

Abstract

This study examined the extent to which principals' inspection of teachers' professional documents influences students' academic performance in public secondary schools in Kitui County, Kenya. A descriptive survey research design was adopted. The target population comprised 374 principals and 590 Heads of Departments (HoDs). A sample of 350 respondents (112 principals and 238 HoDs) was selected using census and simple random sampling techniques. Data were collected using questionnaires and interview guides. Quantitative data were analyzed using descriptive statistics and Pearson Product–Moment Correlation, while qualitative data were analyzed thematically. The findings revealed a strong positive and statistically significant relationship between principals' inspection of teachers' professional documents and students' academic performance ($r = .765$, $p < .05$). The study concludes that consistent and structured inspection enhances instructional quality and improves academic performance.