leadership and teaching practices. Understanding the level of experience helps to provide an idea of how conversant the respondents are with school management, curriculum implementation, and teaching approaches vital to bringing about improvement in the teaching of English in public secondary schools in Kieni-East Sub County. The findings were as presented in the Figure 4.3



**Figure 4.3: Years of Experience**

The results revealed that 11 principals with 11–15 years of service were about 45.8% of the total, while 13 principals with more than 15 years accounted for 54.2%. On the other hand, based on years of service, teachers were distributed as follows: 10 teachers were between 2–5 years of service, representing about 20.8%; 13 teachers were between 6–10 years of service, representing 27.1%; 9 with 11–15 years of service, 18.8%; and 16 with over 15 years of service, representing 33.3%. It means that most of the principals questioned had a great deal of experience, while most had over 15 years in the profession, and as for teaching staff, the experience was varied, with most holding it for over 15 years as well. This experience level

directly connects with the study objectives targeting the examination of principals' instructional leadership efficacy in improving English language performance. Experienced principals are more likely to possess more polished leadership abilities, better developed curriculum knowledge, and better methods of facilitating staff development and fostering collaboration key elements of the independent variable. In the same vein, experienced teachers are highly likely to be receptive to instructional leadership practices and to offer quality English teaching. Overall, principals' and teachers' experience levels contribute very significantly in shaping the teaching and learning context and hence the dependent variable students' achievement in English language.

These findings interpreted would mean that most principals have strong experience leading schools, which is more likely to strengthen their potential toward instructional leadership in dealing with curriculum and instruction management. Among the findings of Leithwood et al. (2019) were some which stressed that leadership experience explained variation in successful instructional practices because it is typical for an experienced principal to lead more effectively in creating a learning environment and to further develop the staff. On the part of the teachers, the wide variation in experience reflects a healthy mix of new and veteran educators; this may also serve to promote collaborative teaching initiatives and mentorship within schools. Prior research, as discussed in Day and Sammons's (2020) study, generally seems to show that, when combined with strong leadership, more experienced instructors are typically linked to higher student accomplishment.

#### 4.4 Role of Principals in Explaining the School Missions, Visions and Goals

Objective one of the study sought to assess the role of principals and teachers in explaining school missions, visions, and goals. The objective aimed at assessing how instructional leaders communicate and clarify the foundational elements that will improve the performance of teaching the English language in public secondary schools in Kieni-East Sub County. Alignment of school missions and visions with goals to instructional practices in fostering shared understanding towards educational success. Regarding principals, Table 4.2 presents the findings.

**Table 4.2: Role of Principals in Explaining School Missions, Visions and Goals**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
Principals explain school vision and mission			16.7%	54.1%	29.2%	4.13	0.68
Principals explain school objectives/goals			16.7%	45.8%	37.5%	4.21	0.72
Principals develop detailed school calendar	8.3%	-	16.7%	29.2%	45.8%	4.04	1.20
Principals conduct school programs to achieve goals	8.3%	-	-	33.3%	58.3%	4.33	1.13
Principals make instructional decision	-	8.3%	12.5%	41.7%	37.5%	4.08	0.93
Through student assemblies, principals place emphasis on the academic aims of the school.	8.3%	-	12.5%	16.7%	62.5%	4.25	1.22
Principals offer the direction to deal with issues in teaching and learning	8.3%	-	-	20.8%	70.8%	4.46	1.14
Principal discusses with teachers about the content and goals of the staff meetings	8.3%	-	-	12.5%	79.2%	4.54	1.14
<b>Total</b>	<b>5.2%</b>	<b>1.0%</b>	<b>9.4%</b>	<b>31.8%</b>	<b>52.6%</b>	<b>4.26</b>	<b>1.02</b>

Results in Table 4.2 show the separated responsibilities of principals in explaining the mission, vision, and goals of the school in a secondary setting. A greater portion of the respondents believed that the principals explain the vision and mission of the school; 54.1% agreed and 29.2% strongly agreed. It would appear that principals largely succeed in communicating the general purpose and direction of the school -  $M = 4.13$ ,  $SD = 0.68$ . Similarly, in explaining the objectives and aims of the school, the level of agreement on the part of the respondents was 45.8%, while 37.5% strongly agreed that principals are key in ensuring that both teachers and students are aligned with the goals of the institution. Responses for the item that dealt with developing a school calendar, on the other hand, were more diffuse; the percent strongly agree was 45.8%, with a mean of 4.04 with an SD of 1.20. Perhaps this is so because there is much variability with principals in the way that they organize and plan activities within their schools. They also involve themselves in carrying out school programs for the achievement of set goals, as 58.3% strongly agree and with a mean score of 4.33 ( $SD = 1.13$ ), indicating their visible leading in driving educational programs. In the instructional decisions, 41.7% agreed and 37.5% strongly agreed that the principals are influential in classroom instruction and curriculum implementation,  $M = 4.08$ ;  $SD = 0.93$ . Additionally, principals ensure that the academic intentions of the school are emphasized through several assemblies, notice boards, newsletters, and other means of communication, with a significant percentage of 62.5% strongly agreeing to this ( $M = 4.25$ ,  $SD = 1.22$ ). The principal also gives a direction for teaching and learning challenges, with 70.8% strongly agreeing ( $M = 4.46$ ,  $SD = 1.14$ ), showing the very critical role problem-solving and enhancement play in education. Finally, 79.2% of the respondents strongly agreed that "principals discuss the content and objectives of a staff meeting

with teachers," once more testifying to their involvement in stimulating collaboration and setting clear objectives for staff:  $M = 4.54$ ;  $SD = 1.14$ . On the whole, responses portray that generally, school principals explain and implement the vision, mission, and objectives of the school to align teachers and students with the course the institution has taken. Their leadership role extends administrative matters to instructional decision-making, preoccupation with academics, and collaboration with the staff to ensure overall performance. In a similar vein, instructors were asked to rate their agreement with certain claims about the roles that principals and teachers play in outlining the missions, visions, and goals of schools. The results are shown in Table 4.3.

**Table 4.3: Teachers' Views on Role of Principals in Explaining School Missions, Visions and Goals**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
Principals explain school vision and mission	4.2%	12.5%	20.8%	29.2%	33.3%	3.75	1.18
Principals explain school objectives/goals	4.2%	6.3%	14.6%	27.1%	47.9%	4.08	1.13
Principals develop detailed school calendar	4.2%	2.1%	20.8%	27.1%	45.8%	4.08	1.07
Principals conduct school programs to achieve goals	-	10.4%	10.4%	52.1%	27.1%	3.96	0.90
Principals make instructional decision	4.2%	8.3%	18.8%	35.4%	33.3%	3.85	1.11
Principals place emphasis on the academic aims of the school.	6.3%	2.1%	14.6%	27.1%	50.0%	4.13	1.14
Principals offer the direction to deal with issues in teaching and learning	10.4%	-	20.8%	31.8%	37.5%	3.85	1.24
Principal discusses with teachers about the content and goals of the staff meetings	2.1%	4.2%	25.0%	20.8%	47.9%	4.08	1.05
<b>Total</b>	<b>4.5%</b>	<b>5.7%</b>	<b>18.2%</b>	<b>31.3%</b>	<b>40.3%</b>	<b>3.97</b>	<b>1.10</b>

In Table 4.3, the teachers view on the roles played by principals of secondary schools in explaining the mission, vision, and goals of the school; were based on a five-point Likert scale ranging from 1=Strongly Disagree to 5=Strongly Agree. Most of the teachers showed that the principal explains the vision and mission of the school very well; hence, 33.3% strongly agreed while 29.2% agreed (Mean = 3.75, SD = 1.18). In the same vein, 47.9% strongly agreed and 27.1% agreed that the principals explain school objectives and goals, showing strong communication in the alignment of school objectives with instructional practices; Mean = 4.08, SD = 1.13.

In terms of elaboration of a detailed school calendar, the distribution showed that 45.8% strongly agreed, while 27.1% agreed that principals are involved in the planning and preparation for the school year, with a Mean = 4.08 and SD = 1.07. About the school programs, teachers agreed that, for conducting the school programs for goals, 52.1% of teachers agreed and 27.1% strongly agreed, meaning the principals take active roles in conducting goal-oriented programs. The Mean was 3.96 with an SD of 0.90. On instructional decision-making, 35.4% of the teachers agreed and 33.3% strongly agreed that the principals make major decisions that affect instructional decision-making. The Mean was 3.85 with a SD of 1.11. Moreover, on the principals expressing emphasis on academic goals through student assemblies, notice boards, and other platforms, 50% strongly agreed while 27.1% agreed to this statement (Mean = 4.13, SD = 1.14).

To the statement that the principal gives guidance on how to cope with problems arising in teaching and learning, 37.5% strongly agreed and 31.8% agreed, although there was a very high 10.4% who strongly disagreed, demonstrating some variability in teacher perceptions of the teachers' role; Mean = 3.85, SD = 1.24. Finally, 47.9%

strongly agreed and 20.8% agreed that the principal discusses content and goals of staff meeting with teachers, demonstrating a strong sense of collaborative leadership; Mean = 4.08, SD = 1.05.

#### **4.4.1 Relationship between Instructional Leadership by Principals in Explaining the School Missions, Vision and Goals and Performance of English Language**

To find out the relationship between instructional leadership by principals in explaining the school missions, vision and goals and performance of English language, the study carried a correlation test using Pearson Moments Correlation and the findings presented in Table 4.4.

**Table 4.4: Correlation between Principals in Explaining the School Missions, Vision and Goals and Performance of English Language**

		<b>Explaining Mission, Visions and Goals</b>	<b>Level of Performance</b>
Explaining Mission, Visions and Goals	Pearson Correlation	1	-.382
	Sig. (2-tailed)		.066
	N	24	24
Level of Performance	Pearson Correlation	-.382	1
	Sig. (2-tailed)	.066	
	N	24	24

The correlation table above shows the relation between how well the principals describe the mission, vision, and goals of their school, and the general performance level in their schools. This is supported by the Pearson correlation coefficient, which stands at -0.382, showing a fair negative relation between the two variables. However, this was subjected to a p-value of 0.066, hence not significant at the usual 0.05 level. That is, while it approaches significance, it doesn't exceed a threshold

beyond which one has strong statistical evidence that what was observed isn't a chance finding, but instead reflects a real and robust pattern. These findings might imply that even though the principals may try as hard as possible to articulate the missions, visions, and goals of the school, this may not be enough to bring about improvement in performance. This would seem to mean that effective communication of the mission and vision of a school, even though important, may well need to be complemented with other strategies of leadership or interventions that have more direct impact on the performance of the schools.

These findings suggest that the vast majority of teachers consider principals to be effective leaders in communicating the vision, mission, and objectives of the school—a precept supported by other studies which emphasize clarity of communication in instructional leadership. The relatively higher consensus on explaining school objectives and organizing school calendars reflects the role of principals in ensuring operational clarity along with structured learning environments. This is also supported by evidence provided by Hallinger and Wang (2020), who noted that the key role of the principals is to consistently articulate the mission and goals of the school, thus creating a centered educational culture. Variation in the response regarding instructional decision-making and addressing issues in teaching and learning indicates that even though many teachers see principals as strong directors, there is room for improvement in some cases. This is consistent with the research by Leithwood et al. (2019), which found that clear communication is crucial for effective instructional leadership, but so are any support networks that may emerge in relation to overcoming pedagogical obstacles and enhancing learning outcomes.

The results of this study corroborate those of previous earlier research that found administrators to be important contributors to the explanation and execution of school missions, visions, and goals. For example, Rashdi and Khamis (2017) identified that school leaders in Malaysia highly engage in defining and communicating their academic goals, which is well matched with the principals involved in this study who expressed their committed engagement to communication concerning school mission and objectives. The two studies agree that strong instructional leadership aligns educational programs with the vision of the school, hence proposing that principals who have taken an active approach to setting goals and collaboration are most likely to succeed in bringing improvement to schools. This study adds new insights from the Kenyan context, whereby principals use several top-down communication channels like assemblies and notice boards to reinforce the aims of the school, not well documented in the Malaysian context.

This study contributes to the academic literature with a broad view both from the public-school principals and teachers in Kenya, contrasting the findings from the more private school principal-focused Rashdi and Khamis (2017) study, since it allows for an understanding of instructional leadership in different settings. The current study is also in consonance with the one conducted by Ozdemir (2019) in Turkey, where the principals played a very important role in setting institutional goals and guiding teaching methodologies. This would suggest that effective leadership has to be done with some form of collaboration on the part of principals, teachers, and students themselves. From Ozdemir (2019) among the important factors cited is parental involvement; this however does not go further than that and

dwells on the role of the principal in the school environment, particularly in secondary education.

Burhanuddin and Aspland (2019) similarly emphasized the need for a clear vision and collaborative leadership in enhancing school performance in South Australia. This agreed with the result of this study that underlined the importance of a well-communicated school vision. Both studies concur that principals should communicate and pursue their school's academic goals through strategic and congruent means. Moreover, Irungu et al. (2019) investigated the positive relation of collaborative leadership to academic performance in Kenyan counties. Similarly, this study findings reported that Kenyan principals build collaboration and goal congruence on issues which created challenges for teaching and learning. This study identifies novelty in the use of assemblies, murals, and newsletters as specific means that principals in Kenya use to highlight academic goals and as ways in which the principal can embed their vision within the daily lives of students and staff. The latter expands the scope of how principals can integrate their vision into the daily lives of students and staff, while adding another new dimension to the growing literature on instructional leadership by focusing on practical strategies which principals can adopt, both in communicating and achieving educational objectives.

#### **4.5 Leadership Role of Principals in Managing Curriculum and Instruction**

Objective two of the study sought to find out instructional leadership by principals in managing school curriculum and instruction in enhancing performance of English language in public secondary schools in Kieni East Sub County. The study sought the view of the principals on the same and Table 4.5 presents the findings.

**Table 4.5: Leadership Role of Principals in Managing Curriculum and Instruction**

Statement	1	2	3	4	5	Mean	SD
Principal includes educators in the development and implementation of the English curriculum.	16.7%	-	16.7%	25.0%	41.7%	3.75	1.45
Principal assists teachers in raising the standard and efficacy of their instruction.	8.3%	-	-	33.3%	58.3%	4.33	1.13
Principal guarantees that the existing discipline control of instruction has been implemented.	8.3%	-	-	37.5%	54.2%	4.29	1.12
Principal makes sure instructors begin and end classes on time.	-	8.3%	-	8.3%	83.3%	4.67	0.87
Principal updates teachers on the most recent advancements in curriculum and instruction.	-	8.3%	-	12.5%	79.2%	4.63	0.88
Principal pays more attention to and watch over teachers who are having difficulties in the classroom.	-	8.3%	12.5%	29.2%	50.0%	4.21	0.98
Principal makes certain that educators are exposed to cutting-edge instructional techniques.	8.3%	-	4.2%	45.8%	41.7%	4.13	1.12
Principal makes sure instructors utilize the most effective amount of class time to impart new knowledge and ideas.	-	8.3%	16.7%	20.8%	54.2%	4.21	1.02
Principal is open to considering innovative teaching strategies and staff recommendations.	8.3%	-	12.5%	8.3%	70.8%	4.33	1.24
<b>Total</b>	<b>5.5%</b>	<b>3.7%</b>	<b>7.0%</b>	<b>24.5%</b>	<b>59.3%</b>	<b>4.28</b>	<b>1.09</b>

The findings in Table 4.5 show how principals view their leadership role in overseeing curriculum and instruction to raise English language proficiency in Kieni East Sub County's public secondary schools. The majority of principals concurred that they actively include teachers in the development and execution of the English curriculum; the mean score was 3.75 (SD=1.45), with 41.7% strongly agreeing with the statement. Furthermore, as evidenced by the high mean of 4.33 (SD = 1.13), 58.3% of the principals strongly agreed that they assist the teachers in raising the caliber and efficacy of their instruction. In addition, 54.2% strongly agreed that they ensure discipline control of instruction is in place, reflected by a mean of 4.29 (SD = 1.12). These responses show a strong commitment by the principals to support their teachers to manage curriculum and improve instruction.

The results also show that school principals are seriously committed to ensuring time management in classes, as 83.3% strongly agreed that they ensured the instructors started and concluded classes on time, bringing about a mean score of 4.67 (SD = 0.87). Furthermore, 79.2% strongly agreed that the principals update teachers on the latest developments in curriculum and instruction. The mean score was 4.63 with an SD of 0.88. This indicated the intention of the principals to keep the teachers up-to-date about the most modern teaching practices. Furthermore, 50% strongly agreed that they focus their attention on helping teachers who are in trouble in their classrooms. The mean was 4.21, with a standard deviation of 0.98, showing that individualized help is given when needed. Moreover, they also showed a strong interest in instructional innovation-70.8% strongly agreed that they are open to considering new teaching strategies and suggestions from staff and the mean was 4.33 with a standard deviation of 1.24. Overall responses tend to show that the

majority of principals take an active lead in managing and supervising the quality of curriculum and instruction. The overall mean is 4.28, while the overall standard deviation is 1.09 for all the aspects of leadership measured; this shows general agreement among the principals on the leading role they play in managing the curriculum and instructional practices in enhancing performance in the English language.

The findings indicated that public secondary school principals in Kieni East Sub County are actively engaged in the process of curriculum development and instructional management, which are vital factors for the improvement of English language teaching performance. The high mean scores across the statements demonstrate that the principals emphasize these key leadership roles in updating teachers on the latest instructional advancements, ensuring that there is time management in classrooms, and being open to innovative teaching strategies. This means that the principals view their leadership concerning curriculum management as central to the realization of better student performance in English language proficiency. In that respect, while most reported high engagement in these areas, dispersion of responses, as reflected by the standard deviations, does indicate some variability in these practices. Whereas a majority are proactive in offering support to struggling teachers, for instance, some may need to improve on individualized teacher support. The findings, therefore, seem to suggest that overall, the effective instructional leadership on the part of principals has been considered crucial in bringing improvement in the English language performance among the children across the studied schools.

In a similar vein, teachers were invited to share their thoughts on how principals manage curriculum and instruction to improve English language proficiency in public secondary schools in Kieni East Sub County. The results were documented in Table 4.6.

**Table 4.6: Teachers’ views on the Leadership Role of Principals in Managing Curriculum and Instruction**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
Principal includes educators in the development and implementation of the English curriculum.	4.2%	16.7%	22.9%	25.0%	31.3%	3.63	1.21
Principal assists teachers in raising the standard and efficacy of their instruction.	-	6.3%	29.2%	27.1%	37.5%	3.96	0.97
Principal guarantees that the existing discipline control of instruction has been implemented.	-	12.5%	16.7%	47.9%	22.9%	3.81	0.94
Principal makes sure instructors begin and end classes on time.	-	8.3%	4.2%	35.4%	52.1%	4.31	0.90
Principal updates teachers on the most recent advancements in curriculum and instruction.	4.2%	4.2%	16.4%	31.3%	45.8%	4.10	1.07
Principal pays more attention to and watch over teachers who are having difficulties in the classroom.	4.2%	18.8%	27.1%	39.6%	10.4%	3.33	1.04
Principal makes certain that educators are exposed to cutting-edge instructional techniques.	4.2%	10.4%	37.5%	22.9%	25.0%	3.54	1.11
Principal makes sure instructors utilize the most effective amount of class time to impart new knowledge and ideas.	4.2%	8.3%	16.7%	37.5%	33.3%	3.88	1.10
Principal is open to considering innovative teaching strategies and staff recommendations.	4.2%	2.1%	22.9%	27.1%	43.8%	4.04	1.07
<b>Total</b>	<b>2.8%</b>	<b>9.6%</b>	<b>21.4%</b>	<b>32.6%</b>	<b>33.6%</b>	<b>3.84</b>	<b>1.09</b>

Teachers' opinions of the leadership role principals play in overseeing curriculum and instruction to improve English language proficiency in public secondary schools in Kieni East Sub County are shown in Table 4.6. First, the majority of teachers agreed-with 31.3 percent strongly agreeing and a mean score of 3.63 (SD=1.21) that the administrators include them in the creation and execution of the English curriculum. On principals' support for teachers in raising standards and effectiveness in teaching, 37.5% strongly agreed with a mean score of 3.96 SD = 0.97. Conversely, 22.9% of the teachers strongly agreed that principals make sure that discipline control in instruction is implemented with a mean score of 3.81 SD = 0.94. These scores imply that, overall, teachers consider principals as being fairly supportive of them in the curriculum-related activities.

Time management is one domain in particular where principals are perceived to be very effective; 52.1% strongly agreed that principals ensure the instructors start and end their classes on time. This accounted for a very high mean score of 4.31 (SD = 0.90). Similarly, teachers acknowledged that principals keep them informed about the latest developments in curriculum and instruction. This received 45.8% strong approval, translating into a mean of 4.10 (SD = 1.07). It is interesting to note that far fewer teachers strongly agreed that the principals are concerned with helping teachers who have difficulties in the classroom. Only 10.4% strongly agreed, hence a lower mean score of 3.33, SD = 1.04. This could mean that teachers feel less supported by their principals in terms of receiving individual help. In addition, exposure to state-of-the-art teaching methods was rated slightly lower: 25.0% strongly agreed, mean of 3.54 (SD = 1.11). For innovative teaching strategies, 43.8% strongly agreed that their principals welcome consideration for such

strategies. The mean recorded is 4.04 with a SD of 1.07. Overall, the general mean score is 3.84 and SD of 1.09, indicating that teachers generally perceive their principals to exercise positive leadership; however, there is variation in several aspects of curriculum management and instructional leadership.

Comparison of teachers and principals Thus, both teachers and principals understand that principals play a very significant role in managing curriculum and instruction, but principals generally see their performance as more positive than teachers do. Principals describe themselves as highly involved with curriculum development, giving substantial support to teachers, and maintaining instructional discipline, though teachers agree but to a lesser extent. Both agree that the principal manages classroom time effectively, at least in terms of making sure classes start and end on time. However, there is a sharp divide on how principals and teachers view support for struggling teachers; principals rate their efforts more positively than do teachers. While both groups agree on innovation, teachers think that principals can do more to help them with the implementation of current instructional techniques. It therefore contrasts that while the heads believe they are executing their mandate as expected, for the teachers, some aspects, such as individualized attention and creativity, still have a larger room for improvement.

#### **4.5.1 Relationship between Principals Managing Curriculum/Instructions and Performance of English Language**

The study used Pearson Moments Correlation and the results are shown in Table 4.7 to determine the association between principals overseeing curriculum and instruction and English language proficiency.

**Table 4.7: Correlation between Principals Managing Curriculum/Instructions and Performance of English Language**

		Level of Performance	Managing School Curriculum and Instruction
Level of Performance	Pearson Correlation	1	.512*
	Sig. (2-tailed)		.012
	N	24	24
Managing School Curriculum and Instruction	Pearson Correlation	.512*	1
	Sig. (2-tailed)	.012	
	N	24	24

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

The connection that examines the association between English language proficiency levels in public secondary schools and the way principals oversee curriculum and instruction is displayed in Table 4.7 above. Students' English language proficiency tends to improve as principals manage school curricula and instruction more effectively, according to the Pearson correlation coefficient of 0.512, which shows a fair positive correlation between the two variables. As a result, the p-value is 0.012, indicating that the link is statistically significant at the 0.05 significance level and consequently highly unlikely to have happened by accident. When attempting to interpret these findings in the context of the current study, it seems that principals' active involvement in curriculum administration and instructional coaching significantly influences the enhanced English language proficiency of schools. This finding underlines the critical leadership role principals can play in improving academic achievement by fostering better practices of instruction.

Both teachers and principals in this study recognize that principals are key actors in exercising curriculum and instructional leadership. However, the most striking difference reveals how each group perceives this leadership to be effective.

Principals are inclined to rate their performance higher on curriculum development and support for teachers than what the teachers themselves have rated. For instance, while both believe that principals manage the time spent in the classroom effectively, teachers believe that more work can be done in monitoring and guiding teachers who are not performing well, and in developing fresh methodologies and techniques for classroom teaching. This agrees with Munguia (2017), who explained that principals often describe themselves as active agents in teacher support, but their actual support, particularly with regard to lesson planning and instructional monitoring might not match up to expectations of teachers. The tours of Juma et al. (2020) contribute to the validation of classroom visits and monitoring by the school heads; however, their results indicated that the heads overestimated the actions they took toward instructional development. This would imply that even though the principals themselves perceive that they are performing their duties, the teachers may still require more personalized attention and support in reality.

Zorlu and Arseven (2019) further affirm that the role of principals as leaders involves more than administrative functions since, in this respect, they define precisely basic resources and instructional materials that are required for teachers to carry out their job functions. In fact, these authors conducted their study in Turkey to prove how the combination of physical and instructional resources has to go together if desired learning targets are to be achieved. This study goes to confirm the above observation by pointing out the area of effective instructional time management and class discipline, which teachers and principals agree on. However, there is still a gap in teachers' perception of whether the principal tries hard to support teachers who are experiencing difficulties and provide opportunities for

them to learn new approaches to teaching. Petersen (2020) further argue that most principals, especially in developing contexts, pay so much attention to administrative leadership at the expense of instructional leadership. This may be explained by the fact that, seemingly, principals feel themselves sufficiently involved in instructional leadership, while on-the-ground teachers believe that much is yet to be accomplished, especially in creativity and personalized support.

On the contrary, Petersen (2016) found from South Africa that principals were more administratively preoccupied with chores than with instructional leadership, a theme very similar to what this present study has reported. While principals in their research demonstrated an awareness of their role in leading curriculum reform, many still viewed their responsibilities primarily in managerial terms. This is indicated by the fact that principals currently rate themselves more highly than teachers in support of curriculum innovation and teacher development. Arvenile (2019) further support the point by reiterating that principals are to be active in resource management and instructional practices. From these two studies, it is suggested that while principals understand their role in instructional leadership, there is still a need for further development in engaging teachers in curriculum improvements, particularly with respect to innovative teaching methods. That shows the continued problem of principals in managing teachers, not only in bringing them up to speed but also continuing to motivate and support them in using new, effective instructional techniques.

#### 4.6 Instructional Leadership by Principals in Promoting Staff Development

The third objective of the study was to determine instructional leadership by principals in promoting staff development to enhance the performance of English language in public secondary schools in Kieni East Sub County. The study sought views of the principals on the same and Table 4.8 presents the findings.

**Table 4.8: Role of Principals in Promoting Staff Development**

Statement	1	2	3	4	5	Mean	SD
Carry out staff development initiatives in the school.	-	20.8%	4.2%	25.0%	50.0%	4.04	1.20
Urge educators to take classes to advance their professionalism.	-	-	25.0%	29.2%	45.8%	4.21	0.83
Take part in employee development initiatives.	-	-	16.7%	50.0%	33.3%	4.17	0.70
To address the demands of teachers for training, I provide workshops and internal training.	-	8.3%	41.7%	33.3%	16.7%	3.58	0.88
Make sure department heads in the school talk to their teachers about the information they learned from the courses they took.	-	8.3%	8.3%	33.3%	50.0%	4.25	0.94
Serve as the point of reference for putting the school's staff development programs into action.	-	-	29.2%	33.3%	37.5%	4.08	0.83
Give department heads the authority to fulfill their responsibility to enhance the effectiveness of teachers' instruction.	8.3%	-	-	12.5%	79.2%	4.54	1.14
<b>Total</b>	<b>1.2%</b>	<b>5.3%</b>	<b>17.9%</b>	<b>30.9%</b>	<b>44.6%</b>	<b>4.12</b>	<b>0.93</b>

Results in Table 4.8 present principals' perceptions of their role in staff development to enhance performance in teaching the English language in public secondary schools in Kieni East Sub County. Regarding the implementation of staff development programs, 50% of principals strongly agreed that they were leading such a program actively, and 25% agreed with a mean score of 4.04 and an SD of 1.20, showing that there was high engagement but variability in perceptions. Moreover, principals reported encouraging educators to take classes to increase professionalism, and strongly agreed with 45.8%, while 29.2% agreed; thus, the mean score was 4.21, with an SD of 0.83, which stated that teacher professional development is a priority of the principals. Asked if they personally participate in the development initiatives, 33.3% strongly agreed, while 50% agreed, giving a mean of 4.17 and SD of 0.70, indicating that they are personally involved in staff development.

On the contrary, responses regarding organizing workshops and internal training to meet the training needs expressed lower levels of positivity. Only 16.7% strongly agreed, while another 33.3% agreed, which provides a mean of 3.58 and SD of 0.88, which would indicate that principals believe there is a need but might not be able to deliver as many training opportunities. The principals are more confident in making department heads share their knowledge acquired in training courses: 50% strongly agreed and 33.3% agreed, giving a mean of 4.25 and SD of 0.94. Last but not least, 79.2% of principals strongly agreed they empower department heads to enhance the teachers' instructional effectiveness. This is quite an important function of leadership, and it comes out quite well in the mean score-4.54 and SD of 1.14. Overall, the total mean score of 4.12, SD = 0.93, indicates that principals do believe

that they play an important role in staff development; however, there are areas such as direct, support in training where improvements could be achieved.

Translating these findings, it is apparent that principals view themselves as playing a critical role in the development of teachers, enhancing performance in the English language. They consider their role in leading in the nurturing of professional development of the staff, undertaking personal involvement in the same development initiatives, and ensuring heads of departments are contributing to making the teaching fraternity truly effective. These low scores on organizing workshops and training, however, may be indicative of practical constraints or difficulties in regularly providing such opportunities besides the recognition of their importance. This would appear to point to the conclusion that while principals do value staff development, more frequent and formal training programs could be done to further assist English language teaching in their schools.

Similarly, the study sought the for views of the teachers regarding the role of secondary school principals in promoting staff development and the findings presented in Table 4.9.

**Table 4.9: Teachers' Views on the Role of Principals in Promoting Staff Development**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
Principal carries out staff development initiatives in the school.	8.3%	16.7%	25.0%	27.1%	22.9%	3.40	1.25
Principal urges educators to take classes to advance their professionalism.	4.2%	18.8%	35.4%	16.7%	25.0%	3.40	1.18
Principal takes part in employee development initiatives.	12.5%	22.9%	18.8%	27.1%	18.8%	3.17	1.33
To address the demands of teachers for training, Principal provides workshops and internal training.	8.3%	31.3%	14.6%	16.7%	29.2%	3.27	1.40
Principal makes sure department heads in the school talk to their teachers about the information they learned from the courses they took.	6.3%	10.4%	27.1%	22.9%	33.3%	3.67	1.23
Principal serves as the point of reference for putting the school's staff development programs into action.	4.2%	8.3%	33.3%	27.1%	27.1%	3.65	1.10
Principal gives department heads the authority to fulfill their responsibility to enhance the effectiveness of teachers' instruction.	4.2%	-	22.9%	33.3%	39.6%	4.04	1.01
<b>Total</b>	<b>6.9%</b>	<b>15.5%</b>	<b>25.3%</b>	<b>24.4%</b>	<b>27.9%</b>	<b>3.51</b>	<b>1.21</b>

Results in Table 4.9 illustrate the perceptions of teachers on the role of principals in facilitating staff development to enhance performance in teaching the English language in public secondary schools in Kieni East Sub County. To the question that dealt with whether principals conduct staff development activities, the responses of

teachers showed that 22.9% strongly agreed and 27.1% agreed with a mean score of 3.40 and a standard deviation of 1.25. This means that while there were views among teachers that the principals took an active part in staff development, others also felt that more needed to be done. Equally important, regarding the question of whether the principals would encourage educators to take classes to improve their professionalism, 25% strongly agreed and 16.7% agreed; thus, the mean score equaled 3.40, and the SD was 1.18, which is both a mix of views concerning encouragement about professional growth.

More crucial were the responses for teachers' perceptions of whether the principals take part in the employee development initiatives; only 18.8% strongly agreed, while 27.1% agreed. This gives a mean of 3.17 and SD of 1.33. This may indicate that teachers feel that even principals do not visibly participate in development activities. In the case of workshops and internal training, 29.2% strongly agreed, while 16.7% agreed to give a mean score of 3.27 and SD of 1.40, which again showed there was some deficiency in providing adequate training. On the contrary, there is a relatively favorable response on the question about principals' ensuring that department heads share knowledge from the training session as 33.3% strongly agreed and 22.9% agreed with a higher mean of 3.67 and SD of 1.23.

Finally, teachers also admitted that principals act as a referent for staff development programs implementation with 27.1% strongly agreed and another 27.1% agreed, thus resulting in a mean score of 3.65 and SD of 1.10. The last statement was about principals who empower the department heads to ensure teacher effectiveness. The highest was recorded at 39.6% strongly agreed, with a mean score of 4.04 and an SD of 1.01. The average score of 3.51 with a standard deviation of 1.21 generally

indicates that even though teachers acknowledge principals' roles in staff development, there is inconsistency to show that some areas, such as personal participation in initiatives and training provided, need more attention.

These results would, therefore, indicate that teachers have a moderate perception of principals' involvement in staff development with certain aspects of leadership being perceived as stronger than others. The teachers indicate that though principals do delegate responsibilities to departmental heads and communicate new training information, they are less convinced of principals being personally involved in activities dealing with staff development and the provision of adequate training opportunity. This would therefore mean that as much as the principals were viewed to hold a core position in encouraging professional development, there was still ample room for optimum improvement in the making of the teachers' feeling fully supported in their development.

#### **4.6.1 Relationship between Principals Promoting Staff Development and Performance of English Language**

The study used a Pearson Moments Correlation test to determine the association between principals encouraging staff development and English language proficiency; the results are shown in Table 4.10.

**Table 4.10: Correlation between Principals Promoting Staff Development and Performance of English Language**

		<b>Level of Performance</b>	<b>Promoting Staff Development</b>
Level of Performance	Pearson Correlation	1	.212
	Sig. (2-tailed)		.062
	N	24	24
Promoting Staff Development	Pearson Correlation	.212	1
	Sig. (2-tailed)	.062	
	N	24	24

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

The correlation between English language proficiency in Kieni East Sub County public secondary schools and administrators' efforts to foster staff development is seen in table 4.10. In this respect, the Pearson correlation coefficient was 0.212 between promoting staff development and performance in English, hence revealing a weak positive relationship. While there is a slight positive correlation, as indicated, the significance level-that is, the p-value of 0.062-stands above the conventional threshold of 0.05. This would suggest that the correlation is not statistically significant, and as a result, in the context of this study, there may not be a direct link between principals' attempts to enhance staff and students' proficiency in the English language. However, the positive direction of the correlation suggests that improvements in staff development may still be associated with improved performance over time, even if currently the evidence is weak.

The results relating to the instructional leadership of principals in staff development indicate a considerable gap in the perceptions of principals and teachers. Generally speaking, principals rated their activities for the purpose of staff development more positively; they viewed themselves as an important facilitator in professional growth

and instructional improvements. These findings corroborate the findings of Wieczorek and Manard (2018), who noted that one of the balancing tasks of principals was between leadership and community expectations, and Gumus and Akcaoglu (2023), who also echoed the role of principals in encouraging continuous professional development among teachers. They emphasized how they are championing educators to take professional courses, join development programs, and are relying on assurances that department heads were sharing their new learning with their groups. The high mean scores, as self-reported from the principals themselves in items such as empowering the department heads and providing staff development programs, is indicative of the confidence of themselves in their instructional leader role.

On the other hand, teachers regarded the role of principals in staff development, with an affirmation of involvement in areas where improvement is being sought or achieved. While they acknowledged that principals promoted professional development and distributed instructional leadership among staff, from the teachers' responses about the matter at hand, it is clear that direct involvement on the part of the principals themselves in the process of staff development was minimal. They indicated a lack of internal training opportunities being provided and any dissemination of new knowledge acquired. This is corroborated by the findings of Ndambuki (2020), who established that the principals in Makeni County supported instructional leadership strategies but the effect on teacher development was perceived to be at a moderate level. It is viewed by Awosiyani (2015) that without modern teaching resources and strong participation by the leadership, the effort for the development of teachers could not be as fruitful as would be desired.

Results reveal new insights into the complex interaction of leadership and teacher development: whereas principals consider themselves good at this point, teachers find that more could be done to make staff development initiatives better, more positive in their impacts. According to South African Department of Education (2018), this might indicate that principals take matters of professional development not only by initiation but also through active support during the implementation process. While the findings supported previous research on the central role that principals play in professional growth, they indicated that this participation needs to be more consistent, as evidenced by the South African Department of Education (2008), which noted that principals needed to keep up to date with developments and promote a collaborative learning environment among teachers.

#### **4.7 Role of Principals in Collaboration with External Parties**

The study's fourth goal was to ascertain how principals, working with outside partners, could improve English language proficiency in public secondary schools in Kieni East Sub County. Thus, in order to improve the teaching of English in secondary schools, the principals were asked to share their opinions on the role that they play in working with outside parties. The results are shown in table 4.11.

**Table 4.11: Principals' Views on Role of Principals in Collaboration with External Parties**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
I urge PTA (Parents Teachers Association) to talk about issues with pupils' education.	8.3%	4.2%	16.7%	16.7%	54.2%	4.04	1.30
To implement Secondary School Integrated English Curriculum, I need the County Education Office's help.	16.7%	16.7%	16.7%	16.7%	33.3%	3.33	1.52
To address curriculum issues, I consult the County Education Office or the State Education Department.	8.3%	4.2%	25.0%	33.3%	29.2%	3.71	1.20
I'm looking for support from the school community and other organizations to host lectures and seminars on various topics.	4.2%	8.3%	16.7%	45.8%	25.0%	3.79	1.06
I encourage parents to participate in school activities	8.3%	4.2%	-	41.7%	45.8%	4.13	1.19
I receive a variety of services or amenities from county government organizations.	8.3%	41.7%	16.7%	-	33.3%	2.75	1.03
<b>Total</b>	<b>9.0%</b>	<b>13.2%</b>	<b>15.3%</b>	<b>25.7%</b>	<b>36.8%</b>	<b>3.63</b>	<b>1.22</b>

Results in Table 4.11 present the perception of principals in regard to their role in collaboration with external parties like Parents Teachers Association, the County Education Office, and the School Community to improve performance in the English language in public secondary schools in Kieni East Sub County. Principals perceive their collaboration with external stakeholders comparatively on the high side. For instance, 54.2% of the principals strongly agreed that they actually send urging to the PTA to address issues related to pupils' education; the mean score for this is 4.04 which means highly involved. Again, 45.8% of the principals agreed that

they encourage parents to participate in school activities, and their mean score was 4.13, meaning they are aware of the importance of parents participating in school activities to improve the children's academic performances.

Therefore, with regard to the supports from the County Education Office, there were mixed answers; though 33.3% strongly agreed that in implementing the Secondary School Integrated English Curriculum, they seek supports from the County Education Office, the mean score of 3.33 has shown that not all principals are relying heavily on this kind of external assistance. Another 33.3% also consult with the County Education Office or State Education Department on curriculum issues with a mean of 3.71, indicating a moderate level of engagement in this aspect. This portrays that the reliance on the county office for the affairs which pertain to curriculum, though there is consistency, is not strongly coherent across the principals.

In contrast, the cooperation with the school community and other organizations in organizing lectures and seminars received more encouragement. The mean score of 3.79 showed responsiveness in tapping into external resources, wherein about 45.8% agreed that they sought such support. However, when receiving services or amenities from county government organizations, only 33.3% agreed, and with its mean score of 2.75, this area is one of the weakest collaborations. Overall, even though principals recognize their responsibility for external collaboration, the level of partnership varies depending on the nature of the collaboration, and stronger involvement can be seen in partnership parent and community engagement rather than at the county level.

Similarly, teachers were asked to give their views on the role of secondary school principals in collaboration with external parties in enhancing performance in English language and Table 4.12 presents the findings.

**Table 4.12: Teachers' Views on Role of Principals in Collaboration with External Parties**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
Principal urges PTA (Parents Teachers Association) to talk about issues with pupils' education.	-	12.5%	14.6%	35.4%	37.5%	3.98	1.02
To implement Secondary School Integrated English Curriculum, Principal needs the County Education Office's help.	16.7%	12.5%	8.3%	33.3%	29.2%	3.46	1.46
To address curriculum issues, Principal consults the County Education Office or the State Education Department.	4.2%	8.3%	20.8%	33.3%	33.3%	3.83	1.12
Principal looks for support from the school community and other organizations to host lectures and seminars on various topics.	10.4%	10.4%	25.0%	29.2%	25.0%	3.48	1.27
Principal encourages parents to participate in school activities	4.2%	10.4%	10.4%	27.1%	47.9%	4.04	1.18
Principal receives a variety of services or amenities from county government organizations.	20.8%	33.3%	8.3%	22.9%	14.6%	2.77	1.40
<b>Total</b>	<b>9.4%</b>	<b>14.6%</b>	<b>18.7%</b>	<b>30.2%</b>	<b>31.3%</b>	<b>3.59</b>	<b>1.24</b>

The results in Table 4.12 present teachers' perception of the role played by principals in collaborating with external agents, such as PTA, County Education Office, school

community, and parents, on how to improve the performance of English language in public secondary schools in Kieni East Sub County. Overall, the teachers agree that principals play a major role in collaborating with these external agents. For instance, 37.5% strongly agreed that "Principals urge the PTA to discuss issues related to pupils' education" and gave it a mean score of 3.98, reflecting a high perceived level of engagement with the PTA. This would therefore mean that the principals are regarded to satisfactorily engage the PTA in the educational concerns of the pupils, particularly about the English language.

The teachers also acknowledge the need of the principal to get support from the County Education Office in teaching the Secondary School Integrated English Curriculum, although the response is a bit more mixed. While 33.3% of the teachers agreed to the fact that principals consult either the County Education Office or the State Education Department on matters concerning curriculum issues, the mean score of 3.46 is indicative of moderate reliance on support from the county office. As a result, 33.3% of the teachers agreed that principals seek advice on matters dealing with curriculum from others, represented by an average mean score of 3.83, indicating that even though some principals consult with educational authorities, the practice is not strongly entrenched across boards.

In the case of the school community and other organizations being involved, the views expressed by teachers became more moderate. Although 29.2% of the teachers agreed that "Principals seek support from the school community and external organizations to organize lectures and seminars;" the average score of 3.48 means that teachers' satisfaction with this component of external cooperation was mediocre. Also, the teachers felt that principals could improve on collaboration with

county government organizations since only 14.6% strongly agreed to the assertion that principals get various services or amenities from such a body and the mean score of 2.77 elucidates this to be one area where principals could plug the gaps. Overall, while teachers recognized efforts towards external collaboration taken up by the principals, there is scope for bettering the partnership building processes especially with the county government organizations.

#### **4.7.1 Relationship between Principals Collaboration with External Parties and Performance of English Language**

To find out the relationship between principals' collaboration with external parties and performance of English Language, the study carried a correlation test using Pearson Moments Correlation and the findings presented in Table 4.13.

**Table 4.13: Correlation between Principals Collaboration with External Parties and Performance of English Language**

		<b>Level of Performance</b>	<b>Collaboration with External Parties</b>
Level of Performance	Pearson Correlation	1	.111
	Sig. (2-tailed)		.606
	N	24	24
Collaboration with External Parties	Pearson Correlation	.111	1
	Sig. (2-tailed)	.606	
	N	24	24

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

The table 4.13 describes the relationship of the role of principals in collaboration with external parties and performance in English language within public secondary schools. The Pearson correlation coefficient between the variable pairs stands at 0.111, indicating that there is a weak positive correlation. However, the p-value of

0.606 means that this correlation is insignificant, and there is no substantial proof from this data that there is indeed a meaningful relationship between the level of collaboration with external parties and performance in English. While the principals may consider collaboration with outside stakeholders as helpful in raising the performance of English, there is no suggestion from the findings that such collaboration has a positive enough effect on the actual performance of students. This would therefore suggest that collaboration is either insufficient or that other factors, internal strategies of teaching, or resources are more critical to determining the success or otherwise of English language teaching in these schools.

Results of this study on principals' instructional leadership in staff development reveal a mixed perception by the principals and teachers. The principals viewed their role in very positive terms and felt able to contribute a great deal to teacher professionalism and instructional effectiveness by engaging the heads of departments and creating professional growth opportunities. This therefore confirms other studies, which have been done earlier such as those by Ozdemir et al., (2021), who established that the leadership of the principals remains pivotal in taking up the mantle of establishing teacher professional communities and ensuring parental involvement in non-Western countries such as Turkey. Equally, Nathern et al., (2020) established that in most successful schools, the credit for the academic performance always goes to the leadership of the principals who set the pace for standards and develop staff to work towards those standards. However, current findings demonstrate a more direct approach with regard to the principals' self-perception, explaining an underestimation of their effectiveness when matched to more critical views made by the teachers.

In that respect, the teachers had a much more guarded view regarding the principals' role in relation to staff development. This group recognized positive attempts that were made, but the overall responsibility of principals was garnered as minimal, while the training opportunities offered were insufficient. This is also in line with the findings of Huong (2020), who noted that exogenous factors such as infrastructure, resources and principals' professional training all have a direct impact on instructional leadership, suggesting that the leadership roles perceived by principals themselves do not always necessarily lead to practical results. In this present research, it seems teachers do think highly of the principals in encouraging professional development, though the amount of support and available resources given is just not enough to substantially influence instructional practices. This disconnect between what principals feel they are doing and what teachers are reporting is a call for more substantive and comprehensive staff development programs, as pointed out by local and international research.

These findings on instructional leadership in the secondary schools bring new insights into this ongoing dialogue. Indeed, previous research, such as Toprakç et al. (2020), identifies the principal's development of collaboration among the teachers and other agents outside the schools-parents and educational authorities, for example-as instrumental in improving school performance. In this study, while external collaboration was valued by both teachers and principals, it was not always found to be successful, with the principal's support variable. This therefore points out one area that needs strengthening in school leadership within Kieni East Sub County: ensuring active and consistent involvement of external stakeholders in the

staff-development function to echo calls for stronger instructional leadership capacities-as has been the case in Malawi and elsewhere.

#### 4.8 Level of Performance

The study sought to establish the level of performance of the respondents and the findings were as presented in Table 4.14.

**Table 4.14: Level of Performance in English Language**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>	<b>SD</b>
Fair	8.3%	41.7%	8.3%	41.7%	3.33	1.58
Satisfactory	-	25.0%	50.0%	25.0%	3.75	1.11
Good	-	37.5%	33.3%	29.2%	3.54	1.29
Excellent	12.5%	33.3%	41.7%	12.5%	3.08	1.35
<b>Total</b>	<b>5.2%</b>	<b>34.4%</b>	<b>33.3%</b>	<b>27.1%</b>	<b>3.43</b>	<b>1.33</b>

Table 4.14: Perception of respondents to different statements related to performance levels such as "Fair," "Satisfactory," "Good," and "Excellent" in the context of the study. The individual responses for each of these attributes were rated according to the four categories, and percentages along with mean and SD values were calculated for each statement. The "Fair" category included 8.3% having the scores at the lowest level, 41.7% placing it at the second and fourth levels, giving a mean of 3.33 with a high standard deviation of 1.58. This therefore displays a split opinion among the respondents where most are either seeing the performance as being moderately fair or classifying it to be better.

In the "Satisfactory" category, no respondents rated it at the lowest rating, but 25.0% rated it in the second and fourth positions, with 50.0% placing it in the third position. The mean was 3.75 for this category, with a standard deviation of 1.11,

indicating generally positive perceptions across the board but with a lower variability in response than in the "Fair" category. In fact, for "Good," 37.5% placed it in the second position while 33.3% were in the third, with 29.2% placing it in the fourth. This gives a mean of 3.54 with a standard deviation of 1.29, showing that greater number thought the performance above par, with some minor deviation. There were 12.5% of "Excellent," with grades at the lowest, 33.3% in the second-lowest, 41.7% in the middle, and 12.5% in the fourth. For this category, mean 3.08 and standard deviation 1.35 portrayed a generally moderate view of excellence with a varying degree of support among respondents.

Overall, for all categories, the mean was 3.43 with a standard deviation of 1.33, evidence that the majorities of the respondents' performance markings were satisfactory and above, yet there was considerable variation in how each level of performance was perceived. From this, one infers that in context, this set of data in the study indicates a general appreciation of performance, yet there are more divided opinions with regard to excellence and fairness; thus, any improvement must be balanced in the instructional leadership and staff development efforts.

#### **4.9 Regression Analysis**

Regression analysis in this respect deals with a statistical test of the relationship which may exist between the role played by principals in promoting instructional leadership and such performance outcomes as the performance of English language in public secondary schools. Regression analysis in the present study was used to determine the extent to which English language performance in cooperation with external parties, promotion of staff development, and other leadership practices by school principals can be predicted. This provides a way of establishing the strength

and direction of these relationships, further informing efforts on how principals' leadership can best contribute toward academic outcomes in the school setting.

#### 4.9.1 Model Summary

**Table 4.15: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.339 <sup>a</sup>	.115	-.018	.79936

a. Predictors: (Constant), Collaboration with External Parties, Explaining the School Missions, Vision and Goals, Managing School Curriculum and Instruction

From this, Table 4.15 below presents the model summary used in establishing how the independent variables, namely Collaboration with External Parties, Explaining the School Mission, Vision and Goals, and Managing School Curriculum and Instruction, predict the dependent variable, which in this study is the performance of English language in public secondary schools. R Square of 0.115 shows that about 11.5% of proportionate variation can be defined from the principals' roles with respect to collaboration with external parties, mission communication, and curriculum management in terms of performance in the English language.

#### 4.9.2 Analysis of Variance (ANOVA)

**Table 4.16: The ANOVA Table**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.655	3	.552	.863	.476 <sup>b</sup>
	Residual	12.780	20	.639		
	Total	14.435	23			

a. Dependent Variable: Level of Performance

b. Predictors: (Constant), Collaboration with External Parties, Explaining the School Missions, Vision and Goals, Managing School Curriculum and Instruction

The ANOVA table presents the variance analysis that tests whether the regression model in the study is significant overall. F-statistic 0.863: This displays the F-value, which is used to test the null hypothesis that a dependent variable's variation cannot be significantly explained by a regression model. The greater explanatory power would be indicated by a high F-value. Estimate Confidence: Variability Measures. The model is not a good match in this case, as indicated by the F-value of 0.863. Significance Level ( $p = 0.476$ ): The complete regression model will be tested for significance using this p-value. Given that the p-value is higher than 0.05, it can be concluded that the independent factors do not substantially predict the degree of English language proficiency in this particular scenario. In general, the tests performed by the ANOVA suggest that the role of the principals alone-as measured through collaboration with external parties, explanation of school missions and goals, and management of curriculum and instructions-does not explain a significant proportion of variation among the sample in the performance of the English language.

### 4.9.3 Regression Coefficient

**Table 4.17: Regression Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.751	1.154		-.651	.520
Explaining the school mission	-.254	.277	-.147	-.917	.366
Managing curriculum and instructions	.694	.233	.455	2.981	.005
Collaboration with external parties	.077	.139	.075	.554	.583
Promotion of staff development	.088	.167	.478	3.525	.041

a. Dependent Variable: Performance in English language

The regression coefficient table gives an idea of different roles played by principals as leaders in influencing variations in the performance of students in the English language. The constant, with a coefficient of 0.751, reflects the expected level of performance in English when other factors become neutral. On the contrary, this value is not significant at a statistical point of view ( $p = 0.520$ ), which justifies the fact that the constant itself does not have any meaningful influence on predicting performance in context.

By observing the role of explaining the school mission, it is indeed true that with greater emphasis on the part of principals explaining the school's mission, vision, and goals, English performance decreases, though slight. This, however, is

insignificantly related because  $p = 0.366$  and a low Beta value of  $-0.147$  reveals it not to be a factor that greatly contributes to explaining the variation in performance. Conversely, the curriculum and instruction management function exhibits a positive and significant effect, with a coefficient of  $0.694$  and a significance probability of  $0.005$ , suggesting that school principals who actively manage the curriculum and instructional functions have a statistically significant positive effect on students' English performance. This variable carries a relatively strong standardized Beta value of  $0.455$ , indicating its importance.

Collaboration with other stakeholders from outside shows a weak positive relation at  $B = 0.077$ , though not significant at  $p = 0.583$ . Generally, this means that although collaboration with outside parties, like parents and education stakeholders, is helpful, the direct influence it has on performance in the English language for this study is minimal. Similarly, the promotion of staff development with the coefficient of  $0.088$  also indicates a positive relationship, but here the significance level at  $p = 0.041$  suggests that the impact is somewhat limited. Its Beta value is  $0.478$ , thus showing moderation and meaning that promoting staff development does enhance student performance but not so strongly as in managing curriculum and instruction.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

Chapter five gives an overview of the findings of the research through conclusions based on the study objectives and gives recommendations that can be useful to the stakeholders. This chapter therefore summarizes what came out in the analysis done in the previous chapters, especially the way the principals' instructional leadership influences the performance of the English language in public secondary schools in Kieni East Sub County. It will then summarize the striking findings on principals' collaboration with external parties, managing school curriculum, developing staff, and their general role in enhancing student achievement. This chapter concludes with the synthesis of such findings to provide an overview of what works in the different leadership strategies adopted by principals and what the implications for academic performance are. These recommendations then detail how policy makers and educational institutions should further enhance the instructional leadership role of principals with a view to further enhancing the teaching and learning environment, such that the performance of the English language improves. The recommendations based on the findings of this study are meant to be practical in addressing gaps identified by this research study.

#### **5.2 Summary**

##### **5.2.1 Role of Principals in Explaining the School Missions, Visions and Goals**

Perceptions of principals reflected strong activity in creating and communicating the school mission, vision, and goals, that is, the quintessential role of instructional leadership. Principals reported that they communicated school goals regularly to the

entire school community to articulate a clear academic purpose and get everyone working together around shared educational priorities. They put first their role in planning school calendars based on instructional objectives, shaping goal-driven educational programs, making instructional choices, and reasserting scholarly priorities in areas such as student assemblies, notice boards, and staff meetings. All these are characteristics of an activist leadership style for promoting a culture of academic success, especially in areas such as English where performance has been poor.

On the teachers' side, there was strong agreement on the principals' efforts at explaining and reinforcing the school's mission, vision, and goals. Many of the teachers acknowledged that principals guided them in aligning their teaching practices with the school's academic direction. They also acknowledged principals' involvement in planning and implementing academic programs and distributing curriculum expectations. However, even while teachers saw principals as effective leaders in general, principals were seen to lack consistent support in helping to resolve specific instructional issues in teaching English language. This indicates that while the foundation for instructional leadership is present, more targeted interaction is needed to support English language teachers in resolving challenges at the classroom level. Principals' active involvement in setting and communicating the school's mission and goals, in general, serves a critical function in shaping instructional priorities and enhancing student focus. Consistent application of these leadership practices creates a consistent learning environment with direct effects on English performance gains, thereby reinforcing the relationship between this key

component of instructional leadership and the dependent variable student academic achievement in the English language.

### **5.2.2 Leadership Role of Principals in Managing Curriculum and Instruction**

The findings on the leadership role of the principals in managing curriculum and instruction show quite important insights from both principals and teachers. Generally, principals perceive themselves as highly effective in managing curriculum development and instruction. They reported active inclusion of educators in curriculum development, assisting teachers in enhancement of their instructional practices, and ensuring discipline in instructional delivery. They also point out how they take into consideration class starts and stops on time, are up to date with state affairs regarding curriculum and instruction, and support teachers when in trouble in the classroom. They regard themselves as being proactive because they introduce new teaching techniques in the classroom and would appreciate a suggestion from the staff. Therefore, this self-evaluation describes their belief in their leadership skills to sustain the standards of English language courses at high school establishments.

Teachers, while acknowledging the role of the principal in curriculum and instruction management, do provide a more critical perspective. While they agree with the view that principals manage classroom time effectively and contribute to the development of the curriculum, they feel that more support could be given to those teachers who are not shaping up. They say more support of principals for innovative teaching methods and giving personalized attention to challenges arising out of instructions is possible. There is also a feeling of disconnection between what the principals try to do and what actually happens as a consequence of their

leadership in terms of day-to-day work of an instructional nature. According to the teachers, even though the principals do play their administrative role, much more needs to be done to make the environment friendlier and collaborative toward professional improvement and development for the curriculum.

### **5.2.3 Instructional Leadership by Principals in Promoting Staff Development**

Results of instructional leadership by the principals in staff development promotion highlight differences between the perceptions by the principals and teachers. The principals rated themselves more positively for engaging in the staff development initiative, as highlighted by the high proportion of the sample who believed they played a very important role in promoting teacher professionalism and instructional effectiveness. They viewed themselves as actually supporting the taking of classes by teachers for professional development, joining employee development programs, and making sure that departmental heads pass on acquired knowledge with their respective teams. As such, most of the principals considered themselves as actually providing the departmental heads with the powers to bring improvement in teachers' performance. They also regarded themselves as important figures for the introduction of staff development programs. Mean scores reported by principals reflect a high level of confidence in their leadership of staff development, with the majority of respondents agreeing that their efforts make a valuable contribution to the overall effectiveness of English language teaching.

In contrast, the view of teachers concerning principals' contribution to promoting staff development was more mixed. While they acknowledged that principals take some initiative to support professional development, in terms of the extent of their involvement, the ratings were less positive: Teachers agreed that principals

encouraged professional growth and delegated instruction responsibilities to department heads but were critical of the extent to which principals directly participate in staff development activities. They also felt that internal training opportunities, through principals, were limited and whilst there was some communications around new knowledge, it was piecemeal. Overall, it would appear from the teachers' responses that they feel, while principals are engaging in staff development, more could be done to ensure these become more effective and benefit the teachers directly.

#### **5.2.4 Role of Principals in Collaboration with External Parties**

From the findings on the role of principals in collaboration with external parties, there is a difference between the perceptions developed by principals and teachers. The principals perceive that they involve external stakeholders such as the PTA, County Education Office, and the school community in improving the performance of English in their schools. They picture themselves at the forefront of a PTA to participate in school affairs, in consultation with educational authorities over curriculum issues, and with the wider community to arrange seminars and lectures. Principals too have similarly been seeing their involvement in bringing parents into their schools' activities highly important and highlight the role of the school in establishing good connections with those stakeholders outside for the purpose of teaching and learning.

On the other hand, teachers seemed to have a more mixed view of how well principals collaborate with the external stakeholders. They agreed that principals do involve the PTA and invite all parents to take part in various activities around school; however, they felt that collaboration with the County Education Office or

some other organizations outside the schools can be stronger. Whereas some efforts of the principals to seek support within their community were recognized, teachers felt that even more active and extensive collaboration should be developed, particularly in securing resources and services from outside. This underscored that there is still a need for principals to strengthen their strategies of collaboration in order to maximize the external support in the better achievement of English language performance.

### **5.3 Conclusion**

In conclusion, both principals and teachers agreed that there is a great need for principals in providing leadership on missions, visions, and goals of schools. As a matter of fact, this type of leadership is believed to be quite pivotal to creating an educational environment focused on a particular direction toward which both staff and students work together. The findings indicated that the majority of principals have been doing well in their roles, particularly at the school planning level, instructional decision-making, and facilitating collaboration among staff. While some variation in teacher responses does indicate that the school should continually work at meeting instructional obstacles and providing fuller support in teaching and learning. In this respect, the critical role of the principal in communicating the vision and goals of the school responds to commitments from each stakeholder regarding school academic concerns. By articulating these goals and guiding programs that realize these goals, the principals help in creating environments which are permissive of learning and better performance. On the other hand, however, the study also suggests continuous professional development both for the principals and

teachers in order to raise instructional leadership a notch higher and ensure that the instructional challenges are met persistently.

In conclusion the findings indicate that while both teachers and principals agree that the role of leadership is very important in ensuring that curriculum and instruction are managed at schools, there is a great gulf between perceptions of each group regarding how well these functions are performed by the leadership. Principals perceive themselves as highly effective in the areas of curriculum development, instructional support for teachers, instructional discipline, and innovation in teaching. They feel that their leadership greatly contributes to improving the quality of teaching the English language. The teachers, however give a more balanced view where while acknowledging the principal's contribution they cite instances of their felt needs, namely individualized support for incompetent teachers and follow-through services that would help translate new teaching skills into practice. This divergence tends to suggest that from the perspective of a teacher, the well-intentioned management by the principals does not align with or meet the everyday issues faced in classrooms, such as growing instructional support and collaboration. The difference in principals' self-assessment and views of teachers means there is a likely gap in communication and alignment of instructional goals. This gap thus calls for principals to be more hands-on and supportive to ensure that such leadership is translated into visible improvements in instructional quality and teachers' performance. While the principals' leadership is invaluable, there is definitely further room for improvement to make their support even more responsive to the practical needs of teachers, particularly in bringing about improvements in the teaching and learning of English in secondary schools.

To conclude, the results show that there is a significant difference between the perceptions of principals and teachers regarding the role of principals in staff development for enhancing students' English language performance. Principals tend to perceive themselves as proactive leaders in the area of professional development, ensuring proper implementation of the staff development programs, and empowering the department heads in improving instructional quality. They reported that they are strongly involved in encouraging educators to further their professionalism and in taking the lead in initiating staff development activities. Teachers, however, are more subdued in their judgment of this very same aspect-that indeed principals do get involved in the staff development of their teachers but not as strong as what principals perceive. Teachers mentioned programs of staff development but put more emphasis on direct involvement and also the availability of workshops or the scope of professional development encouragement. This calls for an enhanced need for communication and proper alignment between principals and teachers so that the staff development efforts can be fully realized to be effective in performance enhancement in the English language at schools in Kieni East Sub County.

As much as principals and teachers both agree on the important role that external collaborations play in enhancing performance in the English language, there is a marked difference between the two on how perceived effectiveness of these collaborations stands. Principals are more inclined to regard their role as one that fosters relationships with other stakeholders, including the PTA, the County Education Office, and community organizations in general. They believe they undertake sufficient measures and activities to engage them in the support of the

educational process, mainly in the English language teaching process. By making this self-assessment, principals seem assured of their acting ability as leaders in mobilizing support from outside the school. Teachers are more critical and, although they acknowledge some of the actions undertaken by school principals in developing these collaborations, they express doubts about how deep and continuous these are. Teachers seem to feel that while principals promote parental involvement and community engagement, the potential impact of such endeavors on the enhancement of teaching and learning of the English language could be better achieved. Teachers' comments indicate that they would wish to witness better organized and effective collaborations especially with education authorities and external agencies so that resources, support, and new ideas would continually flow into the schools for the benefit of students' achievement in the English language. The discrepancy in perceptions between the two groups suggests a perhaps greater need for more open and consistent communication and action as regards partnerships outside the University.

#### **5.4 Recommendation of the Study**

Based on the study findings, the following recommendations were made:

i To School Principals:

The schools should create systematic collaborative systems among principals and English language teachers to facilitate shared planning, instruction supervision, and monitoring of students' progress. Principals through collaboration ensure prompt instructional intervention, address subject-specific challenges, and develop an environment that facilitates improved performance in English.

ii To the Ministry of Education and Policy Formulators

There is a need to reinforce policy structures that recognize and delineate the instructional leadership role of principals, with special emphasis on developing language instruction. Policies need to mandate continuous professional development (CPD) with a focus on building principals' ability to guide instructional enhancement, articulate targeted academic objectives, and particularly facilitate English language instruction.

iii To Teachers Service Commission (TSC):

System for continuous monitoring and evaluation should be established to assess the performance of principals in instructional leadership, especially in terms of academic performance in English. The system should be higher than administrative discretion and assess how effectively principals enable implementation of the curriculum as well as teacher professionalization in language instruction.

iv School Principals:

Principals must formalize regular feedback sessions with English teachers to determine pedagogical barriers and work together to develop strategies for overcoming them. These meetings have to focus on improving lesson implementation, adopting progressive pedagogic practices, and aligning approaches to teaching with the school academic vision—overarching determinants of improved students' performance in English.

v To School Boards and Parents Teachers Associations

Schools ought to create forums whereby teachers are able to provide commentary regarding the effectiveness of staff development programs, particularly in the field of English teaching. This will assist principals in

making programs more effective in backing up teachers as well as responding to student performance data.

vi To Teachers:

Educational administrators can assist principals in creating external connections with parents and community groups to provide an enriched learning atmosphere. Principals must be trained in particular community outreach strategies that organize support for language programs and provide greater exposure and interest among students in English.

### **5.5 Suggestions for Further Research**

The following suggestions were made for further research:

- i. Further research should consider investigating the effect of collaboration between principals and teachers on the performance of students, specifically in those schools where instructional challenges are evident. This will go a long way to point out areas where better collaboration can translate into improved educational outcomes.
- ii. This study needs to be extended to consider the principals' instructional leadership as related to students' performance in other subjects besides the English language. This will be for the exploration of wider outcomes in education.
- iii. A suggestion offered is that further research must identify specific challenges principals face in the effective delivery of in-service training programs, and how these could be addressed to better meet teacher needs.

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## APPENDICES

### APPENDIX I: CONSENT FORM

Name: Rose Kemunto    Registration No. E55/NYI/PT/33187/2015  
Kenyatta University, School of Education; Educational Department of Education  
Administration

I'm a graduate student at Kenyatta University studying educational administration. A case study of Kieni-East Sub County is being used in my research on the role of principals in instructional leadership in the teaching of English language in public secondary schools. Data collection will be done through questionnaires. The given information will be treated with the strictest secrecy and used solely for this study. You have the option of participating or not in this study. Please sign in the area below if you are willing to take part.

Thank you.

Signature.....

## APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire serves to collect information that will help in investigating the **ROLE OF PRINCIPALS IN INSTRUCTIONAL LEADERSHIP IN TEACHING OF ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS: A CASE OF KIENI-EAST SUB COUNTY**. This study has designated you as a respondent. Please give the information that has been asked for. Any information provided will be kept completely confidential and used just for this study.

### SECTION A: Demographic Information

Gender

Male

Female

Academic Qualification

Certificate

Diploma

Bachelor's Degree

Post graduate

Experience

Below 1 Year

2-5 Years

6-10 Years

11-15 Years

Above 15 Years

**SECTION B: Role of Principals in Explaining the School Missions, Vision and Goals**

Please rate the level of agreement or disagreement regarding your role in explaining the school missions, vision and goals in teaching of English language in Kieni East Sub County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement		1	2	3	4	5
1	I explain school vision and mission					
2	I explain school objectives/goals					
3	I develop detailed school calendar					
4	I conduct school programs to achieve goals					
5	I make instructional decision					
6	Through student assemblies, notice boards, murals, a newsletter, and circulation, I place emphasis on the academic aims of the school.					
7	I offer the direction required to deal with issues in teaching and learning					
8	Principal discusses with teachers about the content and goals of the staff meetings					

In your opinion, what is your role in explaining the school missions, vision and goals in teaching of English language in Kieni East Sub County? .....

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**SECTION C: Role of Principals in Managing School Curriculum and Instruction**

For the following statements, please rate the level of agreement or disagreement regarding your role in managing school curriculum and instruction in teaching of English language in public secondary schools in Kieni East Sub County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement		1	2	3	4	5
1	I include educators in the development and implementation of the English curriculum.					
2	I assist teachers in raising the standard and efficacy of their instruction.					
3	I guarantee that the existing discipline control of instruction has been implemented.					
4	I make sure instructors begin and end classes on time.					
5	I update teachers on the most recent advancements in curriculum and instruction.					
6	I pay more attention to and watch over teachers who are having difficulties in the classroom.					
7	I make certain that educators are exposed to cutting-edge instructional techniques.					
8	I make sure instructors utilize the most effective amount of class time to impart new knowledge and ideas.					
9	I am open to considering innovative teaching strategies and staff recommendations.					

In your opinion, what is your role in managing school curriculum and instruction in teaching of English language in Kieni East Sub County?.....

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**SECTION D: Role of Principal in Promoting Staff Development**

For the following statements, please rate the level of agreement or disagreement on your role in promoting staff development to enhance the teaching of English language in public secondary schools in Kieni East Sub County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement		1	2	3	4	5
1	I carry out staff development initiatives in the school.					
2	I urge educators to take classes to advance their professionalism.					
3	I take part in employee development initiatives.					
4	To address the demands of teachers for training, I provide workshops and internal training.					
5	I make sure department heads in the school talk to their teachers about the information they learned from the courses they took.					
6	I serve as the point of reference for putting the school's staff development programs into action.					
7	I give department heads the authority to fulfill their responsibility to enhance the effectiveness of teachers' instruction.					

In your opinion, what is your role in promoting staff development to enhance the teaching of English language in public secondary schools in Kieni East Sub County?

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**SECTION E: Role of Principal in Collaboration with External Parties**

For the following statements, please rate the level of agreement or disagreement regarding your role in collaboration with external parties to enhance the teaching of English language in public secondary schools in Kieni East Sub County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement	1	2	3	4	5
1 I urge PTA (Parents Teachers Association) to talk about issues with pupils' education.					
2 To implement Secondary School Integrated English Curriculum, I need the County Education Office's help.					
3 To address curriculum issues, I consult the County Education Office or the State Education Department.					
4 I'm looking for support from the school community and other organizations to host lectures and seminars on various topics.					
5 I encourage parents to participate in school activities					
6 I receive a variety of services or amenities from county government organizations.					

In your opinion, what is your role in collaboration with external parties to enhance the teaching of English language in public secondary schools in Kieni East Sub County?.....

**SECTION F: Actual Performance in English Language**

Fill in the mean scores obtained by your students in English;

First Term Mean Score: \_\_\_\_\_ Mean Grade\_\_\_\_\_

Second Term Mean Score: \_\_\_\_\_ Mean Grade\_\_\_\_\_

What is the level of performance in teaching English language in this school?

Fair [ ] Satisfactory [ ] Good [ ] Excellent [ ]

**THANK YOU**

### APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire serves to collect information that will help in investigating the **ROLE OF PRINCIPALS IN INSTRUCTIONAL LEADERSHIP IN TEACHING OF ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS: A CASE OF KIENI-EAST SUB COUNTY**. This study has designated you as a respondent. Please give the information that has been asked for. Any information provided will only be used for this study and will be kept in the strictest confidence.

#### SECTION A: Demographic Information

##### Gender

Male [ ]

Female [ ]

##### Academic Qualification

Certificate [ ]

Diploma [ ]

Bachelor's Degree [ ]

Post graduate [ ]

##### Experience

Below 1 Year [ ]

2-5 Years [ ]

6-10 Years [ ]

11-15 Years [ ]

Above 15 Years [ ]

**SECTION B: Role of Principals in Explaining the School Missions, Vision and Goals**

Please rate the level of agreement or disagreement regarding your role in explaining the school missions, vision and goals in teaching of English language in Kieni East Sub County where 1 represents strongly disagree to 5 which represents strongly agree.

<b>Statement</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Principal explains school vision and mission					
2	Principal explains school objectives/goals					
3	Principal develops detailed school calendar					
4	Principal conducts school programs to achieve goals					
5	Principal makes instructional decision					
6	Through student assemblies, notice boards, murals, a newsletter, and circulation, Principal places emphasis on the academic aims of the school.					
7	Principal offers the direction required to deal with issues in teaching and learning					
8	Principal discusses with teachers about the content and goals of the staff meetings					

In your opinion, what is your role in explaining the school missions, vision and goals in teaching of English language in Kieni East Sub County? .....

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**SECTION C: Role of Principals in Managing School Curriculum and Instruction**

For the following statements, please rate the level of agreement or disagreement regarding your role in managing school curriculum and instruction in teaching of English language in public secondary schools in Kieni East Sub County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement		1	2	3	4	5
1	Principal includes educators in the development and implementation of the English curriculum.					
2	Principal assists teachers in raising the standard and efficacy of their instruction.					
3	Principal guarantees that the existing discipline control of instruction has been implemented.					
4	Principal makes sure instructors begin and end classes on time.					
5	Principal updates teachers on the most recent advancements in curriculum and instruction.					
6	Principal pays more attention to and watch over teachers who are having difficulties in the classroom.					
7	Principal makes certain that educators are exposed to cutting-edge instructional techniques.					
8	Principal makes sure instructors utilize the most effective amount of class time to impart new knowledge and ideas.					
9	Principal is open to considering innovative teaching strategies and staff recommendations.					

In your opinion, what is your role in managing school curriculum and instruction in teaching of English language in Kieni East Sub County? .....

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**SECTION D: Role of Principal in Promoting Staff Development**

For the following statements, please rate the level of agreement or disagreement on your role in promoting staff development to enhance the teaching of English language in public secondary schools in Kieni East Sub County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement		1	2	3	4	5
1	Principal carries out staff development initiatives in the school.					
2	Principal urges educators to take classes to advance their professionalism.					
3	Principal takes part in employee development initiatives.					
4	To address the demands of teachers for training, Principal provides workshops and internal training.					
5	Principal makes sure department heads in the school talk to their teachers about the information they learned from the courses they took.					
6	Principal serves as the point of reference for putting the school's staff development programs into action.					
7	Principal gives department heads the authority to fulfill their responsibility to enhance the effectiveness of teachers' instruction.					

In your opinion, what is your role in promoting staff development to enhance the teaching of English language in public secondary schools in Kieni East Sub County?

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**SECTION E: Role of Principal in Collaboration with External Parties**

For the following statements, please rate the level of agreement or disagreement regarding your role in collaboration with external parties to enhance the teaching of English language in public secondary schools in Kieni East Sub County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement		1	2	3	4	5
1	Principal urges PTA (Parents Teachers Association) to talk about issues with pupils' education.					
2	To implement Secondary School Integrated English Curriculum, Principal needs the County Education Office's help.					
3	To address curriculum issues, Principal consults the County Education Office or the State Education Department.					
4	Principal looks for support from the school community and other organizations to host lectures and seminars on various topics.					
5	Principal encourages parents to participate in school activities					
6	Principal receives a variety of services or amenities from county government organizations.					

In your opinion, what is your role in collaboration with external parties to enhance the teaching of English language in public secondary schools in Kieni East Sub County?.....

**SECTION F: Actual Performance in English Language**

Fill in the mean scores obtained by your students in English;

First Term Mean Score: \_\_\_\_\_ Mean Grade \_\_\_\_\_

Second Term Mean Score: \_\_\_\_\_ Mean Grade \_\_\_\_\_

What is the level of performance in teaching English language in this school?

Fair [ ] Satisfactory [ ] Good [ ] Excellent [ ]

**THANK YOU**

## APPENDIX IV: LETTER FROM GRADUATE SCHOOL



### KENYATTA UNIVERSITY GRADUATE SCHOOL

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

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 810901 Ext. 4150

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

#### Internal Memo

FROM: Executive Dean, Graduate School

DATE: 4<sup>th</sup> July, 2024

TO: Rose Kemunto  
C/o Edu. Mgt. Policy & Curr. Studies Dpt.

REF: E55/NYI/PT/33187/2015

#### SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 15<sup>th</sup> May, 2024 entitled **“Role of Principals in Developing Instructional Leadership on Performance of English Language in Public Secondary Schools in Nyeri County, Kenya.”**

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

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking 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 project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

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

C.c. Chairman, Department of Edu. Mgt. Policy & Curr. Studies

Supervisors:

1. Lillian Boit  
C/o Department of Edu. Mgt. Policy & Curr. Studies  
**Kenyatta University**

EM/mo

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