TEACHERS' PERCEPTION OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES AND THEIR INFLUENCE ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

I declare that the thesis "Teachers' Perception of Principals' Instructional Leadership Practices and their Influence on Students' Academic Achievement in Public Secondary Schools" is my own work; that it has not been submitted for any degree or examination in any university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references. No part of this thesis may be reproduced without prior permission of the author and/or Moi University

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DEDICATION

I dedicate this work to my loving wife and children

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I owe the success of this work to my supervisors;- Professor Jonah N. Kindiki and Dr. Dave Wando (Deceased) for their unrivalled professional guidance and encouragement during the study. I also extend my utmost appreciation to the principals, deputy principals and teachers for their full participation in giving information during the research interviews and responding to the research questionnaires respectively.

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ABSTRACT

The purpose of this study was to establish the extent to which principals' instructional leadership practices influence students' academic achievement in public secondary schools in Baringo County. The objectives of this study were to determine the instructional strategies used by principals in public secondary school in Baringo County, establish the differences in teachers' perception of principals' instructional leadership practices between Extra County and County secondary schools and determine the relationship between principals' instructional practices and academic achievement at KCSE examination. The study was a cross-sectional survey research that adopted survey research design and employed mixed methods approach in a concurrent procedure to collect data. The study used a sample of 48 public secondary schools, 12 principals and their deputies, and 253 teachers drawn from the six Countys in Baringo County. Stratified sampling was used to categorize schools into Extra County and Couty, simple random sampling technique to select the teachers and purposive sampling to select the principals. A structured teacher response questionnaire constructed on five point Likert type scale and unstructured interview guide was used to collect data from the teachers, principals and deputy principals respectively. The questionnaire was piloted and a reliable Cronbach's Coefficient Alpha index of 0.9012 was obtained. The two instruments were validated by senior researchers in the department of Educational Management and Policy Studies at Moi University. Descriptive statistics comprising frequencies, percentages, means and standard deviation were worked out and presented on tables and graphs, and inferential statistics involving t-test, ANOVA and Pearson Correlation was calculated to test the research hypotheses. The study found out that teachers perceived their principals to be actively involved in defining schools' instructional mission and goals, and developing a supportive working environment respectively but had little involvement in managing instructional programs and promoting positive school learning climate. The findings further revealed that there was no significant difference ($t(251) = .147$, $p > .05$) in teachers' perception of principals' instructional leadership practices between Extra County and County public secondary schools though there was a significant difference ($F(2,250) = 783.422$, $p < .05$) among high, average and low performing public secondary schools at KCSE. The findings also revealed that there is no statistically significant relationship ($r(251) = .173^{**}$, $p > .05$) between the perception of principals' instructional leadership practices in Extra County and County schools, and students academic achievement at KCSE in Baringo County. Therefore, the study recommends that Ministry of Education's directorate of Quality and Standards should intensify school inspection to ensure principals' management of instructional programs and promoting positive school learning climate; Kenya Education Management Institute should tailor their training programs towards making principals effective instructional leaders. It is further recommended that principals should provide prudent instructional leadership that will improve students' academic achievement.

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LIST OF ABBREVIATIONS AND ACRONYMS

AGM	Annual General Meeting
BOM	Board of Management
CATs	Continuous Assessment Tests
CEO	County Education Officer
GOK	Government of Kenya
HOD	Head of Department
IIEP	UNESCO-International Institute for Educational Planning
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KEMI	Kenya Education Management Institute
LBT	Leadership Behaviour Theory
MBWA	Management by Walking Around
MOE	Ministry of Education
MR	Mean Response
NCCQ	National Comprehensive Centre for Teacher Quality
NCST	National Council for Science and Technology
NGO	Non Governmental Organization

OECD	Organization for Economic Cooperation and Development
PMRS	Principal's Management Rating Scale
PTA	Parents and Teachers Association
QUASO	Quality Assurance and Standards Officer
SCEO	Sub-County Education Officer
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background of the Study

The success of an organization is determined by its effectiveness and the extent to which it realizes its set objectives (Vathukattu, 2004). School improvement and effectiveness that lead to high academic achievement can be realized through contribution by various inputs (Lydiah & Nasongo, 2009). Previous research identified several factors that influence student achievement as including learning strategies (Pajares, 1996), quality of instruction (Marrett, 1987). According to Chitiavi, (2002) inputs contributing to academic achievement include; effective teaching which contribute (75%) of good academic results, adequate text books / Tuition (15%), good physical facilities and equipment effectively used (9%) and others for example; supervision, inspection and community support (1%).

On the other hand, various factors are responsible for low academic performance at Kenya Certificate of Secondary School Education (KCSE). According to Legotio, Maaga, Sebego, Westhuizen, Mosoge, Neiuwoudt, & Steyn, (2002) the major causes of poor performance in grade 12 examination include; inadequate physical and human resources, lack of discipline and commitment, ineffective and unclear policies and failure to develop effective strategies to address the unanticipated consequences. However, Awiti (2009) observes that the problem in schools is mostly the inability of the principals to rise to the responsibility and true leadership. Lydiah & Nasongo (2009) observed that headteachers play a significant role in determining academic performance in a school due to their tasks and roles. School leadership which

according to Leithwood, et al (2004) is second to classroom instruction facilitate instructional activities and coordinate curriculum in the school.

School management, which is coordinated by the principal, is expected to run the school effectively and efficiently to produce quality results every year in external examinations (Vathukattu, 2004). It is imperative, therefore, that in an effective school where quality academic results are achieved every year at national examinations, the principal plays a crucial role in providing instructional leadership. Since principal's leadership can make a difference in students' learning (Hallinger & Heck, 1996), the principal should play an active role in instructional leadership by offering a strong school management that guarantees effective curriculum implementation. This encompasses everything a principal, as instructional leader, does daily to support the achievement of students and the ability of teachers to teach (Sebring & Bryk, 2000).

Hallinger (2003) observed that instructional leadership focuses predominantly on the role of the school principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school since s/he influences teachers' classroom instruction (Blasé & Blasé, 1998; 1999). Instructional leadership focuses on leadership functions that directly relate to teaching and learning and contribute to student learning (Murphy, 1988). According to Awiti (2009) a school principal, while influencing and redesigning the activities of the school towards setting goal achievements, is expected to manage the students, teachers and the school community around the common goal of raising the students' performance.

Hallinger & Murphy's Model which provided the base for most related studies grouped the instructional functions of a principal into three broad dimensions (Hallinger & Murphy, 1985) namely; first, the principal as instructional leader, defines the school mission where s/he frames school instructional goals which a number of studies reveal (containing a school-wide purpose focusing on student learning) as being a significant factor of school principalship (Sindhvad, 2009) and communicates them to all members of the school community. The vision and goals that work towards whole-staff consensus on school priorities is communicated to the constituents to establish a strong sense of overall purpose (Mulford, 2003) and the shared goals would provide organizational structures that guide the school toward a common focus (Alig-Mielcarek, 2003). It is for this reason that Organisation for Economic Co-operation and Development (OECD) (2007) added that the principal should create, communicate and deliver a vision for the school, taking account of the concerns and aspirations of all stakeholders in the school.

Secondly, the principal manages the instructional program, which according to Weber, in his model, must be consistent with the mission of the school (Weber, 1996) and where the principal focus on those activities that involve the principal's working with teachers in areas specific to curriculum and instruction. Supervision of curriculum implementation ensures that all the staff respects appropriate rules, routines, procedures and regulations to achieve set objectives (Dawo, 2011). Headteachers supervise teachers work by inspecting records such as schemes of work, lesson books, records of work covered, class attendance records and clock in /clock out book (Musungu & Nasongo, 2008) and evaluate them by involving in academic activities such as; checking teachers and students' work, ensuring that all departments have enough teachers, organizing for internal classroom supervision, monitoring students discipline

and helping to eradicate cheating in examination (Lydiah & Nasongo 2009); coordinating curriculum and monitoring student progress.

According to Vathukattu (2004), the leadership of the school is responsible for facilitating instructional activities and coordinating curriculum across the individual programme and school levels by ensuring congruence through defining the school mission and goals, managing the instructional programmes and promoting a positive school learning climate. In monitoring students' progress, a principal who provides instructional leadership monitors performance (Barber, Whalan & Clark, 2010).

The third dimension is promoting a positive school learning climate which encompasses the norms, beliefs and attitudes reflected in institutional patterns and behaviour practices that enhance or impede student learning (Lezotte, et al, 1980). The Kenya's Koech Report recommended that headteachers should generally establish a school culture and climate conducive for effective teaching and learning (Republic of Kenya, 1999). The dimension entails the principal influencing student success by protecting instructional time which according to Leithwood (2007) entail schools recognising the importance of how students spend their time, school schedules, time tables, structures, administrative behaviours, instructional practices and the like, all designed to ensure that students are engaged in meaningful learning as much as of their time in school as possible.

The principal should also promote professional development of the staff since they are in a position to encourage and empower teachers through personal interactions

between school leaders and teachers or formally by providing meaningful opportunities for personal growth by understanding and developing them (Barber et al, 2010). According to Blasé and Blasé (1999) teachers' professional development is the most influential instructional practice as it is instrumental in furthering the quality of student outcomes (Scheerens, 2009). Principals should also maintain high instructional presence engaging in instructional activities such as walks or classroom visits, and carry formative evaluation of teaching in classroom (Halverson, 2005).

They should also provide incentives for teachers by recognising and giving them incentives for excellent performance (Barber et al, 2010; Halverson, 2005). They should develop and enforce academic standards by providing incentives for learning where practices such as differentiated instruction, data driven instruction and identifying areas of weakness in students are crucial to developing the quality of classroom teaching (Ballard & Bates, 2008) and that the school leadership should be open, supportive and friendly to the students but should establish high expectations (Leithwood, 2007).

However, since effective teaching and learning may not take place in a non supportive work environment, the fourth dimension according to Murphy's (1990) framework is developing a supportive work environment which describes how an instructional leader establishes organizational structures and processes that support the teaching and learning process, creating safe and orderly learning environment, providing opportunities for students' involvement, developing staff collaboration and cohesion. Effective principals recognize that collaborative networks among educators are essential for successful teaching and learning where they model teamwork, provide

time for collaborative work, and actively advocate sharing and peer observation (Blasé and Blasé, 1999).

It also entails forging links between home and school where in highly effective schools with strong home-school relations (Barber et al, 2010), the school is connected to parents and the community, and secures outside resources to support school goals. According to OECD (2007) they should create channels of communications to support and facilitate effective relationship with external parties which impact on overall school effectiveness. Children have a right to quality education where quality education include among others; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities (UNICEF, 2000).One of the characteristics of highly effective schools is a safe and orderly environment (Barber, Whalan & Clark, 2010). Halverson (2005) observes that a clean and safe learning environment where school safety policies or procedures to fight vices such as theft, fighting, bullying, selling or using drugs, perpetrators or victims of harassment are ensured.

Educational leadership is mainly indirect because leadership is essentially an influence process where educational leaders are mostly working through or influencing others to accomplish goals (Leithwood & Riehl, 2003). They added that the impact of educational leadership on student achievement is demonstrable leadership whose effects are primarily indirect and appear to work through variables related to classroom curriculum and instruction, while quantitative estimates of effects are not always available though leadership variables are seen to explain an important proportion of school-related variance in student achievement. In instructional matters,

the principals' involvement are very limited, virtually non-existent and they influence the culture of teaching and learning in a more formal ways (Kruger, 2003).

However, instructional leadership can be broke into direct and indirect instructional leadership where in direct instructional leadership the principal provides instruction directly to an individual or a group that includes: staff development, teacher observation/evaluation and supervision while indirect instructional leadership requires the principal to play more of a supportive role in the school that includes; instructional facilitation, resource acquisition, building maintenance and student problem resolution (Daresh, as cited in McDonough, 2007). He concludes that both direct and indirect instructional leadership are key roles of a principal and that if principals practice instructional leadership daily, then they are successful in coaching and empowering teachers to improve students' achievement**.**

Studies relating to instructional leadership have widely been conducted in many developed countries over a long time and mainly at elementary level (for example Hallinger & Murphy, 1985; Aliq-Mielcarek, 2003; Hallinger, 2003, 2005). Hallinger (2005) stated that instructional leadership is easier to implement on the elementary level than the high school level because of certain contextual factors inherent to secondary schools. However, Mwangi (2009) observed that relatively little such work has been done in Kenya and especially in public secondary schools. A number of researchers in other countries have addressed the relationship between school leadership and student achievement (Hallinger & Heck, 1996).

Most researches on school leadership in Kenya have focused on the administrative role of school principals (for example Ngware, Wamukuru, & Odebero (2006). On the other hand, other studies such as by Lydiah & Nasongo (2009) and Musungu & Nasongo, (2008) ventured into the influence of instructional supervision and teaching on academic performance, ignoring the possible direct and indirect influence of instructional leadership especially as envisaged by Hallinger and Murphy (1985) model, Murphy's (1990) and Weber's (1996, 1997) on teaching and learning and consequently students academic achievement. This study therefore adopted a model that blends the dimensions in Hallinger &Murphy, (1985) and Murphy (1990) models to guide the research on instructional leadership in secondary schools. Sinha (2009) recommended more subscales to be used in future researches after using three subscales of Hallinger and Murphy (1985) subscales; supervising and evaluation of instruction, coordinating the curriculum and monitoring students' progress in his study.

According to Mascall, Leithwood, & Straus (2008) little has been done to promote understanding about how school leadership impacts students' academic achievement, by instituting effective instructional leadership practices, an emphasis that is ubiquitous in contemporary leadership literature in the developed world.

1.2 Statement of the Problem

In Kenya, the principals' instructional leadership in public secondary schools raises concern among education stakeholders especially where secondary education has been characterized by poor performance in national examination (Republic of Kenya, 2005). Overall student performance in KCSE examination is poor (Glennerster,

Kremer, Mbiti & Takavarasha, 2011). In 2008, only 25 % of the students scored at least C+ on the KCSE (Glennerster, Kremer, Mbiti & Takavarasha ,2011) while in 2010, 27.17 % scored C+ and above (Makabila in The Standard, 2011). This implied that 72.83% of the KCSE candidature failed to score the mean grades C+ and above which is the minimum grade for automatic admission into the university in Kenya. In the period 2006-2010, based on data obtained from the Rift Valley Extra County Director of Education's office, this scenario was replicated in Baringo County where 71.54% of the total candidature in public secondary schools scored mean grade C and below.

This trend continues even when worsening unemployment situation calls forth on increased demand for (and supply of) more formal education (Todaro,1982) and tertiary education is replacing secondary education as the focal point of access, selection and entry to the rewarding careers for majority (UNESCO, 2009). This also occurs when education stakeholders in Kenya (and specifically Baringo County) have very high expectations of public secondary school principals because they believe that the success of a school is measured in terms of good performance in national examinations and the person responsible for this is the principal (Nandwah, 2011). This is because, despite the fact that there are other factors contributing to students' academic achievement, principal's leadership can make a difference in students' learning (Hallinger & Heck, 1996) and that there is a link between high quality leadership and positive school outcomes, including student achievement (Grissom & Loeb, 2009). There is need therefore to interrogate the influence of principals' behaviours in providing instructional leadership to improve teaching and learning thereby enhance academic achievement in secondary schools in Kenya. It is for this

reason that Mwangi (2009) noted that education scholars and practitioners in Kenya need to pay closer attention to what principals and other school leaders do in their day-to-day enactment of leadership.

The critical questions to be addressed in this study were; first, what instructional strategies were used by principals in public secondary schools to enhance teaching and learning, and student academic achievement? Secondly, what relationship existed between principals' instructional practices and academic achievement at KCSE examination in public secondary schools?

1.3 Purpose of the Study

Arising from the above concerns, this study therefore sought to establish teachers' perception on principals' instructional leadership practices and their influence on students' academic achievement in public secondary schools in Baringo County.

1.4 Objectives of the Study

The objectives of the study were;

i) To determine teachers' perception of actions taken by principals in defining school instructional mission and goals in public secondary schools.

ii) To establish teachers' perception of how principals manage instructional programs in public secondary schools.

iii) To establish teachers' perception of principals' action on promoting positive school learning climate in public secondary schools.

iv) To determine teachers' perception of the principals' strategies to develop a supportive working environment in public secondary schools.

v) To establish the difference in teachers' perception on principals' instructional leadership practices between Extra County and County public secondary schools in Baringo County.

vi) To determine the relationship between teachers' perception on principals' instructional leadership practices and students' academic achievement at KCSE examination in public secondary schools in Baringo County.

1.5 Research Questions

This study, while attempting to achieve the above objectives, was meant to answer the following research questions;

i) What are the teachers' perception on actions taken by principals in defining school instructional mission and goals in public secondary schools?

ii) What are the teachers' perception on how principals manage instructional programs in public secondary schools?

iii) What are the teachers' perception on how their principals promote positive school learning climate in public secondary schools?

iv) What are the teachers' perception on the strategies used by principals to develop a supportive working environment in public secondary schools?

1.6 Research Hypothesis

This study sought to test the following hypotheses;

Ho1: There is no statistical significant difference in teachers' perception on principals'

instructional leadership practices between Extra County and County public secondary

schools in Baringo County (the mean difference is significant at 0.05 level).

Ho2: There is no significant relationship between teachers' perception on principals' instructional leadership practices and students' academic achievement at KCSE examination in public secondary schools in Baringo County (Correlation is significant at the 0.05 level: 2-tailed).

1.7 Assumptions of the Study

A number of assumptions were made in this study. The principals were assumed to be trained in instructional leadership and therefore were capable of providing effective instructional leadership. It was further assumed that all teachers in the schools under study had the necessary qualification for effective curriculum delivery and schools had adequate teaching force. On the other hand, the teachers' responses were assumed to be true opinion of their principals' instructional leadership practices. The study was confined to public secondary schools whose students had sat KCSE examination for at least five years and therefore assumed to have developed basic complementary resources such as physical facilities and instructional materials to facilitate teaching and learning. This therefore implied that the principals' instructional leadership practices were assumed to be the major determinants of effective teaching and learning, and students' academic achievement.

1.8 The Rationale of the Study

The justification of this study was anchored on the fact that principals' leadership makes a difference in student learning (Hallinger & Heck, 1996) and particularly where principals are directly and indirectly involved in their schools' instructional

management. The effect of principals' behaviours on students' academic achievement, therefore, is direct and indirect as they offer instructional leadership while they seek to influence the entire school community towards improving students' academic achievement. This study therefore was important in that without effective instructional management in secondary schools students' academic performance would be low.

1.9 Significance of the Study

The findings of this study are expected to add to the broad body of knowledge on the principals' instructional leadership practices in public secondary schools in Kenya. This is because most studies on principals' instructional leadership have been carried out in elementary schools in developed countries. This is particularly critical since most previous researches on school leadership in Kenya had focused on the administrative role of school principals, ignoring the possible direct and indirect influence of school leadership on school academic performance and other sources of leadership (Mwangi, 2009).

The practical value of the study was to generate information that would guide the Ministry of Education in carrying out a needs assessment with a view to undertaking inspection of schools to improve principals' performance in managing instructional activities in their schools. It would also help the Ministry of education in determining whether there is need to train the school principals so as to better their management and leadership skills. The findings obtained by exploring the teachers' perception of their principals' instructional leadership practices would equip present and future principals with necessary leadership strategies to promote teaching and learning and consequently enhance student achievement.

At the same time, the study would help Kenya's teachers' employer (the Teachers' Service Commission- TSC) in appointing qualified principals to head public secondary schools based on their track record in the management of curriculum and instructional activities and if their leadership approaches enhance effective teaching and learning and so to students' academic achievement. The findings would also inform principals of what they are expected of as instructional leaders and how they would influence instruction and students' academic achievement. They will form a basis for carrying out related studies in future.

1.10 Scope of the Study

This study was conducted in Baringo County, among public secondary schools whose students had sat for Kenya Certificate Secondary Examination (KCSE**)** for the last five years (2006-2010)**.** Baringo County was chosen because students' performance at KCSE is generally similar to the national trend. The research data was drawn from principals, deputy principals and teachers in public secondary schools in the study area. The study was a survey research that employed mixed methods research design and used a questionnaire (teachers' questionnaire) and interview guide (principals' and deputy principal's interview guide) to collect data on the principals' instructional leadership practices that promote effective teaching and learning in public secondary schools.

1.11 Limitations of the Study

This study was confined to public secondary schools in Baringo County and therefore the research findings would be generalizeable to public secondary schools in Baringo County. Since the findings of this study are greatly dependent on teachers' response questionnaire, and principals' and their deputies' interview guide which were used to

obtain principals' and teachers' perception of principals' instructional leadership practices influencing students' academic achievement in public secondary schools, the study was limited to the extent to which the instruments were valid and reliable.

It was also dependent on the level of teachers' understanding of the items in the instrument (Questionnaire) and the trust they had on the researcher in upholding confidentiality of the data and their sources. The use of an interview guide to obtain principals' responses may have had a bias as this was based on the principals' self reporting. However, the researcher interviewed their deputies so as to triangulate the findings with those obtained from the principals. The administration of a questionnaire to the teachers, interviewing and probing of the principals and their deputies checked the bias that any of the instruments may bring into the study. Asking the same questions to the sampled respondents in the two school types would minimize the risk of bias arising from the respondents and increases the precision rate of their responses. Appropriate samples of Extra County and County secondary schools, and respondents were used in the study so as to obtain representative responses from the two school types.

The questionnaire tested perception which Creswell (2005) says fall under attitudinal measures in that it measured teachers' perception of the principals' instructional leadership. According to Clabo (2010) perception may not equal reality since maintaining a level of accuracy and honesty with survey data could be difficult. This instrument also measured the presence of the instructional leadership among the principals and not the effectiveness of the instructional leadership (Hallinger, 2008). The study focused on the principals', deputy principals' and teachers' perception of principals' instructional leadership practices promoting teaching and learning in

secondary school and therefore the role of other factors that may promote instruction were not addressed. Lastly this study was limited to students' academic achievement at KCSE and so no other consideration was taken.

1.12 Theoretical Framework

This study was guided by Leadership Behaviour Theory (LBT) which provides an educational leadership framework for behaviours of leaders in effective schools (Alig-Mielcarek, 2003). The theory hypothesizes the existence of identifiable leadership behaviours that distinguishes an effective leader from one who is ineffective. In prescribing behaviours to improve the effectiveness of industrial managers, Yukl in his Taxonomy, as cited in Alig-Mielcarek (2003), classified leadership behaviours into three factors namely; task-oriented behaviour whose components include clarifying roles, planning and organizing operations, and monitoring operations; relations-oriented behaviour whose components include supporting, developing, recognizing, consulting, and managing conflict, and change-oriented behaviour whose key component include scanning and interpreting external events, articulating an appealing vision, proposing innovative strategies, making persuasive appeals about the need for change, encouraging and facilitating experimentation, and developing a coalition to support and implement change. According to Alig-Mielcarek, (2003) leaders need to use all the three categories of behaviour depending on their situations and organizational environment.

In the context of a school, this theory can be used where it would envisage an instructional leader whose focus is on the task of achieving instructional and other school goals. In this case s/he clarifies the tasks of all members of the school and focuses their efforts toward achieving the school's mission. This would therefore

require that s/he plans, organizes, manages and monitors school instructional operations geared towards effective curriculum implementation; develops a supportive work environment and promotes a conducive learning school climate where the school leader uses her/his initiative to solicit support of members of the school and its stakeholders, to ensure the school is safe, orderly, conducive and supportive of effective learning that guarantee high student academic achievement. This way, the school leader will be focusing on the teaching and learning process though various instructional leadership actions that would transform a school into an environment where teachers and students reach their full potential as they strive to turn around the academic outcomes of the school. All the above practices are employed by principals of public schools (Extra County and County) which operate in different situation and organizational environment, as determined by their size and the extent of their organization level.

1.13 The Conceptual Framework

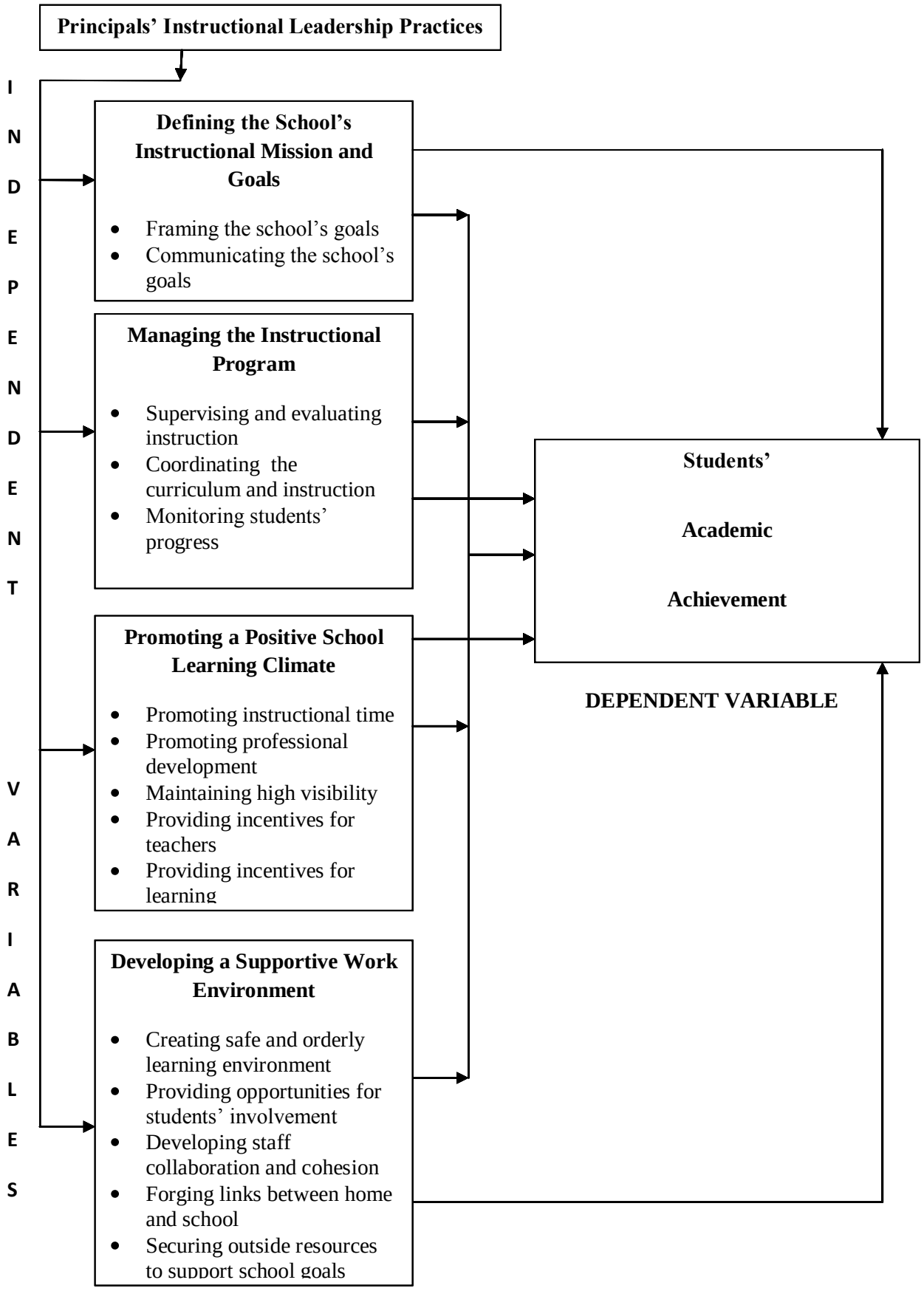
Informed by the above theoretical framework, this study was guided by a conceptual framework developed by the researcher for this study from the instructional leadership models postulated by Hallinger and Murphy (1985), Murphy (1990) and Weber (1997, 1996). Hallinger & Murphy (1985) model forms the basis for this model because the model has been used most frequently in empirical investigations (Hallinger, 2008; Hallinger & Heck, 1996; Hallinger, 2009) on principals' instructional leadership behaviours. The conceptual framework, shown on Figure 1.1, groups the instructional functions of a principal into four broad dimensions namely; defining the school instructional mission and goals, managing the instructional programs, promoting school learning climate (Hallinger & Murphy, 1985) and

providing supportive work environment (Murphy, 1990). In defining the schools' instructional mission and goals, the principal frames school instructional goals in consultation with teachers and communicates the school goals to all members of the school community.

The second dimension requires the principal to manage the instructional program by supervising and evaluating instruction, coordinating curriculum implementation and monitoring student progress. The third instructional leadership dimension entail a principal promoting a positive school learning climate, protecting instructional time, promoting professional staff development, maintaining high visibility, providing incentives for teachers and learning. The fourth dimension which was missing in Hallinger and Murphy (1985) model was put forward by Murphy, (1990). It involves a principal developing a supportive work environment that creates a safe and orderly learning environment, provides opportunities for meaningful student involvement, develops staff collaboration and cohesion, secures outside resources in support of school goals, and forges links between the home and school.

It is the responsibility of the school instructional leadership to align the school's standards and practices with its mission, create a learning climate and provide a supportive work environment that supports effective teaching and learning. The principal's instructional leadership practices which had been categorized into four dimensions were postulated to jointly and separately have a direct impact on teaching and learning, and student outcomes (academic achievement). The principals' instructional leadership practices therefore constituted the independent variables, while students' academic achievement (outcomes) constituted dependent variables as shown on Figure 1.1 below.

Figure 1.1: A Conceptual Framework of Principal's Instructional Leadership Practices



1.14 Operational Definition of Terms

The following terms are operationalized in this study as follows;

Instruction: Refers to the amount of teaching and learning arising from the influence of the principal's instructional leadership

Instructional leadership: refers to those actions that a principal takes, or delegates to others (Heads of department, heads of subjects and subject teachers) while performing his/her instructional leadership functions to promote teaching and learning and include defining the school's instructional mission and goals, managing the instructional programs, promoting a positive school learning climate and providing a supportive work environment.

Perception: In this study it refers to the opinions sought from the teachers on their assessment of the instructional leadership practices employed by their principals in an attempt to enhance teaching and thereby boost their students' academic achievement

Principal: is the head teacher in secondary schools who is charged with the responsibility of providing instructional leadership and perform administrative functions in their school

School learning climate: describes the school environment, gives the "feel" of a school and affects the behaviour of teachers and students in the teaching and learning process.

Students' academic achievement: Refers to the students' academic outcomes at Kenya Certificate of Secondary Education (KCSE) examination they sit for after the completion of the Kenya's second tier of the 8-4-4 education system.

Supportive Work Environment: These are the conducive conditions provided by the school principal to ensure the school community undertakes their instructional activities such as orderly and safe school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises a summary of the literature related to the influence of principals' behaviours in providing instructional leadership to enhance teaching and learning, and academic achievement which were reviewed. It includes topics on instructional leadership, principals' instructional leadership and academic achievement, principals' instructional leadership, and teaching and learning, and models of instructional leadership. It also reviewed literature on the instructional leadership in school goal setting and instructional improvement, the role of instructional leadership in managing instructional program, providing positive school learning climate and developing a supportive work environment. Lastly, it provides a summary of the related literature to establish the research gaps that guided this study.

2.2 Instructional Leadership

Instructional leadership can narrowly be defined as focusing on leadership functions that directly relate to teaching and learning (Murphy, 1988). In a broader view, instructional leadership refers to all other functions that contribute to student learning, including managerial behaviours (Donmoyer & Wagstaff, 1990; Murphy, 1988). According to Sebring & Bryk (2000), instructional leadership encompasses everything a principal does daily to support the achievement of students and the ability of teachers to teach. On their part, Daresh and Playko as cited in Gupton (2003) defined instructional leadership as direct or indirect behaviours that significantly affect teacher instruction and, as a result, student learning. Elmore & Fuhrman, (2001) uses the term 'internal accountability systems' to indicate the processes through

which the school organizes effective curriculum delivery. These processes include; designing school improvement strategies, implementing incentive structures for teachers and support personnel, recruiting and evaluating teachers, brokering professional development consistent with the school's improvement strategy, allocating school resources towards instruction, and buffering non-instructional issues from teachers (Elmore in Taylor, 2008). Instructional leadership includes the principal giving attention to both instructional and non-instructional tasks where instructional practices refer to clarity of instructional goals, decision making about curricular content, choice of instructional strategies, uses of instructional time, grouping practices, and classroom interactions (Creemers & Reezigt, 1997; Leithwood & Jantzis, 2000). These tasks are targeted towards promoting effective teaching that would enhance student learning.

Instructional leadership models emerged in the early 1980s from early researches on effective schools (Hallinger, 2003). Studies from the 1980s were dominated by an instructional leadership conceptualization that was drawn from the effective schools literature (e.g. Andrews & Soder, 1987; Hallinger & Murphy, 1986). The increasing significance of principal instructional leadership in the 1980s was inferred from the importance of studies that examined change implementation of instructional leadership of the principal, school improvement and school effectiveness (Edmonds, 1979) and program improvement (Leithwood & Montgomery, 1982). Scholars conducting research in each of these domains consistently found that the skilful leadership of school principals was a key contributing factor when it came to explaining successful change, school improvement, or school effectiveness (Hallinger, 2003). According to Marks & Printy, (2003), instructional leadership

viewed the principal as the key source of educational expertise. The principal's role in standardizing the practice of effective teaching is to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school's curriculum, and monitor student progress (Barth, 1986).

McEwan, (2000) observed that while each research has generated a different set of descriptors that characterize effective or excellent schools, one variable always emerges as critically important: the leadership abilities of the building principal, particularly in the instructional area. The role of an instructional leader differs from that of traditional school administrator in that whereas a conventional principal spends the majority of his/her time dealing with strictly administrative duties, a principal who is an instructional leader is charged with redefining his/her role to become the primary learner in a community striving for excellence in education (http://www.e-lead.org/index.asp). On their part Lydia & Nasongo (2009) observed that headteachers play a significant role in determining academic performance in a school due to their tasks and roles.

According to McEwan, (2000) traditional administrative task area in educational administration include: staff personnel, pupil personnel, school community, instructional and curriculum development, finance and business management, intergovernmental agency relation and instructional leader as they relate to the four classical management functions; planning, organizing, leading and controlling. However, UNESCO (IIEP-International Institute for Educational Planning) in Masera, Achoka, & Mugasia (2012) added that research has also demonstrated that the quality of education depends primarily on the way the schools are managed rather than on the abundance of available resources.

Green, Jenkins, Wanzare and Da Costa in Grigsgy, (2010) observed that the role of an instructional leader is to (a) provide instructional leadership through the establishment, articulation, and implementation of a vision of learning, (b) create and sustain a community of learners that makes student learning the centre focus, (c) facilitate the creation of a school culture and climate based on high expectations for students and staff, (d) advocate, nurture, and sustain a school culture that is conducive to student learning and staff professional growth, (e) lead the school improvement process in a manner that addresses the needs of all students, (f) engage the community in activities to solicit support for student success, and (g) utilize multiple sources of data to assess, identify, and foster instructional improvement. Contributing to the same, McEwan, (2000) gave seven steps to effective instructional leadership as: establish clear instructional goals, be there for your staff, create a school culture and climate conducive to learning, communicate the vision and mission of your school, set high expectations for your staff, develop teacher leaders (in an attempt to distribute leadership tasks) and maintain positive attitudes towards students, staff and parents.

2.3 Principals' Instructional Leadership and Academic Achievement

Strong leadership is vital for any organization to operate efficiently, effectively, and purposefully. School leadership is very important for schools to function successfully (Jacobs & Kritsonis, 2006). According to Legotio, Maaga, Sebego, Westhuizen, Mosoge, Neiuwoudt, & Steyn, (2002) the major causes of poor performance in grade 12 examination include; inadequate physical and human resources, lack of discipline and commitment, ineffective and unclear policies and failure to develop effective strategies to address the unanticipated consequences. Although the ability level of a school's form one intake coupled with in-availability of resources are significant

factors in performance, some bright students have performed poorly in the absence of good management and organization in various schools and statistics reveals that some schools perform exceptionally well while others perform poorly (Lydia & Nasongo, 2009). They added that a closer investigation reveals that good performance does not just happen; it is a result of good teaching and overall effective headship. The quality of leadership makes the difference between the success and failure of a school (Millet, as cited in Lydia & Nasongo, 2009).

Lydia & Nasongo (2009) observed that the most outstanding factor that influence students performance in examination has to do with the organizational management of schools and the headteachers play this significant role due to their tasks and roles. It is for this reason, therefore, that the accountability movement in education placed attention on students' achievement and also placed responsibility on the school leader (UNICEF, 2000). According to Huber & Leithwood et al as cited in Bush, Kiggundu, & Moorosi, (2011) international literature on school achievement suggests that effective leadership is likely to promote favourable school and learners outcomes. Arikewuyo (2007) observed that leadership plays a dominant role in the outcome of any organized effort aimed at a particular goal or set of goals. He added that it is the genius of leadership that mobilizes human and material resources and creates the necessary climate for productivity.

The key function through which principal leadership appears to shape students outcomes including; setting directions, selecting and developing teachers, establishing supportive conditions and shaping core values (Thompson, Henry, Sgammato & Zulli, 2009). On their part, Portin et al (cited in Botha, 2004) noted that leadership deals with areas such as supervising the curriculum, improving the instructional

programme of the school, working with staff to identify a vision and mission for the school and building a close relationship with the community. It is conclusive therefore that leadership is of critical importance in an organization to the extent that without it may be difficult to attain goals. In educational administration, leadership is of particular importance because of its far-reaching effects on the accomplishment of school objectives, programs and attainment of educational goals (Arikewuyo, 2007), which are geared towards enhancing students' academic achievement.

In a quantitative statistical review of studies on the effects of leadership on student achievement, Hallinger and Heck (1996) reported that school leaders account for almost 5% of the variation in test scores, or roughly 25% of all in-school variables. Jacobson, (2008) in a more recent review of the extensive research by Leithwood, et al in 2004, concluded that among school-related factors over which policy makers have some control, effective leadership ranks second only to the quality of teaching in influencing student learning. However, it is imperative to observe that for effective teaching and learning to be realized in a school and consequently improved academic performance, a school leader should provide effective instructional leadership. It is for this reason that Brewer (1993) noted that principals are important for student achievement via instructional leadership.

In the 1980s, academic research on school leadership focused primarily on the individual role of the school head (Camburn, Rowan, & Taylor, 2003; Ngware, Wamukuru, & Odebero, 2006). However, in the 1990s leadership in schools was gradually viewed as shared rather than an entirely individual activity (Hart, 1995; Heller & Firestone, 1995; Rowan, 1990) and the research focus broadened to include other players such as teachers. Hallinger (2009) observed that school leadership must

not only take into account the practice and effect of leadership, but also the sources of leadership, so that there is a collaborative leadership exercised by the principal, assistant principal, departmental heads, teacher leaders and other members of the school improvement team. According to Fullan, (2001), the rationale for focusing on distributed school leadership is grounded in the concept of sustainable change.

The school leadership must be able to create sustainable changes that are held and owned by the teachers who are accountable for curriculum implementation in the classroom. The changes are meant to bring together all parties involved in curriculum implementation to improve students' academic performance. It is because of this fact that most current studies that have sought to understand the relationship between school leadership and academic performance have focused on the distributed/shared aspects of leadership (for example Harris, 2004; Leithwood et al, 2004; Wahlstrom & Louis, 2008). According to Harris, (2004), distributed forms of leadership have been positively associated with higher student academic performance. School leadership impacts academic achievement indirectly through a mediated process (Hallinger & Heck, 1996) of distributed leadership. They further found that the indirect effects of the principals' role resulted from internal school processes such as academic expectation, school missions, student opportunity to learn, instructional organisation and academic learning time.

All of the indirect effects had the greatest impact on students' achievement. Educational leadership is mainly indirect because leadership is essentially an influence process where educational leaders are mostly working through or influencing others to accomplish goals and the impact of educational leadership on student achievement is demonstrable leadership effects are primarily indirect and they

appear primarily to work through variables related to classroom curriculum and instruction while quantitative estimates of effects are not always available, leadership variables to seen to explain an important proportion of school-related variance in student achievement (Leithwood & Riehl, 2003).

In instructional matters, the principals' involvement are very limited, virtually non-existent and they influence the culture of teaching and learning in a more formal ways (Kruger, 2003). However, instructional leadership can be broke into direct and indirect instructional leadership where in direct instructional leadership the principal provides instruction directly to an individual or a group that includes: staff development, teacher observation/evaluation and supervision while indirect instructional leadership requires the principal to play more of a supportive role in the school that includes; instructional facilitation, resource acquisition, building maintenance and student problem resolution (Daresh, as cited in McDonough, 2007). He concludes that both direct and indirect instructional leadership are key roles of a principal and that if principals practice instructional leadership daily, then they are successful in coaching and empowering teachers to improve students' achievement.

In schools, leadership is shared among the heads of departments, heads of subjects, subject teachers and all those involved directly or indirectly in improving students' academic performance. Apart from managing resources effectively and efficiently to improve academic achievement, headteachers (principals) should provide leadership which according to Cole (1995) is a process where an individual (such as headteacher) or sometimes a small group of individual (heads of department and teachers) influences the effort of others towards the achievement of set goals in a given set of circumstance. Samoei, (2009) indicated that heads of department,

communities among a host of other relevant committees can be exploited by school leaders as sensors, and eventually as solutions to instructional challenges. The school leader/head does this through delegation of duties. This imply that the principal should be objective and have the goodwill to delegate responsibilities among his teachers since he may in some cases lack the expertise, not always be available, or may have too much administrative work on his desk (Musungu, 2007).

Distributed leadership enhances organizational learning by creating opportunities for capacity building and exploiting individual capacities of its members (Harris, 2004; Leithwood & Mascall, 2008) where social cohesion and trust are at the core of capacity building in the quest to improve students' academic achievement. School leaders seeking to improve academic performance of their schools often involve teachers in dialogue and decision making (Marks & Printy, 2003) so as to enhance teaching and learning. Successful leaders utilize knowledge and skills demonstrated by colleagues to effect change. Leithwood & Jantzi (2004) found that principals typically count on key teachers for such leadership, along with their local administrative colleagues.

According to a research commissioned by the Wallace Foundation (2004) leadership is widely regarded as a key factor in accounting for differences in the success with which schools promote the learning of their students. Vathukattu, (2004) argued that a headteacher (principal) should develop strategies to build strong team power of dedicated, resourceful, and mutually supportive staff. To achieve this, a headteacher should establish supportive environment and team viewpoint, encourage joint planning and problem solving, create a culture that encourages learning, thinking, reflection and self-analysis, create an environment in which the staff is respected and

everyone is expected to contribute. In reviewing literature on how school leadership impacts student achievement, Leithwood et al, (2004) and Hallinger (2005) concluded that leaders tend to impact student learning through their influence on school staff and structures. Some of the mediating variables of school leadership include teacher related factors (Mascall et al, 2008) where school principals therefore exert direct and indirect influence on a school's performance through teachers' instructional practices.

While investigating three domains of principal instructional leadership, Heck, Larsen, & Marcoulides (1990) established both direct and indirect effects on student achievement for their measures of principal influence operating through school governance, instructional organization, and school climate. In particular, an inclusive approach to governance should be adopted to promote an effective system of instructional organization and a school climate that is supportive of teaching and learning. This call for shared leadership between various persons involve in school instructional activities through efforts that build a sense of teamwork in the school that emphasize clarification, coordination, and communication of unified educational mission to teachers, students, and the school community. In this way, important instructional leadership variables that influence achievement are not those tied to close supervision of instruction (Hallinger & Murphy, 1985). The principal, being a critical single individual in the school provides leadership that strives to promote effective teaching and learning and consequently boost students' academic achievement.

2.4 Principals' Instructional Leadership, and Teaching and Learning

The responsibility of the principal to ensure that effective teaching and learning takes place in the school is one of the major issues in the endeavour to improve the culture of teaching and learning and therefore good instructional leadership is the path to good teaching and learning where instructional leaders ensure a sound culture of teaching and learning in their schools at all times (Kruger, 2003). Successful principals set a positive tone for their school with an unwavering focus on student learning (McDonough, 2007). According to UNESCO (IIEP) as cited in Masera, et al (2012), other studies have also shown that there exists a strong relationship between the quality of the leadership provided by the headteacher and the capacity of schools to improve teaching and learning.

According to Smith & Andrews as cited in Lineburg (2010), teachers' perceive their principals to be strong instructional leaders when they communicate school goals through a) interacting with them on their classroom performance, b) being accessible to discuss instructional matters c) allowing teachers to try new instructional strategies by letting them know that it is okay to take risks, and d) clearly communicating a vision for the school. Communicating school goals was found to positively affect the type of instruction teachers delivered (Blasé & Roderts, and Sheppard as cited in Lineburg, 2010). In Blasé & Blasé, (1998; 1999) and Sheppard, (1996), in-depth studies of teachers' perception about characteristics of school principals that influence teachers' classroom instruction concluded that the behaviours associated with instructional leadership positively influenced classroom instruction.

Based on Blasé & Blasé's (1999) findings, when instructional leaders monitor and provide feedback on the teaching and learning process, there is an increase in teacher reflection and reflectively informed instructional behaviours, a rise in implementation on new ideas, greater variety in teaching strategies, and more response to student diversity. They added that lessons would be prepared and planned more carefully, teachers would more likely to take risks, have more focus on the instructional process and use professional discretion to make changes in classroom practice. The findings further noted that teachers indicated positive effects on motivation, satisfaction, confidence, and sense of security. Conversely, principals that did not engage in monitoring and providing feedback of the teaching and learning process had a negative effect on teachers and classroom practice (Blasé & Blasé, 1998). However, teachers with non-instructional leaders felt a sense of abandonment, anger, and futility, as well as lower levels of trust and respect for the principal, motivation and self-efficacy.

Instructional leadership behaviours associated with promoting professional growth and staff development yield positive effects for classroom practice (Blasé & Blasé, 1999, 1998 and Sheppard, 1996). In particular, Alig-Mielcarek (2003) observes that leaders who engage in behaviours that inform staff about current trends and issues, encourage attendance at workshops, seminars, and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set professional growth goals with teachers, and provide resources, foster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in the classroom. This, in turn, increases the likelihood of increased student achievement (Sheppard, 1996; Blasé & Blasé, 1998).

On the basis of above, Halverson (2005) observes that instructional leadership establishes the conditions for the possibility of improving teaching and learning, where much of the work of school leaders is done through the development of artifacts that reshape organizational practices around desired instructional goals. He added that indicators to measure whether the conditions for improving teaching and learning are in place and consistent with a distributed perspective on leadership, where leadership is distributed across people and organizations, the focus is on the key tasks in which leaders engage to establish conditions for teaching and learning. The principals' leadership practices with a wide range of administrative and instructional leadership positions as shown on Table 2.1 below include: focus on learning, monitoring teaching and learning, building nested learning communities, acquiring and allocating resources and maintaining safe learning environment. The table also presents the specific tasks performed under the above practices.

Table 2.1: Leadership Practices in across Schools with a Wide Range of Administrative and Instructional Leadership Positions (Halverson et al, 2005)

Focus on Learning	Monitoring Teaching and Learning	Building Nested Learning Communities	Acquiring and Allocating Resources	Maintaining Safe Learning Environment
Maintaining a school-wide focus on learning	Formative evaluation of student learning	Collaborative school-wide focus on problems of teaching and learning	Personnel practices	Clear, consistent and enforce expectations for student behaviour
Formal leaders are recognized as instructional leaders	Summative evaluation of student learning	Professional learning	Structuring and maintaining time	Clean and safe learning environment
Collaborative design of integrated learning plan	Formative evaluation of teaching	Socially distributed leadership	School resources are focused on student learning	Student support services provide safe haven for students who traditionally struggle
Providing appropriate services for students traditionally struggle	Summative evaluation of teaching	Coaching and mentoring	Integrating external expertise into school instructional program Coordinating and supervising relations with families and external communities	Buffering the teaching environment

2.5 Instructional Leadership Models

Researchers define instructional leadership through the traits, behaviours and processes a person needs to lead a school effectively (AliqMielcarek, 2003). The historical context of instructional leadership literature review examines the emergence of instructional leadership concepts in the educational field giving the principals'

roles as instructional leaders. Various scholars have synthesized these concepts of instructional leadership and come up with different perspectives since the emergence of this practice, which has changed the approach used by effective principals in managing their schools so as to boost their students' academic achievement. This section, therefore reviews instructional leadership perspectives and models advanced by different scholars and finally draws a summary guided this study's conceptual framework.

An effective principal ensures structured teaching, effective learning time, lesson time being on task, and a safe and orderly environment (Hill, 1995). According to Jacobson, (2008) principals' essential practices include: setting direction, developing people and redesigning the organization, provide a framework for understanding the work of leaders. Research on school leaders in Denmark, Scotland, England and Australia identified a number of characteristics of effective leaders as including good leaders who are in the thick of things, working alongside their colleagues, respecting teachers autonomy, protecting them from extraneous demands and look ahead, anticipate change and prepare people for it so that it doesn't surprise or disempower them (MacBeath as cited in Mulford, 2003). On their part Bossert et al (1982) saw the effective principal as one who continually strives to improve the quality of the staff's performance and to improve teacher morale, both of which would have an impact on student achievement. In their research they identified four areas of principal leadership as including: first, emphasizing goals and student achievement where principals in high achieving schools emphasize achievement through setting instructional goals, developing performance standards for their students, and expressing optimism about the ability of their students to meet instructional goals.

Secondly, principals in effective schools exercise power and decision making where they are more active and more involved in areas of curriculum and instruction. They also understand community power structures and maintain good relationships with parents. Thirdly, principals take a more hands-on approach to instruction (curriculum organization/coordination) through such activities as the observation of teachers, conversations with teachers, support of teacher efforts at improvement, and establishing teacher and program evaluation procedures. In this way principals seek clarity in establishing program and curricular objectives, and coordinating content, sequence, and materials involved in instruction. Fourthly, effective principals differ from their less effective counterparts in their abilities to recognize the unique styles and needs of teachers, and to help them achieve their own performance goals through human relations which in turn may help those teachers to meet their own higher order needs.

Wanzare & DaCosta (2001) identified supervision and evaluating instructional activities, providing professional development, working on school curriculum, identifying issues with regard to achieving school goals, protecting learning time, defining and communicating the school's mission, goals, objectives and standards, and working with external constituencies among the major roles of an instructional leader. Researchers define instructional leadership through the traits, behaviours and processes a person (the principal) needs to lead a school effectively (Alig-Mielcarek, 2003). The following are some of the outstanding conceptual models that that have guided past studies on instructional leadership practices in educational institutions.

2.5.1 Hallinger & Murphy's Model (1985)

Research by Hallinger & Murphy (1985) which provided the base for most related studies indicated that literature focused on principals' management of curriculum and instructional processes. They grouped the instructional functions of a principal into three broad dimensions namely; defining the school mission, managing the instructional program, and promoting a positive school learning climate. In defining the school mission, the principal communicates a clear vision of what the school should be attempting to accomplish to students and staff in such a manner that a shared purpose that unites the efforts of the school members is developed. This dimension is characterized by framing school goals where the principal as instructional leader helps to determine areas of focus for staff efforts and communicating school goals where the principal ensures that these goals are communicated to all members of the school community.

Managing the instructional program focused on those activities that involve the principal's working with teachers in areas specific to curriculum and instruction. It is characterized by: a) supervising and evaluating instruction where the principal ensures that classroom instructional objectives are coordinated with those of the school; provides support to teachers in instructional matters; and visits classrooms frequently on an informal basis for the purpose of monitoring instruction. b) Coordinating curriculum, through the alignment of classroom objectives with school- wide curricular objectives and utilizing achievement assessments in such a way that the principal promotes continuity across grade [form] levels and subjects. c) Monitoring student progress where the principal utilizes both norm and criterion-referenced

information to diagnose programmatic and student weaknesses to track changes in the school's instructional program, and to make classroom assignments.

Promoting a positive school learning climate entail the principal influencing student success through the norms and attitudes of the staff and students. This is characterized by a**)** Protecting instructional time where principals provide teachers with blocks of uninterrupted instructional time. b) Promoting professional development where principals support staff efforts at professional improvement. c) Maintaining high visibility where the principal is a visible presence around school with frequent interactions with both students and staff. d) Providing incentives for teachers. This involves the principal creating a positive learning climate by setting up a work structure that rewards and recognizes teachers for their efforts. e) Developing and enforcing academic standards. In case the principal has a role in setting clearly defined high standards that support high expectations necessary for improving student learning. The principal also provide incentives for learning by promoting student achievement and improvement through various rewards and recognitions. Table 2.2 below show the three dimensions and the specific instructional functions of a principal;

Table 2.2:Dimensions and Instructional Leadership Functions (Hallinger and Murphy, 1985)

Defines the Mission	Manages Instructional Program	Promotes a positive School learning Climate
Framing school goals	Supervising and evaluating instruction	Protecting instructional time
Communicating school Goals	Coordinating curriculum	Promoting professional development
	Monitoring student progress	Maintaining high visibility
		Providing incentives for teachers
		Enforcing academic standards
		Providing incentives for students

2.5.2 Murphy's Model (1990)

In his synthesis of research findings from the effective schools, school improvement, staff development and organizational change literature, Murphy (1990) provided a systematic and comprehensive review of instructional leadership. Using this review, he came up with an instructional leadership framework that consists of four dimensions of instructional leadership broken down into sixteen different roles or behaviours of an instructional leader. The first of his dimensions involve developing school mission and goals which is essential in creating a sense of shared purpose and linking efforts within the school around a common vision. From this dimension, Murphy came up with two major roles or behaviours of the principal as thus: framing school goals and communicating school goals. Framing school goals encompasses

setting goals that emphasize student achievement for all students, incorporating data on past and current student performance and including staff responsibilities for achieving the goals. The school goals would be communicated formally and informally to the school community. Communicating goals regularly both formally and informally, to students, parents, and teachers stresses the importance that school goals guide the activities of the school.

The second dimension of Murphy's framework which involves managing the educational production function of the school emphasizes management behaviors of the principal. According to Murphy, (1990), the instructional leader (principal) promotes quality instruction by conducting teacher consultations and evaluations, visiting classrooms, providing specific suggestions and feedback on the teaching and learning process, and determining teacher assignments in the best interest of student learning. The principal further allocates and protects instructional time in consistence with school policies and procedures. The principal works with teachers to coordinate the curriculum by aligning school goals and objectives with school standards, assessments and curriculum. The instructional leader therefore designs a way in which to use assessment data of student academic achievement to set goals and evaluate instruction. The instructional leader frequently monitors the progress of students to establish if it marches the set school targets so as to mitigate on shortfalls.

Promoting an academic learning climate which is Murphy's third dimension refers to the behaviors of the principal that influences the norms, beliefs, and attitudes of the teachers, students, and parents of a school (Murphy, 1990). Principals are expected to foster the development of a school learning climate that is conductive to teaching and learning by establishing positive expectations and standards, by maintaining high

visibility, providing incentives for teachers and students, and promoting professional development. This dimension deals directly with the teaching and learning process in classrooms. The fourth dimension of Murphy's (1990) framework is developing a supportive work environment refer to how an instructional leader establishes organizational structures and processes that support the teaching and learning process. This dimension requires the principal to create a safe and orderly learning environment, provides opportunities for meaningful student involvement, develop staff collaboration and cohesion, secure outside resources in support of school goals, and forge links between the home and school. Murphy's instructional leadership dimensions are presented on Table 2.3 below:-

Table 2.3: Murphy's Comprehensive Instructional Leadership Framework (1990)

Developing Mission and Goals	**Managing the Educational Production Function**	**Promoting an Academic Learning Climate**	**Developing a Supportive Work Environment**
Framing school goals	Promoting quality instruction	Establishing positive expectations and standards	Creating a safe and orderly learning environment
Communicating school goals	Supervising and evaluating instruction	Maintaining high visibility	Providing opportunities for meaningful student involvement
	Allocating and protecting instructional time	Providing incentives for teachers and students	Developing staff collaboration and cohesion
	Coordinating the curriculum	Promoting professional development	Securing outside resources in support of school goals
	Monitoring student progress		Forging links between the home and the school.

2.5.3 Weber's Model (1997, 1996)

Weber, (1997, 1996) identified five dimensions of instructional leadership thus: defining the school's instructional mission. In defining school's instructional mission, Weber described defining the school's mission as a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest. The mission of the school should bind the staff, student and parents to a common vision. The instructional leader offers the stakeholders the opportunity to discuss values and expectations for the school. Together they work to create a shared mission for the school. The second dimension- managing curriculum and instruction must be consistent with the mission of the school (Weber, 1996). The instructional leader's selection of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed. The leader helps teachers use current research in best practices and instructional strategies to reach school goals for student performance.

Promoting a positive learning climate which comprises the expectations and attitudes of the whole school community is Weber's third dimension. Of all the important factors that appear to affect students' learning and have the greatest influence is the set of beliefs, values, and attitudes that administration, teachers, and students hold about learning" (Weber, 1996). Leaders promote a positive learning climate by communicating instructional goals, establishing high expectations for performance, establishing an orderly learning environment with clear discipline expectations, and working to increase teacher commitment to the school (Weber, 1996). The fourth dimension involves observing and improving instruction and starts with the principal establishing trusting and respectful relationships with the school staff. Weber (1996)

proposed that observations are opportunities for professional interactions. These interactions provide professional development opportunities for both the principal and the teachers. In other words, a reciprocal relationship develops where both people involved gain valuable information for professional growth. Principals enhance the experience by emphasizing research as the foundation for initiating teaching strategies, remediation, and differentiation of the lessons, and assessing the instructional program. Principals communicate goals and high expectations in order to establish an orderly learning environment and increase teacher commitment (Weber, 1997).

Weber's last domain of instructional leadership, assessing the instructional program, is essential for improvement of the instructional program (Weber, 1996). The instructional leader initiates and contributes to the planning, designing, administering, and analysis of assessments that evaluate the effectiveness of the curriculum. This continuous scrutiny of the instructional program enables teachers to effectively meet students' needs through constant revision and refinement Weber's model (1996) of instructional leadership incorporates research about shared leadership and empowerment of informal leaders to create a school that underscores the emphasis of academics and student achievement for all students. A summary of Weber's model is shown below in Table 2.4.

Table 2.4 : **Weber's Instructional Leadership Framework (1997, 1996)**

Defining the School's Mission	**Managing Curriculum and Instruction**	P**romoting a Positive Learning Climate**	**Observing and Improving Instruction**	**Assessing the Instructional Program**
The instructional leader;	The instructional leader;	The instructional leader promotes a positive learning climate by;	The instructional leader observes and improves instruction;	The instructional leader;
Collaboratively develops a common vision	Monitors classroom practice	Communicating goals	Through the use of classroom observation	Contributes to the planning, designing, administering
Goals for the school with stakeholders	Alignment with the school's mission	Establishing expectations, and	Professional development opportunities.	Analysis of assessments that evaluate the effectiveness of the curriculum
	Provides resources and support in the use of instructional best practices, Models and provides support in the use of data to drive instruction.	Establishing and orderly learning environment.		

2.5.4 A summary of Instructional Leadership Dimensions

The conceptual frameworks adopted by the above models provide an understanding of how instructional leadership is exercised by the principal in the educational field. From the conceptual perspectives discussed above and especially the instructional leadership models postulated by Hallinger & Murphy, (1985); Murphy, (1990), and Weber's (1997, 1996), there are outstanding similarities of actions from which one model can generally be drawn from the respective perspectives. These models mainly emphasize the importance of instructional leaders in defining and communicating goals, managing

curriculum and instruction and promoting a positive learning climate. Although similar instructional leadership frameworks have been presented among many other authors by renown researchers such as Hallinger, (2003, 1987, 2008, 2009), Blasé and Blasé (1999), this research was guided by the instructional leadership model proposed by Hallinger and Murphy (1985) since it is the model that has been used most frequently in empirical investigations (Hallinger, 2008, 2009; Hallinger & Heck, 1996).

However, for effective teaching and learning the principal should develop a supportive school work environment (Murphy, 1990). This, therefore, lend itself to a proposed research model that was based on four instructional leadership dimensions namely;- defining the school mission, managing the school instructional program, promoting a positive school learning climate and developing a supportive school work environment presented on Figure 1.1. These dimensions bear respective tasks that a principal is expected to perform as an instructional leader so as to influence students' academic achievement in a school as discussed below.

2.6 Instructional Leadership in School Goal Setting and Instructional Improvement

A principal of a successful school is expected to define the school mission and communicate a clear vision of what the school should be attempting to accomplish to students and staff in such a manner that a shared purpose that unites the efforts of the school members is developed (Hallinger and Murphy, 1985). On his part Mulford (2003) observed that vision and goals that work towards whole-staff consensus on school priorities and communicating them to students and staff establishes a strong sense of overall purpose. The principal should create, communicate and deliver a vision for the school, taking account of the concerns and aspirations of all

stakeholders in the school (OECD, 2007). To improve students' performance, Wekesa and Rutter et al in Lydia and Nasongo (2009) noted that headteachers are required to improve the management of the school by setting a clear vision for the school and communicate this vision to students, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution. Leadership practices that are likely to increase a school's academic press include developing and communicating shared goals, helping to clarify shared goals about academic achievement (Aliq-Mielcarek, 2003). These efforts should be geared towards improving teaching and learning.

In Fuhrman, (2001), the consortium for research in education comprising researchers from five USA's leading universities (Pennsylvania, Harvard, Stanford, Michigan and Wisconsin) had a relatively straightforward "Theory of Action" about what it takes to make better schools which included;- clear ambitious goals, a strong focus on instructional practice, extensive investment in continuing professional development, strong curriculum and in leadership at the system and school levels and accountability including incentives to provide positive reinforcements where improvement is occurring. Marshal in Blasé & Blasé, (1999) observed that early researches on instructional leadership studies included descriptions of principals who had managed to turn their schools around. He noted that the principals tended to be highly directive in their leadership styles, driving the school towards achievement of a result oriented academic mission. Descriptions of these instructional leaders suggest that they had somehow managed to overcome the pressures that push principals away from a focus on teaching and learning.

2.6.1 Principals' role in Defining School's Instructional Mission and Goals

The characteristics of principals of effective schools include taking strong initiative in identifying and articulating goals and priorities for their schools, holding themselves and their staff personally accountable for students' achievement (Benjamin as cited in Sinha, 2009). According to Meigs, (2008), principals are expected to set a clear vision for the school community, support teachers in the work and at the same time being responsible for all the details that allow a school to function smoothly. Barber, Whelan & Clark, (2010), added that the role which school leaders play include practices and building a shared vision and sense of purpose. A number of studies reveal school goals [containing a school-wide purpose focusing on student learning] as a significant factor of school principalship (Sindhvad, 2009).

Grigsgy (2010), on their part, observed that creating a vision is the role of the instructional leader, whose responsibility is creating a vision of success for teachers and students that include; keep teachers focused on student achievement and learning, create an atmosphere that will allow teachers to be successful in the classroom, make curriculum and instruction an absolute priority, become the "Lead Learner", that is, set the example, encourage risk-taking and develop a long range plan encompassing support and training for all teachers. Goal setting is an effective way to increase motivation and performance (Locke & Latham, 1990). They postulated that goals increase attention to obtainment of the task, increase the effort expended on goal relevant activities, increase persistence to achieve, and increase the development of strategies to obtain the goal and this is true even in loosely-coupled organizations, such as public schools (Alig-Mielcarek, 2003).

According to Leithwood (2007), in schools with academic press, administrators and teachers set high but achievable school goals and create academic standards. They believe in the capacity of their students to achieve and encourage their students to respect and pursue academic success school administrators supply resources, provide structures and exert leadership influence. They added that teachers make appropriate challenging academic demands and provide quality instruction to attain these goals; students value these goals, respond positively and work hard to meet the challenges. According to Halverson (2005), a school maintains a school-wide focus on learning if it has a clear vision for learning and if existing vision is related to the daily practices of teaching and learning.

2.6.2 The Role of Principals in Communicating School Goals and Instruction

An instructional leader's role consists of communicating the school mission and goals (Blasé & Blasé, 1999). Bookbinder (1992) explains that frequent communication of school goals by instructional leaders promotes accountability, a sense of personal ownership and instructional improvements. The common focus influences teachers' behaviours within the classroom and consequently leads to more effective schools (Blasé & Blasé, 1998). Principals that define and communicate shared goals with teachers provide organizational structures that guide the school toward a common focus (Alig-Mielcarek, 2003). According to Dawo (2011), Zero-defects approach should be used in an attempt to create a positive attitude towards prevention of low quality by heightening awareness of quality among all staff. While formulation of clear educational goals is important, principals with academically oriented goals who transmit these to their teachers are likely to have the most impact on students' achievement (Brewer, 1993).

In identification of the role of headteachers in academic achievement, Musungu (2007) indicated that at the beginning of every year, session, term or month there is need for collective goal setting and strategizing on a mission to achievement of school objectives. There would be a need for periodic or constant reminder to all stakeholders about the vision, accompanied with problem solving and teamwork. He added that, this requires extensive communication regarding importance of quality including the use of signs, posters contests and catch-words in a school; instructional-wide-recognition whereby there is public granting of rewards, certificates and plaques for high quality work, and problem identification by employees to timely address quality laxity.

According to Deal (1987), emerging visions, dreams and hopes such as school's shared values, heroes, rituals, ceremonies, stories, and cultural networks need to be articulated and celebrated while old practices and other losses need to be burred and meaningless practices and symbols need to be analyzed and revitalized. He added that if motivation and academic achievement are to be a definitive part of a school culture, they must be communicated and celebrated in as many forums as possible. In Rosenzweig, (2001), if a principal can establish and clearly communicate goals that define the expectation of the school with regard to academic achievement, and if the principal can rally a constituency of teachers and students to support those goals then the motivation to achieve the goals is likely to follow.

2.7 The role of Principals' Instructional Leadership in Managing Instructional Program

By the mid 1980s, instructional leader (the principal) in American schools was expected to be knowledgeable about curriculum and instruction and able to intervene directly with teachers in making instructional improvements (Hallinger, 1992). He added that high expectations for teachers and students, close supervision of classroom instruction, coordination of school's curriculum, and close monitoring of student progress became synonymous with the role definition of an instructional leader. According to Hallinger (2009), managing the instructional program requires the principal to be engaged in stimulating, supervising and monitoring teaching and learning. Improving learning outcomes is dependent on two instructional tasks: setting up effective curriculum management systems at the school level, and improving instruction in classrooms (Taylor, 2008). He added that principals must take responsibility for leading the learning programme, through directing, supporting and monitoring curriculum delivery. This would achieve the realization of Kenyan philosophy of education that embraces 'the inculcation of a high quality instruction' (Republic of Kenya, 1999-Koech Report). According to Reynolds & Teddlie, (2000) instructional leaders manage the educational production function through supervising instruction, allocating and protecting instructional time, coordinating the curriculum and monitoring student progress. Barber et al, (2010) further observed that the roles which school leaders play include practices such as designing and managing the teaching and learning program where they focus on high levels of student achievement that emphasis activities related to learning.

Headteachers play a role in curriculum planning and adoption, arrangement and management classroom of instructional program activities in any education system (Chabari, 2010). Porter, (2001) found that principals in high-achieving schools involve teachers in making curriculum decisions, created a climate conclusive to learning, set high expectation for faculty and students, and facilitated a culture that emphasized learning for children. As advanced by Vathukattu, (2004) other strategies include the creation of a consistent, coherent and focused reading program; set clear goals, standards and high expectations focused on results. He also observed that headteachers (principals) would achieve these when they create a culture of achievements by setting high expectations, set clear performance expectations for students, set clear and broadly understood performance expectations for the teachers and focus on results.

Instructional leadership gives priority to the role of the principals in directing schools towards effective teaching and learning. This is because principals are seen as the foundation for instructional leadership at the school level (Sergiovanni, 1998). Instructional organization includes student groupings, teacher organization, leadership teams, and the structure of the curriculum (Weber, 1987). Leithwood (2007) recommended that one should base remediation effort on the common instructional framework. Headteachers should deliver high standards of teaching and learning through personal teaching standards and the development, monitoring and coaching of teaching standard of others (OECD, 2007). It added that they should have competencies; develop others, team leadership, professional expertise, inter-personal understanding and challenge and support.

2.7.1 The Role Principals in the Supervision and Evaluation of Teaching and Learning

An instructional leader's role consists of providing supervision of the teachers in order to develop their skills and abilities (Blasé & Blasé, 1999), supervising, and developing curriculum and instruction in the school (Hallinger, 2003). According to Shiundu and Omulando (1992) positive factors affecting quality of teachers has a role in improving the quality of teaching and curriculum implementation by a controlling unwanted absenteeism, negligence in lesson preparation and laxity in marking of books and feedback. They go on to assert that an effective supervisor should be a little more informed of modern methods of administration and those of teaching, adding that it is the supervisor who is responsible for quality and if principals played their role, there would be no quality debates. One role of an instructional leader is to help teachers improve their teaching and which will result in higher student achievement since the principals' unique role in the school is that they have an influence on student achievement (Poirier, 2009).

Supervision ensures that all staff respect appropriate rules, routines, procedures and regulations to achieve set objectives (Dawo, 2011). Supervision by inspection has long been and still is a major devise employed by the Ministry of Education (MOE) to monitor education quality in Kenya. One strategy for monitoring teaching and learning in school and for enhancing quality and revising standards which has received a great deal of attention over the years concerns supervision by inspection (Wanzare, 2003). According to Olando, Wanga & Karagu (1992), one of the most important roles of the headteacher/principal is that of supervision of curriculum implementation. Weber (1987) further observes that teaching staffs need the

opportunity for in-service training and one-to-one supervision by instructional leaders to stimulate them and making the school's instructional goals more than mere abstractions.

In evaluating students' performance, teachers reflect on achievement data and design the school instructional program based on the data (Halverson, 2005). Departments use student exemplary performance to clarify teaching and learning tasks or distinguish levels of student performance. He added that teacher evaluation policies reflecting research on appropriate models of teaching and learning, involve classroom visits. Formal evaluation practices are primarily used to document poor performance and evaluation process operate dependently of professional development or goals for students learning. According to Weber (1987), there should be ongoing evaluations that would allow the principals to improve instruction or change the staff to offer students a better chance to learn. The principal can do process control by making periodical checks to ensure that they are continuously operating within certain pre-established tolerances to prevent defects by making timely adjustments (Dawo, 2011). S/he can also oversee quality control by evaluating cohorts or batches of students that already exist in the school. Shiundu and Omulando in Mbegi et al (2010), emphasis that on a daily basis headteachers have the responsibilities to ensure that teachers implement the set curriculum and that learning activities take place and in order to support teaching and learning processes the headteachers should ensure quality curricular supervision.

According to Mbegi et al (2010), headteachers' preferred supervisory methods employed in public secondary schools include the use of written records [record of work covered, schemes of work, progress records and class attendance register] in the

supervision of the curriculum. On their part Musungu and Nasongo (2008) observed that headteachers supervise teachers work by inspecting records such as schemes of work, lesson books, records of work covered, class attendance records and clock in /clock out book. They added that internal supervision involve proper tuition and revision, through supervision of teachers and pupils work, proper testing policy, syllabus coverage, teacher induction courses and team building as well as communicating the school vision effectively, providing resources for instruction, and maintaining a high visible presence in all parts of the school-for effective principals. The headteachers internal supervision of students' learning include looking at teachers' lesson plans, records of work covered and schemes of work, look at students exercise books regularly (weekly with the help of deputy headteachers). Headteachers organize extra tuition and purchase revision materials.

Enueme & Egwunyenga (2008) noted that principals in Asaba Metropolis (Nigeria) showed high level of instructional leadership responsibility by assisting their teachers in their classroom instructions by checking the teachers' lesson notes, offer corrections/advice where necessary and maintain school climate that is conducive to teaching and learning. According to Lydiah & Nasongo (2009) quality improvement measures include teachers' clear roles, frequent testing, and feedback, remedial learning/teaching, checking teachers and students work. They added that on teachers' evaluation, the headteachers' involvement in academic activities includes;-checks teachers and students' work, ensures that all departments have enough teachers, organizes for internal classroom supervision, monitors students discipline and help in eradicating cheating in examination.

2.7.2 The Role of Principals in Coordinating of Curriculum and Instruction

Headteachers coordinate curriculum delivery by ensuring quality control, facilitating communication in the organization and serving as a resource for the teaching staff (Vathukattu, 2004). Hallinger (2003) observes that the lop-down approach become apparent in leadership that focuses predominantly on the role of the school principal in coordinating and controlling curriculum implementation. The principal ought to foster individual teacher support to ensure success, designate a point person to coordinate instruction and support staff improvement (Vathukattu, 2004). In most schools, the principal identifies one such as a director of studies or heads of department to coordinate curriculum implementation in the school. According to Mc Namara (2010) principals' supervisory roles will demand that the headteacher assigns responsibilities to heads of departments and other juniors with clear description of duties and specified expected results.

The leadership of the school is responsible for facilitating instructional activities and coordinating curriculum across the individual programme and school levels by ensuring congruence through defining the school mission and goals, managing the instructional programmes and promoting a positive school learning climate (Vathukattu, 2004). To achieve good academic results therefore, the headteacher (principal), who is the central factor determining academic achievement in a school (Lydiah and Nasongo, 2009), should play an active role in instructional leadership by offering a strong school management that guarantees effective curriculum implementation.

2.7.3 Role of Principal in Monitoring Students' Progress and Learning

In monitoring students' progress, Halverson (2005) observed that school leaders should have intermittent measures of student learning across classroom and grade levels. He added that there should be collaborative school-wide focus on problems of teaching and learning and current instructional programs build on past initiatives. Meetings to discuss school instructional initiative should be organised and learning goals discussed based on student achievement data. Teachers ought to jointly reconcile different instructional practices (Halverson, 2005) and share their practices to provide meaningful, systematic feedback on student performance at grade level or subject matters meetings. According to Leithwood (2007) focused instruction involve improved literacy and learning among students where instruction involve the teacher constantly monitoring what students are doing and interventions by the teacher to help ensure that students are as actively engaged in meaningful learning as much as possible. It requires that students are grouped using methods that convey academic expectations and their performance monitored in relation to instructional objectives. A principal who provides instructional leadership monitors performance through frequent monitoring of student progress (Barber et al, 2010).

Strategies for monitoring teachers include; using student data for instructional decision making, meeting regularly with teachers to review student progress and solve problems, be visible and visit classrooms regularly, pace instruction carefully and student progress data continuously to assess teacher effectiveness (http://www.learnerslink.com/curriculum.htm) Principals are concerned with value-addedness (Hill, 1995), commitment to raise student standards (Thomas, Sammons & Mortimore, 1995), school improvement, and facilitating the processes of change

(Hopkins, 1994). According to Lois et al (2010) the principal is expected to understand the tenets of quality instruction, and to have sufficient knowledge of the curriculum so as to ensure that appropriate content is being delivered to all students. They added that research shows that consistent, well-informed support from principals makes a difference and principals accordingly face increasing pressure to deliver (or at least promote) better support for instruction. The headteachers (principals) should monitor students and teachers to gain skills in areas where their performance is weak (Vathukattu, 2004). He added that the headteacher should also monitor students and teachers using formal and informal methods by collecting, reading and commenting on teachers' lessons plans on a weekly basis and collecting a writing sample each week from students in each class.

2.8 Role of Instructional Leadership in Promoting a Positive School Learning Climate

Learning climate refers to the norms, beliefs and attitudes reflected in institutional patterns and behaviour practices that enhance or impede student learning (Lezotte, et al 1980). According to Weber (1987) the sources of climate in a school include: school discipline procedures, physical layout of the school building, noise levels, presence (or absence) of enthusiasm, amount of litter or vandalism, and so forth. Maude (1978) observes that one of the leader's primary duties is to create a favourable organizational climate. The Koech Report in Republic of Kenya (1999) recommended that headteachers should generally establish a school culture and climate conducive for effective teaching and learning, which Irwin (1995) says refer to the values, beliefs, traditions, philosophies, rules and ethos that are shared by members of the organization. According to Rencher (1992), school culture makes it

clear that effective schools, that is, schools that demonstrate high standards of achievement in academic have a culture characterized by a well defined set of goals that all members of the school administration, faculty and students-value and promote. Weber (1987) observed that creating a climate for learning is a real factor in motivating teachers and students to hold expectations for them and perform at their best academically though the most important factor is the set of beliefs, values, and attitudes teachers and students hold about learning. School leaders can shape a schools culture or climate (Rencher, 1992).

The principal is increasingly expected to create a climate that is conducive to teaching and learning; work towards improving student performance and be accountable for results; support and supportive teachers' work in instruction and classroom management; supervise the use of the curriculum and its localization to ensure its relevance to the school; and ensure effective staff development programs are operational in the school and teachers improve their professional competencies (Atkinson, 2001). Hallinger and Heck (1996) state that the most theoretically and empirically robust models used to study school leadership effects, show that principals can influence student achievement when efforts are aimed towards internal school processes. According to Sindhvad (2009), these internal processes range from school policies and norms (eg. academic expectation, school mission, student opportunity to learn, instructional organization, academic learning time) to the practices of teachers.

2.8.1 Role of Principals in Providing Instructional Time

According to Halverson (2005), structuring and maintaining time involve headteachers ensuring that the staff use time as an instructional resource, structure and monitor time use for professional learning, avoid sharing time with non-instructional issues, school-wide assemblies held are controlled. The effective principal ensures structured teaching, effective learning time, lesson time being on task (Hill, 1995). Halverson (2005) added that headteachers should also minimise school-wide announcements that interrupt classroom teaching, the school control classroom visitors and ensure teachers focus on teaching and learning because of controlled external interruptions. On the part, Barber et al (2010) added that teachers should be protected from issues which would distract them from their work.

According to Leithwood (2007) protecting instructional time entail schools recognising the importance of how students spend their time, school schedules, time tables, structures, administrative behaviours, instructional practices and the like all designed to ensure that students are engaged in meaningful learning as much as of their time in school as possible. He added that distractions from meaningful learning should be minimised through principals' leadership practices that include protecting the efforts of teachers from many distractions they face from both inside and outside their organization. Such protection which entail behaviours such as running interferences with;-unreasonable parents, supporting teachers in the discipline of students, aligning government policy initiatives with schools improvement plan, creating teaching schedules that protect time for key instructional priorities, reducing non-instructional demands on teachers during class hours and avoiding unplanned interruptions to classes with announcements, visitors, allows teachers to spend their

time and energies on teaching and learning (Leithwood, 2007). Principals can play an important role in dealing with external constituents and protecting teachers from external interferences (Heck, 1992; Fidler, 1997).

Effective principals understand direction setting (Leithwood, et al, 2004) and know that an investment of time is required to develop a shared understanding of what the school should "look like" and what needs to be done to get it there. In a study of eight secondary schools, Stallings and Mohlman (cited in Weber, 1987) found that learning climate, including quality of instructional time, was affected by student behaviours, teacher attitudes, school policy, and principal leadership. Thus, to increase available instructional time it must be coupled with providing an environment that encourages concentration and attention to instruction (Weber, 1987). Anderson, (1981) summarizes suggestions for increasing instructional time wisely as thus: First, tasks should be chosen which are at an appropriate level of difficulty for the students, second, the tasks should be communicated directly to the students (That is, students should know (a) what they are to learn and (b) how they are to demonstrate that learning). Thirdly, behavior settings and learning activities which have high degrees of continuity should be chosen (for example, activities involving small groups working on a common goal, activities in which students must make or do something, activities in which the materials are continuously present, and teacher-demonstration activities).

2.8.2 Role of Principals in Promoting Professional Development

An instructional leader's role consists of providing professional development of their teachers (Blasé & Blasé, 1999; Reynolds & Teddlie, 2000; Enueme & Egwunyenga,

2008). Sheppard in Lineburg, (2010) found a significant relationship between promotion of professional development by principals and teachers' willingness to use various instructional ideas in the classrooms. Through professional learning a school allow teachers to decide on professional development options, formal in-service time used to disseminate information, formal measures of professional development effectiveness (Halverson, 2005). Coaching and mentoring by teachers with expertise in content or pedagogy have structural opportunities to share information, experience and/or knowledge with other teachers (Halverson, 2005). Ballard and Bates (2008) added that teachers need to become familiar with current research on student achievement and network with colleagues to learn more about teaching expertise.

Principals should be concerned with facilitating teachers' exercise of initiative and responsibility in instructional matters (Glanz & Neville, 1997). Such an approach is consistent with educational reforms in the professionalization of teaching that equip teachers to play informed and active roles in improving schooling (Little, 1993). The National Comprehensive Centre for Teacher Quality (NCCTQ) (2008) observed that school leaders are in a position to encourage and empower teachers through personal interactions between school leaders and teachers or formally by providing meaningful opportunities for personal growth by understanding and developing them (Barber et al, 2010). Porter (2001) observed that as the instructional leader of the school, the principal must make sure that appropriate staff development is provided and emphasis should be placed on continuous development.

In their study of elementary and high-school teachers' perception of instructional leadership, Blasé and Blasé (1999) determined that teachers' professional development was the most influential instructional practice. Effective principal is one

whom continually strives to improve the quality of the staff's performance and to improve teacher morale, both of which would have an impact on student achievement (Bossert et al. 1982). According to Scheerens (2009) in an international survey, the thematic report sees professional development of teachers as instrumental in furthering the quality of student outcomes and to ensure that education and training remains responsive to developments of the society at large. The report added that headteachers needs to encourage professional development, that is, encourage and support staff to update and refine their skills regularly and in doing this, teachers should be given time and opportunity to refine and improve their skills, tie professional development to school priorities and staff needs, value and use teacher expertise and set the expectation where staff members share what they learn and provide enough time for them to do so.

2.8.3 Role of Principal in Maintaining Instructional Presence

Principals promote academic learning climates by maintaining high personal visibility in the school (Reynolds & Teddlie, 2000; Hallinger, 2003; 2009). Benjamin in Sinha (2009) added that the characteristics of principals of effective schools are highly visible in the classrooms and hallways of the schools. They are recognized as instructional leaders if they engage in instructional activities such as walks or classroom visits, and carry formative evaluation of teaching in classroom (Halverson, 2005). According to Jenkins (2009), effective instructional leaders need to create a visible presence which include focusing on learning objectives, modelling behaviours of learning, designing programmes and activities on instruction.

In a study of over 500 Illinois school principals, McEwan (2000) identified behaviours /tasks/skills most critical to successful principalship as maintaining a

visible presence in the campus and even in classrooms, in order to communicate priorities and expectations (Hallinger &Murphy, 1987). Lineburg (2010) added that teachers perceive their principals to be strong instructional leaders when they communicate school mission through interacting with them on their class performance, being accessible to discuss instructional matters and allowing teachers to try new instructional strategies by letting them know that it is okay to take risks.

The principals maintain personal visibility in school through management by walking around (MBWA). In education a by-product of MBWA is the classroom walkthroughs which are frequent focused brief visits that allows the principal to observe firsthand the teaching and learning that is occurring in the classroom (Rossi, 2007). Rossi added that MBWA provide principals with observational data that can affect what is happening in the classroom and that frequent visit to classrooms provide principals with valuable data that they can share with teachers in order to inform their instruction.

2.8.4 Role of Principal in Providing Incentives for Teachers

Blasé and Blasé (1999) in their studies of direct effects of principal behaviour on teachers and classroom instruction include Sheppard's (1996) synthesis of research, demonstrated the relationship between certain principal behaviours and teacher commitment, involvement, and innovation. They stressed that "many other factors may contribute to such turnarounds, but leadership is the catalyst". In addition to instructional leadership, researchers in recent evidence suggest that emotional intelligence displayed, for example, through a leader's personal attention to an employee and through the utilization of the employee's capacities, increases the

employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance (McColl-Kennedy & Anderson, 2002)". According to Leithwood (2007) principals should offer individualized support by showing respect for individual members of the staff, demonstrating concern about their personal feeling and needs, maintaining an open door policy and valuing opinions and provide appropriate models of both desired practices and appropriate values (walking the talk). He added that they should listen to the personal needs of staff members and assist as much as possible to reconcile those needs with a clear vision for the school.

Other strategies to improve the performance of teachers include having an elaborate rewarding system which should be done in such a way that it recognizes achievement in student academic performance. Principals should recognise and give incentives to teachers for excellent performance (Barber et al, 2010; Halverson, 2005). Turner & Williams (1983) observes that there appears to be a correlation between the amount of satisfaction to be gained from it and that the implication for management is enormous in terms of employee motivation and effective job performance. They added that de-motivation involves frustration, experience of futility, feelings of alienation, rejection, being ignored, being dominated, being discredited. Maunde (1978) therefore added that one of the principles of the leadership of an institution is to maintain an atmosphere of approval at work so that people are not discouraged by failure.

The principal should promote collective teacher efficacy (CTE) which entail the level of confidence a group of teachers feel about its ability to organise and implement whether educational initiatives are required for students to achieve high standards of achievement and its effects on performance is indirect through the persistence it engenders in the face of initial failure and the opportunities it creates for a confident

group to learn its way forward rather than giving up (Leithwood, 2007). He added that to improve collective efficacy of the teaching colleagues principal should clarify goals by identifying new opportunities for the school, developing, articulating and inspiring others with a vision of the future, promoting cooperation and collaboration among staff towards common goals. Teacher trust in colleagues, parents and student which is critical to the success of schools and nurturing trusting relationships with students and parents is a key element in improving student learning. According to Sindhvad (2009) principals of effective school show a high quality of human relations, recognise the needs of teachers, and help them achieve their own performance goals and encourage and acknowledge their good work. Lack of motivation and professional commitment produce poor attendance and unprofessional attitude towards students which in turn affect the performance of students academically (Lockheed et al in Etsey, 2005).

Effective principals should avoid restrictive and intimidating approaches to teachers (Blasé and Blasé 1999). They added that administrative control must give way to the promotion of collegiality among educators and that principals' leadership should reflect a firm belief in teacher choice and discretion, nonthreatening and growth-oriented interaction and sincere and authentic interest. Their findings also emphasize that effective instructional leadership integrates collaborations, peer coaching, inquiry collegial study groups, and reflective discussion into a holistic approach to promote professional dialog among educators.

2.8.5 Role of Principals in Providing Incentives for Learning

Since schools can have a significant impact on student achievement, it is critical that they put into place policies and practices that support student learning (Miller, 2003).

These leadership responsibilities which when consistently implemented can have a substantial impact on student achievement include school tasks such as establishing a set of standard operating procedures and routines, involving teachers in the design and implementation of important decisions and policies and monitoring the effectiveness of school practices and their impact on student learning (Waters, Marzano & McNulty, 2003).

In providing appropriate services for students to traditionally struggle, special needs staff provide services to students outside regular classroom (Halverson, 2005). He added that this would be enhanced if leaders develop differentiated intervention programs to help students who traditionally struggle where teachers use pre-assessment tools as a basis for differentiation of instruction; differentiation of instruction is observed. A number of studies have found that remedial teaching focused on lagging children can significantly improve their test performance (Poirier, 2009). Practices such as differentiated instruction, data driven instruction and identifying areas of weakness in students are crucial to developing the quality of classroom teachers (Ballard and Bates, 2008). They further observed that differentiated instruction is vital for increased student performance because it meets the needs of every student and this connects to the notion that schools pick improvements based on test data, especially in weak areas.

According to Halverson (2005) student support services provide safe haven for students who traditionally struggle and schools categorises students with special needs and provide services to successfully improve learning for most identified students with mentors [pool of mentors/advocates] for struggling students being identified. School leaders should reward, motivate and promote academic achievement by

bringing outstanding speakers for school meetings, placing names of students with outstanding performance on the honour roll, publishing an annual report of academic achievement and mailing it to parents, displaying academic awards and trophies in the school trophy case (Rencher, 1992). School leadership should be open, supportive and friendly to the students but should establish high expectations (Leithwood, 2007)**.**

2.9 Role of Principals Leadership in Developing Supportive Work Environment

Challenges in secondary schools among others are unfriendly school environment, especially for girls whose solution is to ensure that the school environment is inclusive and gender responsive (UNESCO, 2010). According to UNICEF (2000), children have a right to quality education where quality education include among others; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities. Studies in United States of America found close links between school environments and improved student learning (Goddard et al 2000; Heck, 2000; Sweetland & Hoy, 2000) and therefore the characteristics of highly effective schools are a safe and orderly environment (Barber et al, 2010). It is for this reason that the government strategies to ensure safe and secure school environment is premised on Kenyan government strong conviction that safe and secure school environments facilitates and fosters quality teaching and learning in education institution and that in insecure school environments diligence, truancy and absenteeism especially among girls are common (Republic of Kenya, 2008).

To Develop a supportive work environment one involve the creation of a safe and orderly environment, providing opportunities for meaningful student involvement, developing staff collaboration, the forging of links between the home and the school and securing outside resources to support the school **(**Reynolds & Teddlie, 2000).

According to Halverson (2005), principals develop a supportive working environment by maintain safe and effective learning environment through; first, clear, consistent and enforce expectations for student behaviour. This entails coming up with discipline policies consistent with school goals, reviewing discipline policies and involving students in formulating discipline policies. Effective school discipline policies in well managed schools and classrooms contribute to educational quality where orderly, constructive discipline and reinforcement of positive behaviour communicate a seriousness of purpose to students and students, teachers and administrators should agree upon clear and understandable school and classroom rules and policies (Crag et al in UNICEF, 2000).

Secondly, ensuring there is a clean and safe learning environment where school safety policies or procedures ensured, policies to fight vices such theft, fighting, bullying, selling and using drugs, perpetrators or victims of harassment (Halverson, 2005). Thirdly, provide students with support services to provide safe haven for students who traditionally struggle by categorizing students with special needs and provide services to improve learning for most identified students; schools has specified plans for improving attendance, dropout and graduation rates for students who traditionally struggle and have mentors for the struggling students. Fourthly, buffering the teaching environment where parents/guardians concerns are resolved, teachers are free to talk about their work to parents, schools control classroom visits and ensure teachers focus on teaching and learning because of controlled external interruptions.

Elmore and Fuhrman (2001) noted that a school environment which is conducive to teaching and learning is a prerequisite for good school performance. In its safety standards manual schools in Kenya, Kenyan government observes that school safety

is an integral and indispensible component of the teaching and learning process and indeed, no meaningful teaching and learning can take place in an environment that is unsafe and insecure to both learners and staff (Republic of Kenya , 2008). According to Wango (2009) effective teaching and learning is enhanced by warm environment where security is enhanced, environment is tidy, well organized and when there is order in the classroom.

Principals structuring of teachers working conditions have both direct and indirect effect on teaching and student achievement (Leithwood et al, 2004). According to Rencher (1992), an atmosphere or environment that nurtures the motivation to learn, can be cultivated in the home, in the classroom, or throughout an entire school. Achieving the goal of making the individual classroom a place that naturally motivates students to learn is much easier if students and teachers function in a school culture where academic success and the motivation to learn is expected, respected and rewarded. This, he added, is an atmosphere where students learn to love learning for learning's sake. The principal should establish the motivation to learn and academic achievement as central features of a school's culture and must first persuade students, teachers, parents, staff, and school board to this course.

2.9.1 Principals' Role in Creating Safe and Orderly Learning Environment

Effective principal ensures a safe and orderly environment (Sergiovanni, 1995). Reynolds & Teddlie in Leithwood et al (2008) argued that it is the provision of the supportive work environment that is critical to the leadership process and establishing work conditions that allow teachers to make the most of their motivations, commitments and capacities. According to Ofsted, (2009) & William (2004), creating

an orderly and supportive environment pointed to the need to create order to allow for learning to take place in a safe and orderly environment. On the part, Reynolds and Teddlie (2000) pointed out that without order, discipline and social control at the school level would be very difficult for staff to attain high levels of student attention and engagement within classroom.

The classroom and school disciplinary climate whose dimensions include; students discipline concerns (drug use, physical conflict), class disruptions (e.g students disrupt, noise and disorder in class), students absenteeism and tardiness, teacher-student relations [whether students get along with teachers, fairness of discipline], the punishments for misbehaviour at the school and teachers' behaviour has important effects on students (Leithwood, 2007). Halverson (2005) observes that a clean and safe learning environment where school safety policies or procedures to fight vices such as theft, fighting, bullying, selling or using drugs, perpetrators or victims of harassment are ensured.

However, although there is no much evidence of what should be done by leaders to develop the disciplinary climate in their schools (Leithwood, 2007), Leithwood et al (2004) recommended flexible rather than rigid responses by leaders to disciplinary events and engagement of staff and other stakeholders in developing school-wide behaviour plans. They further added that a broader body of evidence does indicate that principal is the most potent factor in determining school climate and that a direct relationship between visionary leadership and school climate and culture is imperative to support teacher efforts that lead to the success of the instructional and disciplinary program.

2.9.2 Principals Role in Providing Opportunities for Students' Involvement

Effective principals set clear, consistent and enforce expectations for student behaviour and discipline policies, should be consistent with school goals and teaching and learning (Halverson, 2005). He added that they should review discipline policies while involving students in formulating them. There should be provision for and encouraging student to participate in a broad range of school activities that leads to a students' closer connectdness to the school community (Mulford, 2003) as well as flow on effects to more academic parts of the curriculum (Reynolds and Teddlie, 2000).

Principals involve students in schools' decision making process such as being consulted when formulating schools' mission and vision, using them in evaluating teaching and learning in their schools and to fight vices in the schools (eg theft, drug use and abuse, bullying and harassment of students by other students). In most schools, principals use their schools' student leaders to reach the students and get their feedback. According to Jenkins (2009) instructional leaders need to work closely with students, develop teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which to make curricular decisions. In developing a supportive work environment, instructional leadership provide opportunities for meaningful student involvement (eg system-wide activity programs, formal recognition for successful student participation, use of school symbols to bond students to school) (Murphy, 1990). Leadership for Organisational Learning and Student Outcomes (LOLSO) research in Australian schools found that student participation in school enhanced academic self-concept and engagement with

school (Gurr & Drysdale, 2008). The study further added that student participation is directly and student engagement indirectly related to academic achievement.

2.9.3 Role of Principals in Developing Staff Collaboration and Cohesion

An instructional leader's role consists of providing opportunities, and creating school which exudes collaboration, trust and empowerment (Blasé & Blasé, 1999) .Creating a collaborative working environment provides an opportunity for teachers skills and abilities to grow and develop, which is enhanced through the direction of an effective leader (Poirier, 2009). The leader is the key factor in creating the culture of collaboration by creating structures which encourage staff to work together and by involving them in aspects of decision making, the leader can develop an expectation that it is normal to work together ,share each others' problems and successes and reflect together on the practice of teaching(Dean,1998). He added that a principal that encourage teachers to collaborate is likely to increase collective teachers' efficacy. According to Flores (2004) a collaborative culture refers to working relationships which are spontaneous, voluntary, evolutionary and development-oriented. According to Demir (2008), a norm of collaboration within an organisational culture is likely to enhance teachers' capacity beliefs since Yu, Leithwood & Jantzi (2002) add that the responsibility for accomplishing organisational goals is shared. They further observe that this means that staff members often talk, observe, critique and plan together and the norms of collective responsibility and continuous improvement encourage them to teach each other how to teach better.

Effective principals recognize that collaborative networks among educators are essential for successful teaching and learning where they model teamwork, provide time for collaborative work, and actively advocate sharing and peer observation

(Blasé and Blasé, 1999). They added that effective principals encourage teachers to visit other teachers, even in other schools, to observe classroom and program. School environment entails fostering among teachers within a school a shared set of values and understandings about what they expect of students academically, what constitutes good instructional practice, which is responsible for student learning, and how individual students and teachers account for their work and learning (Elmore and Fuhrman, 2001). Barber and Mournshed in NCCTQ (2008) found that the World's best schools empower teachers by facilitating collaboration among teachers, support from effective instructional leaders and instructional coaches, and pre-service training programs that build practical skills sets.

2.9.4 Role of Principals in Forging Links between Home and School

Research demonstrate that effective schools have high level of parental and community involvement and related to improved student learning, attendance and behaviour (Bull, Brooking, & Campbell, 2008). According to Reynolds & Teddlie (2000), research also recognises the importance of families as the first educators of their children and they continue to influence their children's learning. Research literature is unequivocal in showing that parental involvement makes a significant difference to educational achievement and affects students' achievement by shaping the child's identity as a learner and through setting high expectations for the child (Desforges & Abouchaar, 2003). Gianzero (1999) added that parents' involvement plays an important role in improving students' success in schools

The characteristics of highly effective schools include strong home-school relations (Barber et al, 2010) where the school is connected to parents and the community and that by setting goals to improve a schools' environment, principal, teachers, school

boards, parents and other community members can make their schools more effective places in which to learn. According to Halverson (2005), relations with families and external communities are coordinated and supervised and involves teachers contacting families to discuss academic progress, and strategies for improvement or to comment the students' successes. He added that parent-teacher conferences that include a program to welcome families into the school organise for teachers and families, building personnel and community to approach school for information on instructional priorities ought to be enhanced. The principal's leadership practices require student progress reports to be sent to the parents (Leithwood, 2007).

Rosenzweig (2001) findings identified fundamental parenting practices, academic–oriented parenting practices and school parenting practices as practices that schools engage their parents. The fundamental parenting practices include; discipline and parental time spent with child. On the other hand, the school parenting practices include; volunteering at school, attending and being aware of school and classroom activities or events, attending parent –teacher conferences, events, participating in school decision making councils and communicating with teachers. Lastly, the academic–oriented parenting practices include; monitoring school progress, managing the child's schooling and academic strategies, finding strategies and solutions to school problems, setting goals and standards, communicating educational aspirations for attainment and grade expectations, providing academic support, commitment to education and provide resources and learning experiences.

2.9.5 Role of Principals in Securing Outside Resources to Support School Goals

Great school leaders have the capacity to connect with their stakeholders, are motivated by a sense of purpose based upon a vision for their organisation, have strong human relations skills, are futuristic and realistic, and models what they mandate (Sinha, 2009). Principals use community resources to improve student learning and connects the school with the community. Friedman (2004) observed that schools should be places where all stakeholders share purpose and vision, subscribe to norms of collegiality and hard work through professional development and celebrate success. According to OECD (2007) they should create channels of communications to support and facilitate effective relationship with external parties which impact on overall school effectiveness. According to Mulford (2003), learning is no longer restricted to what goes on within the school walls and it is 'now universally accepted in OECD Countries that schools must relate to their surrounding communities if they are to be effective. These leaders integrate external expertise into school instructional program with the experts/consultants customising services to fit on-going school instructional priorities and teachers participate in professional network outside the school (Halverson, 2005).

2.10 Summary of Related Literature

Studies relating to instructional leadership have widely been conducted in many developed countries over a long time and mainly at elementary level (for example Aliq-Mielcarek, (2003)). Much of the early thinking on instructional leadership developed from research conducted in effective elementary schools (Andrews & Soder, 1987; Edmonds, 1979; Hallinger & Murphy, 1985; Leithwood & Montgomery, 1982). High schools, which are typically larger and more departmentalized, possess

some important differences from elementary schools (Bossert, et al 1982; Cuban, 1988 and Hallinger, 2003, 2005). Hallinger (2005) stated that instructional leadership is easier to implement on the elementary level than the high school level because of certain contextual factors inherent to secondary schools.

In studying principals' leadership practices since the emergence of this concept, most scholars (Hallinger 1987, 2003, 2007, 2009; Murphy, 1990 and Weber's, 1997, 1996; among others) based their studies on Hallinger and Murphy (1985) model of instructional leadership. The model which uses three dimensions of instructional leadership namely; defining the school mission, managing the instructional program and promoting positive learning climate was adopted since it is the model that has been used most frequently in empirical investigations (Hallinger, 2008; Hallinger & Heck, 1996; Hallinger, 2009). Other related studies formulated four and five dimensions of instructional leadership (Murphy, 1990 and Weber, 1997, 1996 respectively). However, whereas most dimensions relate closely to the three dimensions of Hallinger and Murphy (1985) model, Murphy (1990) model included the development of a supportive work environment by principals, which would complement the three dimensions postulated by Hallinger and Murphy in ensuring that a principal enhances teaching and learning in a school with an environment that support every member of the school involved in curriculum implementation. It is for this reason that, the current study adopted a model that blends the dimensions in Hallinger & Murphy (1985) and Murphy (1990) models to guide the research on instructional leadership in secondary schools. Sinha (2009) recommended more subscales to be used in future researches after using three subscales of Hallinger and Murphy (1985) subscales; supervising and evaluation of instruction, coordinating the curriculum and monitoring students' progress in his study.

A number of researchers in other countries have addressed the relationship between school leadership and student achievement (Hallinger & Heck, 1998). However, Mwangi (2009) observed that relatively little such work has been done in Kenya. Most researches on school leadership in Kenya have focused on the administrative role of school principals (for example Ngware, Wamukuru, & Odebero, 2006; Lydiah & Nasongo, 2009; Musungu & Nasongo, 2008), ignoring their possible direct and indirect influence of instructional leadership on teaching and learning and consequently students academic achievement. According to Mascall et al (2008) little has been done to promote understanding about how school leadership impacts students' academic achievement, by instituting effective instructional leadership practices, an emphasis that is ubiquitous in contemporary leadership literature in the developed world. In the findings of his study, Mwangi (2009) noted that education scholars and practitioners in Kenya need to pay closer attention to what principals and other school leaders do in their day-to-day enactment of leadership, saying that the mindfulness of principals, instructional leaders (teacher leaders) and teachers appears to have significant effect on student achievement.

There was need, therefore, to interrogate the strategies used by principals in providing instructional leadership to enhance teaching and learning thereby improving academic achievement in public secondary schools where little has been researched especially in Kenya. This study, guided by the models discussed above, sought to establish strategies employed by principals in; defining schools' instructional mission and goals, managing instructional programs, promoting a positive school learning climate and developing a supportive working environment in public secondary schools in the study area (Figure 1.1). The study also interrogated the differences in principals' instructional leadership practices between Extra County and County, and the

relationship between principals' instructional leadership practices and students' academic achievement at KCSE examination in public secondary schools in Baringo County. To establish these strategies, the study used the research design and methodology described in chapter three to collect the data presented, analysed and interpreted in the subsequent chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter addresses the methodology of the study. It describes the location of this study, the research design, and population of the study, sample size and sampling procedure. It also explains the research instruments which were used, the determination of their validity and reliability, the procedure of how the research data was collected and analyzed. It further presents ethical issues that were observed in this research and a summary of chapter three.

3.2 The Location of the Study

This study was conducted in sampled Extra County and County public secondary schools in Baringo County. As shown on Appendix F, Baringo County, which had eighty five (85) public secondary schools that sat for KCSE examination in 2010, covers a surface area of 11,015 KM^2 . It is located in the former Rift Valley Province of Kenya and borders eight Counties namely; Turkana to the North and North East, Samburu and Laikipia to the East, Nakuru to the South, Kericho and Uasin Gishu to the South West, Elgeyo Marakwet to the West, and West Pokot to the North West (http://softkenya.com/baringo-county). Baringo County comprises six Sub-Counties namely; Baringo Central, Baringo North, Marigat, East Pokot, Koibatek and Mogotio (http://en.wikipedia.org/wiki/Rift_Valley_Province). The study area was chosen because in the researchers' view, the targeted schools were representative of any other schools in Kenya and admitted students based on the national criteria and their teachers' and principals' competencies are generally similar to those in other parts of the country. The principals' instructional leadership practices were expected to be

similar to those of their counterparts in other Counties since their principals have similar basic instructional training.

3.3 The Research Design

This study was a cross-sectional survey research that adopted survey research design and employed mixed methods approach of inquiry in a concurrent procedure. According to UNESCO (2005) this type of research provides information about conditions, situations and events that occur in the present. In cross-sectional surveys, data are collected at one point in time from a sample selected to represent a larger population (Owen, 2002). On the other hand, Rezaee , Abidin, Abdullah & Singh (2011) adds that survey research design is used to investigate, assess opinions and preferences in educational issues and problems. The design is therefore considered the most appropriate method to measure attitudes, beliefs or personality structure in a natural setting (Leedy, 1993). In this study, the design enabled the researcher obtain the respondents' opinions on the principals' instructional leadership practices in secondary schools under study. This study employed mixed methods approach which according to Razaee et al (2011) advocates a survey that is mainly identified with quantitative and qualitative mode of inquiry and involved the collection of information at one or several points in time for scientifically designed probability samples of teachers or schools.

3.3.1 The Philosophical Worldviews

There are three major paradigms namely positivism (or functionalism), constructionism (or interpretivism) and critical realism (Konsolaki, 2012). According to Kimberly (2008) the paradigm worldviews are based on assumptions that include; the nature of reality (ontology), how knowledge about what we know is gained

(epistemology), the role of values (axiology), the process of research (methodology) and the language of research (rhetoric).

Quantitative research identifies with positivist perspective (Castellan, 2010) and Gall, Borg & Gall (1996) belief that in quantitative research, physical and social reality is independent of those who observe it, researchers are concerned with an objective of reality that is "out there to be discovered" and the researcher is independent of that which is being researched. In the quantitative approach, designs, techniques and measures that produce discreet numerical or quantifiable data (Mugenda and Mugenda, 1999) were used. The emphasis in this paradigm is on facts and causes of a phenomenon (Golafshani, 2003) and in this study the principals' instructional leadership practices in public secondary schools were examined. This approach borrows from the scientific method of the natural sciences with assumptions that reality can and should be measured and verified objectively by using a set of standardized research methods to test hypothetical understanding (Mugenda and Mugenda, 1999). The study used a structured questionnaire to collect quantifiable data from teachers who were required to assess their principals with regard to their instructional leadership practices. The researcher remained detached from the participants as he was only collecting information using a questionnaire without interacting directly with the respondents. The quantitative paradigm, which relates to deductive reasoning, involved checking whether the evidence from the research fitted the known facts about the principals' instructional leadership practices.

Qualitative research which is also referred to interpretative research identifies with post-positivist perspective which offers that reality is constructed and it is constructed differently by different individuals (Gall, et al 1996). It assumes that sound reality is

constructed by the participant in it and that sound reality is continuously constructed in local situation (Gall, Gall & Borg, 1999). On the other hand, the qualitative approach according to Mugenda and Mugenda (1999) uses designs, techniques and measures that do not produce discreet numerical data. Patton in Golafshani, (2003) observes that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific setting, such as "real world setting" where the researcher does not attempt to manipulate the phenomena of interest. In the study, this would be a natural setup in public secondary schools where principals exercised their instructional leadership practices, thereby influencing teaching and learning and consequently the students' academic performance. Marlow in http://wiki.answers.com/Q/NEWQ observes that the assumptions in qualitative research is that; reality is socially constructed, there is primacy of subject matter, variables are complex, interwoven and difficult to measure an insider's point of view. The source adds that qualitative research uses an inductive approach to examine the qualitative data generated from the population and built an understanding of the emerging issues. In qualitative approach, data is obtained through the use of words by interview method where there is face- to-face interaction between the researcher and the respondents and the researcher uses an interview schedule (Mugenda and Mugenda, 1999).

The pragmatic worldview, on the other hand, identifies with critical realism and according to Creswell (2008) is a philosophical underpinning for mixed methods studies and conveys its importance for focusing attention on the research problem in social science research and then using pluralistic approaches to derive knowledge about the problem. The pragmatic worldview tend to base knowledge claims on

pragmatic grounds such as consequence-oriented, problem-centred, and pluralistic and real-world practice oriented (Creswell, 2003; 2008). The source adds that pragmatic knowledge claims is not committed to any one system of philosophy and reality and that individual researchers use mixed research methods to collect and analyze quantitative and qualitative data. In understanding a research problem, pragmatism researcher's look to the "what" and "how" to research based on its intended consequences. Thus, pragmatism opens the door to multiple methods, different worldviews and different assumptions as well as different forms of data collection and analysis in the mixed methods study. According to Creswell (2008), its philosophical assumptions are that it is not committed to any philosophy and reality and inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research ,researchers have a freedom of choice of the methods, techniques and procedures of research that best meet their needs and purposive, do not see the world as an absolute unit and so mixed methods researchers look to many approaches for collecting and analyzing data than subscribing to only one way (e.g quantitative or qualitative). The source adds that truth is what works at the time thus in mixed methods research, investigators used both quantitative and qualitative data because they work to provide the best understanding of research problem, agrees that research always occurs in social, historical, political and other context and belief in an external world independently of mind as well as that lodged in the mind.

3.3.2 Mixed Methods Approach

This study adopted mixed methods approach of inquiry. According Greene, Caracelli & Graham (1989) the justification of mixed methods approach is triangulation consistency of findings obtained through different instruments i.e interview and questionnaire, complementarity i.e using quantitative and qualitative data results to

assess overlapping but distinct facets of the phenomenon under study. The choice of this approach was informed by the philosophical worldview assumptions that were brought to this study, the strategies of inquiry, methods employed in collecting and analyzing data. According to Creswell (2003, 2009) this approach would bring an intersection of pragmatic philosophical worldviews, strategies of inquiry and research methods into the study. The rationale for using mixed methods approach is that it uses a method and philosophy that attempts to fit together the insights provided by quantitative and qualitative empirical research paradigms into a workable solution (Johnson & Onwuegbuzie, 2004).

This study used mixed methods strategy of inquiry that involved collecting quantitative and qualitative data simultaneously to best understand the research problem (Creswell, 2009). Educational institutions are social setups and they face various complex challenges which beg for solutions and they are appropriately addressed through researches that make use of both qualitative and quantitative research paradigms (Clabo, 2010). Clabo, added that in this case, combining the use of both quantitative method of data collection such as questionnaire with qualitative method for example interviews, provide a more complete, balanced, and, perhaps, authentic view of instructional leadership (Clabo, 2010). Data collection involved gathering both numeric information using a structured questionnaire as well as text information from interviews so that the final database represents both quantitative and qualitative information (Johnson & Onwuegbuzie, 2004). In concurrent procedure, the mixed research methods (questionnaire and interview guide) were used to collect data (QUAN + qual) where quantitative data was collected alongside qualitative data (Creswell, 2005). This was meant to ensure that both quantitative and qualitative data

was collected at the same point in time. However, in this study the structured questionnaire was a superior instrument (QUAN) while the interview guide was a complementary instrument (quali). The information was integrated in the interpretation stage of the overall results; when summarising and concluding findings.

According to Mugenda and Mugenda (1999) both methods complement each other in that by using interviews, qualitative methods provide the in-depth explanation, while in using questionnaires, quantitative methods provide the hard data needed to meet required objectives and to answer the research questions, both methods have some bias and using both types of research helps to avoid bias since the use of one method check the other. The subjectivity associated with qualitative research is minimized by the objectivity of quantitative approach. By combining both approaches, mixed methods research provides an opportunity for the researcher to utilize the complementary strengths of each in order to strengthen inferences (Clabo, 2010) and triangulate findings. A key strength of qualitative research is the ability to give the researcher a comprehensive perspective of the phenomenon under study (Babbie, 2007). It also facilitates the discovery and understanding of actions, beliefs, decisions and recognition of nuances in attitudes and behaviour that cannot be easily detected by quantitative methods (Babbie, 2007; Creswell, 2009).

In regard to research methods procedures, this study used a combination of quantitative (Questionnaire) and qualitative (interview) research methods. According to Creswell, (2009), these methods are both pre-determined and emerging methods, have open and closed ended questions, draw a multiple forms of data on all possibilities, lend to statistical and text analysis, allow across data bases statistical interpretation and establish themes and patterns interpretations. Johnson &

Onwuegbuzie, (2004) observed that there are five major purposes or rationale for conducting mixed methods research as thus; triangulation (i.e seeking convergence and corroboration of results from different methods and designs studying the same phenomena), complementarity (i.e seeking elaboration ,enhancement, illustration and clarification of the results from one method with results from the other method), initiation(i.e discovering, paradoxes and contradictions that lead to re-framing of the research questions), development (i.e using the findings from one method to help inform the other method) and expansion (i.e seeking to expand the breath and range of research by using different method or different inquiry compliments).

3.4 Target Population

In this study, the target population were principals, deputy principals and teachers in public secondary schools in Baringo County, whose students had sat for KCSE examination for the last five years (2006-2010). In all the targeted schools, the principals, their deputies and teachers had similar characteristics since their basic training in instructional practices is the same. The choice of this population to participate in this study was informed by the fact that whereas the principals provided instructional leadership, the subject teachers are directly involved in the implementation of the instructional programs. The teachers were therefore the most preferred to provide an evaluation of the instructional leadership practices principals use directly or indirectly through them while promoting teaching and learning in their schools.

3.5 Sample Size and Sampling Procedure

Since it was impracticable to access the entire target population of fifty five (55) public secondary schools comprising twenty four (24) Extra County and thirty one (31) County schools in the study area, the researcher drew a representative sample from the fifty five (55) principals, fifty five deputy principals and seven hundred and thirty eight (738) teachers. This research involved principals who had served for more than three years in their schools. Although Yu (2005) sampled principals who had served in their schools for five years, it was in the opinion of the researcher that three years was sufficient for a principal to have put in place instructional leadership strategies to enhance teaching and learning. However, the research drew information from sampled deputy principals and teachers who had served under their principals for at least two years as did Yu (2005). In the view of the researcher, this period enables a teacher to report reliably on his/her principal's instructional leadership practices.

The sample sizes for the above categories of population were determined while bearing the following points in mind: that since the universe was heterogeneous and required sub-groups of Extra County and County schools, the study was a survey and therefore a large sample would be required to give a reasonable number of items in each category of the population (Kothari, 2004). Therefore, to arrive at the required sample from the respective population based on precision rate and a 95 % confidence level (Kothari, 2004) the sample size calculator (http://www.surveysystem.com/index.htm) was used.

Using the sample size calculator, therefore, a sample size of 48 schools, 48 principals and their deputies and 253 teachers were drawn. The 48 sampled schools were divided proportionately into 21 Extra County and 27 County schools based on their population ratio, and 110 and 143 teachers from Extra County and County schools respectively based on quotas in their population as shown on Table 3.1 below. Quota sampling was used to obtain the two sub-groups basing on their respective population ratio of the school type. Quota sampling is used where the proportions of the various subgroups in the population are determined and the sample drawn to have the same percentage in it (Kathuri and Pals, 1993). As was observed by Orodho (2009), the sample should be selected in such a way that you are assured that certain sub-group in the population will be represented in the sample in proportion to their numbers in the population itself. The public secondary schools under study were grouped into Extra County and County schools using stratified sampling method. Stratified sampling has the effect of reducing sample error due to difference in group composition (Gall, Borg & Gall, 1996). It was suitable because the two categories of public secondary school (Extra County and County) had heterogeneous characteristics and therefore were expected to provide a representative data of their respective categories required in the study.

Table 3.1: Research Population and Sample Sizes

Sub - County	Number of Teachers	Category of Schools		Total Number of Schools
		Extra County	County	
Koibatek	221	10	7	17
Baringo North	128	3	9	12
Baringo Central	241	5	8	13
Mogotio	80	4	2	6
Marigat	50	1	4	5
East Pokot	15	1	1	2
Total Pop.	738	24	31	55
Sample Pop.	253	21	27	48

Source: Baringo County Education Office, 2011

The principals and their deputies were sampled using purposive sampling procedure. According to Mugenda and Mugenda (1999), purposive sampling allows a researcher to use respondents (the principals) who have the required information with respect to the objectives of the study. The sampling of the 253 teachers in their respective categories were obtained using simple random sampling design where every teacher had an equal chance of inclusion in the sample (Kothari, 2009) and involved assigning a number to every member of the population groups in every school and writing on a piece of paper. The pieces of paper were then placed in a container, then one piece after the other was picked at random and the participant corresponding to the number picked was included in the sample (Mugenda and Mugenda 1999).

3.6 Instrumentation

The study made use of three instruments; a teachers' response questionnaire (TRQ), principals' and the deputy principal interview guide (PIG & DPIG respectively) to collect data from the respective teachers, principals and their deputies on the teachers' perception of principals' instructional leadership practices promoting teaching and learning in public secondary schools in Baringo County. The instruments were constructed specifically for this study based on the four dimensions of principals' instructional leadership derived from Hallinger and Murphy (1985), Weber (1996; 1997) and Murphy (1990) models as shown on Figure 1.1. The four dimension of principals' instructional leadership practices are; developing school's mission and goals, managing the instructional program, promoting a positive school learning climate and developing a supportive work environment. In related studies by Hallinger & Murphy, (1985, 1987), Blasé & Blasé (1998, 1999), AliqMielcarek (2003), Sinha, (2009) and Sindhvad, 2009) questionnaires constructed on Likert Scale and based on Hallinger's Principals' Management Rating Scale (PMRS) were used**.** There was need to use more research instruments to give a clear understanding of the problem at hand. It is for this reason that this study used both a questionnaire and interview guide.

3.6.1 Teacher Response Questionnaire (TRQ)

In collecting quantitative data, the researcher used a structured questionnaire that had items which shared the same set of five response categories of the Likert type scale. The choice of structured questionnaires was informed by the fact that they are economical to use, easy to administer and analyze (Orodho, 2009). However, this method lacks privacy, has no feasible open-ended questions, respondents have no time to formulate answers, long survey is not feasible and there is no quick

turnaround (http;//www.socialresearchmethods.net/kb/index.php). The questionnaire comprised descriptions of the principals' instructional leadership behaviours that a principal may practise in respective public secondary schools to promote teaching and learning and consequently improve students' academic achievement. One questionnaire was designed and used to collect data from the sampled teachers in the forty eight (48) public secondary schools. The reason for involving the teachers was because teachers' responses represents high share of collected data and provides the most valid data on the instructional leadership of principals (Hallinger 2005; 2008). The use of a questionnaire is preferred because it is time saving and allows for the collection of data from the relatively large number of respondents and it is for this reason that Kathuri & Pals (1993) observed that questionnaires are used to collect basic descriptive information from a broad sample. They are also least costly and easy to quantify and summarize the results (Bell, 1993 & Kane, 1995). The Likert type scale used comprised five (5) response categories namely: S.A = Strongly Agree, A= Agree, N = Neutral, D=Disagree, S.D= Strongly Disagree as shown on Appendix A.

3.6.2 Principals' Interview Guide and Deputy Principals' Interview Guide

Unstructured interviews were conducted to obtain data from the sampled principals and their deputies in public secondary school in the study area. Interview guides were selected because according to Mugenda and Mugenda (1999) the interviewer asks questions or makes comments intended to lead the respondent towards giving data to meet the study objectives. According to Mwangi, (2009) interviews (on Principals) are designed to elicit narratives from the respondents about their experiences as school leaders. The deputy principals were interviewed because they were expected to understand the instructional leadership practices used by their bosses. The interview

guide was chosen to complement the questionnaire in collecting data so as to achieve the research objectives. They also give an opportunity for the collection of in-depth data, ensure high response rate and encourage naturalness of the situation since the researcher comes face to face with the respondents (Bell, 1993). However, the use of an interview schedule which gives a deep examination of issues, do not restrict the researcher to specific questions, enables a researcher to quickly revise the tool as new information emerge and the research can be done with analytical mind.

According to Golafshani, (2003) data collection can be more informal, relaxed and fun which encourages respondents to participate in the research. However, the limitations of this tool is that; data is collected from few cases of individuals which means that data of an individual study cannot be generalized to the larger population while in quantitative research data is collected from larger population hence generalization can be done. Research quality is heavily dependent on the individual skills of the researcher since he/she acts as the instrument collecting data. Rigor is more difficult to maintain, assess and demonstrate and the volume of data makes analysis and interpretation time consuming. It is because of these limitations that the instrument was complementary to the teachers' response questionnaires. In this context, the principals were able to freely express their views and ideas on the strategies they use in providing effective instructional leadership in their schools as they strive to promote teaching and learning. This was meant to triangulate the findings obtained from the deputy principals and teachers. The researcher had an opportunity to probe them for more elaboration of the issues that emerged on the topic.

3.7 Validity and Reliability

Reliability and validity are essential criteria for quality in quantitative paradigm, while in qualitative paradigms the terms credibility, neutrality or conformability, consistency or dependability and applicability or transferability are the essential criteria for quality (Lincoln & Guba in Golafshani, 2003)

3.7.1 Validity of the Research Instruments

Validity is the extent to which an instrument measures what it purports to measure (Kimberlin & Winterstein, 2008). To ascertain the content validity of the questionnaire and interview guide, they were given to researcher's supervisors and researchers at the department of Educational Management and Policy Studies of Moi University. The researchers who are familiar with the instructional leadership functions of principals were asked to categorize the research items on the instruments on the principals' instructional leadership practices. The research items were scrutinized and validated by way of ensuring that they were logical and adequate to collect the desired data and whether they covered all the areas under investigation in the intended study.

The questions and statements were checked for their relevance to or consistency with the strategies that secondary schools principals use in providing instructional leadership while managing teaching and learning processes in their schools. The content validity was also assessed by research experts to find out whether the items in the instruments were a fair representative sample of the specific objectives of the study. Based on this, the items were then modified based on their advice. According to Kimberlin & Winterstein (2008), content addresses how well the items a developed

to operationalize a construct provide an adequate and representative sample of all the items that might measure the construct of interest. Because there is no statistical test, to determine whether a measure adequately covers a content area or adequate represents a construct, content validity usually depends on judgment of experts in the field.

3.7.2 Reliability of the Teachers' Response Questionnaire

According to Rezaee (2011), reliability refers to the degree to which a measuring procedure gives consistent results i.e whether it will provide a consistent set of scores for a group of individuals, if it was administered independently on several occasions. A measuring instrument is reliable if it provides consistent results (Kothari, 1985), over a number of repeated trials (Orodho, 2009). To determine whether the items in the questionnaire had the same meaning to all respondents, provide the same information and establish the time taken to administer the instrument, pilot-testing was done in two randomly sampled public secondary schools (a Extra County and County school) which were not used in the actual study. This sample was sufficient at four percent (3.64 %) of the population of school under study since Mugenda and Mugenda (1999) recommend that the pre-test sample should be between 1% and 10%. The respondents were requested to make comments concerning the clarity of questionnaire items, clarity and relevance of the questions in the questionnaires to enable the researcher to identify sensitive, confusing and biased items so as to revise the items in the research questionnaires.

According to UNESCO (2005), the purpose of piloting is to assess whether a questionnaire has been designed and in a manner that will elicit the required

information from the respondent, enabling weakness in the questionnaires such as ambiguities in the phrasing of questions, excessive complexity in the language used, inappropriate responses categories for some questions and some questions are redundant. It also involves assessing whether items can be understood by the respondents, that the items are pitched at the appropriate level of complexity and provide a stable measure of respondents' ability (assessed by the reliability index). According to Kimberlin & Winterstein (2008) the most widely used method estimating internal consistency reliability which is a function of the average inter-correlation of items and the number of items to the scale is Cronbach's Alpha. Using the responses of the piloted questionnaires, the Cronbach's Coefficient Alpha was calculated and a reliable index of 0.912 was obtained and used with minimal revision. This was because according to Ebel & Freisbie, (1991); Popham, (1990) a reliability coefficient of 0.70 and above is reliable. Golafshani (2003) says that an index of $\alpha \geq 0.9$ is excellent and so reliable (Ref. Appendix E). The interview guide was also pre-tested on the principal and the items revised accordingly after being validation.

3.8 Data Collection

In preparing to collect data, the researcher acquired a research authorisation letter (Appendix F) from the Kenya's National Council of Science and Technology (NCST) authorizing him to conduct research in the six sub Counties among the sampled public secondary schools in Baringo County. He then made Courtesy calls to the Sub - County Commissioners and the Sub County education officers of the six Sub Counties (Koibatek, Baringo Central, Mogotio, Baringo North, Marigat and East Pokot) to give them a copy of the research authorization letter and discussed logistical issues that the researcher would encounter. The Baringo Central Sub County Commissioner and the sub County education officer that host the County headquarter

(SCEO), wrote letters to introduce the researcher to the selected public secondary school principals. The researcher then paid courtesy calls and/or rang the respective principals to explain the purpose of the study, organize for the administration of the questionnaires to the teachers, and to interview the principals and their deputies. On the agreed scheduled dates the researcher visited the respective schools and collected from the respondents.

After the researcher briefed the respondents on the purpose of the study and instructions regarding expected information from the questionnaires, he administered the questionnaires to the teachers and collected them immediately after the respondents had responded to the items. This was done to avoid contamination of the data and therefore the response rate was 100%. The principals and their deputies of the respective sampled schools were then interviewed. Interviews were used to obtain in-depth and detailed data through frequent probing of the principals and their deputies. Confidentiality and anonymity was guaranteed to all respondents.

3.9 Data Analysis

In analyzing the quantitative data collected using teachers' response questionnaire, descriptive and inferential statistics were run. The qualitative data which was collected using the interview guide was also analysed. Using SPSS program, version 17.0, descriptive statistics were used to analyze quantitative data collected using the teachers' response questionnaire. Data was organized, summarized and descriptive statistics comprising mean responses, median responses and standard deviation worked out. The statistics were presented on contingency tables and bar graphs in such a way that it became easier to understand and conclusions drawn based on the research objectives regarding principals' instructional leadership. The data was then used to run inferential statistics and test the research hypotheses.

Independent t-test was run to compare the means of the teachers' response scores on the questionnaire items in Extra County and County secondary schools and determine whether there was statistically significant difference in the perception of teachers on principals' instructional leadership practices between the two categories of secondary schools with regard to principals' effectiveness as instructional leaders (Clabo, 2010) in secondary schools. ANOVA was also run to compare the means of teachers' perception of principals' instructional leadership practices of low, average and high performing public secondary schools in Baringo County. Pearson correlation was calculated to determine whether there was a relationship between teachers' instructional leadership practices and students' academic achievement at KCSE examination in Baringo County.

The bulk of the qualitative data in form of field notes obtained from interviewing sampled principals and their deputies was analyzed to draw conclusions. The principals' and their deputies' responses in form of field notes were first re-wrote to facilitate analysis. The process of data analysis then involved breaking down the data; conceptualizing and putting it back together in categories and sub-categories (Backman & Kyngäs, 1999) based on the research objectives. The transcriptions was initially subjected to open coding, a rigorous line by line examination of the data to identify "codeable moments" which was subsequently categorized and labelled, and from which themes and ideas eventually emerged (Maxwell, 2005). According to Mwangi, (2009), through a process of axial coding, the emergent categories were compared with data and existing principals' leadership behaviours to identify connections and relationships between categories and sub-categories. The core categories were then identified and systematically related to the various categories

from which emerging themes were systematically organized to march the research objectives.

3.10 Ethical Consideration Issues

This study which sought in-depth information highlighted and brought out sensitive information that revealed inadequacies in instructional leadership of schools in the study area. The principals and their deputies were weary of the implications of the research. The researcher therefore, communicated to the respondents what was being studied and the purpose of the study, those involved in the study and the nature of participation of each respondent, methods which were used in collecting data, how confidentiality and privacy was safeguarded and the usefulness of the findings to the schools and the respondents. The researcher assured the respondents of confidentiality of the source of the collected data. This way, the research data was analysed and reported in such a way that data could not be linked to a specific respondent or school. The researcher ensured adherence to the principles of the right of privacy and confidentiality of respondents in such a way that victimization was avoided. The researcher also ensured that he got approval from the NCST, the respective Sub - County Commissioners, Sub - County education officers and schools' administration where the research was conducted. The researcher also acknowledged all the published and unpublished materials used in this research document.

3.11 Summary of Statistical Methods of Data Analysis

The collected data meant to achieve the respective research objectives were analysed using various analytical tools in the ways shown on Table 3.2. The table presents the research objectives, the variables (independent and dependent) and the tools of analysis.

Table 3.2: Summary of Statistical Methods of Data Analysis

Objectives	Variables		Analytical Tools
	Independent	Dependent	
i)Determine principals' definition of school instructional mission and goals.	Principals' strategies of defining and communicating Instr. schools' mission & goals	Teaching and learning, and student academic achievement	Frequencies, percentages, means, Standard Deviation
ii) Establish principals' strategies of managing instructional programs.	principals' strategies of managing instructional program	Teaching and learning, and student academic achievement	Frequencies, percentages, means, Standard Deviation
iii) Establish strategies used by principals to promote positive school learning climate.	principals' strategies of promoting a positive school learning climate	Teaching and learning, and student academic achievement	Frequencies, percentages, mean Standard Deviation
iv)Determine principals' strategies to develop a supportive working environment.	principals' strategies of promoting a positive school learning climate	Teaching and learning, and student academic achievement	Frequencies, mean percentages, Standard Deviation
v) Find out the differences in teachers' perception of principals' instr. leadership practices between Extra County and County public secondary schools in Baringo County.	Principal's Instructional leadership	Teaching and learning, and student academic achievement	Frequency of response, percentages, t-test, ANOVA analysis
vi) Determine whether there is a significant relationship between teachers' perception on principals' instr. leadership practices and students' academic achievement at KCSE examination in public secondary schools in Baringo County.	Principal's Instructional leadership	Teaching and learning, and student academic achievement	Frequency of responses, Pearson Correlation

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents an analysis of the data collected in this study. The data was analysed in two stages. The first stage begins with a presentation of the descriptive statistics derived from the analysis of the teachers' response questionnaire. In the preliminary analysis, teachers' responses from the two hundred and fifty three teachers sampled in the forty eight public secondary schools in Baringo County, were generally analysed for each of the four dimensions of principals' instructional leadership practices guiding this study (Ref. Figure 1.1). On responding to the questionnaire, the respondents rated their principals on a five (5) point Likert scale as follows: 1= Strong Disagreed, 2 = Disagreed, 3 = Undecided, 4 = Agree, 5=Strongly Agree. However, to ease analysis of the responses elicited using the questionnaire, the above responses were grouped into three categories namely disagree (D), undecided (U), and agree (A). Strongly disagree and disagree responses were collapsed into disagree while agree and strongly agree responses were collapsed to agree responses. The frequencies, percentages, mean responses and standard deviation of the teachers' responses were worked out and presented on respective tables and bar graphs.

The second phase of analysis involved analysing responses based on the subscales of the four main subscales, then thirdly was the phase involving analysis of the teachers' responses based on the category of school (Extra County and County) and fourthly the level of school performance as thus: High performing, Average performing and Low performing school (Musungu & Nasongo, 2008; Lydia & Nasongo, 2009) as

shown on Table 4.1 below. This was meant to provide insight into the problem under study. The last phase in analysing the descriptive statistics involved analysing and reporting the responses of the deputy principals and principals that were elicited when interviewed. The chapter ends with a discussion of the research findings.

Table 4.1: Schools Stratified by Level of Performance and Sample Selected

Level of School Performance	School Mean Score	Sample	%
High Performing Schools	6.00 and above	83	32.81
Average Performing Schools	5.00 - 5.99	73	28.85
Low Performing Schools	1.00 - 4.99	97	38.34
TOTAL		**253**	**100**

Source: Baringo County Education Officers - 2011

The final stage of analysis involved running inferential statistics to test the research hypotheses. This was done by running independent t-test, ANOVA and Pearson's correlation coefficient using the means of the teachers' responses.

4.2 Teachers' Perception of Principals' Instructional Leadership Practices

The following four main subscales of the teachers' response questionnaire (TRQ) and their subscales which contained fifty questions were used to elicit teachers' perception on principals' instructional leadership practices in public secondary schools in Baringo County;

A. Defining the schools' instructional mission and goals which was subdivided into two subscales namely; a) framing the school's goals and b) communicating the school's goals.

B. Managing the schools' instructional program which had three subscales namely;

a) Supervising and evaluating instruction, b) Coordinating the curriculum and instruction, c) Monitoring students' progress.

C. Promoting a positive school learning climate. Under this scale are five subscales that include: a) Promoting instructional time, b) Promoting professional development,

c) Maintaining high possibility, d) Providing incentives for teachers, e) Providing incentives for learning.

D. Developing a supportive work environment with further five subscales that include: a) Creating safe and orderly learning environment,

b) Providing opportunities for students' involvement,

c) Developing staff collaboration one cohesion,

d) Forging links between home and school,

e) Securing outside resources to support school goals.

4.2.1 Teachers' Perception of Principals' Definition of Schools' Instructional Mission and Goals

The first objective of this study was to determine teachers' perception of principals' definition of school's instructional mission and goals in public secondary school in Baringo County. According to Murphy (1990), defining school's instructional mission and goals is categorised into two major roles or behaviours namely: framing school goals and communicating school goals. On their part, Hallinger & Murphy (1985) observed that the principal as instructional leader helps to determine areas of focus for

staff efforts and ensures that these goals are communicated to all members of the school community. Instructional leadership therefore, entails defining the school's instructional mission which should bind the staff, student and parents to a common vision (Weber, 1996; 1997). It is because of this that educational administration leadership is of particular importance because of its far-reaching effects on the accomplishment of school objectives, programs and attainment of educational goals (Arikewuyo, 2007).

Table 4.2 below shows a summary of the analysis of the teachers' perception based on the eight items (A1-A8) of the teachers' response questionnaire (Appendix A).

Table 4.2: Teachers' Perception of Principals' Instructional Leadership Practices in Defining School's Mission and Goals.

	D	U	A		
Description	**f %**	**f %**	**f %**	**MR**	**Std Dev.**
A1	25 (9.9)	14 (5.5)	214 (84.6)	3.99	.891
A2	38 (15.1)	30 (11.8)	185 (73.1)	3.78	1.040
A3	29 (11.5)	12(4.7)	212 (83.8)	4.05	1.011
A4	35 (13.8)	45 (17.8)	173 (68.4)	3.71	.999
A5	11 (4.4)	10 (4.0)	232 (92)	4.33	.807
A6	14 (5.6)	9 (3.6)	230 (90.9)	4.27	.835
A7	21(8.3)	12 (4.7)	220 (86.9)	4.09	.893
A8	52(20.5)	24(9.5)	177(70)	3.70	1.178

The responses drawn from the respondents using the teachers' response questionnaire on the principals' strategies of defining school's instructional mission and goals in Baringo County's public secondary schools were analyzed and presented on Table 4.2 above. The table shows that two hundred and fourteen (84.6%) teachers agreed while twenty five (9.9%) disagreed that principals develop academic and school goals based on clear vision for teaching and learning. However fourteen (5.5%) teachers were undecided and based on the mean response (MR) rate of 3.99 and a low standard deviation of 0.89, majority of the respondents agreed. This agrees with Wanzare and Da Costa in Grigsgy, (2010) who observed that the role of an instructional leader is to provide instructional leadership through the establishment, articulation, and implementation of a vision of learning and create and sustain a community of learners that makes student learning the centre focus. This is because principals are expected to set a clear vision for the school community, support teachers in their work and at the same time being responsible for all the details that allow a school to function smoothly (Meigs, 2008). Studies further reveal school goals (containing a school-wide purpose focusing on student learning) as a significant factor of school principalship (Sindhvad, 2009**).**

Thirty eight (15.1%) teachers disagreed; thirty (11.8%) teachers were undecided while one hundred and eighty five (73.1 %) teachers agreed that their principals develop school academic goals using data on students' academic performance. At MR= 3.78 majority of them generally agreed. On the other hand twenty nine (11.5%) teachers disagreed; twelve (4.7%) teachers were undecided while a majority of two hundred and twelve (83.8%) teachers agreed that their principals develop academic goals in collaboration with teachers. At MR = 4.05, majority of the respondents agreed to the

practice. This agrees with Leithwood, (2007) findings that administrators and teachers set high but achievable school goals and create academic standards. Hallinger (2003) findings added that principals work with the staff to ensure that the school has clear, measurable goals that are focused on the academic progress of the students. In framing schools academic goals to be achieved by the school staff while performing instructional and non instructional responsibilities, one hundred and seventy three (68.4%) teachers agreed, thirty five (13.8%) disagreed while forty five (17.8%) teachers were undecided though at MR=3.71 majority of the teachers generally agreed.

Two hundred and thirty two (92%) teachers agreed, ten (4.0%) were undecided and eleven (4.4%) teachers disagreed that their principals communicate school's communicate school's academic goals to the school community during school forums such as annual general meetings, prize giving ceremonies. Majority of the respondents overwhelmly agreed at MR= 4.33. The high number of respondents confirms Hallinger (2003) assertion that it is the principals' responsibility to ensure goals are widely known and supported throughout the school community. On the other hand, fourteen (5.6%) teachers disagreed, nine (3.6%) were undecided and two hundred and thirty (90.9%) teachers agreed that their principals promote school's academic goals during forum with teachers such as during staff meetings, departmental meetings and briefs. At MR=4.27 majority of the respondents generally agreed. This affirms Brewer, (1993) observation that while formulation of clear educational goals is important, principals with academically oriented goals who transmit these to their teachers are likely to have the most impact on students' achievement. Twenty one (8.3%) teachers disagreed, twelve (4.7%) were undecided while two hundred and twenty (86.9%) teachers agreed that their principals ensure the school academic

goals are strategically displayed and so at MR=4.09 majority of the respondents generally agreed. Fifty two (20.5%) respondents disagreed, twenty four (9.5%) were undecided and a majority of the teachers; one hundred and seventy seven (70%) agreed at MR=3.70 that their principals ensures that the school academic goals are strategically displayed in the school (on notice boards, writings on school buildings).

The above data indicate that majority (92%) of the respondents at MR=4.33 and a lower standard deviation (0.81) agree that their principals lead in communicating their school's academic goals to the school community during school forums such as during annual general meetings and prize giving ceremonies. This is followed by their principals promoting school's academic goals during forums with teachers such as staff meetings, departmental meetings and briefs at MR= 4.27 and a standard deviation of 0.84 where 90.9 % respondents agreed. However, at MR=3.71 and a higher standard deviation (0.999) respondents indicated that their principals rate lowest in framing school academic goals to be achieved by the school staff while performing instructional and non-instructional responsibilities with a minority (68.4%) teachers agreeing. This is followed by principals ensuring that the school academic goals are strategically displayed in the school on such areas as notice boards and on school buildings at MR=3.70, a higher standard deviation (1.18). This is confirmed by a relatively higher number of respondents who disagreed (20.5%) or were undecided (9.5%).

The descriptions were categorised into two subscales (Figure 1.1) namely; framing the school's instructional goals (A1-A4) and communicating the school's instructional goals (A5-A8) and their analysis presented on Table 4.3 below. According to

Jacobson (2008), principals' essential practices include framing school goals that encompasses setting goals that emphasize student achievement for all students and includes staff responsibilities for achieving the goals**.** These goals would then be communicated regularly formally and informally to the school community (Jacobson, 2008).

Table 4. 3: Teachers' Perception of Principals' Instructional Leadership Practices onDefining School's Instructional Mission and Goals

Subscale	N	M.R	Std Deviation
Framing school's instructional goals	253	3.8827	.80419
Communicating instructional goals	253	4.0183	.73953
Overall	**253**	**3.9896**	**.68018**

From Table 4.3 above, teachers agreed at MR= 3.88 and MR = 4.02 that their principals frame and communicate their school goals to the relevant members of the school and stakeholders. However, more respondents agreed at 4.02 that their principals communicate the school's goals than framing the school's goals. This may imply that framing the school's goals is not elaborate as depicted by relatively lower mean response and higher standard deviation (.80) as compared to teachers' responses on principals communicating the school goals which is indicated by a higher mean response and relatively lower standard deviation (0.74). This is shown on the bar graph shown on Figure 4.1. On the overall, respondents agreed at a relatively high MR=3.99 and matched by a low standard deviation (0.68) index that their principals frame and communicate school's instructional mission and goals (Define their schools' instructional mission and goals). This confirms the fact that the principal should create, communicate and deliver a vision for the school, taking account of the

concerns and aspirations of all stakeholders in the school (OECD, 2007). If a principal establish and clearly communicate goals that define the expectations of the school with regard to academic achievement and rally a constituency of teachers and students to support those goals, then the motivation to achieve the goals is likely to follow (Deal, 1987). He added that if motivation and academic achievement are to be a definitive part of a school culture, they must be communicated and celebrated in as many forums as possible.

An analysis of the responses based on category of schools (Extra County and County) is shown on Table 4.4 below.

Table 4.4: Teachers' Perception of Principals' Instructional Leadership Practices for Category of Schools on setting Instructional Mission and Goals

Category of Schools	N	M.R	Std Deviation
Extra County	146	3.9844	.74149
County	107	3.9055	.815645

The table shows that teachers agreed at MR=3.98 that principals in Extra County secondary schools put in place instructional practices and MR= 3.91 in County secondary schools. The table further, shows that principals in Extra County secondary schools prevalently set instructional mission and goals compared to their counterparts in County secondary schools as shown by a relatively higher mean response and lower standard deviation (.74). Figure 4.1 indicates that principals in Extra County schools generally lead in framing and communicating schools instructional goals though with not so high mean response for County schools. The

figure also confirms the data on Table 4.3 that teachers perceive the principals as communicating schools' instructional goals more than the framing them.

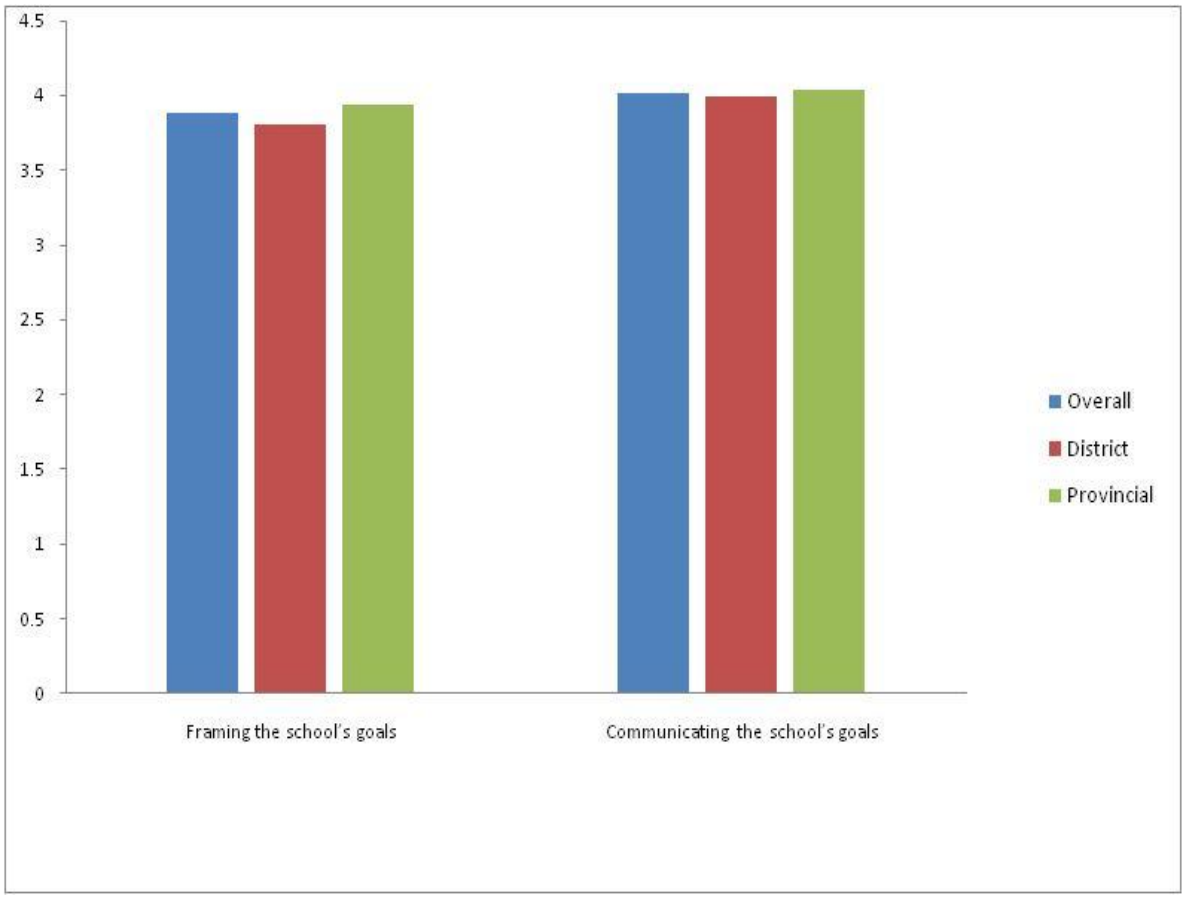


Figure 4.1: Comparative Data for the Means of Framing and Communicating the Schools' Instructional Mission and Goals.

An analysis of the responses based on schools' level of performance on defining Instructional mission and goals in high, average and low performing schools is shown on Table 4.5 below.

Table 4.5: Teachers' Perception of Principals' Instructional Leadership practices for schools' Level of Performance on Defining Instructional Mission and Goals

Level of Performance	N	M.R	Std Deviation
High Performing Schools	83	4.12	.59
Average Performing Schools	73	4.04	.57
Low performing Schools	97	3.85	.80

Table 4.5 shows that teachers agree that their principals define and communicate schools' instructional mission and goals in their respective schools as showed by relatively high MR= 4.12 (High performing schools), MR=4.04 (Average performing schools and MR=3.85 (low performing schools). However, the table shows that the practices are more in high performing schools at a standard deviation (.59) as compared to average and low performing schools with a lower MR= 4.04 and 3.85, and standard deviation in the teachers' response of .57 and 0.80 respectively. This agrees to Bossert et al (1982) who identified that principal's leadership emphasize goals and student achievement, where principals in high achieving schools emphasize achievement through setting instructional goals, developing performance standards for their students, and expressing optimism about the ability of their students to meet instructional goals.

4.2.2 Responses of Interviews with Principals and their Deputies on Principals Definition of Schools' Instructional Mission and Goals

The principals and their deputies were asked to respond to the following questions:

i) How do you come up with term/annual goals to enhance teaching and learning in your school?

ii) In what ways do you communicate the school instructional goals to the school community?

On how principals come up with instructional goals in their schools to enhance teaching and learning, the principals and their deputies were in agreement that schools' instructional mission and goals were formulated in collaboration with students, subject teachers, and teaching staff, Parents and Teachers Associations (PTA) and Board of Management (BOM). This is because effective instructional leadership establishes clear instructional goals (McEwan, 2000). All the respondents concurred that their plan of action on instructional activities involved students, and teachers to discuss syllabus coverage among others. However, they reported that though school means were set for each class in their schools, emphasis was on form four students. They said this is done at the beginning of the year and every term, where subject teachers establish individual students' and class targets to obtain subject mean grade and subsequently the school mean. This therefore concurs with Musungu (2007) who indicated that at the beginning of every year, session, term or month there is need for collective goal setting and strategizing on a mission to achievement of school objectives.

They reported that since students' targets may be unrealistic, subject teachers were relied upon to set realistic subject and students' targets from which the school mean grade for every year is computed during a staff meeting chaired by the principals. They also set targets on the completion of syllabuses, evaluation of students among others. They added that the KCSE mean targets usually changed yearly as dictated by the specific student cohorts. They observed that the set goals were presented to the

PTA and BOM members during their meetings. It was observed from the respondents that this was an established routine in majority of the Extra County school.

In a few well established Extra County schools, their instructional school goals were guided by the school mission, vision and objectives in their strategic plans which they said have pre-determined projected level of performance and strategies to achieve the academic targets. Asked whether the set instructional goals are strictly pursued and attained by the principals, they said that they are hardly achieved except in most established Extra County and the high performing schools. This concurs with the analysed data shown on Table 4.4 and 4.5 above, which shows that respondents lead in generally agreeing at M.R=3.98 and MR=4.12 that principals in Extra County and High performing schools respectively in defining instructional mission and goals.

When the principals and their deputies were probed further with respect to defining instructional mission and goals by principals in Baringo County, they noted that in most schools, principals preside planning of instructional activities but they have weak implementation system of the strategies planned. They added that there is also lack of strategic follow up or commitment to implementing the set academic targets among most principals. They added that planning of the instructional strategies every term and communicating them to the school stakeholders is usually done in most schools as a routine exercise that is not effectively implemented to optimize on their outcomes. This was reported to be worse in County secondary schools and the low performing secondary schools which had relatively lower MR=3.91 and MR= 3.85 respectively as shown on Table 4.4 and 4.5.

They further reported that the school community, comprising students, parents, and BOM/PTA members were informed about the set instructional goals in different forums. They said students were informed during assemblies where the principals and other teachers charged with curriculum matters articulate the school's instructional goals. The other methods included displaying the school goals and policies are on the school and class notice boards. Parents were reported to be informed during academic days, annual general meetings while B.O.M /PTA members were informed during their meetings by the principals who are their secretaries. They added that principals used subject teachers to emphasis the schools' academic goals while teaching students, class teachers during class meetings and their schools' director of studies while releasing examination.

4.2.3 Teachers' Perception on Principals' Leadership Practices Analysis of Responses on Principals Manage Instructional Programs

The second objective of this study was to establish teachers' perception of how principals' manage instructional programs in public secondary schools in Baringo County. According to Hallinger & Murphy (1985) managing the instructional program focuses on those activities that involve the principal's working with teachers in areas specific to curriculum and instruction that include supervising and evaluating instruction, coordinating curriculum and monitoring student progress. This is because, according to Wallace Foundation in 2004 leadership, the principal is widely regarded as a key factor in accounting for differences in the success with which schools promote the learning of their students. With this a school would therefore achieve the realization of Kenyan philosophy of education that embraces 'the inculcation of a high quality instruction' (Republic of Kenya, 1999-Koech Report).

Table 4.6 below shows a summary of the analysis of the teachers' perception based on the twelve items (B1 - B12) of the teachers' response questionnaire (Appendix A).

Table 4.6: Teachers Perception on Principals' Leadership Practices in Managing Instructional Program

	D	U	A		
Description	**f %**	**f %**	**f %**	**MR**	**Std Dev.**
B1	25 (9.9)	21 (8.3)	207 (81.1)	3.89	.849
B2	47 (18.6)	37 (14.6)	169 (66.8)	3.63	1.020
B3	71 (28.1)	38 (15.0)	144 (56.9)	3.37	1.061
B4	70 (27.6)	58 (22.9)	125 (49.4)	3.27	1.057
B5	55 (21.7)	20 (7.9)	178 (70.3)	3.79	1.254
B6	43 (17.0)	43 (17.0)	167 (66)	3.66	1.056
B7	25 (9.9)	34 (13.4)	194 (76.7)	3.91	.915
B8	28 (11.1)	24 (9.5)	201 (79.4)	3.88	.954
B9	74 (29.2)	36 (14.2)	143 (56.5)	3.40	1.186
B10	57 (22.6)	23 (9.1)	173 (68.4)	3.70	1.164
B11	90 (35.6)	33 (13.0)	130 (51.3)	3.23	1.231
B12	30 (11.9)	31 (12.3)	192 (75.9)	3.90	.970

The responses drawn from the respondents using the teachers' response questionnaire on the principals' strategies of managing the school's instructional programs in Baringo County's public secondary schools were analyzed and presented on Table 4.6 above. The table shows that two hundred and seven (81.1%) teachers agreed, twenty one (8.3%) were undecided and twenty five (9.9%) teachers disagreed that their principals ensure teachers' classroom instruction priorities are consistent with schools

instructional goals. At MR =3.89 and SD=0.85, they agreed and this conforms to (Weber, 1996) who found out that managing curriculum and instruction must be consistent with the mission of the school. As concerns principals conducting regular formal and informal evaluation of students' instructional work and giving feedback for students' effort, one hundred and sixty nine (66.8%) teachers agreed, thirty seven (14.6%) were undecided and forty seven (18.6%) teachers disagreed and at MR=3.63 and SD=1,02, the respondents generally agreed.

Seventy one (28.1%) teachers disagreed while thirty eight (15.0%) were undecided and one hundred and forty four (56.9 %) teachers agreed that their principals conducts regular evaluation of teachers and provide feedback of their effort to improve their instructional practice. At MR= 3.37 and a relatively high standard deviation of 1.06, respondents were generally undecided. Despite the indecisiveness of the respondents, OECD (2007) observed that headteachers should deliver high standards of teaching and learning through personal teaching standards and the development, monitoring and coaching of teaching standard of others. On the other hand, one hundred and twenty five (49.4 %) teachers agreed, fifty eight (22.9%) were undecided and seventy (27.6 %) teachers disagreed that their principals observe teachers for professional development instead of evaluation. At a relatively low MR= 3.27 and a standard deviation of 1.057, respondents were generally undecided.

Fifty five (21.7%) teachers disagreed, twenty (7.9%) were undecided and one hundred and seventy eight (70.3%) teachers agreed that their principals assign a specific person to coordinate teaching and learning in the school such as the director of studies. At MR=3.79 the respondents generally agreed. This conforms to Vathukattu (2004) findings that the headteacher ought to designate a point person to coordinate

instruction and support staff improvement. On the other hand forty three (17%) teachers disagreed, forty three (17%) teachers were undecided and one hundred and sixty seven (66%) teachers agreed that their principal make curricular decisions based on results of the school's instructional needs assessment. Majority of the respondents at MR=3.66 generally agreed.

One hundred and ninety four (76.7%) teachers agreed, thirty four (13.4%) teachers were undecided, twenty five (9.9%) teachers disagreed that their principal ensures curriculum implementation strategies are aligned to achieve school's curricular objectives. However majority of the respondents generally agreed at MR=3.91. This is in conformity with Vathukattu, (2004) findings that strategies used by headteachers include the creation of a consistent, coherent and focused reading program; set clear goals, standards and high expectations focused on results. Two hundred and one (79.4%) teachers agreed, twenty four (9.5%) teachers and twenty eight (11.1%) teachers disagreed that principals in their schools ensure instructional materials are consistent with the achievement of schools curriculum objectives.

At MR= 3.88 majority of the respondents generally agreed. This agrees with Brookover et al and Davis in Klinginsmith (2008) who found out that principals provide an orderly environment by ensuring that teachers have the necessary instructional materials and resources to carry out educational program. Seventy four (29.2%) teachers disagreed, thirty six (14.2%) and one hundred and forty three (56.5%) teachers agreed that their principals identified students who need special instruction to remedy their learning challenges. At MR= 3.40 and a big standard deviation (1.19) majority of the respondents were undecided. Despite the indecisiveness, principals should provide appropriate services for students who traditionally struggle (Halverson, 2005).

Fifty seven (22.6%) teachers disagreed, twenty three (9.1 %) teachers were undecided, and one hundred and seven three (68.4%) teachers agreed that their principals discuss students' academic progress with all academic departments based on test results to establish weaknesses in instructional program. At MR=3.70 majority of the teachers generally agreed. This confirms Yu, Leithwood & Jantzi (2002) findings that principals ensure teachers often talk, observe, critique and plan together, and develop norms of collective responsibility and continuous improvement that encourages them to teach each other how to teach better. One hundred and thirty (51.3 %) teachers agreed, thirty (13.0 %) teachers were undecided and ninety (35.6%) teachers disagreed that their principals discuss student progress with individual subject teachers.

However at a low MR=3.23 and a standard deviation 1.23, majority of the respondents were undecided. On the other hand thirty (11.9%) disagreed, thirty one (12.3%) teachers were undecided while one hundred and ninety two (75.9%) teachers disagreed that their principals ensure teachers provide meaningful and systematic feedback on student performance at form (grade) and subject level. Based on MR=3.90 majority of the teachers generally agreed and this is because teachers ought to jointly reconcile different instructional practices and share their practices to provide meaningful, systematic feedback on student performance at grade level or subject matters meetings (Halverson, 2005).

The above data indicate that majority (81.1%) of the respondents at MR=3.89 and a lower standard deviation (0.85) generally agree that their principals lead by ensuring teachers' classroom instruction priorities are consistent with school's instructional goals. This is followed by their principals ensuring instructional materials are consistent with the achievement of school's curriculum objectives at MR= 3.88 and

a standard deviation of 0.95 where 79.4 % respondents agreed. However, at MR=3.27 and a higher standard deviation (1.06) respondents indicated that their principals rate lowest in observing teachers for professional development instead of evaluation with a minority (49.4%) teachers either agreeing and strongly agreeing. This is followed by principals discussing student progress with individual subject teachers at MR=3.23, a standard deviation (1.23). This is confirmed by a relatively higher number of respondents (51.3%) who either disagreed or strongly disagreed and undecided. The standard deviation index of the teachers' perception is generally high at about 1.00 for all practices and a relatively higher percentage of undecided teachers on the practices in question. This suggests that principals were generally rated low in regard to some aspects of managing the schools' instructional programs.

The responses on the principals' management of the instructional program were categorised further into three subscales as shown on Figure 1.1 namely; supervising and evaluating instruction (B1-B4), coordinating the curriculum and instruction (B5-B8) and monitoring students' progress (B9-B12) and their analysis presented on Table 4.7 and figure 4.2 below.

Table 4.7: Teachers Perception on Principals' Instructional Leadership Practices for Managing Instructional Programs' Subscales

Subscale	N	M.R	Std Dev.
Supervising and Evaluating Instruction	253	3.5395	.73049
Coordinating Curriculum and Instruction	253	3.8066	.77741
Monitoring Students' Progress	253	3.5606	.91563
Overall	**253**	**3.6356**	**.69326**

The table shows that teachers generally agreed at a relatively low MR= 3.54 that their principals supervise and evaluate instruction. In evaluating students' performance, teachers reflect on achievement data and design the school instructional program based on the data and that the instructional leader's selection of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed (Halverson, 2005). At MR= 3.81 they agreed that their principals coordinate the curriculum and instruction. At MR= 3.56 teachers agree that their principals monitor students progress. Although the mean response is relatively low Barber et al, (2010) observes that a principal who provides instructional leadership monitors performance through frequent monitoring of student progress. However, as also on Figure 4.2, the statistics show that teachers indicated that in managing the instructional program their principals are involved more in the coordination of curriculum and instruction then followed by monitoring students' progress and lastly supervising and evaluating instruction at mean response 3.8, 3.56 and 3.54 respectively. The overall response is that teachers agreed that their principals manage instructional programs in their schools at MR=3.64 and a standard deviation of 0.69. However, although the overall mean response is relatively low the principal's role in standardizing the practice of effective teaching is to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school's curriculum, and monitor student progress (Barth, 1986). On his part, Hallinger (2009) added that managing the instructional program requires the principal to be engaged in stimulating, supervising and monitoring teaching and learning.

An analysis of the responses based on category of schools (Extra County and County) is shown on Table 4.8 below.

Table 4.8: Teachers Perception on Principals' Leadership Practices for Category of Schools on Managing Instructional Program

Category of Schools	N	M.R	Std Dev.
Extra County	147	3.6707	.79264
County	106	3.58773	.82715

The table shows that teachers generally agree that principals in both Extra County and County manage instructional program though at equally low mean response, it is practised more in Extra County schools than in County schools. This is confirmed by a relatively higher teachers' mean response index of 3.67 and lower standard deviation of 0.79 compared to a lower MR= 3.59 but higher standard deviation of 0.83 for County schools. Comparative data for the three subscales on Table 4.7 and 4.8 is presented on Figure 4.2**.** The figure shows that there are variations in the means overall, Extra County and County schools for the three subscales.

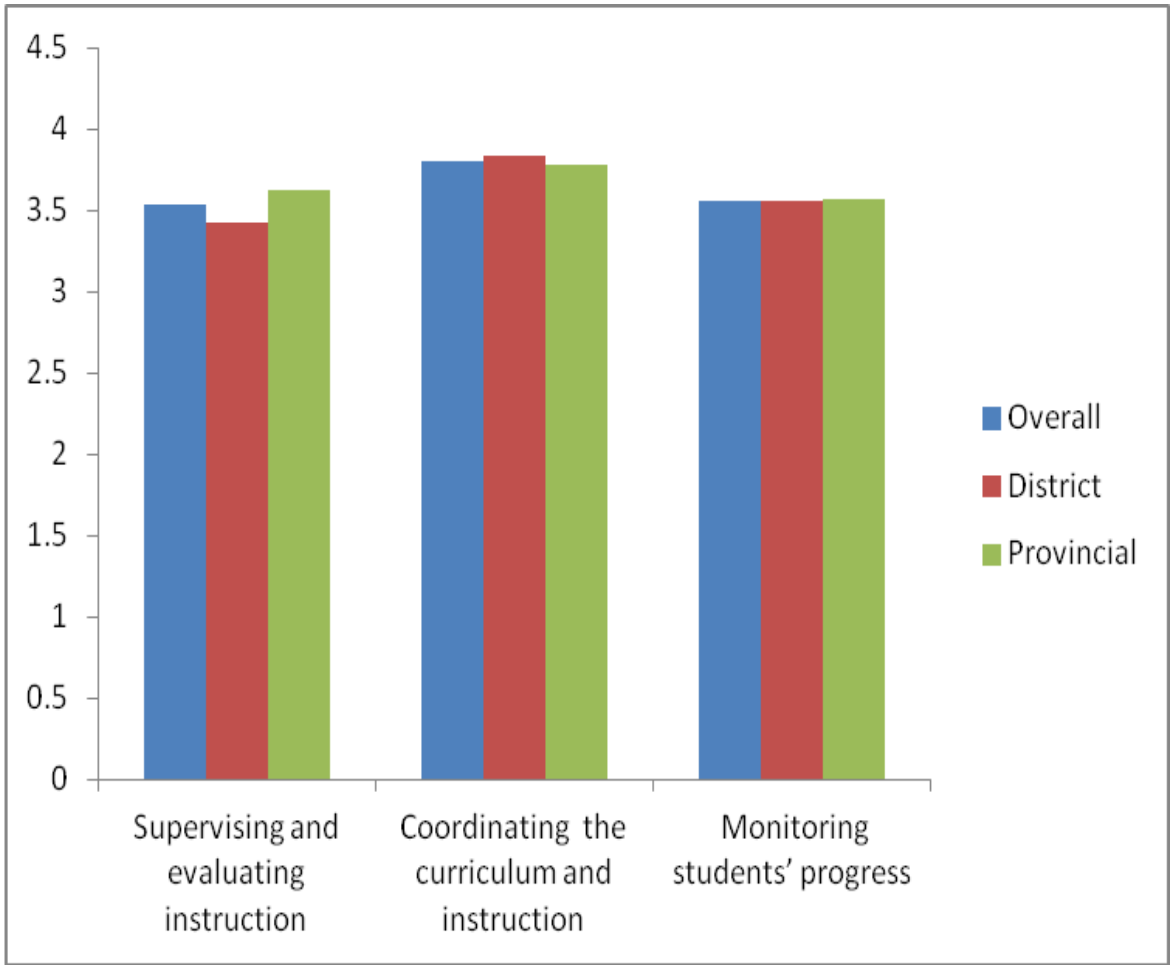


Figure 4.2: Comparative data for the means for managing schools' instructional program.

An analysis of the responses based on schools' level of performance on principals' management of instructional programs in high, average and low performing schools is shown on Table 4.9 below.

Table 4.9: Teachers Perception on Principals' Leadership Practices for School Level of Performance on Managing Instructional Program

Level of Performance	N	M.R	Std Dev.
High Performing Schools	83	3.71	.68
Average Performing Schools	73	3.68	.62
Low performing Schools	97	3.54	.75

The table shows that teachers in high performing, average performing and low performing schools generally agree at MR= 3.71, 3.68 and 3.54 respectively that instructional practices aimed at managing the instructional program are practised by their principals. The mean responses of the three levels of schools show that principals in high performing schools at MR= 3.71 practise the practices more. This is in agreement with Porter, (2001) who found that principals in high-achieving schools involve teachers in making curriculum decisions, created a climate conclusive to learning, set high expectation for faculty and students, and facilitated a culture that emphasized learning for children. This is followed by average performing schools at MR= 3. 68 and lastly low performing schools that constitute the majority of the schools (97 schools) at a low MR= 3.54 that almost suggest respondents were indecisive with higher standard deviation of the teachers responses at 0.75. However in general respondents agreed at MR=3.6356 and a standard deviation of 0.8078 that their principals manage instructional program in public secondary schools in Baringo County.

4.2.4 Responses of Interviews with Principals and their Deputies on Principals' Management of Schools' Instructional Program

The principals were asked to respond to the following questions while their deputies were asked related questions as shown on Appendix C;

i) What approaches do you use to supervise and evaluate instruction in your school?

ii) How do you evaluate the effectiveness of teaching and learning in your school?

iii) What strategies do you use to coordinate the curriculum implementation in you school?

iv) How do you monitor your students' academic progress?

On the approaches used by principals to supervise and evaluate instruction, the researcher established from the responses that in all schools, principals supervise the implementation of the curriculum by using attendance sheets which are marked by the class prefects and presented to the deputy principals at the end of every day to facilitate analysis and provision of feedback. According to Musungu and Nasongo (2008) class prefects were used to mark lesson attendance form, to report on missed lessons and comments about teachers' class attendance. In most established Extra County schools, supervision was delegated to the heads of subjects (HOSs), heads of departments (HODs) or the deputy principals. In the County schools the principals and deputy principals were reported to be the ones supervising the curriculum implementation. According to Mbegi et al (2010), the headteachers' preferred supervisory methods employed in public secondary schools include the use of written records (record of work covered, schemes of work, progress records and class attendance register) in the supervision of the curriculum.

Most of the deputy principals confirmed the principals' responses that supervision of the curriculum implementation was delegated to HOSs, HODs and the deputies. The deputies were reported to be the ones checking the documents before briefing the headteachers and given the documents to countersign. It was established that in most schools, the records of work, schemes of work among other professional records are checked by the HODs then submitted to the deputy principal who in turn submit to the principal for countersigning. On their part Musungu and Nasongo (2008) observed that headteachers supervise teachers work by inspecting records such as schemes of work, lesson books, records of work covered, class attendance records and clock in /clock out book. The headteachers internal supervision of students' learning include looking at teachers' lesson plans, records of work covered and schemes of work, look at students exercise books regularly (weekly with the help of deputy headteachers).

On how principals evaluate the effectiveness of teaching and learning in their schools, it was established that heads of subjects and heads of departments evaluated the instruction by monitoring the status of the syllabus coverage. This was said to be done while they match with the schemes of work. They were reported to be checking the prepared records of work every day and usually submit to their principals to be countersigned at the end of every week. However, on probing further most principals and deputy principals reported that schemes of work were rarely referred to during teaching as they were prepared as routine requirement. They observed that principals checked student performance after the release of every examination, analyses, and query teachers in case of deviations from students', subject and class targets. They at times checked syllabus coverage, records of work, go to class randomly to check students' notes, teachers' attendance forms which are signed by teachers and organise academic HODs' meeting for feedback.

Asked about the strategies principals used to coordinate the curriculum implementation in their respective schools, it was reported that curriculum audit which involves checking students' notes were carried out by the principals though in few times due to lots of official chores. It was also established that in established Extra County schools the implementation was coordinated by the director of studies and at times with the help of an academic committee that comprise the academic HODs and an examination officer in the respective schools. This agrees to Vathukattu (2004) who observed that headteachers ought to designate a point person to coordinate instruction. The respondents established that the coordination of the curriculum implementation was not effective in County schools as was in many Extra County schools with well established academic departments. The deputy principals reported that principals use HOS and HODs in Extra County schools or the internal appointment HODs to coordinate curriculum and instruction.

On monitoring students' academic progress the principals reported that they regularly pick students notes so as to countercheck with schemes of work and records of work to monitor the extend of the syllabus covered. They also reported monitoring students' performance by using their performance in CATs and other examination where the parents of the low performing students were invited to school to talk on the way forward for the concerned students. The principal's role in standardizing the practice of effective teaching is to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school's curriculum, and monitor student progress (Barth, 1986).

Among other strategies used by principals were reported to include offering remedial program to low performers for especially in Extra County and high performing

school, analysing student progress from KCPE to form four, assigning a number of students to each teacher and the principal for monitoring, talking to low performing students with a view to boosting their academic performance. Their attempt matches Poirier (2009) findings that a number of studies have found that remedial teaching focused on lagging children and can significantly improve their test performance. On their part deputy principal reported that subject teachers kept students performance progress and for weak students or those whose performances were going done their parents were invited to school to discuss on remedial measures which included holding remedial teaching for their children. Those students with persistently low performance were referred to head. The principals were reported to engage parents during academic days, attach students to teachers and himself/herself for parenting, calls to guidance and counsellors, calls parents; use staff meeting to point out areas of deficiency ; calls parents of students with low performance to set new targets.

4.2.5 Teachers Perception on Principals' Leadership Practices Analysis of Responses on Promoting Positive School Learning Climate

The third objective of this study was to establish teachers' perception of actions taken by principals to promote positive school learning climate in public secondary schools. According to Irwin (1995), school learning climate refer to the values, beliefs, traditions, philosophies, rules and ethos that are shared by members of the organization. In particular, an inclusive approach to governance should be adopted to promote an effective system of instructional organization and a school climate that is supportive of teaching and learning (Heck, Larsen, & Marcoulides, 1990). It is for such reason that Koech Report (1999) recommended that headteachers should generally establish a school culture and climate conducive for effective teaching and learning.

Table 4.10 below shows a summary of the analysis of the teachers' perception based on the fifteen items (C1-C15) of the teachers' response questionnaire on principals' instructional leadership for promoting positive school learning climate (Appendix A).

Table 4.10: Teachers Perception on Principals' Leadership Practices for Promoting Positive School Learning Climate

	D	U	A		
Description	**f %**	**f %**	**f %**	**MR**	**Std Dev.**
C1	74 (29.3)	28 (11.1)	151 (59.7)	3.43	1.306
C2	27 (10.7)	20 (7.9)	206 (81.5)	4.04	1.013
C3	87 (34.4)	22 (8.7)	144 (56.9)	3.39	1.319
C4	46 (18.2)	16 (6.3)	191 (75.5)	3.80	1.199
C5	57 (22.5)	33 (13.0)	163 (64.4)	3.54	1.153
C6	75 (29.6)	63 (24.9)	115 (45.5)	3.33	2.797
C7	60 (23.7)	32 (12.6)	161 (63.7)	3.55	1.145
C8	108 (42.7)	48 (19.0)	97 (38.4)	2.96	1.186
C9	50 (19.7)	28 (11.1)	175 (69.2)	3.62	1.137
C10	86 (34)	17 (6.7)	150 (59.2)	3.38	1.297
C11	85 (33.6)	22 (8.7)	146 (57.7)	3.34	1.343
C12	68 (26.9)	34 (13.4)	151 (59.7)	3.50	1.273
C13	28 (11.1)	26 (10.3)	199 (78.7)	4.00	1.010
C14	22 (8.7)	15 (5.9)	216 (85.4)	4.12	.885
C15	80 (31.6)	43 (17.0)	130 (51.4)	3.25	1.201

From the summary shown on Table 4.10 above, seventy four (29.3%) teachers disagreed, twenty eight (11.1%) were undecided and one hundred and fifty one (59.7%) teachers agreed that their principals protect teachers' effort to improve teaching and learning from distractions they face from inside and outside the school. At MR= 3.43 majority of the respondents were generally undecided. However the finding disagrees with Barber et al (2010) who observed that teachers should be

protected from issues which would distract them from their work. Two hundred and six (81.5%) teachers agreed, twenty (7.9%) were undecided and twenty seven (10.7%) teachers either disagreed that their principals ensure that students maximise use of time in meaningful learning in school. At MR= 4.04 majority of the respondents agreed. This conforms to Leithwood (2007) findings that distractions from meaningful learning should be minimised through principals' leadership practices that include protecting the efforts of teachers from many distractions they face from both inside and outside their organization. He further added that protecting instructional time entail schools recognising the importance of how students spend their time, school schedules, time tables, structures, administrative behaviours, instructional practices and the like all designed to ensure that students are engaged in meaningful learning as much as of their time in school as possible.

Eighty seven (34.4%) teachers disagreed, twenty two (8.7%) teachers were undecided while one hundred and forty four(56.9%) agreed that their principals control interruptions of students learning time such as by frequent visits by parents and students going home for fees. With MR= 3.39 at standard deviation 1.32 majority of the respondents were generally undecided. Despite their indecisiveness Halverson (2005) observed that headteachers should ensure teachers focus on teaching and learning because of controlled external interruptions. Forty six (18.2%) teachers disagreed; sixteen (6.3%) teachers were undecided while one hundred and ninety one (75.5%) teachers agreed that their principals encourage teachers to attend professional development activities that are aligned to the schools' academic goals. At MR= 3.80 majority of the teachers agreed and agrees with Weber (1987) who observed that teaching staff need the opportunity for in-service training to stimulate them and make

the school's instructional goals more than mere abstractions. Porter (2001) added that as the instructional leader of the school, the principal must make sure that appropriate staff development is provided and emphasis should be placed on continuous development.

One hundred and sixty three (64.4%) teachers either agreed thirty three (13.0%) and fifty seven (22.5%) teachers disagreed. At MR= 3.54 majority of the respondents agreed that instructional information obtained by teachers who attend in-service training is shared with other teachers as Blasé and Blasé (1999) notes that principals encourage teachers to attend workshops and conferences and encourage reflective discussions and collaboration with others. Seventy five (29.6%) teachers disagreed, sixty three (24.9%) were undecided and one hundred and fifteen (45.5%) teachers agreed that their principals provide for in-house professional development opportunities around instructional best practices. At MR= 3.33 and a high standard deviation (2.80), majority of the teachers were undecided. One hundred and sixty one (63.7%) teachers agreed, thirty two (12.6%) teachers were undecided, and sixty (23.7%) teachers disagreed that their principals spare time to informally talk with students and teachers on ways to improve teaching and learning**.** At MR=3.55 majority of the respondents agreed and although at a relatively low mean response school leaders seeking to improve academic performance of their schools often involve teachers in dialogue and decision making so as to enhance teaching and learning (Marks & Printy, 2003).

One hundred and eight (42.7%) teachers either disagreed, forty eight (19.0%) teachers were undecided and ninety seven (38.4%) teachers agreed that their principals visit classrooms to discuss instructional issues with teachers and students. At MR=2.96, a

standard deviation (1.19) and a low median (2.96) majority of the respondents were generally undecided. This is despite the fact that principals are recognized as instructional leaders if they engage in instructional activities such as walks or classroom visits, and carry formative evaluation of teaching in classroom (Halverson, 2005). One hundred and seventy five (69.2%) teachers agreed, twenty eight (11.1%) were undecided and fifty (19.7%) teachers disagreed that their principals monitor classroom practices to ensure they are aligned to schools instructional goals such as during students private reading time. Majority of the respondents agreed at MR =3.62.

Eighty six (34%) teachers disagreed; seventeen (6.7%) teachers were undecided while one hundred and fifty (59.2%) teachers either agreed that their principals praise teachers in public for outstanding performance in students' academic excellence. However, majority of the respondents were undecided at MR=3.38 and a high standard deviation (1.30). Despite most respondents being undecided, Maunde (1978) observed that one of the principles of the leadership of an institution is to maintain an atmosphere of approval at work and principals give praise that focus on specific and concrete teaching behaviours that affect teacher motivation, self-esteem, and efficacy (Blasé and Blasé, 1999) **.** One hundred and forty six (57.7%) teachers agreed, twenty two (8.7%) were undecided, eighty five (33.6%) teachers either disagreed that their principals reward teachers for special effort or contribution towards students academic performance such as sponsoring them for professional growth opportunity. At MR = 3.34 and a high standard deviation (1.34) most respondents were generally undecided. This does not agree to the findings that principals should recognise and give incentives to teachers for excellent performance by having an elaborate rewarding system which should be done in such a way that it recognizes achievement in student

academic performance (Barber et al, 2010; Halverson, 2005). According to Sindhvad (2009) principals of effective schools recognise the needs of teachers, and help them achieve their own performance goals and encourage and acknowledge their good work.

Sixty eight (26.9%) teachers disagreed, thirty four (13.4%) were undecided, one hundred and fifty one (59.7%) agreed that their principals offer individualised support for teachers by showing respect and demonstrating concern about their personal feelings and needs. At MR=3.50 and a standard deviation (1.27) majority of the respondents generally agreed. One hundred and ninety nine (78.7%) teachers agreed, twenty six (10.5%) were undecided while twenty eight (11.1%) teachers disagreed that their principals praise students in public for outstanding academic performance. At MR= 4.00 majority of the respondents agreed and this agrees to Rencher (1992) findings that school leaders should reward, motivate and promote academic achievement by placing names of students with outstanding performance on the honour roll, publishing an annual report of academic achievement and mailing it to parents, displaying academic awards and trophies in the school trophy case. Twenty two (8.7%) teachers disagreed, fifteen (5.9%) were undecided and two hundred and sixteen (85.4%) teachers agreed that their principals reward students for special outstanding academic performance. At MR =4.12, respondents generally agreed. On the other hand, one hundred and thirty (51.3%) teachers agreed, forty three (17.0%) teachers were undecided, eighty (31.6%) teachers disagreed that their principals develop intervention program to help students who traditionally struggle to learn. At MR=3.25 and a high standard deviation (1.20) majority of the respondents were

undecided though Halverson (2005) observed that principals provide appropriate services for students who traditionally struggle.

The data shown above indicate that most respondents were undecided and their mean responses for most items were slightly above 3.5. With relatively high standard deviation of their mean responses (generally above 1.00) the data indicates that although principals promoted a positive school learning climate, the respondents had mixed perception and possibly indicates either inavailability or the ineffectiveness of the principals' instructional leadership practices meant to promote a positive school learning climate in the schools in the study area. This is despite Reynolds &Teddlie, (2000) findings that principals should promote an academic learning climate that involve positive expectation for students, maintain high personal visibility, providing incentives for teachers and students and promoting professional development of teachers.

The responses on the principals' promoting positive school learning climate were categorised further into five subscales (Figure 1.1) namely; promoting instructional time (C1- C3), promoting professional development (C4 – C6), maintaining high visibility (C7 - C9), providing incentives for teachers (C10 – C12) and Providing incentives for learning (C13 - C15) and their analysis presented on Table 4.11 below.

Table 4.11: Teachers Perception on Principals' Leadership Practices for Subscales on Promoting Positive School Learning Climate

Subscale	N	Mean	Std Dev.
Promoting instructional time	253	3.6165	1.0010
Promoting professional development	253	3.5586	1.3123
Maintaining high visibility	253	3.3756	.9358
Providing incentives for teachers	253	3.4072	1.0978
Providing incentives for learning	253	3.7894	.8185
Overall	**253**	**3.5486**	**.8259**

Table 4.11 shows that teachers generally agreed that their principals promote instructional time at MR= 3.62 and therefore agrees with Hill (1995) though at low mean response that an effective principal ensures structured teaching, effective learning time, lesson time being on task; allocates and protects instructional time in consistence with school policies and procedures (Murphy, 1990) and protecting learning time (Wanzare & DaCosta, 2001).

Concerning principals promoting professional development of their teachers, respondents generally agreed though at a low MR= 3.56. This effect confirms Bossert et al. (1982) findings that effective principal as one who continually strives to improve the quality of the staff's performance and to improve teacher morale, both of which would have an impact on student achievement. Instructional leadership behaviours associated with promoting professional growth and staff development yield positive effects for classroom practice (Blasé & Blasé, 1999, 1998; Sheppard, 1996).

However, the data indicate that respondents were generally undecided on their principals maintaining high visibility at MR =3.37. This contradicts findings that the characteristics of principals of effective schools are highly visible in the classrooms and hallways of the school (Sinha, 2009). At MR =3.41 respondents were also undecided on principals providing incentives for teachers. This is despite the fact that principals should offer individualized support by showing respect for individual members of the staff, demonstrating concern about their personal feeling and needs, maintaining an open door policy and valuing opinions (Leithwood, 2007) and being there for their staff (McEwan, 2000). However, the respondents generally agreed that their principals provide incentives for learning at MR =3.79.

Comparatively, teachers perceive their principals as leading in promoting a positive school learning climate by providing incentives for learning at MR=3.79, followed by Promoting instructional time MR=3.62 promoting professional development MR= 3.56 and providing incentives for teachers MR= 3.41 and the least being maintaining high visibility (3.37). However the overall mean response for the five subscales indicate that respondents generally agreed though at low MR=3.5486 that their principals promote positive school learning climate in public secondary schools. This is also shown on Figure 4.3. The mean response index is relatively low (i.e just above 3.5) though Hallinger & Murphy (1985) stressed that promoting a positive school learning climate is characterized by; protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers and developing and enforcing clearly defined high academic standards that support high expectations necessary for improving student learning.

An analysis of the teachers' responses based on category of schools (Extra County and County) is shown on Table 4.12 below.

Table 4.12: Teachers Perception on Principals' Leadership Practices for Category of Schools on Promote Positive School Learning Climate

Category of Schools	N	M.R	Std Dev.
Extra County	147	3.5983	1.0734
County	106	3.4829	.96846

The table above shows that teachers in Extra County secondary schools generally agree that their principals promote a positive school learning climate at MR =3.5983 while those in County secondary schools are generally undecided at MR = 3.4829 on their principals promoting positive school learning climate. However, it should be observed that the mean responses in each case is relative low and the standard deviation of their mean responses in the two categorizes of schools is high at about 1.0734 and .96846 respectively.

Figure 4.3 below shows the teachers' mean response of their perception of principals' instructional leadership practices for the five subscales, Extra County and County schools and the overall mean response for both categories of schools. On Figure 4.3, principals in Extra County schools lead County schools in promoting instructional time, promoting professional development, providing incentive for teachers and providing incentives for learning. However, the two categories of schools have almost the same mean response on maintaining high visibility. As shown on Table 4.12 and Figure 4.3, the overall response vary accordingly for each subscales with principals providing incentives for learning having the highest mean response while

maintaining high visibility having the lowest mean response where respondents were generally undecided.

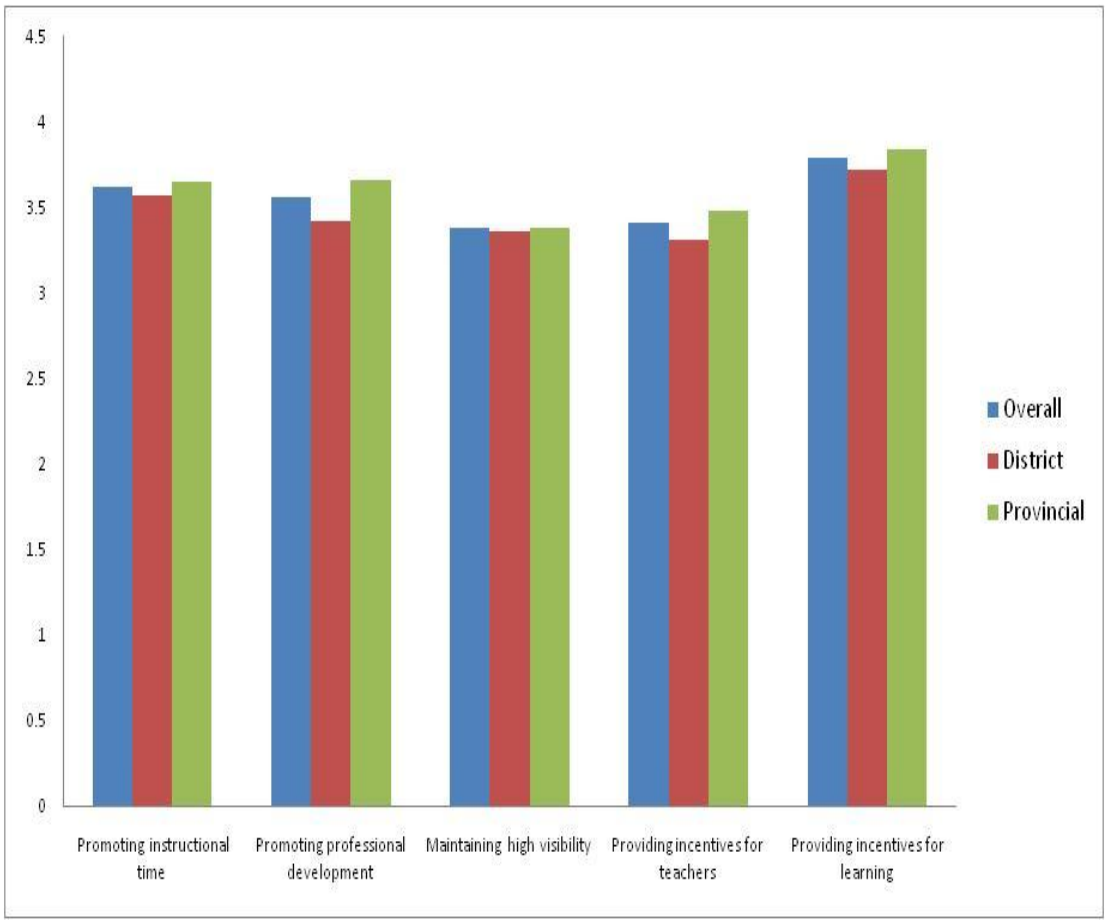


Figure 4.3: Comparative Data for the Means of Promoting Positive School Learning Climate

An analysis of the responses based on schools' level of performance on principals' promotion of positive school learning climate in high, average and low performing schools is shown on Table 4.13 below.

Table 4.13: Teachers Perception on Principals' Leadership Practices for level of school Performance on Promoting positive School Learning Climate

Level of Performance	N	M.R	Std Dev.
High Performing Schools	83	3.63	.88
Average Performing Schools	73	3.62	.68
Low performing Schools	97	3.43	.88

Based on teachers responses on the level of school performance, the table above shows that eighty three teachers in high performing schools who participated in the study generally agreed at MR = 3.63 and so to seventy three in average performing schools at MR =3.62; however, the ninety seven respondents in low performing schools were undecided at MR= 3.43 on their principals promoting a positive school learning climate. The response index, though same for high performing and average performing schools, the principals of high performing schools at mean response 3.63 lead in promoting positive school learning climate. This is followed by Average performing schools at MR= 3.62 and last is low performing schools at MR=3.43 which indicate that teachers are generally undecided.

4.2.6 Responses of Interviews with Principals and their Deputies on Promoting a Positive School Learning Climate.

The principals and their deputies were asked the following questions based on the principals' strategies to promote a positive school learning Climate;

i) How do you ensure instructional time is effectively used?

ii) In what ways do you promote professional development of your teaching staff?

iii) How do you maintain high instructional presence in your school?

iv) What incentives do you provide for teachers to enhance teaching in your school?

v) In what ways do you provide incentives for students' learning in your school?

In answering how they ensure instructional time is effectively used in their schools, the principals reported that they save instructional time and control time wasted by enforcing school routine. They said that in collaboration with their deputies, they monitor students' private study time (preps), discussion groups and ensures that students are busy between lessons and during weekends. The strategies used by some principals included; conducting speed tests immediately after lunch and before afternoon classes, ensuring missed lessons are recovered by the teachers during extra time, ensure parents meet their students when they visit school during break time, ensure school functions such as academic days and AGMs are held on weekends so that the week days are used to teach students. This conforms to Halverson (2005) findings that schools control classroom visits and ensure teachers focus on teaching and learning because of controlled external interruptions. They also reported that they send students for fees towards the weekend in a view to saving learning time.

However, they added that this strategy is not fully enforced because of the financial constraints that schools go through and therefore force them to send their students any time without due consideration for saving time. They also added that they sensitise the students during assemblies and teachers during staff briefs on the importance of saving time. Majority of the principals emphasized that although they enforced the school routine, their deputies and the teachers on duty were expected to be on the ground to effectively enforce the adherence to the daily school routine by the students. On their part, deputy principals reported that their principals remind and mobilise teachers, students, support staff and students to save time. They further reported that,

teachers on duty, the deputy principals and at times principals wake up early to supervise students' morning private reading. They also added that they go round the classes to monitor class attendance and proper time utilisation during students' private study time. They too observed that the school routine is displayed on the class and school notice boards to remind the students of what to do every moment in school.

On how principals promoted professional development of their teaching staff, principals were unanimous that their schools fully sponsored the professional development of teachers with a priority being on subject based capacity building sessions or seminars. This agrees to Alig-Mielcarek (2003) findings that school leaders encourage attendance at workshops, seminars, and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set professional growth goals with teachers. Porter (2001) added that instructional leader of the school, the principal must make sure that appropriate staff development is provided and emphasis should be placed on continuous development. They added that in case schools did not have the financial ability to sponsor the teachers, teachers were requested to use their money and be reimbursed later.

This was mostly the case with County schools whose principals reported to be grappling with financial inadequacies. It was established that in Extra County schools with well established academic departments those who were send share any relevant information with the members of their department and the staff during departmental meeting and staff briefs. However, in small schools which have one teacher for each subject, the teachers only shared general information with the member of staff. Principals also reported that their schools facilitated professional speakers to talk to teachers. Deputy Principals concurred with their principals that

teachers were fully sponsored by the schools to attend seminars and workshops and give feedback when they returned to school either to teachers and the students where relevant.

In response to how principals maintain high instructional presence in their respective schools, all principals reported that they maintain visibility in the school by walking around the school where teachers and student work (for example the laboratories, dormitories, classes, staffrooms and the field during games activities). They also observed that they hold frequent staff briefs such as during morning assemblies or lunch time. However they observed that in most cases the deputy principals did much of the work to monitor students. The deputy principals added that their principals involved management by walking around policy to meet teachers and students and gave feedback during briefs.

On how principals provided incentives to teachers to enhance teaching in their schools, most principals reported that they motivated their teachers by giving them tokens after the release of KCSE examination results in kind and monetary terms. Teachers are rewarded routinely and upon the release of KCSE results. Upon the release of the results all teachers are given monetary rewards though those who taught the candidate classes are rewarded further, based on the number of quality grade scored by the students in their respective subjects. This was done immediately results were released and so referred to “Instant Joy” by a good number of schools. The teachers were also appreciated during Annual General Meetings (AGMs), annual prize giving days and school assemblies. Other incentives given to teachers included; providing meals to the teachers at a cost of the school (for example morning, mid morning and 4 o’clock tea, lunches and super), paying cash token to teachers for

teaching during extra time in the evenings, morning hours and over the weekend (also referred to as airtime or facilitation by most schools), sponsoring staff trips and holding staff meetings away from their school compounds. The deputy principals concurred to this. However it was noted that well established Extra County and high performing schools rewarded their teaching staff more than County and low performing schools, with an elaborate reward scheme or kitty approved by the school management.

On the other hand , asked about the ways principals provided incentives to students to enhance learning, it was reported that in rewarding students those who scored high mean grades of A or A- were rewarded by different schools in a number of ways including; giving them cash rewards, mobile phones or laptops. In some schools, the highest performers at KCSE were given a contract to work in the school as they waited to be admitted to the university. In some cases, the school invited parents of the top students during annual prize giving days to be recognised. During the release of Continuous Assignment Tests (CATs) examinations the top three performers in each class were rewarded with revision books, writing materials, novels, geometrical sets or money. It was also reported that in schools with more than one stream the leading classes were reward with trips among other rewards. However, those students who did not perform well had their parents called to school to discuss the way forward for the academic progress of their children. The principals added that after every examination, results were released in elaborate ceremonies and later pinned on the school notice boards. This was said to motivate the students to work and improve their academic performance. The deputy principals concurred to the above responses of their principals.

Further probing of the principals and their deputies on the strategies principals employ to promote a positive school learning climate indicated that the above practices are more elaborately used and entrenched in high performing and established Extra County secondary schools than in average and low performing and County schools.

4.2.7 Teachers' Perception on Principals' Leadership Practices Analysis of Responses on Principals Developing Supportive Working Environment.

The fourth objective of this study was to determine teachers' perception of the strategies used by principals in public secondary schools to develop supportive working environment in public secondary schools. According to UNICEF (2000) children have a right to quality education where quality education include among others; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.

Table 4.14 below shows a summary of the analysis of the teachers' perception based on the fifteen items (D1-D15) of the teachers' response questionnaire (Appendix A) on principals' leadership practices for developing supportive working environment.

Table 4.14: Teachers Perception on Principals' Leadership Practices for Developing Supportive Working Environment

	D	U	A		
Description	**f %**	**f %**	**f %**	**MR**	**Std Dev.**
D1	32 (12.7)	19 (7.5)	202 (79.8)	3.89	1.011
D2	20 (7.9)	18 (7.1)	215 (85.0)	4.11	.976
D3	25 (9.9)	23 (9.1)	205 (81)	3.92	.903
D4	75 (29.6)	47 (18.6)	131 (51.8)	3.27	1.122
D5	68 (26.8)	31 (12.3)	154 (60.9)	3.46	1.166
D6	30 (11.9)	11 (4.3)	212 (83.8)	4.02	1.008
D7	51 (20.1)	16 (6.3)	186 (73.6)	3.78	1.154
D8	40 (15.8)	20 (7.9)	193 (76.3)	3.92	1.137
D9	54 (21.3)	14 (5.5)	185 (73.1)	3.79	1.235
D10	25 (9.9)	16 (6.3)	212 (83.8)	4.10	1.024
D11	9 (3.6)	10 (4.0)	234 (92.5)	4.38	.744
D12	32 (12.7)	34 (13.4)	187 (73.9)	3.85	1.050
D13	44 (17.4)	15 (5.9)	194 (76.6)	3.84	1.158
D14	30 (11.9)	23 (9.1)	200 (79)	3.93	1.017
D15	19 (7.5)	11 (4.3)	223 (88.2)	4.23	.873

The table shows that two hundred and two (79.8%) teachers agree, nineteen (7.5%) were undecided, thirty two (12.7%) teachers disagreed that their principals enforces safety policies and procedures to ensure school building are clean and safe to effectively support instruction. At MR=3.89 majority of the respondents agreed. This confirms Halverson (2005) findings that there should be a clean and safe learning environment where school safety policies or procedures are ensured, policies to fight vices such theft, fighting, bullying, selling and using drugs, perpetrators or victims of harassment are effected. Barber et al (2010) added that one of the characteristics of highly effective schools is a safe and orderly environment.

Twenty (7.9%) teachers disagree, eighteen (7.1%) teachers were undecided while two hundred and fifteen (85.0%) agreed at MR=3.89 that their principals enforce policies to fight vices such as theft, building, drug use and harassment and discrimination against students (for example with special needs) .The mean response was 4.11 and therefore most respondents agreed. This agrees with Halverson (2005) who observed that effective principals set clear, consistent and enforce expectations for student behaviour and discipline policies which should be consistent with school goal and teaching and learning. Two hundred and five (81%) teachers agreed, twenty three (9.1%) were undecided and twenty five (9.9%) disagreed and so at a mean response of 3.92 majority of the respondents generally agreed that their principals formulate and enforce clear and consistent expectations for student behaviour. This concurs with Halverson (2005) findings that principals develop a supportive working environment by maintaining a safe and effective learning environment through; clear, consistent and enforce expectations for student behaviour that entail coming up with discipline policies consistent with school goals, reviewing discipline policies and involving students in formulating discipline policies.

Seventy five (29.6%) teachers disagreed, forty seven (18.6%) respondents were undecided, and one hundred and thirty one (51.8%) teachers agreed that their principals create opportunities for students' involvement in formulating policies on student discipline in the school. At MR=3.27 and a high standard deviation (1.122), majority of the respondents were undecided. Sixty eight (26.8%) teachers disagree, thirty one (12.3%) teachers were undecided while one hundred and fifty four (60.9%) agreed that their principals develop structures for student groups to fight vices in the school such as by using peer counsellors. With MR = 3.46 and standard deviation 1.166 majority of the respondents were undecided. However, although the teachers

were undecided, effective principals set clear, consistent and enforce expectations for student behaviour and discipline policies while involving students in formulating them. He added that the principals should ensure there is a clean and safe learning environment where there school safety policies or procedures are ensured as well as policies to fight vices such theft, fighting, bullying, selling and using drugs, perpetrators or victims of harassment (Halverson, 2005).

Two hundred and twelve (83.8%) teachers agreed, eleven (4.3%) were undecided, thirty (11.9%) either disagreed that their principals democratize appointment of student leaders (prefects) by involving them and tailor their functions towards student performance. Its mean response was 4.02 and therefore majority of the respondents generally agreed which supports Reynolds and Teddlie (2000) findings that in effective schools there should be provision for and encouraging student to participate in a broad range of school activities that leads to a students' closer connectdness to the school community as well as flow on effects to more academic parts of the curriculum. Fifty one (20.1%) teachers disagreed, sixteen (6.3%) respondents were undecided, and one hundred and eighty six (73.6%) teachers agreed that their principals organize sessions for teachers to brainstorm on ways to improve students' academic achievement. At MR=3.78 majority of the respondents agreed. One hundred and ninety three (76.3%) teachers agree, twenty (7.9%) teachers were undecided while forty (15.8%) teachers disagreed that their principals encourage teamwork among the staff around instructional best practices**.** With MR = 3.92 majority of the respondents agreed. In Dean (1998) study the leader in a school is the key factor in creating the culture of collaboration and structures which encourage staff to work together share each others' problems and successes and reflect together on the practice of teaching.

Fifty four (21.3%) teachers disagreed, fourteen (5.5%) were undecided, one hundred and eighty five (73.1%) agreed that their principals support staff bonding session through such ways as common lunches, recreational tours among others. Its mean response was 3.79 and therefore majority of the respondents generally agreed. The characteristics of highly effective schools include strong home-school relations Barber and Mournshed in NCCTQ (2008) found that the World's best schools empower teachers by facilitating collaboration among teachers. Twenty five (9.9%) teachers disagreed, sixteen (6.3%) respondents were undecided, and two hundred and twelve (83.8%) teachers agreed at MR=4.10 that their principals encourage teachers to invite parents to discuss students' academic progress, and teachers are free to talk about their work to parents (Halverson, 2005) with principals engaging parents in the educational process.

Two hundred and thirty four (92.5%) teachers agreed, ten (4.0%) teachers were undecided while nine (3.6%) teachers disagreed that their principals ensure students' progress reports are sent to parents. With MR = 4.38 majority of the respondents agreed. This therefore strongly confirms Leithwood (2007) findings that principal's leadership practices require student progress reports to be sent to the parents. Thirty two (12.7%) teachers disagreed, thirty four (13.4%) were undecided, one hundred and eighty seven (73.9%) either agreed that their principals encourage and act on parents' feedback on the school's and students' instructional progress. Its mean response was 3.85 and therefore majority of the respondents generally agreed. This is affirmed by Barber et al (2010) who observed that the school is connected to parents and the community.

One hundred and ninety four (76.6%) teachers strongly agree or agree, fifteen (5.9%) were undecided, forty four (12.7%) teachers disagreed that their principals solicit support from the school stakeholders to fund instructional activities such as school prize giving sessions. At MR=3.84 majority of the respondents agreed. This concurs with Mulford (2003) findings that principals connect the school with the community and use community resources to improve student learning. Thirty (11.9%) teachers disagree, twenty three (9.1%) teachers were undecided while two hundred (79%) agreed at MR=3.93 that their principals seek support from school stakeholders to fund improvement of instructional facilities such as classrooms and textbooks. This concurs with Wanzare and Da Costa in Grigsgy (2001) who observed that among the major roles of an instructional leader includes engaging the community in activities and working with external constituencies to solicit support for student success. Two hundred and twenty three (88.2%), eleven (4.3%) were undecided, nineteen (7.5%) teachers disagreed that their principals facilitate invited guest speakers to promote instructional activities in the school. At MR=4.23 majority of the teachers agreed.

From the above analysis, respondents' rate their principals as leading in ensuring students' progress reports are sent to parents at the MR=4.38 and the lowest standard deviation (0.744) and followed by their principals facilitating invited guest speakers to promote instructional activities in the school at the second highest MR=4.23 and secondly lowest standard deviation (0.873). However, respondents rated their principals lowly in creating opportunities for students' involvement in formulating policies on student discipline in the school at MR=3.27 and a high standard deviation 1.12. This is followed by principals developing structures for student groups to fight vices in the school such as by using peer counsellors at MR=3.46 and a standard deviation of 1.17. In the two cases, the respondents were generally undecided.

The responses on the principals' developing a supportive working environment were categorised into five subscales (Figure 1.1) namely; creating safe and orderly learning environment (D1- D3), providing opportunities for students' involvement (D4 – D6), developing staff collaboration and cohesion (D7 - D9), forging links between home and school (D10 – D12) and securing outside resources to support school goals (D13 - D15) and their analysis presented on Table 4.15 below.

Table 4.15: Teachers Perception on Principals' Leadership Practices for Subscales for Developing a Supportive Working Environment

Subscale	N	M.R	Std Dev.
Create safe and orderly learning environment	253	3.9723	.79655
Provide opportunity for students' involvement	253	3.5869	.84819
Developing staff collaboration and cohesion	253	3.8304	1.01321
Forging links between home and school	253	4.1108	.75401
Secure outside resources to support school goals	253	4.0006	.82831
Overall	**253**	**3.9007**	**.69832**

The table shows that teachers generally agreed at MR= 3.97 that their principals create safe and orderly learning environment as Halverson et al (2005) confirms that a principal maintains a safe learning environment while Sergiovanni (1995) adds that the principal should promote a safe and orderly environment. At MR=3.59, though at the lowest mean response and median response, teachers agreed that principals provide opportunities for students involvement. On the other hand, teachers agreed at MR=3.83, 4.11 and 4.00 that principals develop staff collaboration and cohesion, forging links between home and school and secure outside resources to support school goals.

In order of prominence of these practices, teachers perceived their principals as leading in forging links between home and school (4.11), followed by securing outside resources to support school goal (4.00), creating safe and orderly learning environment (3.97), developing staff collaboration and cohesion (3.83) and lastly providing opportunities for students' involvement (3.59). In general, the overall mean response and standard deviation were 3.90 and .698 respectively. This implies that teachers generally agree that their principals develop a supportive working environment. This concurs with Murphy (1990) found out that the principal is required to create a safe and orderly learning environment, provide opportunities for meaningful student involvement, develop staff collaboration and cohesion, secure outside resources in support of school goals, and forge links between the home and school as also shown by their overall means on Figure 4.4.

An analysis of the responses based on category of schools (Extra County and County) is shown on Table 4.16 below.

Table 4.16: Teachers Perception on Principals' Leadership Practices for Category of Schools on Developing a Supportive Work Environment

Category of Schools	N	M.R	Standard Deviation
Extra County	147	3.96054	.7737
County	106	3.81782	.9355

Based category of schools (Table 4.16), teachers in both Extra County and County secondary schools agreed at MR= 3. 96 and MR= 3.82 respectively that their principals develop a supportive work environment. However, as shown also on Figure 4.4, the data shows that principals in Extra County schools lead their counterparts in

County schools in developing a supportive work environment at MR= 3.96 and MR= 3.82 respectively.

The above findings are represented on Figure 4.4

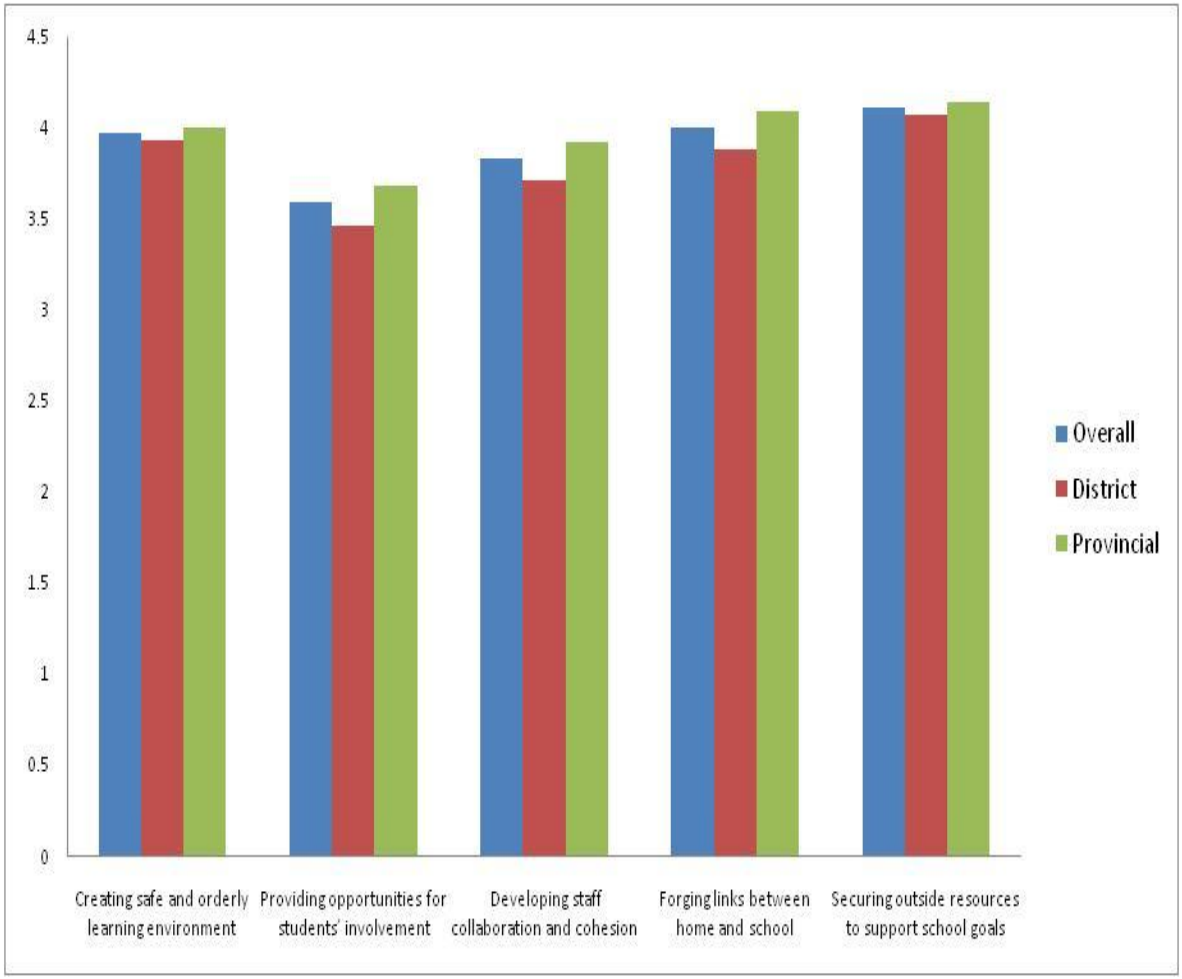


Figure 4.4: Comparative Data for the Means of Developing a Supportive Work Environment

A further analysis of the responses based on schools' level of performance on principals' developing supportive working environment in high, average and low performing schools is shown on Table 4.17 below.

Table 4.17: Teachers Perception on Principals' Leadership Practices for Level of School Performance on Developing Supportive Working Environment

Level of Performance	N	M.R	Std Dev.
High Performing Schools	83	4.00	.63
Average Performing Schools	73	3.99	.52
Low performing Schools	97	3.75	.84

Based on the schools' level of performance show above on Table 4.17, teachers in high performing schools, average performing schools and low performing schools generally agreed that their principals develop a supportive work environment at MR = 4.00, 3.99 and 3.75 respectively. Based on the mean response index, principals in high performing schools leads in developing supportive work environment at MR. = 4.00, followed by principals in average performing schools at MR= 3.99 and lastly the low performing schools at MR= 3.75 respectively.

4.2.8 Responses of Interviews with Principals and their Deputies on principals' Developing a Supportive Work Environment

i) In what ways do you create a safe and orderly learning environment in your school?

ii) How do you involve students in improving their academic achievement?

iii) What strategies do you employ to develop staff collaboration and cohesion?

iv) What approaches do you use to involve parents in improving student learning?

v) What strategies do you solicit school stakeholders' to support instructional goals?

Asked for the ways in which principals create a safe and orderly learning environment, principals reported that they implement the government circular on safety standards in schools. These included ensuring that the school secure school

property, carry out frequent repairs on buildings and furniture as a requirement by government and according to recommendation of inspection reports. In mixed secondary schools, their principals reported that they ensure that they put deliberate strategies in place to secure the safety of the girls such as assigning a female teaches to handle their issues alongside the female matrons and housekeepers. The principals also attempt to maintain discipline and use the prefects to report indiscipline cases that border harassment of students by others. The schools make use of the security men to monitor entry of any illicit products such as alcohol, drugs among other that would compromise the safety of the students. Otherwise, maintaining safety was said to be the responsibility of every member of the school. According to Wango (2009) effective teaching and learning is enhanced by warm environment where security is enhanced, environment is tidy, well organized and when there is order in the classroom. Whereas the deputy principals agreed to most of the principals' responses, they added that their principals use prefects and teachers assigned to the respective areas to report breakages of furniture and electric gadgets so as to carry out immediate repairs. They added that their schools use suggestion boxes to anonymously report any issue requiring attention to the school administration and at the same time most of the principals use open door policy. However they all agreed that the compliance to the safety standards in schools is at about 70% owing to financial constraints amidst competing schools priorities for their scarce resources. They also cited the emergence of the use of mobile phones by students as being a big challenge in monitoring entry of illicit materials, despite the government ban on the gadgets.

As regards the maintenance of orderly learning environment in their schools, principals enforce the code of conduct for teachers so that teachers conduct

themselves professionally while in school, assign groups of students to teachers to monitor issues of indiscipline and their academic performance among students. The principals also reported that they monitor the frequency in which teachers meet students with persistent indiscipline issues and they usually discuss the way forward for each student after being briefed by the respective teachers. They emphasized that a strong and effective prefects' body maintains order in their schools and that they are able to ventilate students' issues with the help of the schools' peer counsellors.

On how principals involve students in improving their academic achievement, the principals reported that they a number of ways that include; soliciting the students views using suggestion boxes, class prefects who help to mark teachers' and students' lesson attendance forms. Subject teachers were reported to organise their classes by forming subject discussion groups so that when teachers miss or/are late for lessons students use their peers to teach them. They also noted that students were also involved in setting academic targets at individual, subject and class level. In forums with the students, the principal use students to solve issues affecting them hence lowering the academic performance by dialoguing with them. The deputies added that students are used in group work to reduce teacher centred approaches and organise symposium (external & internal) debates. They added that students are urged to help their colleagues with various challenges such as indiscipline through peer counselling. The implementation of these strategies was reported to be done by the principals, deputy principals and the departmental heads and all teachers with their principals playing supervisory role.

Asked about the strategies they employ to develop staff collaboration and cohesion the principals and their deputies concurred that the principals use the following approaches; team building activities such as going out on recreational trips, providing meals at the cost of school. According to Poirier (2009) creating a collaborative working environment provides an opportunity for teachers' skills and abilities to grow and develop, which is enhanced through the direction of an effective leader. The leader is the key factor in creating the culture of collaboration by creating structures which encourage staff to work together and by involving them in aspects of decision making. Effective principals recognize that collaborative networks among educators are essential for successful teaching and learning where they model teamwork, provide time for collaborative work, and actively advocate sharing and peer observation (Blasé and Blasé, 1999).

Most schools were also reported to be having teachers' welfare committee that organises teachers to contribute money to their welfare kitty is used to sponsor members who attend colleagues' weddings, bereavement, visiting female teachers when any of them deliver a baby, hold get- together sessions when a member transferred. It was reported that apart from being members the principals supported these committees. The principals reported that they organise trips where staff meetings were held out of the school compound. A number of principals reported accompanying teachers for students' games competition and also organises meetings with BOM/PTA to sponsor recreational trips for the teachers. It was established that the extent of bonding varies with schools because some activities have financial implication and which some schools especially County schools are least endowed with sufficient finances to be able to fund such activities. The strategies were reported

to be well established and prevalent in high performing and well established Extra County schools.

When the principals and their deputies were asked about the approaches used by the principals to involve parents in improving students learning, the principals reported that they involve their parents in school programs by engaging them in decision making process during class academic meetings. During these sessions they said that teachers talk to them and their children on the way forward on their academic progress. The parents are update on the progress of their children by the teachers. The parents are also involved in making decisions on the school management though the parents and teachers' association (PTA) meetings. They said, this is usually done during the parents' annual general meeting (AGM) where the proposed school's annual budgets are read to them and their opinion for endorsement sort and told their role in financing the budget.

It was also reported that parents' support is sought in making donations such as books, involved in complementing the schools' effort to instil discipline on the students. The school also invites parents whose children's academic performance is low so as to school to discuss on how to improve their performance. The parents are also involved in supporting the schools by paying school fees, fees for remedial teaching and sponsor field trips which go a long way into improving the academic achievement of their students. The researcher also established that, in some well established Extra County schools there are PTA/BOM academic committee that play a monitoring role to improve students' academic performance. The deputy principals while confirming the above added that their principals solicit parents support as resource persons/motivational speakers by inviting some of them to talk to the

students during guidance and counselling sessions or career days. They also said they involve them in bringing past papers and any other teaching and learning materials to the school.

Lastly, when the researcher sought to establish the strategies employed by principals to solicit school stakeholders' to support instructional goals, the schools' stakeholders who include members of the community, schools' old students, local businessmen among others were reported to be involved in securing their support through various ways such as offering motivational talks, sponsor needy students (NGOs, local political establishment), donate teaching and learning materials and trophies for students to compete for, involved them in fundraising to put up schools' infrastructure, offer spiritual guidance to the school students (such as pastors from the church that sponsoring the schools), report students who sneaking out of school or misbehave when out of school.

This is enforced by the local administrative arm of government such as the local chiefs. According to Sinha (2009), great principals have the capacity to connect with their stakeholders and use community resources to improve student learning and connects the school with the community. Friedman (2004) added that schools should be places where all stakeholders share purpose and vision, subscribe to norms of collegiality and hard work through professional development and celebrate success. Principals in most high performing and established Extra County schools, were reported to invite high academic achievers (old students or members of the community) to motivate the students. The County education offices were reported to be collaborating in facilitating workshops for teachers and BOM/PTA.

4.2.9 Teachers Perception on Principals' Leadership Practices of mean Responses for the Four Subscales of the Principals' Instructional Leadership Practices.

In general, a comparative data for the means for the four subscales were calculated and shown on Table 4.17 and Figure 4.5 below.

Table 4.18: Teachers' Perception on Principals' Instructional Leadership Practices for the Subscales of the Principals' Instructional Leadership Practices

Subscale	N	M.R	Standard Deviation
Definition of school mission& Goals	253	3.9896	.68018
Manage the instructional programs	253	3.6356	.69326
Promote a positive school learning climate	253	3.5486	.82587
Develop a supportive work environment	253	3.9007	.69832
Overall	**253**	**3.7686**	**.72441**

The table indicate that teachers in Baringo County's secondary schools agree at MR= 3.99 that their principals define their school's mission and goals, manage the instructional programme in their schools (MR= 3.64), promote a positive school learning climate (MR= 3.55) and develop a supportive work environment (MR= 3.90). The table further shows that principals generally lead in framing and communications school goals at MR= 3.99, followed by developing a supportive work environment at MR= 3.90, managing the instructional program at MR= 3.64 and lastly promoting a positive school learning climate at MR = 3.55 as shown on Figure 4.5. However, their overall mean responses as on Figure 4.5, generally agreed at MR=

3.7686 that principals in Baringo County practice instructional leadership in their schools. An analysis of the responses based on category of schools (Extra County and County) is shown on Table 4.19 below.

Table 4.19: Teachers Perception on Principals' Leadership Practices for Category of Schools on the Principals' Instructional Leadership Practices

Category of Schools	N	M.R	Std Dev.
Extra County	147	3.93054	.7737
County	106	3.78782	.9355

The table shows that teachers in Extra County and County schools generally agree that their principals practise instructional leadership practices at MR = 3.93 for Extra County school and 3.78 for County schools and on Figure 4.5. However, their responses indicate that these practices are predominant in Extra County secondary schools as shown by a slightly higher mean response and lower standard deviation (.77) compared to County schools whose mean response is lower but with a higher standard deviation of .94.

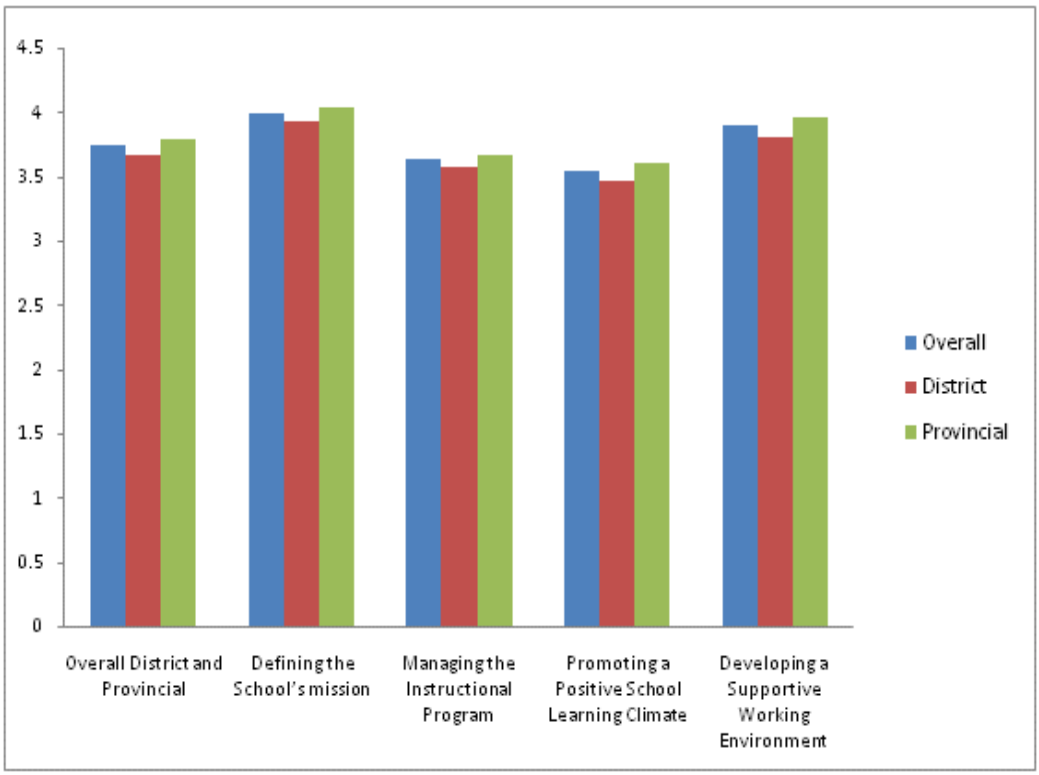


Figure 4.5: Comparative data for the Four Subscales of for Developing a Supportive Working Environment

An analysis of the responses based on schools' level of performance on the four subscales of the principals' instructional leadership practices in high, average and low performing schools is shown on Table 4.20 below.

Table 4.20: Teachers' Perception on Principals' Leadership Practices for the Level of School Performance

Level of Performance	N	M.R	Std Dev.
High Performing Schools	83	3.8357	.64758
Average Performing Schools	73	3.8119	.51838
Low performing Schools	97	3.6201	.76442

The table shows that teachers in high performing schools, average performing and low performing schools agreed that their principal's practise instructional leadership practices that promote academic achievement at MR= 3.84, 3.81 and 3.62 respectively. Teachers' perception of principals instructional practices in high performing schools are highest though slightly above those in average performing schools and lowest at the low performing schools.

4.3 Teachers' Perception of Principals' Instructional Practices in Extra County and County Schools

The fifth objective of this study was to find out if there was a difference in teachers' perception of principals' instructional leadership practices between Extra County and County public secondary schools. In order to find the difference, the following hypothesis was tested.

Ho1: There is no statistical significant difference in teachers' perception of principals' instructional leadership practices between Extra County and County public secondary schools in Baringo County.

To find out whether the difference was significant, an independent sample t-test was used and the results are indicated on Table 4.21a and Table 4.21b below.

Table 4.21a: Statistics of Extra County and County Means

	Category of the School	N	Mean	Std. Deviation	Std. Error Mean
Extra County and County Means	Extra County	147	3.7979	.62604	.05164
	County	106	3.6744	.71842	.06978

Table 4.21b: Independent Sample Test Comparing Extra County and County Means

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Extra County and County Means	Equal variances assumed	1.163	.282	1.454	251	.147	.12346	.08490
	Equal variances not assumed			1.422	206.866	.156	.12346	.08681

An independent-sample t-test was used to compare the mean response of teachers' perception of principals 'instructional leadership practices of County secondary schools to the mean responses of teachers in Extra County secondary schools in Baringo County. No significant difference was found (t (251) =.147, p>.05). The mean response of teachers in County secondary schools (m=3.67, sd=.72) was not significantly different from the mean responses of teachers in Extra County secondary schools (m=3.80, sd=.63). The null hypothesis is therefore not rejected and a conclusion drawn that there is no significant difference in teachers' perception of principals' instructional leadership practices between Extra County and County public secondary schools in Baringo County.

The difference in their standard deviation as shown above means responses were slight at .77 for Extra County schools and .94 for County schools though it was higher for County schools. Their mean difference, standard deviation and standard error mean (Table 4.12a and 4.12 b) are insignificant. This perfectly corresponds with the analysis presented on Table 4.19 above where teachers generally agreed that their principals practice instructional leadership at mean response (MR) of 3.93 in Extra County schools and MR=3.79 in County schools. These findings imply that there is much difference in strategies employed by principals in both Extra County and County public secondary schools.

4.4 Teachers' Perception of Principals Instructional Leadership Practices in High, Average and Low Performing Public Secondary Schools

To obtain a insight into the influence of principals' instructional leadership practices on students' academic achievement in public secondary schools in the study area, a comparison of the means of perception of principals' instructional leadership practices and the performance at KCSE of low performing , average performing and high performing schools. In an attempt to compare the means of the teachers' perception of principals' instructional leadership practices of low performing , average performing and high performing schools ANOVA was computed and shown below

Table 4.22a: Descriptive Data for Performance at KCSE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Low Performing Schools	97	4.0564	.41211	.04184	3.9734	4.1395	3.24	4.95
Average Performing Schools	73	5.4535	.32741	.03832	5.3771	5.5299	5.03	5.98
High Performing Schools	83	6.7551	.58587	.06431	6.6272	6.8830	6.02	7.72
Total	253	5.3449	1.22657	.07711	5.1930	5.4968	3.24	7.72

Table 4.22b: ANOVA Performance at KCSE

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	326.957	2	163.479	783.422	.000
Within Groups	52.168	250	.209		
Total	379.125	252			

Table 4.22c: Post Hoc Tests

Multiple Comparisons						
Performance at KCSE **LSD**						
(I) Low, Average and High performing school categories	(J) Low, Average and High performing school categories	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low Performing Schools	Average Performing Schools	-1.39709*	.07078	.000	-1.5365	-1.2577
	High Performing Schools	-2.69868*	.06830	.000	-2.8332	-2.5642
Average Performing Schools	Low Performing Schools	1.39709*	.07078	.000	1.2577	1.5365
	High Performing Schools	-1.30159*	.07330	.000	-1.4459	-1.1572
High Performing Schools	Low Performing Schools	2.69868*	.06830	.000	2.5642	2.8332
	Average Performing Schools	1.30159*	.07330	.000	1.1572	1.4459
* The mean difference is significant at the 0.05 level.						

A one-way ANOVA was computed to compare the performance at KCSE of low performing schools, average performing schools and high performing schools. A significant difference was found among these schools (F (2, 250) =783.422, $p < .05$). This is because the Sig value (.000) is less than the critical value (.05). The Least Standard Deviation (LSD) was used to determine the nature of the difference between the schools of the three level of performance at KCSE. This analysis revealed that low performing schools scored low ($m = 4.05$, $sd = .41$), than average performing schools

(*m*= 5.45, *sd*=.33). High performing schools (*m = 6.76*, *sd*= 1.23) were not significantly different from either low performing schools or average performing schools. The above findings conform to the described data on Table 4.20 where respondents generally agree at almost same MR=3.84, MR=3.81 and a near MR= 3.62 for low performing secondary schools. However there is no difference between high (3.836) and average (3.812) performing schools but low performing schools had relatively lower mean response (3.620). From the above analysis, it is instructive to conclude that although there is no significant difference in teachers' perception of principals' instructional leadership practices between Extra County and County schools (Table 4.12b), there is a significant difference in teachers' perception on principals' instructional leadership practices among low performing, average performing and high performing secondary schools in Baringo County as shown on Table 4.19 above.

4.5 Teachers' Perception of the Relationship between the Principals' Instructional Leadership Practices and Students Academic Performance

The sixth objective of the study was to determine whether there was a relationship between teachers' perception on principals' instructional leadership practices and students' academic achievement at KCSE examination in public secondary schools in Baringo County. In order to establish the relationship, the following hypothesis was tested.

Ho2: There is no significant relationship in between teachers' perception on principals' instructional leadership practices and students' academic achievement at KCSE examination in Baringo County (correlation is significant at the 0.05 level: 2-tailed).

To find out the relationship is statistically significant, a 2-tailed Pearson Correlation was run and the output is shown on Table 4.23 below.

Table 4.23: Correlations Between School Means and Performance at KCSE

		Extra County and County Means	Performance at KCSE
Extra County and County Means	Pearson Correlation	1	.173**
	Sig. (2-tailed)		.006
	N	253	253
Performance at KCSE	Pearson Correlation	.173**	1
	Sig. (2-tailed)	.006	
	N	253	253

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

Pearson correlation was calculated to examine the relationship between Extra County and County means of teachers' perception of principals' instructional leadership practices and the schools' mean grades of performance at KCSE. When a 2-tailed Pearson Correlation was calculated, a weak correlation that was not significant ($r(251) = .173$, $p > .01$) was found. This means Extra County and County means of teachers' perception of principals' instructional leadership practices is not related to schools' mean performance at KCSE in Baringo County.

The null hypothesis is not rejected and therefore there was no statistical significant relationship between teachers' perception of principals' instructional leadership practices and students' academic achievement at KCSE examination in Baringo County. This does not agree to Hallinger & Heck (1996) that principals' leadership makes a difference in students learning and so to students' achievement. Principals are important for student achievement via instructional leadership (Brewer, 1993). The most outstanding factor that influence students performance in examination has

to do with the organisational management of schools and the headteachers play this significant role due to their tasks and roles (Lydia & Nasongo, 2009) and therefore for this reason that the accountability movement in education placed attention on students' achievement and also placed responsibility on the school leader (UNICEF, 2000). However, the weak correlation correspond to the fact that school leaders account for almost 5% of the variables in test scores or roughly 25% of all in-school variables (Hallinger & Heck, 1996). Jacobson (2008) added that among school related factors over which policy makers have some control, effective leadership make second only to the quality teaching in influencing student learning.-Discussion section.

However, the preliminary information those Extra County secondary schools perform better than County schools at KCSE examinations and therefore had more students meeting the minimum university qualifying grade C+ and above. Glennerster et al (2011) observed that in 2008 performance in County schools was appalling where 11% of students in County schools scored at least C+ compared to 43% in Extra County schools. The weak Pearson Correlation for all schools is relatively high as evidenced by higher MR=3.93 for Extra County compared to MR=3.79 for County schools (Table 4.19). However, the findings concurs with Kruger (2003) that in instructional matters the principals involvement are very limited, virtually non-existent and they influence the culture of teaching and learning in a formal ways. According to Leithwood & Riehl (2003), educational leadership is mainly indirect because leadership is essentially an influence process where educational leaders are mostly working through or influencing others to accomplish goals and the impact of educational leadership on student achievement is demonstrable leadership effects are

primarily indirect and they appear primarily to work through variables related to classroom curriculum and instruction while quantitative estimates of effects are not always available, leadership variables to seen to explain an important proportion of school-related variance in student achievement.

4.6 Discussion of the Findings

This section focuses on an in-depth examination of the interrelationships of the following variables of the principals' instructional leadership practices that guided this study: defining schools' instructional mission, managing instructional programs, promoting positive school learning climate and developing a supportive work environment. The discussion is based on the main findings of the study as guided by the research objectives which endeavored to establish the teachers' perception of principals' instructional leadership practices and their influence on the students' academic achievement in public secondary schools in Baringo County.

4.6.1 Principals' Strategies in Defining Schools' Instructional Mission and Goals in Public Secondary Schools in Baringo County.

The quantitative and qualitative data revealed that principals in the study area play a big role in formulating schools' instructional mission and goals. This is agreement with Grigsgy (2010) who observed that creating a vision is the role of the instructional leader, whose responsibility is creating a vision of success for teachers and students that keep teachers focused on student achievement and learning, create an atmosphere that will allow teachers to be successful in the classroom, make curriculum and instruction an absolute priority. Of the four principals' instructional leadership practices' subscales, principals' lead in framing and communicating school

instructional goals where teachers agreed at MR = 3.99 that their principals defined their schools' instructional mission and goals.

Whereas they agreed at MR= 3.88 that their principals framed school goals, they agreed at a higher MR= 4.01 that they communicated the schools' mission and goals to school constituents and stakeholders. Although data showed that principals involved students, teachers, PTA and BOM members in formulating schools' instructional goals, teachers perceived that their principals' involvement of students in formulating school mission and goals was minimal. It was established from the interviews that formulating academic goals was an established routine in majority of Extra County and high performing schools compared to County and low performing secondary schools.

Data also revealed that established and high performing schools have instructional goals in their strategic plans and therefore the role of the principals in formulating the goals which usually involve many parties may be limited and that could be the reason for lower mean response compared to communication of the formulated goals. The respondents added that planning of the instructional strategies every term and communicating them to the school stakeholders is usually done in most schools as a routine exercise that is not effectively implemented to optimize on their outcomes. This was reported to be worse in County secondary schools and the low performing secondary schools which had relatively lower mean response.

4.6.2 Strategies used by Principals to Manage Instructional Programs in Public in Secondary Schools in Baringo County.

The data obtained from questionnaires revealed that teachers agreed at MR= 3.64 that their principals manage instructional programs in their schools and was third out of

the four main subscales of principals' instructional leadership practices. It involved supervising and evaluating instruction (MR=3.54), coordinating the curriculum and instruction (MR=3.81) and monitoring students progress (MR=3.56). Data shows that the teachers' mean response of principals' supervision and evaluation of instruction and monitoring students' progress was very low and so to the overall mean response which suggests the respondents were almost undecided.

The qualitative data revealed that many principals delegated supervision and evaluation of instruction, coordination of curriculum and monitoring of students' progress to their teachers, academic HOSs, HODs and deputies because of their numerous administrative tasks though Portin as cited in Botha (2004), principals role in the new educational dispensation represents a balance between instructional leadership and management and so today, most school leaders seek a balance in their role as manager-administrator and instructional leader (Jenkins, 2009). This implies therefore that teachers perceive the role of their principals in managing their schools' instructional programs to be limited hence the low overall mean response index. This is further confirmed by the data showing that there was insignificant difference in the teachers' mean responses between Extra County and County secondary schools with regard to principals managing their schools instructional programs at relatively low MR=3.67 and MR=3.59 respectively. However, although there was a distinct difference among high, average and low performing secondary schools at MR=3.71, 3.68 and 3.54 respectively. Despite this, the data shows that teachers perceive their principals to manage instructional programs in Extra County and high performing schools more than their counterparts in County and low performing schools.

4.6.3 Strategies' used by Principals in Promoting School Learning Climate

Data revealed that teachers agreed at the lowest mean response index (MR=3.55) among the four subscales indicating that teachers perceive the role of principals in promoting positive school learning climate to be limited. Although the mean response is low, headteachers should generally establish a school climate conducive for teaching and learning (Republic of Kenya, 1999). Teachers agreed that their principals promote instructional time, promote professional development, maintain high instructional visibility, provide incentives for teachers and provide incentives for learning at MR= 3.62, 3.56, 3.38, 3.41 and MR= 3.79 respectively. From the data the low mean responses indicate that respondents were almost undecided on various strategies that their principals used to promote positive learning climate. Although principals saved instructional time and controlled time wasters by enforcing school routine, the researcher established that school routines were not fully enforced and in case it was enforced student were not provided with guided meaningful learning activities.

It was also established that the school routine was mostly enforced by the deputy principal and teachers on duty and that due to financial constrains, students were sent home for fees without due consideration to save instructional time. It was also established that in most schools there was ineffective system of saving instructional time owing to frequent interruptions by visiting parents, games activities and others school functions. This went on despite the fact that principals can play an important role in dealing with external constituents and protecting teachers from external interferences (Heck, 1992& Fidler, 1997).

Data also revealed that teachers agreed at a low MR=3.56 that principals promoted professional development of their teachers. However, respondents agreed a low

MR=3.54 that the instructional information obtained by teachers who attend in-service training was shared with other teachers and were undecided at MR=3.33 that their principals provided for in-house professional development opportunities around instructional best practices. The respondents were undecided at very low MR= 2.96 on principal writing classroom to discuss instructional issues, with teachers and students and agreed at a low MR=3.55 that their principals spared to informally talk with students and teachers on ways to improve teaching and learning. Interviews established that in most cases deputy principals did a much of the work of monitoring student that would explains why the teachers were indecisive at MR= 3.38 about principals maintaining instructional visibility. Teachers were also undecided about their principals providing incentives for teachers at MR= 3.41possibly owing to their indecisiveness in principals praising teachers in public for outstanding performance in students' academic excellence and rewarding teachers for special effort or contribution towards students' academic performance and offered individualized support for teachers by showing respect and demonstrating concern about their personal feeling and needs.

However, it was established by interviews that well established Extra County and high performing schools rewarded their staff more than County and low performing schools with elaborate reward schemes with a staff welfare committee that is approved by the school management. On further probing, the researcher established that most schools did not reward teachers well citing the cost implication which most schools were reported to be unable to foot amid poor fees payment and competing instructional priorities. Data revealed that principals used a number of strategies to provide incentives for learning though teachers were undecided on their principals

developing intervention programs to help students who traditionally struggle to learn. Interviews established that principals provided incentives to students to enhanced learning using a number of ways.

4.6.4 Strategies' used by Principals to Develop Supportive Working Environment

Quantitative data revealed that teachers perceived that their principals played a major role in creating a safe and orderly learning environment at MR=3.97 which ranked the second of the four main subscales, developing staff collaboration and cohesion (3.83), forging links between home and school (4.00) and securing outside resources to support school goals (4.11) . However, they perceived their principals least provide opportunity for students' involvement. Teachers were undecided that their principals created opportunities for students' involvement in formulating policies on student discipline in the school at MR=3.27 and develop structures for student groups to fight vices in the school at MR = 3.46. The active participation of principals is affirmed by high mean response index for Extra County (3.96) and County (3.82) schools, and high, average and low performing secondary schools (4.00, 3.99 and 3.75).

Interviewees agreed that the compliance to the safety standards in schools is at about 70% owing to financial constraints amidst competing schools priorities for their scarce resources. They also cited the emergence of the use of mobile phones by students as being a big challenge in monitoring entry of illicit materials, despite the government ban on the gadgets. This would otherwise create a safe and orderly learning environment. In developing staff collaboration and cohesion, the researcher established that the extent of bonding varied with schools because some activities

have financial implication and which some schools especially County schools are least endowed with sufficient finances to be able to fund such activities. The strategies were reported to be well established and prevalent in high performing and well established Extra County schools.

4.6.5 Difference in Teachers' Perception of Principals' Instructional Leadership Practices between Extra County and County Public Secondary Schools

When t-test was run, the data revealed that there was no significant difference (t (251) = .147, p>.05) in teachers' perception of principals' instructional leadership practices between Extra County and County public secondary schools in Baringo County. A similar trend existed for a combination of the four subscales of the instructional leadership practices (Extra County-MR=3.96 and County- MR=3.82) and so to the respective subscales; defining instructional mission and goals (Extra County-MR=3.98, County-MR=3.91), managing instructional programs(Extra County-MR=3.67, County-MR=3.59), promoting school learning climate (Extra County-MR=3.60, County-MR=3.48) and developing a supportive work environment (Extra County-MR=3.96, County-MR=3.82). However, data reveals that there was difference among the subscales with generally higher mean responses for defining instructional mission and goals, and developing a supportive work environment than managing instructional program and promoting school learning climate.

The findings implies that the teachers perceive their principals in the two categories of schools to be involved more in defining instructional mission and goals, and developing a supportive working environment than managing instructional programs and promoting school learning climate. It further show that in the two categories of

schools teachers perceive their principals to lead in defining instructional mission and goals followed by developing a supportive work environment, managing instructional program and last promoting school learning climate. However, the data revealed after computing a one-way ANOVA that there was a significant difference in teachers' response on principals' instructional leadership among high, average and low performing schools ($F(2, 250) = 783.422$, $p < .05$) with high performing schools being significantly different from either average and low performing schools. This is affirmed by the analysis of all the four subscales where the mean response for high performing schools (MR=3.84), average performing schools (MR=3.81) and low performing schools (MR=3.62). The same was replicated in the individual subscales thus; defining instructional leadership (High performing schools-MR=4.00, Average performing schools-MR=3.99, Low performing school-MR=3.75), managing instructional programs (3.63, 3.62, 3.43), promoting school learning climate (3.71, 3.68, 3.54) and supportive work environment (4.12, 4.04 and 3.85).

The data also shows that in each case, there was insignificant difference between high performing and average performing schools. The data also shows that in the three levels of schools, teachers perceived the principals to be involved more in defining school instructional mission and goals and developing a supportive environment than managing instructional program and promoting school climate, though the data indicate further that they perceived their principals to lead in supportive work environment followed by developing school instructional mission and goals, promoting school learning and lastly managing instructional programs.

4.6.6 Relationship between Principals' Instructional Leadership Practices and Students' Academic Achievement at KCSE

The data revealed that there was no statistical significant relationship between teachers' perception of principals' instructional leadership practices and academic achievement at KCSE examination in Baringo County (r (251) =.173, p>.05). This finding implies that teachers in Baringo County perceive their principals' instructional leadership practices to have no major influence on the performance of students at KCSE examination. This is confirmed by the overall mean response (MR=3.77) for the four subscales (Table 4.18) and in managing instructional program (MR=3.64) and in promoting a positive school learning climate (MR=3.55). Qualitative data revealed that principals delegated the supervision and evaluation of instruction and coordination curriculum and instruction to HODs, HOSs, director of studies and their deputies though instruction which accounts for 75% of good academic results (Chitiavi,2002) and that instruction is second only instruction. In promoting positive climate the respondents mean response was MR=3.59 with the respondents undecided on principals maintaining high visibility, providing incentives for teachers and almost undecided on principals' promotion of instructional time (3.62), and promotion of professional development (3.56) showing that they have limited hands-on instructional control in the schools. According to Sim (2011) in his study of Malaysian principals findings showed the existence of concordance between the level of instructional leadership and the level of student academic achievement. The findings added that it implied that instructional leadership role is vital in producing better academic achievement in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In chapter four, the research data which was collected using the teachers' response questionnaire and principals' and their deputies' interview guides was presented, analysed interpreted and discussed. This made it easier for the researcher to summarise the findings, draw conclusions and make recommendations. This chapter is structured to cover the summary of the main findings, conclusions, recommendations for practice and suggestions for further research.

The main objective of this study was to establish the teachers' perception of principals' instructional leadership practices and their influence on learners' academic achievement in public secondary schools in Baringo County. Subsequently the study was meant to address the following specific objectives;

i) To determine teachers' perception on actions taken by principals in defining school instructional mission and goals in public secondary schools.

ii) To establish teachers' perception on how principals manage instructional programs in public secondary schools.

iii) To establish teachers' perception on principals' action on promoting positive school learning climate in public secondary schools.

iv) To determine teachers' perception of the principals' strategies to develop a supportive working environment in public secondary schools.

v) To establish the difference in teachers' perception on principals' instructional leadership practices between Extra County and County public secondary schools in Baringo County.

vi) To determine the relationship between teachers' perception on principals' instructional leadership practices and students' academic achievement at KCSE examination in public secondary schools in Baringo County.

This study sought to test the following hypotheses;

Ho1: There is no statistical significant difference in teachers' perception on principals' instructional leadership practices between etra County and County public secondary schools in Baringo County.

Ho2: There is no significant relationship between teachers' perception on principals' instructional leadership practices and students' academic achievement at KCSE examination in public secondary schools in Baringo County.

5.2 Summary of the Main Research Findings

The analysis of the data obtained in chapter four led to several major findings that are summarised below;

1. Principals play a significant role in defining schools' instructional mission and goals in public secondary school in Baringo County with teachers agreeing at MR=3.99.The respondents agreed at MR=3.88 that their principals frame the schools' instructional goals by developing academic goals in collaboration with teachers (MR=4.05), developing academic and school goals based on clear vision for teaching and learning (MR=3.99), developing school's academic goals using data on students academic performance (MR=3.78) and framing

school academic goals to be achieved by the school staff while performing instructional and non-instructional responsibilities (MR=3.71).

On interviewing the principals and their deputies, the researcher established that principals formulate instructional goals in their schools to enhance teaching and learning in collaboration with students, teachers and their PTA and BOM members. During staff meetings chaired by the principals, teachers set targets on the completion of syllabuses, evaluation of students among others. They added that the set goals were presented to the PTA and BOM members during their meetings and their feedback used to revise the goals. In a few well established Extra County and high performing schools, their instructional school goals are guided by their school mission, vision and objectives in their strategic plans which they said had pre-determined projected level of performance and strategies to achieve the academic targets.

The respondents agreed at MR=4.02 that once their principals have formulated the schools' instructional goals they communicate them to the school community during school forums such as AGMs, Prize giving ceremonies (4.33), promotes schools' academic goals during forums with teachers (4.27) and students (4.09) and ensure that the school academic goals were strategically displayed on the school notice boards and written on school buildings (3.70). The qualitative data revealed that during students' assemblies, the principals and teachers charged with curriculum matters articulate the school's instructional goals. They added that principals used subject teachers to emphasis the schools' academic goals while teaching students, class teachers during class meetings and their schools' director of studies while releasing

internal examinations. The principals inform parents during academic days and AGMs while BOM /PTA members were informed during their meetings.

2. Teachers agreed at MR=3.64 that their principals manage instructional programs by supervising and evaluating instruction (MR=3.54), coordinating curriculum and instruction (MR=3.81) and monitoring students' academic progress (MR=3.56). Principals supervised teaching and learning by ensuring teachers' classroom instruction priorities are consistent with school's instructional goals (MR=3.89) and conducts regular formal and informal evaluation of students' instructional work and gives feedback for students' effort (MR=3.63). Data from the interviews revealed that principals supervise the implementation of the curriculum by using attendance sheets which were analysed by their deputies to facilitate provision of feedback to the teachers. In most schools, principals delegate supervision to the heads of subjects (HOSs), heads of departments (HODs) or their deputy principals but in the County schools the principals and deputy principals were reported to be the ones supervising the curriculum implementation. Qualitative data revealed that in evaluating the instruction principals monitored the status of the syllabus coverage while comparing with the schemes of work, checked students' performance after the release of every examinations, analysed and queried deviations from students, subject and class targets, randomly went to class to check students' notes, teachers' attendance and organised academic HODs' meeting for feedback.

Quantitative data revealed that principals coordinate the curriculum and instruction by ensuring curriculum implementation strategies are aligned to achieve school's curricular objectives (MR=3.91), ensuring instructional

materials are consistent with achievement of school's curriculum objectives (MR=3.88), assigning a specific person to coordinate teaching and learning in the school such as the school's director of studies (MR=3.79), making curricular decisions based on results of the school's instructional needs assessment (MR=3.66). Qualitative data, however, revealed that the other strategies used by the principals included checking students' notes, use HOSs and HODs to coordinate curriculum and instruction.

Principals monitored students' progress by ensuring that teachers provide meaningful and systematic feedback on student performance at form(grade) and subject level(MR=3.90), discussed students' academic progress with all academic departments based on test results to establish weakness in instructional program (MR=3.70). Interviewees reported that principals monitored the extent of the syllabus coverage by regularly counterchecking students' notes with schemes of work and records of work, used the students' performance in internal examinations to monitor students' performance and involved parents of the low performing students. It was reported that other strategies used by principals include; offering remedial program to low achievers, analysed student progress from KCPE to form four, assigned a number of students to teachers to boost their academic performance, refer low achievers to the guidance and counselling department, use staff meeting to point out areas of deficiency.

3. The researcher established that at MR=3.55, principals promote positive school learning climate in public secondary schools by promoting instructional time (MR= 3.62), promoting professional development of their teachers (MR=

3.56), principals maintaining high visibility (MR =3.38), providing incentives for teachers (MR =3.41) and provide incentives for learning at (MR =3.79). Principals promoted instructional time by ensuring that students maximise the use of time in meaningful learning in school (MR=4.04), protecting teachers' effort to improve teaching and learning from distractions they face from inside and outside the school (MR=3.43) and controlling interruptions caused by frequent visits by parents and students going home for fees on students' learning time (MR= 3.39). Interviewees added that other strategies used by the principals include; enforcing school routine which is displayed on the class and school notice boards, monitoring students' private study time in collaboration with their deputies and teachers, ensuring students free time was utilized for learning activities, ensuring lessons missed by the teachers are recovered during extra time, ensuring parents meet their students only during break time, ensuring school functions such as academic days and AGMs are held on weekends to safe on learning time. They also reported that they send students home for fees over the weekend, sensitise the students and teachers on the importance of saving time during assemblies and staff briefs respectively.

Principals promote professional development of their teachers by encouraging teachers to attend professional development activities that are aligned to the schools' academic goals (MR= 3.80), ensuring that instructional information obtained by teachers who attend in-service training is shared with other teachers (MR= 3.54) and provide for in-house professional development opportunities around instructional best practices (MR= 3.33). Qualitative data revealed that principals fully sponsored teachers for subject capacity building

sessions or seminars and the information obtain was shared with other teachers, facilitated professional speakers to talk to teachers.

The researcher established that principals maintain high visibility by monitoring classroom practices to ensure they are aligned to schools instructional goals such as during students private reading time (MR =3.62), sparing time to informally talk with students and teachers on ways to improve teaching and learning (MR=3.55) and visiting classrooms to discuss instructional issues with teachers and students (MR=2.96). From the interviews, principals also employed the following strategies to maintain high instructional presence in their respective schools; involving management by walking around policy to meet teachers and students in where they work (e.g the laboratories, dormitories, classes, staffrooms and the field during games activities), holding frequent staff briefs to give feedback.

Principals provide incentives for teachers by praising teachers in public for outstanding performance in students' academic excellence (MR=3.38), rewarding teachers for special effort or contribution towards students academic performance such as sponsoring them for professional growth opportunity (MR = 3.34) and offering individualised support for teachers by showing respect and demonstrating concern about their personal feelings and needs (MR=3.50). Other strategies they used included; giving teachers tokens after the release of KCSE examination results in kind and monetary terms, appreciate teachers during Annual General Meetings (AGMs), annual prize giving days and school assemblies, providing meals to the teachers at a cost of the school (for example morning, mid morning and 4 o'clock tea, lunches and super), paying cash token to teachers for teaching during extra time in the evenings, morning hours and

over the weekend, sponsoring staff trips and holding staff meetings away from their school compounds.

On providing incentives for learning, the study established that principals praising students in public for outstanding academic performance (MR= 4.00), At MR =4.12 rewarded students for special outstanding academic performance and developed intervention program to help students who traditionally struggle to learn (MR=3.25). Qualitative data revealed that principals rewarded students who scored the high mean grades (by giving them cash rewards, mobile phones or laptops), in some schools, the highest performers at KCSE were given contract to work in the school as they waited to be admitted to the university and the school invited parents of the top students during annual prize giving days to be recognised. For continuing students, top three performers in Continuous Assignment Tests (CAT) examinations were rewarded with revision text books, writing materials, novels, geometrical sets or money, organising elaborate ceremonies during the release of examination results to students and pinned the results on the school notice boards.

4. At MR=3.90, principals developed supportive working environment by creating safe and orderly learning environment (3.97), providing opportunity for students' involvement (MR=3.59), developing staff collaboration and cohesion (MR=3.83), forging links between home and school (MR=4.11) and secure outside resources to support school goals (MR=4.00). In creating safe and orderly learning environment principals enforced safety policies and procedures to ensure school building are clean and safe to effectively support instruction (MR=3.89), at MR=4.11 their principals enforced policies to fight vices such as theft, building, drug use and harassment and discrimination

against students (e.g with special needs) and at a mean response of 3.92 principals formulated and enforced clear and consistent expectations for student behaviour. According to the interviewees, other strategies that principals used to create a safe and orderly learning environment included; implementing the government circular on safety standards schools in Kenya which require principals to ensure that their school have secure school property, carried out frequent repairs on buildings and furniture , ensuring that they put deliberate strategies in place to secure the safety of the girls ,maintain discipline , monitoring entry of any illicit products (such as alcohol, drugs) that would compromise the safety of the students. In maintaining orderly learning environment in their schools, principals enforced the code of conduct for teachers so that teachers conducted themselves professionally while in school, formed groups of students and assigned them to teachers to monitor issues of indiscipline among students.

Principals provide opportunity for students' involvement by creating opportunities for students' involvement in formulating policies on student discipline in the school (MR=3.27), developing structures for student groups to fight vices in the school such as by using peer counsellors (MR = 3.46) and at MR=4.02 they democratized appointment of student leaders (prefects) by involving them and tailor their functions towards student performance. Qualitative data revealed that principals also solicited the students views using suggestion boxes, used class prefects to mark teachers' and students' lesson attendance forms, organised to form discussion groups to hold peers teaching. They also involved students in setting academic targets at individual, subject

and class level. In forums with the students, the principal used students to solve issues affecting them by dialoguing with them.

Quantitative data revealed that principals developed staff collaboration and cohesion by organized sessions for teachers to brainstorm on ways to improve students' academic achievement (MR=3.78), encouraged teamwork among the staff around instructional best practices (MR = 3.92) and supported staff bonding session (such as common lunches, recreational tours) among others (MR= 3.79). From qualitative data other approaches used by the principal to develop staff collaboration and cohesion included; contributing money for colleagues' weddings, bereavement, visiting female teachers when any of them delivered a baby, holding get- together sessions when a member transfers, organising meetings for BOM/PTA members to meet the teachers.

The researcher established that principals forge links between home and school by encouraging teachers to invite parents to discuss students' academic progress (MR=4.10), ensuring students' progress reports are sent to parents(MR = 4.38) and encouraging and acting on parents' feedback on the school's and students' instructional progress (MR= 3.85). Qualitative data revealed that principals involved their parents in school programs by engaging them in decision making process, updating them on the progress of their children involving the parents in school management though the (PTA). They also ask parents' to donate to the school (such as books) and support the school in paying school fees, fees for remedial teaching and sponsor field trips which go a long way into improving the academic achievement of their students, involved them in complementing the schools' effort to instil discipline on the students, invites parents whose children's academic performance to discuss

ways of improving their performance. They also solicit parents support as resource persons/motivational speakers to talk to the students during guidance and counselling sessions or career days and involve them in bringing past papers and any other teaching and learning materials to the school.

Principals secured outside resources to support school goals by soliciting support from the school stakeholders to fund instructional activities such as school prize giving sessions (MR=3.84), at MR=3.93 they sought support from school stakeholders to fund improvement of instructional facilities such as classrooms and textbooks and facilitate invited guest speakers to promote instructional activities in the school (MR=4.23). On the other hand qualitative data revealed that other strategies used by the principal in securing the school stakeholders' to support school included; securing their support through various ways such as to offer motivational talks, sponsor needy students (NGOs, local political establishment), donate teaching and learning materials and trophies for students to compete for, involved them in fundraising to put up schools' infrastructure, offer spiritual guidance to the school students (such as pastors from the church that sponsoring the schools), report students who sneaking out of school or misbehave when out of school, invited high achievers (old students or members of the community) to motivate the students.

5. When independent-sample t-test was run to test the first hypothesis, the data revealed that there was no significant difference in teachers' perception of principals' instructional leadership practices between Extra County and County public secondary schools in Baringo County ($t(251) = .147$, $p>.05$) at insignificant difference in their MR=3.8 (Extra County) and 3.67(County), and standard deviation .626 and .718 respectively. The analysis of the

responses for the four subscales concur on this where data reveal that in general, teachers in Extra County secondary schools perceive their principals to; practice instructional leadership at a relatively higher MR=3.96 than principals in County schools at MR=3.82, set instructional mission and goals at MR=3.98 and MR=3.91, manage instructional program MR=3.67 and MR=3.59, promote positive school learning climate at MR=3.60 and MR=3.48 and developing a supportive working environment at MR=3.96 and MR=3.82 respectively. However, there was a significant difference among low performing, average and high performing secondary schools (F (2,250) =783.422, p<.05) with low performing schools scoring low (m = 4.05, sd = .41), than average performing schools (m= 5.45, sd=.33) and high performing schools (m = 6.76, sd= 1.23). The Least Standard Deviation (LSD) was used to determine the nature of the difference between the schools of the three level of performance at KCSE. Teachers in high performing secondary schools perceive their principals generally practised instructional leadership at a relatively higher MR=3.84 compared to average performing (3.81) and low performing at the lowest (3.62); defined instructional mission and goals at MR=4.12, 4.04 and 3.85; managed instructional programs at MR=3.71, 3.68 and 3.54; promoted positive school learning climate at MR=3.63, 3.6 and 3.43, and developed a supportive working environment at MR=4.00, 3.99 and 3.75 respectively.

6. In testing the second hypothesis, a 2-tailed Pearson correlation was calculated to establish the relationship between the teachers' perception of principals' instructional leadership practices and students' academic performance. The data revealed that there was a weak correlation that was not significant

($r(251)=.173$, $p>.01$) and therefore there is no statistical significant relationship between teachers' perception of principals' instructional leadership practices and students' academic achievement at KCSE examination in Baringo County.

5.3 Conclusions

The following conclusions of the study were drawn based on the main findings of the study;

The findings revealed that principals formulated schools' instructional mission and goals to enhance teaching and learning by involving students, teachers, PTA and BOM members. The goals were developed based on clear vision for teaching and learning, using data on students' academic performance and to be achieved by the school staff while performing instructional and non-instructional responsibilities. Principals communicated the formulated goals to the members of their schools and other stakeholders during various school forums with; students (students' assemblies), teachers (during staff meetings, briefs), parents (such as academic days, AGMs), BOM /PTA members during school management meetings and the stakeholders during general meetings such as the prize giving ceremonies. The school academic goals were also displayed strategically on the school notice boards and in some schools written on school buildings. The principals used all teachers to articulate the schools' academic goals during all school sessions with students and parents.

The data revealed that principals supervised curriculum and instruction by ensuring teachers' classroom instruction priorities are consistent with schools' instructional goals. The principals evaluated instruction by conducting regular formal and informal evaluation of students' instructional work, analysed and queried deviations in their performance. They also monitored the status of the syllabus coverage, teachers'

attendance and organised academic HODs' meeting for feedback. However in most schools, principals delegated supervision of the curriculum implementation and evaluation of instruction to their heads of subjects, heads of departments or their deputy principals. The findings imply that at the lowest MR=3.54, teachers perceive their principals as doing little in supervising curriculum and instruction in their schools.

Data revealed that at a relatively higher MR=3.81principals actively coordinate the curriculum and instruction by ensuring curriculum implementation strategies are aligned to achieve school's curricular objectives, ensured instructional materials are consistent with achievement of school's curriculum objectives, assigned specific persons to coordinate teaching and learning in their school and making curricular decisions based on results of the school's instructional needs assessment. However, most principals use HOSs and HODs to coordinate curriculum and instruction in their schools.

Principals monitored students' progress by ensuring that teachers provide meaningful and systematic feedback on student performance at form (grade) and subject level, discussed students' academic progress with all academic departments based on test results to establish weakness in instructional program. They monitored the extent of the syllabus coverage while comparing with schemes of work and records of work, involved parents of the low performing students and offered remedial program to low achievers. However, most principals use HOSs, HODs and their deputies to monitor students' progress in their schools and statistics show that at a low MR=3.56, involvement in monitoring students' progress is perceived by teacher to be minimal in their schools.

Principals promoted instructional time by ensuring that students maximise the use of time in meaningful learning in school by enforcing school routine, monitoring students' private study time in collaboration with their deputies and teachers and ensuring that students' free time was utilized for learning activities. They also ensured lessons missed by the teachers are recovered during extra time and ensuring school functions such as academic days and AGMs are held on weekends to save on learning time. Other strategies included; sending students home for fees over the weekend, sensitising the students and teachers on the importance of saving time during assemblies and staff briefs. However, data revealed that principals' effort to protect teachers' effort from distractions they face from inside and outside the school and control interruptions caused by frequent visits by parents and students going home for fees on students' learning time was minimal.

Principals promoted professional development of their teachers by sponsoring teachers to attend professional development activities that are aligned to the schools' academic goals, ensuring that instructional information obtained by teachers who attend in-service training is shared with other teachers, provide for in-house professional development opportunities around instructional best practices and facilitate professional speakers to talk to teachers. Data revealed that principals maintain high visibility by monitoring classroom practices to ensure they are aligned to schools instructional goals, sparing time to informally talk with students and teachers on ways to improve teaching and learning, involving management by walking around policy to meet teachers and students in where they work, and holding frequent staff briefs to give feedback. In most schools this function is mainly done by

their deputies and so at the lowest MR=3.38 teachers perceive the principals as doing little in maintaining high instructional presence in the school.

Principals provide incentives for teachers by praising teachers in public for outstanding performance in students' academic excellence, rewarding teachers for special effort or contribution towards students' academic performance such as sponsoring them for professional growth opportunity and offering individualised support for teachers by showing respect and demonstrating concern about their personal feelings and needs. However, data show that at MR=3.41, respondents perceive their principals to play minimal role in providing incentives for teachers. To enhance learning, at MR=3.79 teachers perceive their principals as actively providing incentives for learning by praising students in public for outstanding academic performance, rewarding students for special outstanding academic performance and developing intervention program to help students who traditionally struggle to learn. Data revealed rewarding of teachers and students was elaborate in established Extra County and high performing.

Principals created safe and orderly learning environment by enforcing safety policies and procedures to ensure frequent repairs on school buildings and furniture is carried out to make them clean and safe to effectively support instruction, enforced policies to fight vices and monitor entry of illicit products to schools (such as alcohol, drugs) that would compromise the safety of the students and harassment and discrimination against students and formulated and enforced clear and consistent expectations for student behaviour that ensure that they put deliberate strategies in place to maintain discipline and secure the safety of the girls. In maintaining orderly learning

environment in their schools, principals enforced the code of conduct for teachers so that teachers conducted themselves professionally while in school.

Principals provided opportunity for students' involvement in formulating policies on student discipline in the school, developing structures for student groups to fight vices in the school and democratized appointment of student leaders (prefects) by involving them and tailor their functions towards student performance. Data revealed that though teachers perceived their principals as doing little to involve students, principals solicited students views using suggestion boxes, used class prefects to monitor lesson attendance by teachers and students, involved students in setting academic targets at individual, organised to form discussion groups to hold peers teaching and used students to solve issues affecting them by dialoguing with them.

Data revealed that principals developed staff collaboration and cohesion by organizing sessions for teachers to brainstorm on ways to improve students' academic achievement, encouraged teamwork among the staff around instructional best practices and supported staff bonding sessions. Principals also developed staff collaboration and cohesion by contributing money for colleagues' weddings, bereavement, visiting female teachers when any of them delivered a baby, holding get- together sessions when a member transfers and organising meetings for BOM/PTA members to meet the teachers.

The research findings reveal that principals forged links between home and school by encouraging teachers to invite parents to discuss students' academic progress, ensuring students' progress reports are sent to parents and encouraging and acting on parents' feedback on the school's and students' instructional progress. Qualitative data revealed that principals involved their parents in school programs by engaging

them in decision making process, updating them on the progress of their children involving the parents in school management though the (PTA). They also ask parents' to donate to the school (such as books) and support the school in paying school fees, fees for remedial teaching and sponsor field trips which go a long way into improving the academic achievement of their students, involved them in complementing the schools' effort to instil discipline on the students, invites parents whose children's academic performance to discuss ways of improving their performance. They also solicit parents support as resource persons/motivational speakers to talk to the students during guidance and counselling sessions or career days and involve them in bringing past papers and any other teaching and learning materials to the school.

Principals secured outside resources to support school goals by soliciting support from the school stakeholders to fund instructional activities, support from school stakeholders to fund improvement of instructional facilities, and facilitate invited guest speakers to promote instructional activities in their school. Data also revealed that principals secured the school stakeholders' support school by securing their support such as to offer motivational talks, sponsor needy students (NGOs, local political establishment), donate teaching and learning materials and trophies for students to compete for, involved them in fundraising to put up schools' infrastructure, offer spiritual guidance to the school students (such as pastors from the church that sponsoring the schools), report students who sneaking out of school or misbehave when out of school, invited high achievers (old students or members of the community) to motivate the students.

In general, teachers perceived their principals at MR=3.99 and MR=3.90 to be actively involved in defining schools' instructional mission and goals, and developing a supportive working environment respectively. However at MR=3.64 and MR=3.55 respectively, teachers perceived that the involvement of their principals in managing instructional programs and promoting positive school learning climate was minimal.

There was no significant difference (t (251) = .147, p>.05) in teachers' perception of principals' instructional leadership practices between Extra County and County public secondary schools in Baringo County. However, there is a significant difference (F (2,250) =783.422, p<.05) among low performing, average and high performing secondary schools.

The data also revealed that there was no statistical significant relationship (r (251) =.173**, p>.01) between teachers' perception of principals' instructional leadership practices and students' academic achievement at KCSE examination in Baringo County.

5.4 Recommendations for Practice

Based on the research findings, the following are recommendations made for the principals in Baringo County**,** the Ministry of Education**,** Teachers Service Commission (TSC) and educators**,** which if implemented may boost the principals' instructional leadership practices and consequently students' academic achievement in public secondary school in Baringo County.

From the findings of this study, principals need to pay more attention and personally; involve all the school constituents when formulating their schools' instructional goals and effectively implement those goals, prioritise management of instructional

programs through effective supervision and evaluation of instruction, coordinate schools' curriculum and monitor students' progress. They should also supervise and hold the academic HODs accountable for the implementation of instruction.

They need to promote positive school learning climate and in particular maintain high instructional presence, provide incentives for teachers, promote professional development of their teachers and strive to undertake the promotion of instructional time by eradicating all time wasters. They also need to develop a supportive working environment mainly by providing opportunities for students' involvement, and developing staff collaboration and cohesion. They should strictly implement the provisions of the Kenyan government's safety standards manual for schools so as to ensure safe and secure school environment in their schools. Finally principals need to secure resources from school stakeholders so as to fund instructional activities that would a long way into improving instruction and their students' academic performance.

The Ministry of Education's directorate of quality assurance and standards (QUASO) need to intensify inspection of schools so as to particularly improve principals' performance in managing instructional activities and developing a positive school learning climate and at the same time promoting a supportive working environment in their schools and therefore guarantee high student academic achievement. The Kenya Management Institute (KEMI) should tailor the syllabus used to train headteachers to better their management and instructional leadership skills since principals' role in the new education dispensation represents a balance between instructional leadership and management (Portin et al as cited in Botha, 2004).

The Agency (KEMI) in liaison with the parent Ministry (MOE) should ensure that all principals are trained as a pre-condition for their appointment to headship and subsequent promotion by the Teachers' Service Commission (TSC). Their retention in headship should be pegged on periodic evaluation of their track record in the management of curriculum and instructional activities and if their leadership approaches enhance effective teaching and learning and so to students' academic achievement.

The findings will also equip teachers, Heads of subjects, Heads of departments, present and future principals and their deputies with necessary leadership strategies to promote teaching and learning so as to enhance students' academic achievement.

5.5 Suggestions for Further Research

This study sought to establish teachers' perception of principals' instructional leadership practices and their influenced on learners academic achievement in public secondary schools in Baringo County. The main assumption was that principals' instructional leadership practices was the main determinant of student academic performance though from the literature review their other factors. This study was carried out in Baringo County among public secondary schools in Kenya where little has been done to understand the impact of school leadership on students' academic achievement and research on school leadership has focused on administrative roles of the administrative roles of the school principals ignoring the possible direct and indirect influence of it on school academic achievement (Mwangi, 2009). Arising from this, the study makes the following recommendations for further research;

1. Studies may be carried out to establish influence of other factors on students' academic achievement alongside principals' instructional leadership practices.

These may include the students' home based factors and the teachers' classroom management strategies.

2. There is need to replicate this study in other parts of the country. Such studies may consider using a bigger population, difference sampling techniques and different approaches to data collection than the ones used in this study.

3. Further studies could also be conducted on the influence of instructional leadership practices on learners' academic achievement in other tiers of the education system such as pre- school, primary and tertiary level of education. This would give a clear understand of how these practices influence students' academic achievement.

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APPENDICES

APPENDIX A: TEACHERS' RESPONSE QUESTIONNAIRE (TRQ)

INSTRUCTIONS

You are requested to give your honest assessment of your principal's leadership with regard to his/her instructional (teaching and learning) practices under the respective sub-headings**.** Your responses will be treated with utmost confidentiality.

SECTION A: GENERAL INFORMATION

Sub - County_____ Category of the School: Extra County___or County_____

SECTIONS B

INSTRUCTIONS

1. Read the descriptions carefully and indicate by use of a tick (√) your most preferred choice representing your opinion.

2. The choices are as follows; SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree,

SD=Strongly Disagree

A. Defining School's Instructional Mission and Goals

My principal:-

	Description	SA	A	U	D	SD
1	Develops annual academic and school goals based on clear vision for teaching and learning					
2	Develops school's academic goals using data on student academic performance					
3	Develops academic goals in collaboration with teachers					
4	Frames school academic goals to be achieved by the school staff while performing instructional and non-instructional responsibilities					
5	Communicates school's academic goals to the school community during school forums (e.g AGMs, prize giving ceremonies)					
6	Promotes school's academic goals during forums with teachers (e.g Staff meetings, Departmental meetings, Briefs etc)					
7	Promotes school's academic goals during forums with					

	students (e.g school assemblies, student *barazas*)					
8	Ensures that the school academic goals are strategically displayed in the school (e.g on notice boards, writings on school buildings)					

B. Managing the School Instructional (Teaching and Learning) Program

My principal:-

	Description	**SA**	**A**	**U**	**D**	**SD**
1	Ensures teachers' classroom instruction priorities are consistent with school's instructional goals					
2	Conducts regular formal and informal evaluation of students' instructional work and gives feedback for students' effort					
3	Conducts regular evaluation of teachers and provides feedback of their effort to improve their instructional practice					
4	Observes teachers for professional development instead of evaluation					
5	Assigns a specific person to coordinate teaching and learning in the school (e.g Director of studies, QUASO-internal)					
6	Makes curricular decisions based on results of the school's instructional needs assessment					
7	Ensures curriculum implementation strategies are aligned to achieve school's curricular objectives					
8	Ensures instructional materials are consistent with the achievement of school's curriculum objectives					
9	Identifies students who need special instruction to remedy their learning challenges					
10	Discusses students' academic progress with all academic departments based on test results to establish weaknesses in					

	instructional program					
11	Discusses student progress with individual subject teachers					
12	Ensures teachers provide meaningful and systematic feedback on student performance at form (grade) and subject level					

C. Promoting a Positive School Learning Climate

My principal:-

	Description	S.A	A	U	D	S.D
1	Protects teachers' effort to improve teaching and learning from distractions they face from inside and outside the school					
2	Ensures that students maximize use of time in meaningful learning in school					
3	Controls interruptions of students' learning time e.g by frequent visits by parents or students going home for fees e.t.c					
4	Encourages teachers to attend professional development activities that are aligned to the school's academic goals					
5	Ensures that instructional information obtained by teachers who attend in-service training is shared with other teachers					
6	Provides for in-house professional development opportunities around instructional best practices					
7	Spares time to informally talk with students and teachers on ways to improve teaching and learning					
8	Visits classrooms to discuss instructional issues with teachers and students					
9	Monitors classroom practices to ensure they are aligned to school's instructional goals (e.g during students' private reading)					
10	Praises teachers in public for outstanding performance in students' academic excellence					
11	Rewards teachers for special effort or contribution towards students' academic performance(eg Sponsors professional growth opportunities					
12	Offers individualized support for teachers by showing respect and demonstrating concern about their personal feelings and needs					
13	Praises students in public for outstanding academic performance					
14	Rewards students for special outstanding academic performance					
15	Develops intervention programs to help students who traditionally struggle to learn					

D. Developing a Supportive Working Environment

My principal:-

	Description	SA	A	U	D	SD
1	Enforces safety policies and procedures to ensure school buildings are clean and safe to effectively support instruction					
2	Enforces policies to fight vices such as theft, bullying, drug use, harassment and discrimination against students (e.g with special needs)					
3	Formulates and enforces clear and consistent expectations for student behaviour					
4	Creates opportunities for student involvement in formulating policies on student discipline in the school					
5	Develops structures for student groups to fight vices in the school(e.g using peer counsellors)					
6	Democratizes appointment of student leaders/prefects by involving students and tailor their functions towards student performance.					
7	Organizes sessions for teachers to brainstorm on ways to improve students' academic achievement					
8	Encourages teamwork among the staff around instructional best practices					
9	Supports staff bonding sessions e.g common lunches, recreational tours					
10	Encourages teachers to invite parents to discuss students' academic progress					
11	Ensures students' progress reports are sent to parents					
12	Encourages and acts on parents' feedback on the school's and students' instructional progress.					
13	Solicits support from the school stakeholders to fund instructional activities (e.g prize giving etc)					
14	Seeks support from school stakeholders to fund improvement of instructional facilities (e.g classrooms, textbooks etc)					
15	Facilitates invited guest speakers to promote instructional activities in the school					

THANK YOU FOR YOUR COOPERATION

APPENDIX B: PRINCIPALS' INTERVIEW GUIDE (PIG)

The purpose of this interview is to seek your opinion on the instructional leadership practices you use in your school to promote teaching and learning, and students' academic performance. Your responses will be treated with utmost confidentiality.

Sub - County_____Category of the School: Extra County _____ or County _____

A. Defining School's Instructional Mission and Goals

i) How do you come up with term/annual goals to enhance teaching and learning in your

school?

ii) In what ways do you communicate the school instructional goals to the school

community?

B. Managing the School Instructional Program

i) What approaches do you use to supervise and evaluate instruction in your school?

ii) How do you evaluate the effectiveness of teaching and learning in your school?

iii) What strategies do you use to coordinate the curriculum implementation in you school?

iv) How do you monitor your students' academic progress?

C. Promoting a Positive School Learning Climate

i) How do you ensure instructional time is effectively used?

ii) In what ways do you promote professional development of your teaching staff?

iii) How do you maintain high instructional presence in your school?

iv) What incentives do you provide for teachers to enhance teaching in your school?

v) In what ways do you provide incentives for students' learning in your school?

D. Developing a Supportive Work Environment

i) In what ways do you create a safe and orderly learning environment in your school?

ii) How do you involve students in improving their academic achievement?

iii) What strategies do you employ to develop staff collaboration and cohesion?

iv) What approaches do you use to involve parents in improving student learning?

v) What strategies do you solicit school stakeholders' to support instructional goals?

E. What is your school's KCSE examination mean grade for the last five years (2006-2010)?

APPENDIX C: DEPUTY PRINCIPALS' INTERVIEW GUIDE (DPIG)

The purpose of this interview is to seek your opinion on the instructional leadership practices that your principal uses to promote teaching and learning, and students' academic performance. Your responses will be treated with utmost confidentiality.

Sub - County_____Category of the School: Extra County ____ or County _____

A. Defining the School's instructional Mission and Goals

i) How does your principal come up with term/annual goals to enhance teaching and learning

in your school?

ii) In what ways does s/he communicate the school instructional goals to the school

community?

B. Managing the School Instructional Program

i) How does your principal supervise and evaluate instruction in the school?

ii) How does s/he evaluate the effectiveness of teaching and learning?

iii) What strategies does s/he coordinate the curriculum implementation?

iv) How does s/he monitor students' academic progress?

C. Promoting a Positive School Learning Climate

i) How does your principal ensure instructional time is effectively used?

ii) In what ways do s/he promote professional development of the teaching staff?

iii) How does s/he maintain high instructional presence in the school?

iv) What incentives does s/he provide for;

- teachers to enhance teaching in your school?

- students' to enhance learning in your school?

D. Developing a Supportive Work Environment

i) How does your principal create a safe and orderly learning environment in your school?

ii) How does s/he involve students in improving their academic achievement?

iii) What strategies does s/he employ to develop staff collaboration and cohesion?

iv) How does s/he involve parents in improving student learning?

v) In what ways does s/he solicit stakeholders' support to improve instructional goals?

APPENDIX D: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN

POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	**248**	2400	331	75000	382
95	76	270	159	750	**256**	2600	335	100000	384

Note: **"N"** is population size,
"S" is sample size.

Source: Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for

Research
Activities", Educational and Psychological Measurement, 1970.

APPENDIX E: CRONBACH'S ALPHA DECISION RULE

Cronbach's Alpha	Internal Consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptible

Source : Golafshani (2003)

APPENDIX F: RESEARCH AURHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams:"SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/011/1668/4

Date: 9th January, 2012

Stephen Tomno Cheboi
Moi University
P. O. Box 3900 - 30100
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "***Teachers' perception of principals' instructional leadership practices & their influence on learners' academic achievement in public secondary schools in Baringo County, Kenya***" I am pleased to inform you that you have been authorized to undertake research **in Baringo North/Central, Kobaitek, Marigat, Mogotio & East Pokot districts** for a period ending *31st July 2012.*

You are advised to report to **the District Commissioners & the District Education Ofiicers, Baringo North/Central, Koibatek, Marigat, Mogotio & East Pokot districts** before embarking on the research project.

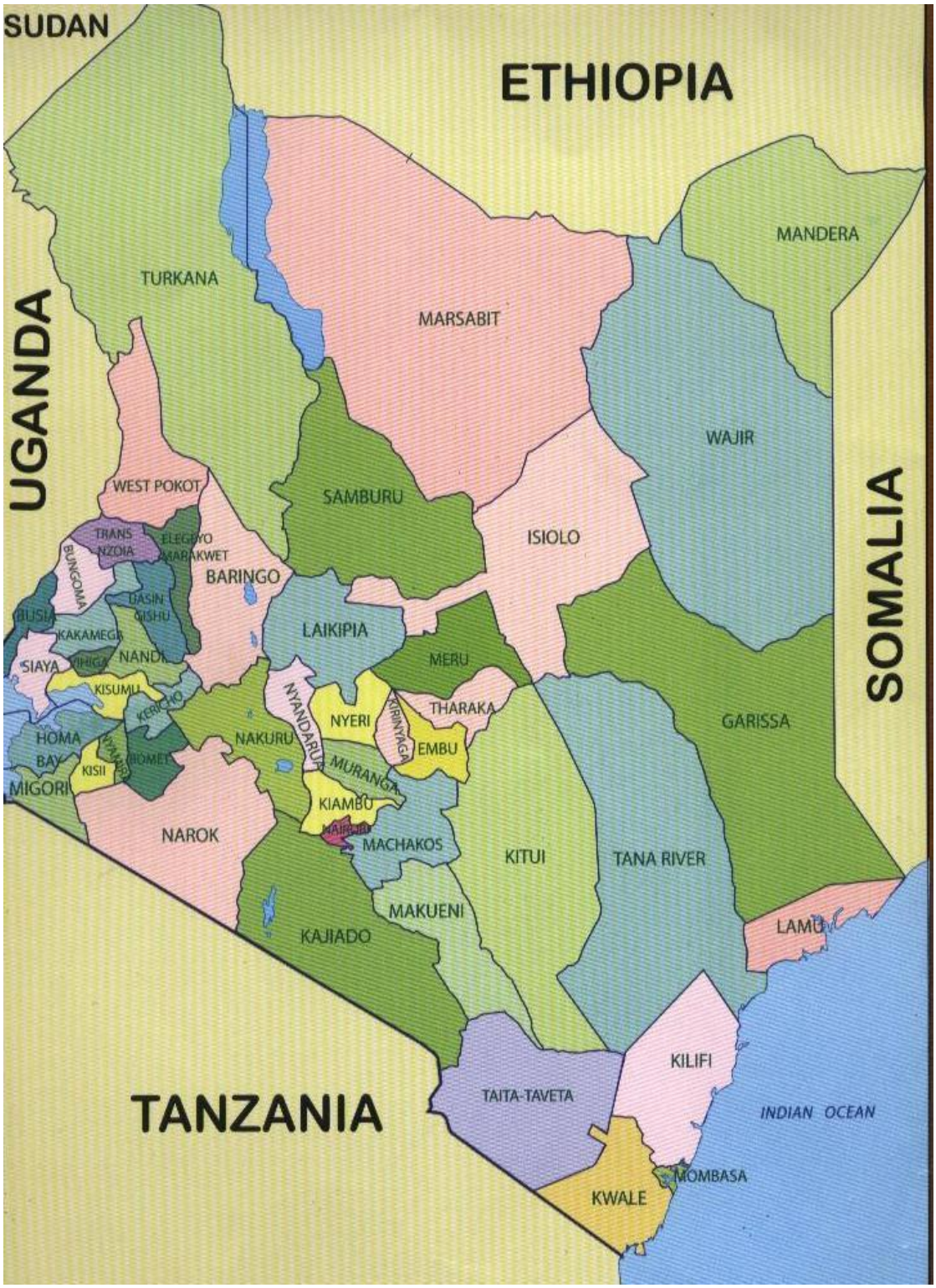
On completion of the research, you are expected to submit **one hard copy and one soft copy** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
Baringo North/Central, Koibatek, Marigat, Mogotio & East Pokot districts

APPENDIX G: PHYSICAL LOCATION OF BARINGO COUNTY



SOURCE: KENYA COUNTY MAP (http://softkenya.com/county/kenya-counties-map)

APPENDIX I: SAMPLE SIZE CALCULATOR

Determine Sample Size	
Confidence Level:	95% 99%
Confidence Interval:	
Population:	
Sample size needed:	

Source: Creative Research Systems, (1982). Sample Size Calculator (http://www.surveysystem.com/index.htm)