

**INFLUENCE OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP
PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN MAKUENI COUNTY, KENYA.**

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Doctor of Philosophy in Educational Administration of South Eastern Kenya
University.**

2020

DECLARATION

This thesis is my original work and has not been presented to any other institution for any other award. I understand that plagiarism is an offence and I declare therefore that this thesis is my original work and has not been submitted for any other award in any other institution.

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DEDICATION

This thesis is dedicated to my beloved wife Irene K. David and our children: Lucky, Purity, Michael, Patience and David. In the memory of my late father (Ndambuki) and late mother (Kithembwa). They made me know the value of education.

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ABBREVIATION

BOM	Board of Management
CQASO	County Quality Assurance and Standards Officer
EFA	Education For All.
FDSE	Free Day Secondary Education
HODs	Head of Departments
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute.
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
MDG's	Millenium Development Goals
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology, and Innovation
NCLB	No child Left Behind
UNESCO	United Nations Educational, Scientific, and Cultural Organization
PC	Performance Contracting
SDG's	Sustainable Development Goals
SMASE	Strengthening Mathematics and Science Education
SPSS	Statistical Package for Social Science
TPAD	Teacher Professional Appraisal Development
TSC	Teachers' Service Commission
USA	United States of America

ABSTRACT

Instructional leadership is associated with measures that the principal undertakes, or delegates to others to enhance student's performance. The purpose of this study was to determine the influence of principals' instructional leadership practices on students' KCSE performance in public secondary schools in Makueni County, Kenya. The study employed mixed methods survey design. The target population included all principals and teachers of public secondary schools in Makueni County, Kenya. The sample size for the principals was 119 and 357 for teachers for the quantitative phase and 30 principals for qualitative phase. The study employed stratified sampling technique for schools, equal allocation sampling technique for both principals and teachers for quantitative phase and maximum variation sampling procedure for qualitative phase. The study used questionnaires for both principals and teachers and interviews for Principals during the qualitative phase. The response rate was 89.8% for principals and 96.8 for teachers. Validity of the research instruments was determined by a pilot study while reliability of research instruments was established by a test re-test technique. Means and percentages were used to determine the distribution of variables under study among the respondents. Quantitative data was presented using frequency distribution tables, pie charts bar graphs. Pearson product moment correlation coefficient was used to test the relationships between principals' instructional leadership practices and KCSE performance. The set level of significance was 0.05. The study established that principals in public secondary schools in Makueni County, Kenya set goals that influenced student KCSE Performance as indicated by $r = 0.869$. The study also revealed a high correlation coefficient (r) of 0.6 that implied that principals in public secondary schools in Makueni County applied effective instructional supervision practices that enhanced students' performance in KCSE. Subsequently, the study established that principals promote staff professional development at $r = 0.6$. Finally, the study revealed that principals in public secondary schools in Makueni County foster teaching and learning climate in their schools at $r = 0.64$ at significance level of 0.05. The significance of this study was to evaluate how principals instructional leadership practices influenced students' academic performance on KCSE in public Secondary schools in Makueni County, Kenya. The study recommended that the government through TSC and Ministry of Education provide training of school principals on instructional leadership practices which may equip them with knowledge and skills required to improve KCSE performance in their schools. Further, TSC and Ministry of Education should take effective measures to prevent continuous mean performance decline at KCSE in Makueni County, Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Societies all over the world transmit their accrued skills, knowledge, competencies, and values from one generation to another through education. According to United Nations Educational, Scientific, and Cultural Organization (2011), education is a basic human right and has been identified as a priority and an important sector which has the potential to transform the society. Access to education is steadily expanding across the world leading to higher enrolments and innovative literacy. Education in the world has undergone tremendous changes over time. The initial call for primary education everywhere to be compulsory and free was made in 1948 during the adoption of Universal Declaration of Human Rights (UNESCO, 2011). The World Conference of Education For All (EFA) held in Jomtien, Thailand in 1990 further catalyzed the spur towards basic education with new recommitment. One of the EFA goals was to enhance Universal access to learning. EFA goals were further endorsed by the Millennium Development Goals (MDG's) which set a target to ensure that free and compulsory primary education for all was to be attained by 2015. Jomtien declaration recognizes that states should spend at least 6% of their GDP and or at least 20 % of their national budgets on education in order to achieve equality education for all (UNESCO 2011). Education forms the spring board upon which economic, social and political development of any nation is anchored.

The MDG's were later replaced by the Sustainable Development Goals (SDG's). The SDG's were adopted at the United Nations Conference on Sustainable Development in Rio de Janeiro in the year 2012. The SDG No.4 aims at ensuring inclusive and equitable quality education and promotes lifelong learning opportunities for all,(United Nations Organization, 2020) Fundamental changes have been undertaken by many countries of the world in the education sector. According to the Children's Legal Centre (2008), ensuring that every child in England enjoys the right to education is of fundamental importance. Receiving the

right education is the key to unlocking the child's enjoyment of many other rights. Further, it helps to ensure that children reach their full potential, ensure their well-being, and participate actively in the society. It also decreases vulnerability to poverty, inequality and social inclusion. According to Ibidapo –Obe (2007), the education sector in Nigeria has been plunged by many problems. This is attributed to the attention given to education by the Nigerian governments (both past and present). Further, adulthood illiterate rate is still at 74% while gross enrolment rate is also low. The Federal government reported that the following standards of education in Nigeria is caused by “acute” shortage of qualified teachers. According to Akipan (2015), development of education in Nigeria began during colonial period. The Universal Basic Education (UBE) programme was launched in 1999. The UBE Act, 2004 made provision for basic education in Nigeria to include early child care. The UBE blue printed sighted by Akipan (2000) states that the broad aim of Basic Education is to enable the individual to acquire the knowledge, skills and attitude. In Kenya, the Ministry of Education launched the Education for Sustainable Development Policy for the Education sector in 2017. The rationale for Education for Sustainable Development is that education is an essential tool for achieving sustainability and key element of enabling sustainable development. The Constitution of Kenya 2010 recognizes that “Every person has a right to Education” (Article (43.1.f) and stipulates that “Every child has right to free compulsory education (Article 53.1.b)The Basic Education Act of 2013 provides that every child in Kenya has a right to free and compulsory basic education (Republic of Kenya 2010).

According to World Bank (2008), investment in education help foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality. UNESCO (2005) argues that the level of a county's education is one of the key indicators of its level of development. Education is recognized as a basic human right. The human rights charter treats education as one of the human rights. The universal declaration of human rights laid down article 26, that everyone had a right to education and that education would be free

at least in the elementary and fundamental stages (UNESCO 2005). According to Institute of Policy Analysis and Research (2007), secondary school education is regarded as the most important point in the education system, which could help in solving the manpower constraints of the nation by creating a country's human resource base at a level higher than primary education. Education is considered not only as human right (UNESCO, 2011) but the engine of natural growth for all societies.

The success of academic programmes in institutions of learning depends on its instructional leadership (Gulcan 2012). Gulcan defines instructional leadership as all actions education leaders take to improve teaching and learning in educational organizations. According to Murphy (2010), principals' instructional leadership may be conceptualized into two categories as narrow and broad. According to Linda (2018), the narrow definition focuses on instructional leadership as a separate entity from administration, and only includes those actions that are directly related to teaching and learning such as teaching methodology and lesson observation while the broad view of instructional leadership includes development and implementation of goals, school culture and instructional management aimed at enhancing student learning outcomes. Instructional leadership means creating conducive environment for teaching and learning to take place in pursuit of academic and social school goals (Felecia 2016). Further the school climate and student achievement are linked and that without a school climate that would create harmonious and well-functioning school, then a high degree of academic achievement is difficult.

Instructional leaders should be goal oriented and focus on the improvement of student academic achievement (Hallinger, 2003). Hallinger (2003) posit that as an instructional leader, principals must set direction by articulating a clear vision that the school should take, and clearly communicate with all the stakeholders. Further, a school is a social system where the organization desire to achieve set goals, individuals interact with each other to carry out organizational goals and

emphasize a hierarchy of relationship thus the study will adopt the broad view of instructional leadership. Principals are considered to be the key players both for creating and sustaining well – run schools and for developing schools with high student achievement (Hoy & Hoy, 2006). A Principal's major role is to help provide the focus and support system to enable teachers to develop their classrooms for greater instructional effectiveness.

Bush (2015)) characterized a strong instructional leader as one who gives curriculum and instructions the highest priority, rallies and mobilized resources to enable the accomplishment of goals and creates a climate of high expectations for academic achievement and respect for all students. Besides being accountable for managerial tasks, principals today are ultimately responsible for providing top-quality instructional leadership that reflects best practices for the chief purpose of ensuring student achievement (Glan & Behar-Hornstain, 2000). However, principal's instructional leadership practices have not been prioritized in many countries including Kenya. School leaders are increasingly being challenged to take a more instructionally focused role in their schools. As pressure for improving student's performance in the current standards – based accountability mounts, school principals are being urged to focus efforts on the core business of schooling – teaching and learning. Christine (2010) and Hallinger (2011) in their study on principals' instructional leadership revealed that principals' instructional leadership practices are linked to school improvement in examinations and that some schools thrive under instructional practices whilst others struggle. Hallinger and Heck (2011) agree that instructional leadership can certainly contribute to school improvement through enhancing supervision of instructional programmes, appropriate principals' support and co-ordination of staff development and conducive work environment.

According to Michael, (2004) a school is considered as an open system. An open system theory refers to concept that organizations are strongly influenced by the environment. The environment consists of other components that exert and provide key resources that sustain the organization and lead to change and

survival. Open system theory was developed after World War II in reaction to earlier theories of organizations, such as the human relations perspective of Elton Mayo and the administrative-theories of Henri Fayol, which treated the organization largely as a self-contained entity. Open system theory has greatly altered how we understand schools as organizations and the demands placed upon educational leaders. Treating schools as if they are independent of their environment would lead to wide misperceptions of the driving factors behind organizational change. Contemporary studies of accountability movements, teacher's professionalization and instructional leadership all benefit from a strong open systems approach to understanding environmental demands and the resulting adaptation in school policy and its implementation or lack thereof. A school is an open social system, where it gets inputs from the environment, transforms them in classroom teaching and learning and finally releasing the products into the environment in form of output.

Evidence in outstanding schools in Athens- Greece show that instructional leadership has succeeded and is not confined to the principal only. According to Kaparou and Bush, (2015) there is a sense of shared leadership in those schools that provide conducive teaching and learning climate for enhanced learner performance. Principals' instructional leadership in the United States of America has succeeded in enhancing learner performance. Study findings by Blasé and Blasé (2004) in the United States of America, attest that instructional leadership is an arrangement of instructional supervision, staff development, acquisition and allocation of teaching and learning resources which is related to student outcomes. Instructional leadership in schools Singapore involve setting of school goals, communicating school vision, managing instructional programme, evaluation and supervision and promoting school learning climate. Findings of a research by Bolman and Deal (2013) in Singapore established that principals are key to shaping and strengthening the traditions and ethos of their schools, creating collaborative school environment for enhanced learner performance.

South Africa lags far behind other countries on student achievement although the country spent more on education than its peers (Taylor, Van der Berg & Mabogoane, 2013). Research findings by the Department of Education (2009) in South Africa established that the principals' role as curriculum and instructional leaders should be affirmed for better student outcomes. However, the research findings failed to identify the specific principals' instructional leadership practices and how they influence performance in examinations hence need for this research. Empirical study in Zimbabwe established that instructional leadership in the country have not been prioritized and therefore suggests for strong principals' instructional leadership practices that will create strictness to facilitate teachers work and learner achievement (Shiva 2015). Research findings by Shiva, (2015) in Zimbabwe revealed that there is emerging evidence that quality instructional leadership in schools make a significant difference to school improvement and learning outcomes. Shiva (2015), further assert that schools classified as successful possess a competent and sound school leadership and where there is higher failure rate there is often correlation with inadequate school leadership.

Wanzare (2013) in a study on skills and attributes of instructional supervisor's experience from Kenya attest that the chief instructional leaders of schools in Kenya are principals whose leadership role is central to establishing and maintaining effective schools. According to Osman and Mukuna (2013) instructional leadership skills among secondary school principals in Kenya are rarely practiced. Osman and Mukuna (2013) recommend that school principals should have adequate knowledge on instruction, have vision for the school, promote staff professional development, communicate effectively, and be visibly present. Principal instructional leadership is a cardinal theme in the school administration and improvement. However, in Kenya, it is worth noting that school principals do not undergo any formal principal training as those of developed countries, such as USA (Ibrahim, 2011).

A study by Ibrahim (2011) on preparation and development of public secondary school's principals in Kenya established that formal training of prospective principals is non-existent in Kenya and access to current literature on effective school leadership and research on best practices is limited. The only training undertaken by principals are in-service, principals' conferences and personal initiative which are insufficient . A study by Ibrahim and Orodho (2014) in Kenya established a significant relationship between management of schools and student academic performance. However, Ibrahim and Orodho (2014) did not provide the expected principals' practices as an instructional leader and how they influence academic achievement of students. In this regard, the study established the influence of principals' instructional practices on KCSE performance in public secondary schools in Makueni County, Kenya.

One of the most important components of principals' instructional leadership is goal setting. Goal setting can be defined as the process of identifying an objective to be accomplished and establishing measurable goals and timelines. Goal setting in Britain is done by employing the SMART framework in which a goal is commonly designed to be specific, measurable, achievable /agreeable upon, realistic and time based (Locke & Latham, 2013). Likewise, the use of eight criteria for goal setting by Zimmerman namely: goal specificity; their proximity in time; hierarchically organized; congruence between goals of self and others, degree of difficulty; self-generated; level of conscious awareness and whether goals are an important criterion which can lead to achieving set targets. Study works by John and David (2012) in Britain established that appropriate goal setting along with timely and specific feedback enhanced teacher lesson attendance, monitoring and evaluation as well as proper management of instructional time in the classroom which lead to higher student achievement. In Nigeria, Abe, Ilogu and Madueke (2014) established that teachers who had not set subject goals with their learners; their subject performance was lower than those who had set. Further, setting performance goals instead of outcome goals is better since they are easier for one to control than outcome ones because of elements

that we cannot control such as other people's actions. The study used Quasi – experimental study design. The sample was 23 high school and 1273 students and used hierarchical linear model. Study findings by Adhiambo (2013) in Kenya established that inclusive goal setting encouraged team spirit to achieve set targets thus improving lesson attendance, commitment to serve, ownership, and overall evaluation of classroom teaching which lead to enhanced performance in KCSE examinations.

Instructional supervision of classroom teaching is critical in enhancing quality delivery of content which enhance learner achievement. Supervision refers to the activities involved in sharing, guiding, motivating and encouraging employees to solve problems that they face in their work. Principals' supervision of academic programmes is an important strategy that has facilitated effective classroom teaching which enhances student achievement (Sergiovanni & Starratt, 2012). Similarly, supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically contribute to student improved learning and success. A study by Yunita (2015) in Indonesia established a strong and positive relationship between teacher supervision and student outcome and enhances curriculum delivery as well as monitoring and evaluation which lead to improved learner performance. A similar study by Egwu (2015) on supervision and teacher's performance in Nigeria established that teachers performed better on their jobs when provided with effective supervision by the principal. The study had a sample of 300 student and used questionnaires for data collection. The study findings showed that student had negative attitude towards teaching professional. It is a difficult task and teachers are not well paid. This study has a sample 119 principals and 357 teachers, both questionnaire and interviews were to collect data to establish if the results concur.

Research findings by Kirui (2015) in Kenya revealed that effective supervision of teaching and learning process yielded better performance in KCSE. Kirui (2015) content that when supervision activities are not well managed, curriculum is not delivered well and in good time and thus there is absence of guided performance as well as monitoring and evaluation of the teaching and learning process, which lead to poor performance in KCSE examinations. Study findings by Wanzare (2012) on instructional supervision practices in public secondary schools in Kenya established that teachers had no confidence in supervision practices because they were inconsistent, biased and subjective, and that the practices generally stressed and frustrated them. However, the research findings established that goal setting and supervision provides timelines for syllabus coverage, shared vision, and guided teaching which in turn facilitates timely curriculum delivery as well as self-evaluation of teachers. Supervision identifies teacher weaknesses that may be addressed through teacher professional development.

Capacity building adds more skills, knowledge and competences that result into higher job performance by employees. Staff professional development basically refers to activities and programmes designed to develop and enhance skills and competences for improved performance. Study findings by Xiao (2014) in China strongly support the fact that teacher professional development has a strong and positive impact on classroom teaching which leads to enhanced student performance. Review study by Ahmed (2016) on the practices of instructional supervision in Asossa Zone schools in Ethiopia showed that principal's provisions of professional support to teachers form an important function that improves teachers' instructional skills and efficacy in the classroom and this enhance learner performance. Study findings by Muthoni (2017) in Kenya established that there was a significant relationship between professional development and student achievement, while there was no significant relationship between supervision approaches and KCSE performance. From these studies, it is clear that good working relationships creates a school culture for good performance, sense of

ownership and motivation to teachers to work hard for better results. This study sought to establish if there existed similar findings.

Production in an organization increases if the working environment is conducive for employees which in turn encourage high job performance as well as job satisfaction. According to Sparks (2011), principals interact with teachers and students as instructional mentors, while also making sure that the school is physically and emotionally safe. Further having a process and procedure for creating a positive school climate is a vehicle for principals to motivate teachers and students. Grobler, Bisschof and Beeka (2012) argue that principals influence their staff and students and that their perceptions change based on whether or not the teachers and students perceive their leaders' actions as competent. According to Grobler, Bisschof and Beeka, (2012), principals influence their staff and students and their perceptions change based on whether or not the teachers and students perceive their leaders actions as competent. The research was quantitative, used pre- and post – test experimental type of design. Target population was 400 teachers and 40 principals. Study findings revealed that principals who are exposed to intervention programme performed better than those did not. This study targeted 119 principals and 357 teachers to establish if the results differ. A study by Kardushin (2012) in the United States of America established that conducive school climate had a positive impact on learner performance. The principal is key in fostering favorable teaching and learning climate for improved learner performance.

According to Sparks (2011), principals interact with teachers and students as instructional mentors, while also making sure that the school is physically and emotionally safe. Further, having a process and procedure for creating a positive school climate is a vehicle for principals to motivate teachers and students. A study by Abdool and Drinkwater (2005) in South Africa established that, principal should have the ability to create a positive school climate and equip teachers with appropriate knowledge, skills and a positive attitude that could lead to an environment of good teaching for enhanced learner outcome. In Kenya most

school principals have prioritized instructional leadership as driver in enhancement of classroom teaching that is hoped to improve the students' performance in examinations (Mugambi 2015). Some neighbouring counties have recorded good results and did not register consistent decline in county mean for the period. In Makueni County, the performance in Kenya Certificate of Secondary Education (KCSE) has consistently declined from 2014 to 2018 as shown in Table 1.1 and 1.2 below.

Table 1.1 KCSE Performances from 2014 to 2018 in Makueni County, Kenya

Year	Mean	C+ & above %		D & below %
		<i>National</i>	<i>Makueni County</i>	
2014	5.036	27.00	27.32	26.98
2015	5.159	30.78	27.29	27.42
2016	5.070	31.53	25.81	27.98
2017	4.02	15.21	15.45	51.69
2018	3.68	11.38	10.85	57.75

Source: Quality Assurance and Standards Office, Makueni County, 2018

Table 1.2 KCSE Performances from 2014 to 2018 in Machakos County, Kenya

Year	Mean	C+ & above %		D & below %
		<i>National</i>	<i>Machakos County</i>	
2014	4.557	27.00	22.0	33.4
2015	54.779	30.78	21.3	35.2
2016	3.296	31.53	12.7	55.7
2017	3.112	15.21	8.9	62.0
2018	3.411	11.38	12.7	54.2

Source: Quality Assurance and Standards Office, Machakos County, 2018

The results in Table 1.1 show a consistent decline in KCSE performance in Makueni County. The mean for the county declined by 1.356 index from 2014 to 2018. University entry grade of C+ declined by 16.47% as compared to 15.62% national drop and D grade and below increased by 30.77% within same period. Although no empirical studies have explained the cause of the decline, instructional leadership practices and effective classroom teaching may have contributed to this trend. The results in table 1.2 show that the County mean for Machakos improved from 2014 – 2015 and declined in 2016 to 2017 while the county mean improved to 3.411 in 2018. The county mean did not show a consisted decline unlike in Makueni County. It is for this reason therefore that the researcher undertook this research to establish the influence of principals' instructional leadership practices and KCSE performance in public secondary schools in Makueni County, Kenya.

1.2 Statement of the Problem

Instructional leadership is regarded as key contributor to enhancing quality education Principals have the greatest potential to initiate, develop and sustain quality education by providing good instructional leadership in their schools. Principals' leadership is manifested in setting proper and achievable goals, good supervisory practices, staff professional development as well as providing conducive teaching and learning environment. The government of Kenya allocates a high budgetary share of its national annual budget to the education sector in an attempt to provide free and compulsory primary and secondary education as per the Basic Education Act 2013(Republic of Kenya, 2013). National performance in KCSE has continued to be poor with university admission grades of C+ to a declining from 31.53% in 2015 to 11.38% in 2018 recording 15.62% margin drop. (Quality Assurance and Standards Office, Makueni County, 2018). Poor academic performance would greatly affect leaner progression from one level to another.

The government of Kenya has put in place mitigation measures in an attempt to change this trend. By 2017 about 87.4% heads of primary and secondary schools had been trained in goal setting skills, strategic planning, management and curriculum supervision and awarded Diploma in both primary and secondary school managements by Kenya Education Management Institute (KEMI) (QASO Office, Makueni, 2018). Principals of public secondary schools in Makueni County have been attending capacity building forums and retreats on instructional leadership at sub-county, county and even national levels which seem to be inadequate for principals (QASO Office, Makueni, 2018). TSC has appointed its directors at sub-county and county levels for Performance Contracting (PC) for principals and Teacher Performance Appraisal and Development (TPAD) for teachers to enhance supervision of curriculum. The county government of Makueni has been instrumental in putting up infrastructure in some public schools thus creating an enabling teaching and learning environment besides organizing retreats for principals which is inadequate.

The dearth of empirical studies on principals' instructional leadership practices on KCSE performance in Makueni County necessitated this study. The only study was done by Makau, Tanui and Ronoh (2016) which compared instructional leadership of principals' between high and low performing secondary schools. The study compared communication, supervision and evaluation and done on three science subjects (Chemistry, Biology and Physics). The researcher felt that there was need to investigate the role played by other instructional leadership practices such as goals setting, skills, supervisions practices, staff professional development and fostering of teaching and learning climate. Further, there was need to consider performance in all subjects. The study had a sample size 68 principals and 272 teachers. The findings showed a strong relationship between supervision and academic achievement. This study had a sample size of 119 principals and 357 teachers and to establish if their exist a relationship in their findings. The government of Kenya, has done quite a lot in an attempt to improve performance in school. The government has provided free text books to the

school, trained and employed teachers, put up infrastructural facilities in school, funded education and basic education act among other key intervention. This indicates that inadequate teachers, inadequate physical facilities, teaching and learning resources may not likely be the causes of poor performance. The researcher therefore, resolved to undertake this study to investigate the role of principals as instructional leader at the school.

Despite all these interventions, KCSE performance in public secondary schools in Makueni County has been generally poor and declining. There are insufficient empirical studies on principals' instructional leadership practices such as goal setting skills, supervision practices, staff professional development and teaching and learning climate which are key to promoting effective teaching for enhanced learner performance. The literature reviewed on examination performance in Makueni County points to insufficient studies on principals' instructional leadership practices in public secondary schools unlike the Machakos where a number of studies have been done on principals' instructional leadership practices which are key to promoting effective teaching for enhanced learner performance Mutuku, (2018) and Kavita, Francis & Florence, (2020) have undertaken studies on instructional leadership in Machakos County. This study investigated the influence of principals' instructional leadership practices of public secondary schools in Makueni County and how they relate to good performance in KCSE.

1.3 General Objective of this Study

The purpose of this study was to investigate the influence of principals' instructional leadership practices on KCSE performance in public secondary schools in Makueni County, Kenya.

1.3.1 Specific Objectives of the Study

The study was guided by the following research objectives.

1. To determine the influence of principals' goal setting skills on KCSE performance in public secondary schools in Makueni County, Kenya.

2. To establish the influence of principals' instructional supervision practices on KCSE performance in public secondary schools in Makueni County, Kenya.
3. To determine the influence of principals' promotion of staff professional development on KCSE performance in public secondary schools in Makueni County, Kenya.
4. To establish the influence of principals' fostering of teaching and learning climate on KCSE performance in public secondary schools in Makueni County, Kenya.

1.4 Research Hypotheses

The following are the null hypothesis of the study.

1. **H₀₁**. There is no statistically significant relationship between principals' goal setting skills and students' performance in KCSE in public secondary schools in Makueni County, Kenya.
2. **H₀₂**. There is no statistically significant relationship between principals' instructional supervision practices and students' performance in KCSE in public secondary schools in Makueni County, Kenya.
3. **H₀₃**. There is no statistically significant relationship between principals' promotion of staff professional development and students' performance in KCSE in public secondary schools in Makueni County, Kenya.
4. **H₀₄**. There is no statistically significant relationship between principals' fostering of teaching and learning climate and students' performance in KCSE in public secondary schools in Makueni County, Kenya.

1.5 Significance of the Study

Research findings provided significant information on how goals are set, who are involved and the importance thus provided relevant information to KEMI and Kenya National Examinations Council which may be used for policy formulation in training of curriculum managers in Kenya. The study findings provided

empirical information on curriculum delivery and supervision practices by the principal that enhanced learner achievement and thus may enable Teachers Service Commission (TSC) and Kenya Institute of Curriculum Development (KICD) on policy formulation on effective supervision on school. Further, the study identified challenges and gaps in teacher professional training and their impact on learner achievement and thus enable Ministry of Education, KEMI and TSC to formulate policies on teacher capacity building. The research findings further established the role of conducive teaching and learning environment in a school set up and its impact on learning achievement which may enable Ministry of Education to formulate policies on child – friendly schools. In addition, the study added new knowledge on principals’ instructional leadership practices to the already existing package of knowledge in this field.

1.6 Limitations of the Study

In undertaking this study, a number of limitations were encountered which impeded effective answering of the research questions. Principals and teachers whom had busy work schedules, the researcher booked appointments during their free times. Variations in the principals’ instructional practices due to experience and training were addressed by employing questionnaires that were simplified and easy to understand by participants. For participants who were not willing to avail classified information of their schools, the researcher informed them that data provided was only for study purposes and therefore the findings were not have any consequence to them and that they were not write their name.

1.7 Delimitations of the Study

The study involved principals and teachers of public secondary schools in Makueni County. The research was delimited to four principals’ instructional leadership practices namely: goal setting skills, supervision practices, staff professional development and teaching and learning climate and their impact on KCSE performance. Only public secondary schools in Makueni County were used in the study, since their staffing and monetary policies (which are likely to

influence the availability of human, physical, and material resources) are directed by the Ministry of Education, Science and Technology. The KCSE results to be considered were those of 2014-2018. These were the most recent results available as the researcher submitted his proposal. Principals and teachers with at least five years stay in the school were used as respondents due to their longer stay in the school which meant them likely to give accurate responses of the leadership situation in their schools than new ones.

1.8 Assumptions of the Study

The researcher assumed that /the study assumed that:

All principals had undergone the same or similar training in institutional management. All principals were qualified to hold such positions of leadership. The challenges faced by principals in all the public secondary schools were similar.

1.9 Definition of Significant Terms

Academic Performance: Refers to academic performance means the scores attained by students in KCSE examination in public secondary schools in Makueni County, Kenya.

Average Performing School: Refers a school that had attained an average mean score of between 4.5 and 5.9 at the KCSE examination for the years taken for the study in public secondary schools in Makueni County, Kenya.

“County” Schools: Refers to boarding secondary schools in the county other than national and extra- county school in Makueni County, Kenya.

“Extra – County” schools: Refers to boarding schools that are the second- tier national centre’s of education excellence. These schools complement national schools in promoting integration and benchmarking educational standards in Makueni County, Kenya.

High performing school: Refers to a school whose mean score has been between 8.00 -12.00 at the KCSE Examination for the years taken for the study in public secondary schools in Makueni County, Kenya.

Goal Setting: - Refers to the process of identifying an objective that one wants to accomplish and establishing measurable goals and timelines for enhancement of learner outcomes in public secondary schools in Makueni County, Kenya.

Instructional Leadership:- Refers to the management of curriculum and instruction by school principal in public secondary schools in Makueni County, Kenya.

Instructional Leadership Practices: - Refers to the strategies used by school principal to manage curriculum and instruction in public secondary schools in Makueni County, Kenya.

Instructional Supervision Practices: - Refers to activities involved in guiding, monitoring and evaluation and motivating of teachers to solve problems which they face in teaching and learning process to improve learner academic achievement in public secondary schools in Makueni County, Kenya.

K.C.S.E:- Refers to secondary leaving examination known as Kenya Certificate of Secondary Examination in public secondary schools in Makueni County, Kenya.

Low performing schools: - Refers to a school whose average mean score for the period under study was between 0.0 – 4.90 in public secondary schools in Makueni County.

Principal: - Refers to a person who makes a leading in any activity, an actor, or doer. In this context the head of public secondary school in public secondary schools in Makueni County, Kenya.

Public Secondary School: - Refers to secondary school that is maintained at public expense for the education of children in public secondary schools in Makueni County, Kenya.

Staff Professional Development: - Refers to the activities and programmes formal or informal that have been designed to develop skills, knowledge and competences for quality curriculum delivery among teachers in public secondary schools in Makueni County, Kenya.

Teaching and Learning Climate: - Refer to an environment characterized by positive attitude, appropriate skills and knowledge, teacher efficacy, collaboration and communication for enhancement of learner performance in public secondary schools in Makueni County, Kenya.

Instructional leadership: Refers to such activities including goal emphasis, coordination and organization of work for effectiveness and efficiency, the use of power, a discretionary decision making and human relations that a school leader (head teacher) executes in order to ensure full use of school resources for school academic improvement in public secondary schools in Makueni County, Kenya.

1.10 Organization of the Study

The study was organized into six chapters; chapter one dealt with the background to the study, statement of the problem, general objective of the study, specific objectives of the study, research hypothesis, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study.

Chapter two focused on review of the related literature, summary of the literature review, theoretical framework and conceptual framework. Chapter three dealt with research methodology that included: research design, target population, sample size and sampling techniques, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations.

Chapter four dealt with presentation of research findings. Chapter five dealt with interpretation and discussion of research findings. Chapter six discussed conclusions of the research findings and recommendations for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to instructional leadership. The chapter focused on the principals' instructional leadership practices and their influence in KCSE performance. It discussed principals' influence in goal setting skills, principals' supervision practices, promoting staff professional development and principals' influence in fostering teaching and learning climate and KCSE performance. The chapter also covered the summary of the literature review, theoretical and conceptual framework for the study.

2.2. Concept of Instructional Leadership

Generally, leadership is defined in terms of traits, behavior, roles and processes. Currently, emphasis on the traditional role of principal has shifted to a more construct form of leadership called instructional leadership. Hoy and Miskel (2008) assert that instructional leadership focuses on core responsibilities of a school such as teaching and learning. An instructional leader focuses on the direct teaching and learning activities in the classroom especially what teachers teach and how they teach or what pertains in the curriculum. In addition, it defines school vision, mission, and goal besides managing instructional programmes and promoting school climate. Further, instructional leadership may be defined broadly as a social process in which a member of a group or organization influences the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations and shared orientation. As more and more researches are done, leadership definition has continued to evolve and expand especially in education.

Instructional leadership is “the ability of a principal to initiate school improvement, to create a learning oriented educational climate, and to stimulate and supervise teachers in such a way that the latter may exercise their tasks as

effectively as possible. Instructional leadership consists of principal's behaviour that set high expectations and clear goals for student and teacher performance, monitor and provide feedback regarding the technical core business of schools of teaching and learning, provide and promote professional development for all staff members, and help create and maintain a school climate for teaching and learning for higher learner outcomes. (Hallinger & Murphy, 2013 Hoy & Miskel (2008).

Purkey and Smith (2012) define instructional leadership as the actions principals take to develop a productive and satisfying work environment for teachers and desirable learning conditions and outcomes of learners. This type of leadership entail characteristics usually associated with the school leader whose works have been identified as effective. Instructional heads designated as principals provide instructional leadership in institutions of learning. Research findings by Wallace Foundation (2012) in the U.S.A on instructional leadership established that principals and educators are challenged with meeting the increased demands of teaching and learning, which becomes difficult in environments filled with negative undercurrents such as poverty, teacher satisfaction, salary, and instructions.

Asiyani and Ifeoma (2013) assert that good schools have good principals but high performing ones are led by instructional leaders. Asiyani and Ifeoma (2013) define instructional leadership as a skill that includes the ability to define and clearly communicate a school vision, effectively manage the instructional programme, facilitate growth by providing adequate professional opportunities for teachers and promote a positive school climate. Principals and teachers are two key elements in any school and effective teaching is one of the major propellers of school improvement (Hallinger, 2012). Hallinger (2012) further assert that school leaders and particularly principals have a key role to play in setting direction, creating a positive school culture, establish school mindset support, enhance staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances.

Study findings by Bolman and Deal (2013) in Singapore and Laila (2015) in Saudi Arabia on instructional leadership established that effective leaders are those who can make evidence informed decisions, provide the instructional leadership that teachers need to help all their students succeed in school and take part in a collaborative environment in which teachers take part in school decisions for enhanced learner performance. Research findings by Shiva (2015) on educational leadership and learners' achievement in Zimbabwe revealed that there is emerging evidence that quality leadership in schools make a significant difference to school improvement and learning outcomes. Although this research was done in a different geographical region and the sample size was smaller. This study was undertaken to establish whether the findings are similar.

Jamon (2011) in a study on principals' instructional behaviors and beliefs on good pedagogical practices among effective California high schools indicated that effective high school principals frequently engaged in instructional leadership behaviors. The study was done on principals, adopted mixed method research design and used questionnaires and interview schedule to collect data. The researcher found this research methodology suitable and adopted it for this study.

According to Hallinger (2005) numerous empirical studies spanning the past three decades link high- quality leadership with positive school outcomes. The great push on instructional leadership was driven in large part by the effectiveness schools' movement of the 1970s and 1980s and has since been renewed because of increasing demands that school leaders be held accountable for instructional performance (Hallinger, 2003). Similarly, Onuma (2016) asserted that the principal has the primary functions of exhibiting effective instructional leadership practices for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals.

According to Quah (2011) instructional leadership practices are leadership roles that are directly related to the teaching process, involving the interaction between

teachers, students and the curriculum. Further, instructional leadership in the area of time management and supervising teachers will improve the quality of teaching and learning outcomes and enhance the attainment of the educational goals and objectives. Ahmed (2016) highlighted instructional leadership practices to include: framing school goals, communicating school goals, supervision and evaluation of instruction, coordination of the curriculum, monitoring of student's progress, protection of instructional time, maintaining high visibility, providing incentives for teachers, promotion of professional development and providing incentives for students. Findings by Ahmed (2016) further assert that instructional leadership practices of principals are directly linked to creating the conditions for optimal teaching and learning.

School leaders influence classroom teaching and consequently student learning by staffing schools with highly effective teachers and supporting those teachers with effective teaching and learning environments, rather than focusing too narrowly on their own contributions to classroom instruction. According to Stronge (2018) the principal needs to become a learning-focused instructional leader who ensures that every student receives the highest quality instruction each day and is therefore intensely engaged in the improvement of curriculum and instruction. Further, within this reality, the traditional tools at the disposal of principals are simply not enough. The reasons identified for giving less emphasis to instructional learning include lack of in-depth training, lack of time, increased paper work and the community's perception of the principal's role as a manager. According to the researcher, these are some of the challenges principals face towards becoming effective instructional leaders. The scholar further assert that principal's who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principal's who are instructional leaders involve themselves in settling clear goals, allocating resources to institution, managing the curriculum, monitoring lesson plans and evaluating teachers.

Principals in Sri Lanka are increasingly being held accountable for the quality of learning of schools, resource mobilization and resource management, school quality monitoring and associated staff development programmes (Lekarage, 2010) observe that in order to accomplish these responsibilities , principal's work in collaboration and effectively with students, school management committees, teachers as regarded as the resource providers, instructional supervision and vision setters, without which the students performance can never be improved or even achieved. In line with the rapid development of the world currently, most countries in the world are considering or re-evaluating the education system in their country (Abu Baker, Wong, Bahaman & Foo, 2009). However, planning and implementation of these initiatives may not work if school leaders who are considered change managers fail to handle them effectively.

According to Heaven, (2016) the success or failure of a school is never levied against teachers but to the principal. Thus this scholar suggests that the principal has an ever instructional searching role in the institution and therefore it may be inferred that the leader has embraced aspects of instructional leadership and is in control of the management of the institution. Hoy and Miskel (2008) opined that instructional leadership is a particular form of leadership that emphasizes the important of teaching and learning in the school's technical core. However, such leadership can come from a variety of aspects including teaching, parents, administrators and students and most importantly the principal who should be at the helm. More recently DuFour (2000) argued that the definition of instructional leadership has been expanded towards deeper involvement in the core business of schooling from teaching and learning and some have purposed the term "learning leader" over instructional leader. Blase and Blase (2000) posit that instructional leadership has specific behaviors such as making suggestions, giving feedback, modeling effective instructions, soliciting opinions, supporting collaboration, providing professional development opportunities and giving practice for effective teaching.

According to Pollock and Houseman (2015) it is a struggle for principals to find time to focus on instructional leadership, but they are willing and interested in doing so. Further, principal's days are already tightly packed and there are many roles expected to take on in addition to that of instructional leaders, one such role is that of the lead teacher. The future of a country depends on the quality of education given on its citizens, because education assures the future of the society and provides continuity. The emphasis by the public nowadays according to Wayne and Miskel (2008) is on efficiency, academic achievement and employment skills which require affection leadership from the principal. Further leadership is the key to success in any learning organization since it can either influence the climate of the school positively or negatively. The principal is the person responsible for managing the instructional activities of the secondary schools. The world today is characterized by a mirage and constant changes and the principal more than any other person stands at the apex of these changes (Wayne & Miskel, 2008). His influence extends beyond the confines of the school and everyone sees him/her as a custodian of knowledge and skills. Currently, there are complaints, accusations and reports that the present caliber of principals are different, inefficient and not up to the task of bringing about the desired changes since they do not respond adequately to standard based accountability, guiding and directing improvement and incorporating revolutionary new information technology in schools, (Wayne and Miskel, 2008).

Ahmed (2016) highlighted instructional leadership practices to include forming school goals, communicating school goals, supervision and evaluation of instructional time, maintaining high visibility, providing incentives for teachers, promotion of professional development and providing incentives for students. The study draws its principal's instructional leadership practices from the highlights of Ahmed (2016). Leadership in secondary school in Kenya has been a major cause of concern, not only in our country, but on the global level. Principals are metaphorically viewed as anchors and totally responsible for the success or failure of their institutions. It is common belief that principals as instructional leaders

have a major impact on school quality and student's academic achievement, thus developing effectiveness. Instructional leader is a major priority of all policy makers. When a school is deemed fairly, too often the underlying effect is that of poor instructional leadership. This may be inextricably linked to the perception of Okumbe (2004) and Maicibi (2003), who established that without appropriate instructional leadership, effective academic performance cannot be realized in schools.

Instructional leadership in Kenya is not well articulated. Oduro (2009) argue that effective leadership at the school level is critical in cultivating a conducive teaching and learning environment that is attractive to students and teaching and promotes effective teaching /learning. Further, it is worth noting that school principals in Kenya do not undergo any formal and organized training on principal's instructional leadership like those in developed countries such as the USA. The principal plays a very critical role in enhancing learner performance as portrayed from the literature reviewed. There exists a gap however, since no empirical study that has been done to establish the role of principals' instructional leadership practices and student achievement in KCSE in public secondary schools in Makueni County. Owing to the fact that principals do not operate in isolation, the study focused on the contribution and suggestions by the teachers on the role of principals' in promoting learner performance.

2.3 Goals Setting Skills and KCSE Performance

Goal setting skills refers to the process of identifying an objective to be accomplished and establishing measurable goals and timelines. According to Locke and Latham, (2013) goal setting is basically putting or transforming ideas into actions and having a clear set of goals-whether for ourselves or for our organization is an important foundation of success. Moeller, Theiler, and Chaorong (2012) broadly defines goal setting as process of establishing clear and usable targets or objectives for learning. Locke (2013) observed that self-set goals can be highly effective in gaining commitment, although they may not always be

set as high as another person would assign. Further, involvement of students in the goal setting process is a way to start the process for the student to begin internalizing the motivation piece that will help them to attain their self-determined goal.

Locke (2013) states that there are various ways in which to commit to goals such as choosing values or long - range purposes that they want to attain identifying way those values are important to them, identifying how specific goals would help achieve their values, identifying the benefits of those goals, specifying plans that would make goal attainment possible, willfully keeping their knowledge in mind when controlled by setbacks and obstacles and rewarding themselves internally for progress toward the goal. Setting high commitment to goals is attained when the individual is convinced that the goal is important and is attainable or at least progress can be made towards it.

According to Locke (2013) goal setting does indeed help the learner know and understand what is expected of him or her allowing for greater attention towards achieving such a goal. Guinn (2002) noted that effective leaders will involve staff in determining and defining school goals and objectives to be implemented and evaluated at the end of the year. After the principal and other key stakeholders have framed the school goals, the most critical step is to communicate to the school community. Locke and Lutham (2002) state that after setting and defining school goals, the principal need to communicate those school goals to the school community. As an instructional leader, the principal ought to communicate and explain these school goals, school curriculum programmes and expectations to the school community. Principals who are instructional leaders will ensure that the importance of school goals is understood by discussing and reviewing them with staff, parents, BOM, and students periodically especially in the context of instructional, curricular and budgeting decisions.

Communication of goals could take the form of goal statements, staff meetings, staff memos, articles in the principal's newsletter, BOM and parents meetings general assemblies. Therefore, all entire school community particularly teaching and non teaching staff, teachers as well as students need to clearly understand the school goals to enable contribute to developing school achievement and achieving the school mission and set goals through a detailed school work plan with timelines.

The findings of Kristin (2012) on a study on student achievement on classes that set and monitor the importance of goal setting in the USA established that students who set and monitor their goals have significantly higher achievement than those who don't. Further, they established that goal setting shows stronger positive effects on performance when combined with some form of performance feedback or progress monitoring. The study had a sample size of 24th grade class of students. The findings were analyzed through descriptive analysis using Asp statistical software. This study had a target population of principals and teachers. The sample size of principals was 119 and teachers 357. The study adopted mixed methods research design to establish if the results concur. Therefore, principal should explain school vision and mission to the teachers and students. The study had a sample size of 28 schools and employed descriptive survey design. The current study employed mixed methods design and a sample size of 476 respondents and in a different setting.

Study findings by Mohamad (2013) on the best practice of framing and communicating school goals by principals of cluster secondary schools in Malaysia established that communicating goals to the school community had a positive impact on learner performance. Mohamad (2013) identified six critical steps for communicating school goals namely: discussing the school academic goals with teachers at faculty meetings, communicating the school's academic goals to people at school, refer the school goals in student's assemblies, refer to the school's academic goals when making curricular decisions with teachers,

ensuring that the school's mission, vision and schools' work plan are reflected in highly visible displays in the school and referring to the school's academic goals in informal settings with teachers. Most researches indicated that goal setting is essential for achievement in learning process. Goal setting encourages learners' self-improvement in different aspect of learning as it plays an essential component of decision making which is related to mental processes that result in selection of appropriate actions to make accomplishment (Mohamad, 2013). Inclusion in setting of school goals motivate learners of set targets. Basically, goals are categorized into short-term and long-term goals. Short-term goals are said to be goals that can be accomplished within a short period of time while long-term goals relatively take much longer time to be accomplished.

According to Santrock (2011) it is essential to set and achieve short-term goal to move towards long term accomplishment. Currently the concept of goal-setting theory has been emphasized in educational fields to make a notable enhancement in student academic achievement. Locke and Latham (2002) explained that goal is an aim of action that needs to be consciously gained and achieved. In order to obtain effective performance, some conditions should be met which include goal specificity, goal difficulty, goal acceptance, and commitment and feedback. A goal is said to play a key role as it energizes, directs and eventually affect particular behavior. Locke and Latham (2002) came up with five principles of goal setting namely: clarity, challenge, commitment, and feedback and task complexity.

Locke and Latham (2006) assert that goal setting is an effective way to increase motivation and performance. They postulate that goals increase attention to containment of the task, increase the effort expended on goal related activities, increase persistence to achieve and increase the development of strategies to obtain the goal. Further, frequent communication of school goals by instructional leader promoted accountability, a sense of personal ownership and instructional improvements. The scholars further argue that goals help us focus our energy and

actions, measure our progress and ultimately achieve purposeful results. According to (Sinay, Ryan & Walter, 2016), setting goals is a very critical component of educational leadership that can have a significant impact on student achievement, both directly and indirectly. Goals influence attitudes and behavior for both teachers and learners and therefore a leader ensures that school goals are communicated well to all stakeholders and in good time (Locke & Latham, 2013). Although goal setting is accepted as one of the most effective practice for organization outcome, some scholars believe that it should not be used as a one-size-fits all. In the USA, goal setting is a common approach that applies to both parents and educators to involve children in their own goal setting and decision-making. This promotes independence and collaboration with adult simultaneously thus enhance learner achievement.

Research done in the United States of America by Moeller, Theiller and Chaorong (2012) on goal setting and student achievement established that for goal setting to improve performance, students should be allowed to participate in setting their own goals. Goal setting should be inclusive. The scholars argue that in participatory goal setting, students who choose their own goals perform at higher level than students who have goals set for them. The principal is key to spearheading the goal setting exercise for both teachers and students. Moeller Theiller and Chaorong (2012) further assert that leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction and hence, work through and with other people. The study employed quasi-experimental study design and hierarchical timer model. The study had a sample size of 23 high schools and 1273 students. The current study used mixed methods and done in a different setting. According to Calik (2012), appropriate goal setting along with timely and specific feedback will enhance teacher efficacy, lesson attendance, monitoring and evaluation as well as proper management of instructional time in the classroom which lead to achievement of set school goals.

According to Abe, Ilogu and Madueke (2014), a very remarkable problem that has tended to inhibit educational development in Nigeria is shortage of human resource and inadequate strategic planning. Goal setting has not been highly prioritized in Nigeria and this has been identified as a major contributor to poor performance in education. Institutions of learning that have set goals for their learners have performed comparatively better. Study findings by Abe, Ilogu and Madueke (2014) on effects of goal setting in performance of English in Nigeria established a close link between goal setting and performance. Further, the study revealed that goal setting led to target settings which compel teachers to increase student contact time, improve lesson attendance as well as improved management of instructional time which in turn lead to improved learner performance. The study had a sample size of 147 students and employed quasi experimental design. Findings showed that performance in English language was enhanced among participants exposed to goal-settings intervention compared to those in the control group. There was a significant gender difference in students performance with female participants recording a higher mean score than males.

Recommendation based on the findings, goal setting intervention was recommended as a strategy to enhance students academic performance particularly in English language. Based on the findings of this study, the following recommendations were advanced. Principals should undergo refresher courses or training to equal them with instructional leadership practices for improved performance in their schools. Students and teachers should adopt a positive attitude to their studies by setting SMART goals and pursue these goals vigorously for better performance. Past researches done on goal setting have shown a strong relationship between goal setting and improved learner performance. However, setting too high a goal and not being able to achieve that goal may have an adverse effect and may cause loss of self-esteem, can be passion killers and promote unethical behavior (Abe, Ilogu & Madueke, 2014).

A study done by Kirui (2012) on institutional factors influencing head teachers' implementation of curriculum change in public secondary schools in Kipkelion District revealed that curriculum goal setting begins with clear identification of goals or a vision to work toward, as well as to induce commitment and enthusiasm to curriculum implementation. The study findings further revealed that when key stakeholders such as students and teachers are involved in decision making especially on goal setting for the school, they are open, willing, and ready to own such decisions. This further resulted into increased enthusiasm, efforts and as a result led to enhanced academic performance. The study involved 12 public day secondary schools only. The respondents were students, teachers, and parents and used questionnaires and interviews to collect data. The study was done in Kipkelion district while the current study was done in public secondary schools in Makueni County. This study involved teachers and principals only, and larger sample size of public secondary schools to establish whether similar results exist.

Previous empirical study by Makau, Tanui and Ronoh (2016) in Makueni County to establish the relationship between principals' instructional supervision and students' academic achievement in sciences in secondary schools in Makueni County. The study was done on three subjects namely, Chemistry, Biology, and Physics. There is need to study performance in all subjects. The sample size was small and drawn from County schools only. The researcher felt that principals' roles in supervision, staff professional development and fostering of favorable teaching and learning climate is critical in enhancing academic performance and thus worth investigating.

2.4 Instructional Supervision Practices and KCSE Performance

Instructional supervision is the act of checking, watching and observing the activities of teachers, which is geared toward coaching and monitoring them as well as providing professional guidance, direction, leadership and assistance for professional development in order to improve the quality of instructional delivery. According to Clark (2015) supervision is a task of improving instruction through regular monitoring and in- service education of teachers. Principal's supervision of instruction practices includes: checking of teacher's lesson notes, schemes of

work, records of work, students notes, teacher's punctuality, teacher class attendance, classroom observation, moderation of examination papers and marking schemes among others (Sule, Ameh & Egbai , 2015). The researcher's opinion is that the appraisal system should be strengthened and supervised.

An empirical study by Jeffrey, Vivian and Susan (2016) on instructional supervision practices in the USA established that a significant relationship between supervision and students' academic performance. The study collected data by use of questionnaire and interviews. The study sample was one school. The study used descriptive research designs. Study findings were that in many instances, principals were given non – instructional duties, did not have time to undertake continuous and meaningful supervision. This current study used questionnaires and interviews to collect data and mixed method research design. Participants were principals and teachers and the study sample size was 119 principals and 357 teachers.

Glanz and Behar-Horenstein (2000) see supervision of instruction as the use of varied professional mechanisms to enhance the teacher's instruction to students, promote leadership in education and bring desirable change. Zepeda (2007) observes that through the one- on-one relationship between teacher and the supervisor, the teacher continuously acquires new skills that he uses to teach better so the student learns better and performs better. Additionally, Zepeda notes that supervision ensures that decision for capacity building of both individuals and the organization are based on data. Lastly he postulates that when supervision is done in an environment of mutual trust, it will result to a better developmental life for teachers and students and eventually translate to good academic performance. The effect of globalization on education today has called for survival measures of education world over, and all organizations consciously strive for sustainable development. According to Okumbe, (2007) supervision is "the administrative oil that lubricates the management engine". Teachers are said to play a very pivotal role in achieving quality education of any country.

Okumbe (2007) further posit that the principal is the agent of supervision in a school on behalf of the Quality Assurance and Standards Directorate. In the USA principals take their responsibility of school management and instructional supervision seriously by visiting and doing class observation and frequent lesson observation (Okumbe 2007). This is a very critical tool where the principal meet and share various issues affecting teaching and learning in the classroom. Consequently, classroom observation is a supervisory activity that acts as an appraisal tool where the teacher reflects on highlighted issues.

A study by Samuel, George and Martin (2019) in Ghana on heads' direct supervision established that heads teachers attracted little time for supervision. The study embedded mixed methods design. Target population and sample size comprised of 295 teachers, class prefects, 86 heads of departments, 13 head teachers, and one regional director for the inspectorate division of the Ghana education service. Data was collected by use of questionnaires and interview guide. Study findings found that school heads allocated very little time for supervision of lesson planning and delivery of teachers. The study recommended that the Ghana Education Service to dedicate a greater portion of promotion requirement of the school heads to evidence of direct supervision of teachers and a reduction in the teaching load of heads of department to enable them play more instructional roles in the instructional supervision process.

The study had target population of principals and teachers, sample size of principals slightly higher than the above study of 119 and 357 teachers. This study recommended training of principals on instructional supervision practices for effective supervision of teachers. Findings by Naz, Awan and Nasreen (2009) on the nature of instructional supervision established that there existed a “cold war” between the teachers and supervisors and that supervision was used as a means to control, intimidate and exert power over teachers. Consequently, supervision was seen as a meaningless exercise that had little impact other than completion of the required evaluation form.

A study by Rosemary and Vera (2016) on the role effective supervision on academic performance in Ghana established a significant relationship between supervision roles of heads and academic performance of students. The study was based on the collegial model of educational management and the supervision model. The study used theory Y as proposed by Douglas McGregor and employed descriptive research survey design. Questionnaire was used for data collection. Sample size was 963 respondents comprising of head teachers, assistants head teachers and heads of department. This study used questionnaires and interviews to collect data, sample size was 119 principals and 357 teachers. The study was anchored on open social systems theory.

According to Stephen (2014), supervision is a district professional activity in which education and training aimed at developing science- informed practice are facilitated through a collaboration interpersonal process. Further, it involves observation, the facilitation of supervision, self- assessment, evaluation, feedback and the acquisition of knowledge and skills by instruction, modeling and mutual problem solving. Sergiovanni & Starratt (2002) underlined the potential of supervision of instruction in improving classroom practices and providing teachers with opportunities for professional growth and improvement.

Instructional supervision is the act of checking, watching and observing the activities of teachers, which is geared toward coaching and mentoring them as well as providing professional guidance, direction, leadership and assistance for professional development in order to improve the quality of instructional delivery and sees supervision as a task of improving instruction through regular monitoring and in-service education of teachers (Clark, 2015). In the view of Clark (2015) instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process. Instructional supervision helps to ensure that instructional delivery is painstakingly planned, effectively executed

and properly evaluated. A study by Yunita (2015) on the role of principals' instructional leadership at schools in Indonesia established that there existed a strong and positive relationship between staff supervision and student outcome. This led to timely and guided curriculum delivery. Further, principals organized weekly meetings with teachers to discuss teaching progress, programme evaluation and student behaviour for the purpose of student improvement. The study had a target population of 3 principals and 3 teachers and used interview method to collect data.

According to Nyamwamu (2010) schools make a difference to students' achievement through the head teacher's supervisory leadership. The head teacher sets the pace, leads and monitors the teaching staff and the students to perform their best. Kimeu (2010) established that teacher's records should be clear and available at demand. Further, principal's supervisory practices set the bench mark, the direction, the tone and the tempo of the school, the climate for teaching and learning and the level of professionalism that enhances learner achievement. Supervision was initially seen and described as inspection, which has a connotation of direct control of teachers by school inspectors. Currently, the term supervision is gradually taking over inspection, but both terms are sometimes used together. The concept and practice of supervision of instruction has evolved over the years. (Glickman, Gordon & Ross Gordon, 2004) studies established that early supervisors in the 19th century set strict requirement for their teachers and visited classrooms to observe how closely the teachers complied with stipulated instructions. Further, currently supervisors have changed their focus from looking for deficiencies that would meet dismissal of teachers, to assessing and helping teachers overcome and improving their challenges for improves student outcomes.

Supervision is a service that is given to teachers both individually and as a team for the purpose of improving instruction with the student as the ultimate beneficiary. In Nigerian schools, teachers were found to perform better on their jobs and consequently making teaching results oriented when provided with

effective supervision as attested by a study by Egwu (2015) in Ebonyi State Secondary schools in Nigeria on principals' performance in supervision of classroom instruction. However, inadequate supervision and application of ineffective pedagogical practices led to poor performance. According to Marshall (2005) the process by which most students and teachers are supervised and evaluated is insufficient, ineffective and poorly used.

In Kenya supervision of curriculum implementation is done by both Ministry of Education and Teachers Service Commission. Ministry of Education has a directorate mandated with quality assurance and standards in schools and set standards for schools in terms of physical structures and human resources. The TSC deals with employment and supervision of teachers. Supervision is done through the use of Performance Contracting as well as Teacher Performance Appraisal Development (TPAD) and according to recent report by TSC; supervision has improved learner performance through proper management of instructional time and reduced teacher absenteeism (TSC, 2018). Research done by Samoei (2014) on supervision in public secondary schools in Nandi North District established that supervision of teaching and learning process such as checking on teacher punctuality, protection of instructional time and monitoring student academic progress was found to be very effective in the schools that posted good academic achievement.

Research works by Wanzare (2012) on instructional supervision in public secondary schools in Kenya established that principals should use supervisor – teacher friendly methods to encourage motivation and stimulation of both teachers and students to enhance academic achievement and move away from the traditional methods of control and authoritarianism. The findings further strengthen the fact that effective instructional supervision of classroom teaching ensure proper functioning and mutual interaction of teachers, students and resource materials which eventually lead to improved academic performance. A number of studies were done in Makueni County in a view to establish the causes of poor performance in KCSE in public secondary schools over the recent past. A

study by Makau, Tanui, and Ronoh, (2016) on comparison between the instructional leadership practices of principals in high and low performing schools in Makueni County established a strong link between instructional leadership practices and learner performance. The objective of the study was to compare communication, supervision, and evaluation and teacher professional development with student performance. The study focused on three science subjects namely; Chemistry, Biology, and Physics. The target population was principals and science teachers of Makueni County. Data was collected using questionnaires. The schools were stratified as high and low performing schools. In their study, they established that supervision of teaching and learning in the classroom resulted to better performance in high performing than low performing schools in the three subjects. Likewise, staff professional development led to acquisition of new skills and competences by teachers which impacted positively in their delivery leading to better performance in high performing schools. The researcher conducted this study to establish if instructional supervision practices and staff professional development by the principal influenced learner performance in all the subjects in public secondary schools in Makueni County.

2.5 Staff Professional Development and KCSE Performance

Staff professional development refers to activities and programmes formal or informal designed to develop and enhance skills and competences for improved performance. The roles of principals have become more complex of late as a result of the changing policy reform, increased accountability of schools for development and growing emphasis on the effective pedagogy (Hallinger, (2012). According to DuFour (2002) instructional leaders provide quality professional development. Further, the principal as staff developer is an integral part of the concept of the principal as instructional leader. DuFour (2013), indicate that one of the best indicators of instructional leader is a programme of an on- going staff development and a climate which that programme can flourish. DuFour (2013) further indicates that, according to Race to the Top guidelines, more rigorous supervision process should influence teachers' professional development,

compensation, promotion, retention, tenure and certification. Payne and Wolfson (2000) identified five components of the principal's role in establishing, providing and supporting professional development in a learning institution. The principal serves as a role model for continued learning and inspire others. As the leader of a learning institution, the principal set high expectations for lifelong learning. The principal further motivates and supports the staff professional development an obstacle that deters growth and positive change.

A descriptive survey by Wahab, Mehidah, Abdullah, and Kanesan (2007) revealed that secondary school head teachers in Pulau County in Penang, Malaysia value defining the school mission more than any other instructional leadership practice and even ignore their role in supervising and evaluating instruction. This survey by Ahab, Mahidah, Abdullah, and Kanesan (2007) does not specify the relationship between the head teachers' instructional practices and the performance of students a gap which this study filled. According to DuFour (2004), Marzano, Waters and McNulty (2005) instructional leadership plays a pivotal role in ensuring that the staff development is designed to achieve the objectives of high levels of learning for adults and students alike. In view of this, principals who are deemed instructional leaders value their role as staff professional developers and view their key function as that of facilitator, driven by the vision and goals for the school and utilizing teacher's leadership in its implementation. Professional development involves the career- long processes and related system and policies designed to enable educators (teachers, administrators and supervisors) to acquire, broaden and deepen their knowledge, skills and commitment in order to effectively perform their work roles.

A study Oluwatoyin (2018) on the needs for in-service professional development of teachers in sub-Saharan Africa revealed that relevant, very objective and well-designed in-service professional development of teachers promote instructional task which lead to better academic performance. The study used questionnaires to collect data. Target population was teachers. Study findings reveled that teacher

professional development can be enhanced through seminars, workshops, conferences and mentorships. This study adopted mixed methods research design, used questionnaires and interview to collect data to establish if there exists any relationship.

The government of China has developed policies which provide teachers with a set of guides to their learning and development which in turn has enhanced learner performance. Review study done by Xiao (2014) in China on principals' instructional leadership on fostering teacher professional development established that relevant instructional leadership practices linked with teacher professional development lead to quality teaching and teacher competency in the classroom thus enhance learner outcome. In a school context, the researcher feels that, the principal is in a unique position to influence the implementation of the guiding principles and to affect the overall quality of teachers' professional development for improved learner outcomes. The study further assert that the role of principal is to encourage, nurture and support teacher learning not to be the gatekeeper of governors of teacher professional development.

Professional development focuses on knowledge, skills, and attitudes required of teachers, administrators and other school employees that are directed towards all students learning at high levels of achievement (Allison, 2013). Allison (2013) further assert that effective professional development require efficient time and resources, should be a process, expose teachers to various pedagogical strategies and support for the implementation in the classroom for improved learner performance. Teacher professional development is highly developed and structured in the USA. Melisa and Kaylan (2015) attest to this in their study in the United States of America on professional development which established that students' achievement will remain stagnant unless professional development is addressed as the key to students' success in acquisition of skills and attitudes in the classroom. Melisa and Kaylan (2015) further assert that staff professional development can also be done within the school by pairing teachers who are

weaker in certain areas with those who are stronger and then work together to set goals and deepen their practice around particular skills. The view of the researcher is that this team spirit and team work go a long way in enhancing teacher performance in the classroom and improve learner outcomes.

A study by Meichen – et-al (2017) on impact of professional development programmes and student achievement in Chana established that teachers trained may have acquired knowledge but did not apply what they learned to improve teaching practices in their schools. The study had a sample size of 84 teachers and 3066 students and collected data by use of questionnaires and interviews. The current study had sample size of 119 principals and 357 teachers and used questionnaires and interviews to collect data to establish whether the findings concur.

Conclusions made by Yusuf, Muhammed and Kazeem (2014) in their study on management of leadership styles in Nigeria established that managers must use different leadership styles in changing school situation by taking into account the effective management of followers to increase organizational performance and effectiveness. This is done by planning and implementing staff capacity- building programmes in the school to equip teachers with necessary and up to date skills and competences for learner achievement. Principal should ensure that funds for capacity building are provided for in the annual school budget. The Kenya Government, being concerned about the quality of school education, is attempting to increase teacher effectiveness and student learning. Career development in the education sector is done through in-service programmes, workshops, symposiums and short courses by KEMI for training school managers as well Teacher Professional Development (TPD) by TSC. These interventions have enhanced learner performance.

Conclusion by Kamau (2014) in a study in Kenya revealed that in-service training was the most significant factor in technology adoption in schools for better

performance. Wamulla's findings (2013) in a study done in Westlands Division Nairobi on factors influencing academic performance in private schools established that there was a strong link between availability of professionally trained teachers and academic performance in KCSE. Trained teachers possess the relevant skills and competences required for effective teaching that enhance learner outcome hence the principal should ensure that teachers attend capacity building workshops and trainings. All these findings show that staff professional development enhance classroom teaching which in turn improve student performance. The researcher aimed to establish if the research findings concur in practice in schools in Kenya especially at the study locale of Makueni County.

2.6 Teaching and Learning Climate and KCSE Performance

According to Owens (2004) organizational climate is defined as the perceptions by those in the organization of the various aspects of the environment that affect their attitudes and behaviors. Further, no single factor determines a school's climate; it is the interaction of variables that can lead to optimum levels of teaching and learning. Owens, (2004) postulate that school climates are formed by collective interaction of the principals and teachers and operate on a continuum described as either open or closed. Open climates are said to be having a high degree of authenticity and genuine behavior and thus there exists no burdensome paper work, close supervision, interpersonal relationships nor a plethora of rules or regulations. On the other hand, in closed climates both principals and teachers simply go through the motions, with the principal stressing routine trivia and unnecessary busy work and exert close supervision over teachers which leads to frustration and apathy. Perkins (2006) defines school climate as the learning environment created through the interaction of human relationships, physical setting and psychological atmosphere. School climate is a complex multi-dimensional construct that includes physical, social and academic dimensions that work together towards enhanced learner performance.

According to the findings by Vedavathi (2017) in a study on secondary school organizational climate in India, principals need to be given more opportunities to reform and expand the school climates. Further, it takes a team of dedicated entire school community to create conducive work environment for enhanced learner outcomes. The study had a sample of 220 secondary school heads and adopted stratified random sampling technic. It involved government, private aided, unaided and minority schools. Data was collected by use Work Values Scale. The study found a significant different in academic performance by heads working in different types of school. Hallinger (2012) argue that principal's as instructional leaders can change the climate of their schools both direct and indirect. This is through maintaining high visibility in order to model expectations and communicate priorities, creating a rewards system that reinforces academic achievement, and productive effort, protecting instructional time and selecting supporting and participating in high quality staff development. Globally, it has been found that effective leaders develop school climates and cultures that help motivate both students and teachers leading to the creation of better teaching and learning environment which are more conducive for high levels of student achievements. Most governments of the world have found that behaviors by a principal have a significant impact on student's performance. (Cotton, 2003). The researcher conquer this view since the principal is the lead leader and his/ her actions determine the direction the rest of school community would take.

The Wallace Foundation (2012) in a study in USA observed that head teachers in schools rated high for "instructional climate" are better at initiating a stable, secure and trustworthy working environment, and their staff view the head teacher's actions as well intended. Where morale was low, staff discussions were centered on "routine and bureaucracy" instead of "using student work and data to fine-tune teaching." Workers in this emotional state view theirs as a case "hardworking martyrs in a hopeless cause". Although the above empirical studies were done in different geographical regions, had different sample sizes and

employed different research designs, the researcher conducted this study to establish whether the findings concur.

According to MacNeil, Prater and Busch (2009) the academic performance of both teachers and students may be inextricably linked to the culture of a school. The scholar define climate as an environment characterized by positive attitude, mutual trust and respect, collaboration and communication which facilitate and enhance teaching and learning. A review study done by Abdulaziz (2015) on the role of school principals as leaders of educational change in Saudi Arabia established that effective principals know it outright that they cannot do it alone. Principals require other key players such as teachers, school employees and a conducive environment to achieve institutional goals. An effective instructional leader tries to establish school climate where there are meaningful interactions and free and open communication among staff members, and between the staff members and their students. The study employed a qualitative research design methodology. The target population was 4 principals, 4 teachers and 4 parents. The study revealed that principals demonstrated five co-practices namely:- setting achievement goals, developing teachers, building strong relationships with parents, focusing on academic excellence and developing school climate for learner achievement. Mulford and Silins (2004) posit that the development of improved learning environments for teachers is essential, and implore on head teachers to provide an environment for teachers to enhance creativity, innovation and development. Such conditions improve teacher and student morale and promote teaching and learning.

Formal education in Lesotho is a joint responsibility of the government, the church and the community which has become a challenge in the administration of schools (Mokoqo, 2013). There is gender inequality among teachers and traditionally, women are minors in Lesotho. A research by Mokoqo, (2013) on the influence of educational leaders' practices in school culture and how they affect the academic performance in Lesotho attested the need for schools to be led by

effective leaders. The study had sample size of 20 principals and 100 teachers. Questionnaires were used to collect data from responded and percentages, bar graphs and frequency tables were used to present data. This study had a sample size of 119 principals and 357 teachers and used mixed methods research design to establish if results conquer. The study established that principals who provide direction, interact, inspire, trust accept ideas, communicate and respect teachers provided an enabling environment where teachers worked effectively which led to better performance in examinations. The literature reviewed clearly shows that there is a diverse relationship on principals' instructional leadership practices and student performance in examinations. It is quite evident that further research is needed to study and demonstrate the association between principal's instructional leadership practices and learner outcome.

A study by Leonid, (2015) on the influence of school climate and schools' performance in Tanzania established that all schools were non- conducive for the survival and well- being of students and the rest of the school community. The study employed qualitative approach with ex-post facto approach design. The study used questionnaire for data collection and sample size was 160 teachers. This study adopted mixed method research design, collected data through questionnaires and interviews and sample size was 119 principals and 357 teachers to establish if findings concur. A study by Lazarus, Elizabeth, Jesse and Evnest (2011) on school. Climate and academic performance in Nandi central District, Kenya established that high performing schools recorded more favored ecology, milieu and school culture than low performing schools. The study used comparative research design and had a sample size of 103 teachers. The study used mixed methods research design, and questionnaires and interviews were used to collect data. The sample size was 119 principals and 357 teachers. This study was done to establish if there exist relationships.

The studies reviewed were carried in diverse environments. However, none of these studies has looked at the influence of principal's instructional leadership practices on KCSE performance in public secondary schools in Makueni County. The researcher therefore conducted the study to establish if the findings concur with the findings of other scholars and therefore this study sought to fill this knowledge gap. The study identified principals as the pivotal change agents of the school reform improvement process. Further, principals are seen as central to the task of building schools that enhance student learning and retain effective teachers and create a learning culture within the school. In Kenya, there are efforts by the government to establish learner-friendly schools to enhance learner achievement such as construction of infrastructure in schools, free healthcare for all students, provision of free textbooks and policy guidelines for safety and security of learners (Ministry of Education, 2017). Findings by Mbogori (2012) in Nairobi Province, Kenya in a study on the influence of head teachers' leadership styles on student discipline established that leadership determines the climate of the school. Mbogori (2012) asserts that head teachers' good leadership behaviour enhances a good working human relationship between the teachers and students in the classroom hence prepare a conducive atmosphere for learning and student achievement.

The study by Mbogori (2012) did not show the roles of the principal as an instructional leader in creating an enabling and conducive environment for teaching and learning and how it enhances learner outcomes. This study was done to fill this knowledge gap. Many scholars therefore advise the development of improved learning environments for teachers, and implore on head teachers to provide an environment for teacher innovation and development. Study findings by Nyagosi, Njuguna and Waweru (2013) observed that head teachers in higher performing schools in central province Kenya placed greater emphasis on safety and orderliness of the school environment than those in lower performing schools and are therefore better placed to minimize poor performance.

2.7 Summary of the Literature Review

The principals' instructional leadership strategies covered was related to goal setting skills, staff supervision, staff professional development and teaching and learning climate. Principals' goals setting influence classroom teaching which in turn enhance learner performance in examinations (Moeller, Theiler & Chaorong 2012, Kirui (2012), Kristin (2012), Mohamad (2013) Abe, Illogu and Madueke (2014), and Naomi, Tanui and Ronoh, (2016). Goals setting have been accepted as one of the most effective practice of institutional outcome. However Locke and Latham (2013) argue that it should not be used as one - fit all. Goals setting should be inclusive for it to succeed in its implementation within the organization and should not be uniform in all situations. Empirical studies by Wanzare (2012), Samoei (2012), Egwu (2015) and Yunita (2015) reveal that instructional supervision by principals have a positive impact on teacher's classroom teaching which enhance learner performance. However, has reported by Naz, Awan and Nasreen (2009) and Glikman, Gordon and Rose Gordon (2004) supervision was considered a "Cold war" between principals and teachers and regarded to as means to control, intimidate and exert power over teachers. Research findings by Wamulla (2013), Xiao (2014) and Yusuf, Mohammed and Kazeem (2014), Melisa and Kaylan (2015) on staff professional development show that principals who subject their teachers to professional development perform better in their classroom practices and enhance learner performance. Conclusions done by Mbogori (2012), Mokoqo (2013) and Abdulaziz (2015) reveal that principals' fostering of teaching and learning climate influence classroom teaching which in turn enhance learner outcomes. From the studies reviewed and foregoing scholarly observations, it is evident that principals' instructional leadership practices influence student outcome.

The literature reviewed clearly showed that there exists a diverse relationship on principals' instructional leadership and student's performance in examination. It is quite evident that further research is needed to study and demonstrate the association between principals' instructional leadership practices and learner

outcome. The studies reviewed were carried in diverse environments. However, none of these studies had looked at the influence of principals' instructional leadership practices on KCSE performance in public secondary schools in Makueni County. The researcher therefore conducted the study to establish if the findings concur with the findings of other scholars. This study sought to fill this knowledge gap.

2.8 Theoretical Frame Work

The study was anchored on open social systems theory developed by Ludwig Von Bertalanffy in early 1956, (Kivanc 2014) Ludwig identified two types of systems namely open and closed. According to the proponent, open system allows interactions between their internal elements and the environment while closed system is held to be isolated from the environment. An open system functions by acquiring inputs from the external environment, transforming them in some way, and discharging outputs back to the environment (Scott, 2008). In the context of this study, the researcher adopted open system approach. Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals. This definition specifies several important features of schools namely; consist of people, are goal-directed in nature, attain their goals through some form of coordinated effort and interact with their external environment. All schools are open systems, although the degree of interaction with their environment may have a variation.

According to Scott (2008) open- systems views schools as constantly interacting with their environments and therefore need to structure themselves to deal with forces in the world around them. In contrast, a closed-system theory views schools as sufficiently independent to solve most of their problems through their internal forces, without taking into account forces in the external environment. An open system consists of five basic elements (Scott, 2008), inputs, a transformation process, outputs, feedback, and the environment. According to Hoy and Miskel (2013) all schools are open systems that comprise of inputs, transformation and

outputs. Further, open-system portrays organization as not only affected by environments, but also dependent on them. Open-systems cyclic process starts with inputs, transformation and output. Organizations take inputs from the environment, transform them and produce outputs (Scott 2008).

In the context of this study, principals put in place instructional leadership practices (inputs) that engaged teachers in activities that transform the students through classroom teaching (process) and finally students exit the system with high performance in examinations, acquiring skills, knowledge, attitudes, and values (outputs). A systems theory has a number of strengths such as transmission of holistic education to learners, provides feedback, and identifies deviations and corrections action. However, the theory lacks shared vision by all stakeholders. The researcher found this theory most appropriate for the study. The rationale for the use of the open systems theory for this study was based on the fact that the influence of principals' instructional leadership practices formed the inputs while classroom teaching acted as processor and KCSE performance as output. It is on the basis of this theory that this study examined the influence of principals' instructional leadership practices on KCSE performance in public secondary schools in Makueni County, Kenya.

2.9 Conceptual Framework

The conceptual framework of the study is presented in Figure 2.1

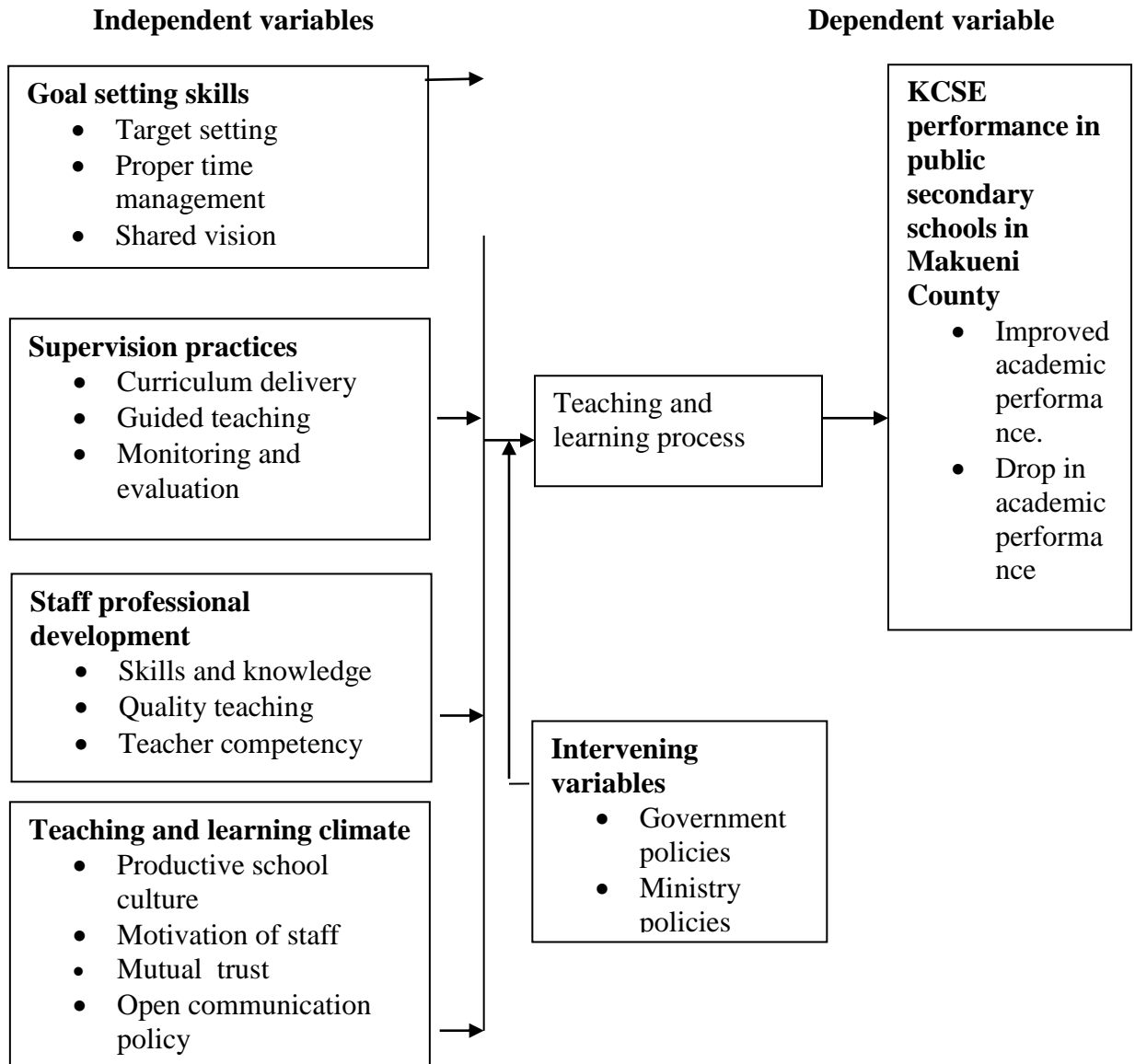


Figure 2.1 Interrelationship among Variables in the Principals' Instructional Leadership practices and KCSE Performance

The conceptual frame work presented in figure 1.1 shows the interrelationship between variables in the influence of principals' instructional leadership practices and KCSE performance. Goal setting influence attitudes and behaviours both for teacher and learners. It enables teachers and learners to set targets, improve time management, set directions and strengthen school shared vision which eventually

leads to improved academic performance in KCSE. Instructional supervision leads to timely curriculum delivery, enable monitoring and evaluation as well as guided teaching which lead to enhanced academic performance in KCSE.

Teacher professional development improves skills and knowledge; improve quality of teaching, facilitate use of varied teaching techniques as well as improve teacher efficacy in the classroom which in turn improve performance in KCSE. Fostering teaching and learning climate created motivation among teachers and learners, mutual trust, fostered a sense of ownership and productive school culture with open communication, thus enhanced performance in KCSE examination. The processing stage is the classroom teaching. The independent variable is the overall KCSE performance that either improved/ added value or drop in learner performance /value reduction. The intervening variables included government policies such as free and compulsory basic education, ministry of education guidelines such as ban on holiday tuition as well as inadequate support and good will by the local community.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the methodology used in carrying out the study. It focused on the research design, target population, sampling techniques and sample size, research instruments, validity of instruments, reliability of instruments, data collection procedure, data analysis and ethical considerations.

3.2 Research Design

Research design refers to a framework created to find answers to research questions. The study employed mixed methods research design. The rationale for using mixed methods design is that it combines both qualitative and quantitative data within a single study hence complementing each other by integrating their strengths (Creswell, 2012). Further, it helps understand the topic area in greater depth as well as increase confidence in findings by providing more evidence while offsetting possible shortcomings from using a single approach. The eventual goal of the mixed methods research is to draw on the strengths while minimizing the weaknesses of both the quantitative and qualitative research methods within a single study (Tashakkori & Teddlie, 2003). Using this design, this study first conducted quantitative research, analyzed the results and then builds on the results to explain them in more detail with qualitative research. The study employed mixed methods design in order to broadly explore and understand the influence of principal's instructional leadership practices on KCSE performance in public secondary schools in Makueni County.

3.3 Target Population

Target population refers to the entire group of individuals or subjects to which researchers are interested in generalizing the conclusions (Kothari, 2012). According to Makueni County Education Office there are 392 public secondary schools with an equal number of principals and 3364 teachers (Quality, Assurance

and Standards Office, Makueni County, 2018) Out of the total target population, 386 principals participated in quantitative phase while 6 principals participated in qualitative phase. A universe of 3756 respondents formed both the quantitative and qualitative phase target population. Principals were selected as respondents because they possessed instructional leadership practices and have skills to oversee their implementation, monitoring and evaluation. Teachers were as well selected as respondents in this study since they are the implementers of the instructional leadership practices.

3.4 Sampling Techniques

Sampling refers to the selection of individuals, units and or settings to be studied. A sample should be true representative of the whole population to enable generalization. The study employed mixed methods research design, sampling in the quantitative phase was done first followed by qualitative phase after the analysis of the quantitative data.

In the quantitative phase the study employed stratified sampling method for quantitative phase. The 392 public secondary schools were stratified into four categories namely: National, Extra-county, county and sub-county. To obtain the sample size of schools and principals, 30 percent of each school category as suggested by Gray and Airasian (2002) was calculated to ensure equal representation except in the national category which had two schools. Purposive sampling technique was used to select the only two principals for the national category. Further, the schools in each category were categorized into boy's schools, girl's schools and mixed schools. Equal allocation sampling was done to choose equal number of principals from each of the three categories Simple random sampling was used to select principals in the already identified stratum. The total sample size comprised of 119 principals. To calculate the sample size for teachers, Yamane (2007) formula was used to determine the number of teachers to participate in the study. This formula was preferred because it gave a fair representation of a large number of respondents.

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

Where n = sample size

N = Population size

e = the level of precision (sample error) where confidence level is 95% and p is 5%.

Substituted,

$$n = \frac{3364}{1 + 3364(0.05)^2}$$

$$n = \frac{3364}{1 + 8.41} = \frac{3364}{9.41} = 357.49 = 357$$

3.5 Sample Size

The study had a total of 117 respondents of principals. In the qualitative phase, the study had 30 respondents who were principals only.

The sample size for teachers was 357. Using equal allocation sampling technique method as suggested by Kothari (2012), teachers were distributed equally in the 119 sampled secondary schools in Makueni County plus 2 National schools as follows:

$$\frac{357}{3} = 119$$

Each sampled secondary school presented 3 teachers for the study through simple random sampling and at least one in either gender. Therefore, the total sample size for quantitative phase was 119 principals and 357 teachers totaling 476 respondents. During the quantitative phase, 119 principals participated in the study while 30 principals participated in the qualitative phase. In the qualitative phase of the study, the public secondary schools in Makueni County were grouped into three categories based on average mean scores as presented in table 3.2.

Table 3.1 Summary of the target population and sample size of schools according to their category

Category	No. of Schools	30%	30%	Proportion (Schools)		
		Schools	Principals	Girls	Boys	Mixed
Extra County	30	9	9	3	3	3
County	160	48	48	16	16	16
Sub-County	200	60	60	20	20	20
Total	390	117	117	39	39	39

Source: Quality Assurance and Standards Office: (Makueni County, 2018).

For qualitative phase the researcher first stratified schools that participated in the study at the quantitative phase into high performing, average performing and low performing based on average mean scores for the study period (2014- 2018) using maximum variation principle as suggested by Patton (2015). According to Orodho (2012) stratified sampling is a method of obtaining a sample by dividing the population into sub groups and selecting from each sub group respondents that are proportional to the size of the sub group. The researcher subsequently employed simple random sampling technique to select ten principals from each of the three categories to form the study sample for qualitative phase. The qualitative design was appropriate for the study as it enabled the researcher to interact with the principals in regard to their instructional practices and how these practices can enable to address the current decline in the students' performance in KCSE in public secondary schools in Makueni County, Kenya.

The public secondary schools in Makueni County were grouped into three categories based on average mean scores as presented in table 3.2.

Table 3.2 Category of Schools Based on Mean Scores

Performance	Average mean score range	No. of schools	No. of principals
High performing	8.00-12.00	36	10
Average performing	5.00-7.9	36	10
Low performing	0.0 -4.9	36	10
Total		108	30

Source: Quality Assurance and Standards Office: (Makueni County, 2018)

In each of the three categories, the researcher selected ten principals through simple random sampling has suggested by Gray and Airasian (2002) who participated in the interviews for qualitative data.

3.6 Research Instruments

Research instruments refer to measurement tools designed to obtain data on a research topic. Three types of instruments were used to collect data in this study namely; questionnaire for quantitative phase, interview schedule for qualitative phase and document review guide. In this quantitative phase, a structured survey questionnaire was used to collect quantitative data. The questionnaire comprised of seven sections for both principals and teachers. Section A sought the general demographic information from the participants; Section B gathered information on goal setting skills; Section C collected information on supervision practices; Section D sought information on staff professional development while Section E gathered information on teaching and learning climate based on Likert-type scale. Section F collected information on school KCSE performance in mean scores.

The study also used semi-structured interviews to collect qualitative data. According Creswell (2014) interviews guide allow the researcher to engage in conversation with participants through more down-to-earth questions, while the participants are also allowed to express themselves freely on their experiences. The rationale for the use of this technique is that it uncovers rich descriptive data

on the personal experiences of participants (Yin, 2003). Interviews were appropriate for this study because of their usefulness in generating deep and meaningful insights. The researcher used the results of quantitative phase based on the influence of principals' instructional leadership practices on KCSE performance to constitute the interview schedule. Document review guide was used to collect data on the number of principals and teachers in public secondary schools, number of sub counties as well as KCSE performance from the County Education Office, Makueni. Document analysis supplemented information gathered from questionnaires in the quantitative phase as well as from interviews in the qualitative phase.

3.7 Validity of Research Instruments

According to Robson (2011) validity is explained as the degree to which results from a study are likely to be true and free from bias if done repeatedly and separately by another study. Further validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure. Validity for questionnaire survey instrument was determined by a pilot study. The researcher conducted pilot study of the survey instruments to two principals and two teachers from each of the nine sub-counties in Makueni County through simple random sampling as suggested by Cresswell (2014) who proposes that in large samples, a pilot sample of fifteen respondents is adequate to generate valid responses. The respondent of the pilot sample were given the questionnaires to respond to the statement therein. With aid of the supervisors analysis was done that ensured the instruments were relevant to obtain desired results from the field. The pilot sampled was not included in the main study. For interviews, the interview guide was piloted on six participants, before finalizing the interview questions. The six samples were not included in the study. The suggestions made during the pilot testing were incorporated in the final interview questions.

3.8 Reliability of Research Instruments

According to Gray and Airasian (2003), reliability is a measure of the degree to which a research instrument yields consistent results of data after repeated trials. For this, study, test-retest reliability test was used. Test-retest is done by giving the same test twice to the same respondents at different times to see if the scores are the same. A pilot questionnaire was administered twice to two principals and two teachers from each of the nine sub-counties in Makueni County making a total of 36 respondents through simple random sampling technique with two weeks' interval to allow for reliability testing in line with Creswell (2014) who proposed that in large samples a pilot sample of fifteen respondents is adequate to generate reliable responses. In this study the sample size was 119 principals and 357 teachers. The test assessed the consistency of the test scores across the two testing times. Test-retest correlation provides an indication of stability over time and it is said to occur when the same or similar scores are obtained with repeated testing with the same group of respondents. The Pearson product moment correlation co-efficient (r) was used to compute the correlation to establish the degree of consistency using the formula below;

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

Where N = Total number of scores

x = Scores in even numbered items

y = Scores in the odd numbered items.

The value of (r) determined the strength and direction of linear association between the two variables under investigation. Reliability was determined and found to be 0.79 for principals and 0.76 for teachers. According to Best and Kahn (2006) a (r) of between 0.5 and 0.8 is sufficient to offer reliable results.

For the purpose of determining the reliability of the research instrument on the qualitative phase, the researcher selected one principal from each of the three categories of school in Makueni County for piloting. QASO, Makueni County

2018. The school where piloting was undertaken was not involved in the study sample in the actual study. Piloting was done to improve the qualitative research tool for actual research and the suggestions and amendments made were incorporated into the final research tool. After testing the instruments, they yielded Cronbach's Alpha of 0.85 indicating that the instruments were highly reliable.

3.9 Data Collection Procedures

After the approval of the research proposal by defense panel, the researcher obtained introductory letter from Board of Post Graduate Studies of South Eastern Kenya University, and then applied for permit from the National Commission for Science, Technology and Innovation (NACOSTI) before embarking on the study. The researcher sought permission from the Director of Education and County Commissioner Makueni County for carrying out research in the County. The researcher made appointments with the principals of the schools sampled from where data on principals and teachers was to be collected. On arrival at the schools on the agreed dates, the researcher met with the principals and explained the purpose of the study and requested permission to collect data from the teachers. The questionnaires were left with the principal to start the process and the researcher come back for them after four days as agreed upon. After collecting and analyzing quantitative data, the researcher formulated interview questions based on the results of the quantitative phase and then conducted them among the sampled schools.

3.10 Data Analysis Techniques

Data analysis is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collected tools (Mugenda & Mugenda, 2003). Data cleaning procedure was employed in order to eliminate any conceivable errors in the set of data. This was done by ensuring that all the survey questionnaires are entered into the statistical package for social science program correctly. Quantitative data was analyzed using descriptive and inferential

statistics using the Statistical Package for Social Science (SPSS version 24) and presented in frequency distribution tables, cross tabulation tables, pie charts and bar graphs.

Pearson correlation coefficient (r) was used to determine the level, the strength and the direction of the relationship between principals' instructional leadership practices and KCSE performance. The value of the coefficient of the correlation (r) ranges from $-1 \leq r \leq 1$. A correlation of zero indicates no relationship at all while values close to zero meant a weak relationship between the two variables. Values of (r) close to 1 indicated a very strong relationship between the independent and dependent variable.

Pearson Chi test was used to determine the influence, the acceptable level of significance for the Pearson chi test was 0.05 at 1 degree of freedom. Levels of significance found to be greater than 0.05 implied that principals' instructional leadership practices did not influence KCSE performance in public secondary schools in Makueni County. On the contrary, if the level of significance was less than 0.05, then the relationship between principals' instructional leadership practices influenced KCSE performance. A p value ($P < 0.05$) indicated that the results were statistically significant. Significance level (p), the probability value that forms the boundary between rejecting or upholding the Null hypothesis was used to determine significant levels. A (P) value greater than 0.05 led to upholding of the Null hypothesis while (P) values less than 0.05, led to rejection of the Null hypothesis.

The qualitative phase of the study involved exploring and explaining statistical results of the quantitative phase. The quantitative data helped to explain or build on the quantitative results. The researcher conducted quantitative case studies for five principals to gain a deeper and broader understanding of principal's instructional leadership practices on KCSE performance in public secondary schools in Makueni County, Kenya. The researcher collected qualitative data by

interviews through audio recording, and converted into word documents to ease data analysis. The researcher further analyzed the transcribed data using open coding procedures in order to identify themes and categories across 30 cases that hoped to give insight to the quantitative results and presented inform of verbatim.

3.11 Ethical Considerations

The integrity, reliability and validity of the research findings rely heavily on adherence to ethical principles. This study upheld ethical issues in respect to human dignity by maintaining honesty, openness and full consent with participants prior to the study. The researcher sought a permission letter to collect data in public secondary schools from the Director of Education, Makueni County as well as the County Commissioner. The researcher disclosed the purpose of the study to participants, respect privacy, confidentiality and anonymity of participants and the right to give or not to give information. The researcher guarded against predictable misinterpretation or misuse of collecting and disseminating various types of data. The researcher acknowledged the source of information in order to avoid plagiarism which provided credibility to the study. The researcher informed the participants the purpose and benefits of the study. Participants were free to provide information without fear of negative consequences for the researcher upheld personal identities. The researcher used polite language to the participants, respect the site and disrupt as little as possible.

CHAPTER FOUR

RESEARCH RESULTS

4.1 Introduction

This chapter presented the results of the study. This study purposed to investigate the influence of principals' instructional leadership practices on KCSE performance in public secondary schools in Makueni County, Kenya. The specific objectives that guided the study were, to determine the influence of principals' goals setting skills on KCSE performance, to establish the influence of principals' instructional supervision practice on KCSE performance, to determine the principals' promotion of staff professional development on KCSE performance and to establish the influence principals' fostering of teaching and learning climate on KCSE performance in public secondary schools in Makueni County, Kenya.

The representation of the study results in accordance with the above research objectives and hypothesis were done using graphic, textual and tabular modes of data presentation. Percentages, means, Pearson product moment correlation coefficient, p-value approach and thematic analysis methods were used to analyze both quantitative and qualitative data. Information presented in this chapter four was grouped into six sections namely: Section one represented general and demographic information, section two represented information on goals setting skills, section three represented information on supervision practices, section four represented information on staff professional development, section five represented information on fostering of teaching and learning climate, then section six represent study findings based on KCSE performance based on mean scores.

4.2 Instruments Return Rates

Instruments return rate is the proportion of the research instruments that have been returned after they have been administered to the respondents. In this case, questionnaires and interview guides were administered to the respondents. All the

questionnaires administered to teachers and principals were returned at the rate of 96.8% and 89.8% respectively. Effort was made to ensure that respondents filled-in and returned their questionnaires within the time line agreed upon. According to Mugenda and Mugenda (2003), any questionnaire return rate above 70% is considered representative enough for the study as illustrated in Table 4.1

Table 4. 1 Questionnaires Return Rates.

Respondents	Numbers of questionnaires administrated	Numbers of questionnaires returned	Return rate %
Teachers	357	345	96.2%
Principals	119	108	89.8%
Total	476	453	

Table 4.1 shows research (questionnaires) return rates. Questionnaires administrated to teachers returned at the rate of 96.20% whereas, questionnaires administrated to secondary school principals returned at the return of 89.8 0%. Researcher put in place different measures to ensure that instruments administered were all returned but some were not. Reasons given for those who were absent at the time of data collection were life challenges such as sickness, meetings, family circumstances etc. However, the return rate was within the recommended range of 70-100% according to Mugenda and Mugenda (2003) and therefore these return rates were within the accepted levels.

4.3 General and Demographic Information of the Respondents

General and demographic information of principals and teachers as target population were considered important in this study. For the researcher, this information was important to enable understanding of demographic characteristics of both teachers and principals in order to help explain the relationship between the respondents' biographic parameters and their influence on KCSE performance. General and demographic information scrutinized in this study were

gender, age, professional academic qualifications, teaching experiences and professional working experiences.

4.3.1 Demographic Characteristics of Teachers

The role of a teacher in teaching and learning process in secondary school as well as in the others levels of learning is of paramount importance. This is due to the fact that a teacher is the one who prepares the lessons (daily learning contents), order teaching and learning materials, delivers learning through different methods, evaluate learning of learners and manages time among many others (Bakhda,2004). Therefore, students' performance in KCSE would not be possible unless teachers are adequately involved. This study analyzed the characteristics of teachers in public secondary schools in Makueni County. The teachers' characteristics of interest for this study analyzed were gender, age, professional academic qualification, teaching experience and length taken as teacher in the current school.

4.3.2 Distribution of Teachers and Principals by Gender

The gender representation of teachers and principals in this study was very important. It showed the gender level of participation in public secondary schools in Makueni County-Kenya. The representation was done with frequencies and percentages as summarized in Table 4.2.

Table 4.2: Distribution of Teachers and Principals by Gender (n-345)

Gender	Teachers Frequencies	Percentages	Principals Frequencies	Percentages
Male	222	64.30%	39	36%
Female	123	35.30%	69	64%
Total	345	100%	108	100%

Table 4.2 showed that there were more male teachers than female teachers in public secondary schools in Makueni County. The results indicated that 64.30% of teaching staff were males and the rest, 35.70% were females. This implied that there are more male teachers than female teachers in public secondary schools within Makueni County. Guided by study findings by Garba (2010), males are said to be more often aggressive and quick to make decisions and therefore the researcher concluded that male teachers in public secondary schools in Makueni County may have been aggressive in their professional studies as well as in securing teaching jobs.

4.3.3 Distribution of Teachers and Principals by Age

The researcher was interested in establishing the age of teachers' population in public secondary schools in Makueni County. This aimed at establishing whether the responses given on principals' administration mechanisms and students' academic performance vary by the age of respondents. According to Boxall (2006), an individual's age determines the precision and vigor with which the individual performs a task (Kasivu 2015). In line with the study, the age of teachers acted as an indicator that the researcher felt could in a way influence individual's performance of duty. The results were as presented in Table 4.3

Table 4.3 Distribution of Teachers and Principals by Age (n-345)

Age bracket	Teachers Frequency	Percentage	Principals frequency	Percentage
Below 24yrs	1	0.3%	0	0.00%
25-30yrs	26	7.5 %	0	0.00%
31-35yrs	56	16.2 %	1	0.95%
36-40yrs	66	19.1 %	6	5.56 %
41-45yrs	125	36.2 %	27	25.00%
46-50yrs	47	13.6 %	35	32.70%
Above 50yrs	22	6.4 %	29	36.10%

Table 4.3 Findings showed that majority of teachers' age ranged between 41-45 years of age. The study findings indicated that 36.50% of targeted teachers fell in mentioned group. This indicated that being a teacher at public secondary school in Makueni County require maturity. As it's clearly showed by the study, the ratios of teachers at secondary schools in the County increase with an increased in ages up to a certain age limit and begin declining. Being specific, from the study findings it is clear that 0.30% of teachers were below 24 years old, 7.50% were between 25-30 years old, 16.50% were between 31-35 years old, 19.10% were between 36-40 years old, were being on upward trend and 13.60% were between 46-50 years old, 6.40% were 51 years old and above on a declining trend. Furthermore, these findings also indicated that teaching staff at public secondary schools in Makueni County falls in normal working age of 46-50 years old. They formed normal vertical pyramid.

Perceptions of things, thinking and reasoning change with change in age, life and professional experiences (Boxall, 2006). The researcher therefore felt that the age of teacher was critical in the performance of duty at school. This implied that teachers in Makueni County were within the productive age bracket and therefore low performance in students' academic performance can be attributed to other factors other than age.

4.3.4 Distribution of Teachers by Professional Academic Qualifications

For any study purposed to investigate students' academic performance, the qualification of the teachers should be given much consideration. Academic qualification here refers to the highest education level attained by the teachers: diploma in education, bachelor of education, masters of education etc. DuFour (2002), observes that education enhances the proficiency, operational and conceptualization of skills of an individual. It is in this perspective that this study sought to determine the qualification of teaching staff of public secondary schools in Makueni County, Kenya. The results were presented in table 4.4.

Table 4.4 Distributors of Teachers by Professional Academic Qualifications

Academic qualification	Frequency	Percentages
PhD	0	0%
Master's Degree	62	18%
Bachelors Degree	262	76%
Diploma in Education	21	6%
Total	345	100%

Table 4.4 indicated that majority of teachers have Bachelor's degree in education (B.Ed.) as attested by. 76.0 % of teachers who participated in the study. The rest of teachers, 6 % hold Diploma in education while 18.% have Masters' degree in education (M.Ed.). This implied that the policy of having teachers with a degree certificate as the minimum education level to teach in secondary schools according to TSC is bearing fruits. The study established that all respondents were qualified to teach in public secondary schools as stipulated by Teacher's Service Commission and hence in a position to provide reliable judgment on rating principals' instructional leadership practices in their respective schools. The findings also suggest that low academic performance of students in KCSE is not attributed to academic qualification of teachers since they all qualify to teach in secondary school.

4.3.5 Distribution of Teachers by Teaching Experiences

Teaching experiences of teachers was also a key factor observed by the researcher in this study. The results are as presented in table 4.5.

Table 4.5 Distribution of Teachers by Teaching Experiences (n-345)

Number of years	Frequency	Percentage
Below 1 year	1	0.3 %
2-5 years	36	10.43 %
6-10years	76	22.03%
11-15 yrs	126	36.52%
16-20yrs	85	24.64%
Above 20years	21	6.08 %
Total	345	100%

The information presented in table 4.5 indicated that majority of teachers had teaching experience between 11- 15 years which represent 36.52% of teachers involved in the study. The study also indicated that 0.30% had lesser than a year of teaching experience, 10.42% their teaching experiences was between 2-5 years while 22.03% of teachers had teaching experiences of between 6-10 years. The rest, 24.64% had teaching experience varying between 16-20 years whereas 6.08% of teachers in Makueni County had more than 20 years of teaching experiences. The findings revealed that the County had experienced teachers. This generally indicated that more than 90% of teachers had teaching experience of more than 6 years which is considered appropriate for teachers to have acquired skills, knowledge and attitude to teach students and perform well in examinations.

4.3.6 Distribution of Teachers by Length of Stay in the same School

The study also sought to establish the number of years spent by the teacher while teaching at the secondary school. Teachers were requested to indicate their length of stay as teacher in the same school. This is as presented in table 4.6.

Table 4.6 Distribution of Teachers by Length of Stay in the Same School

Number of years	Frequency	Percentage
1-5 years	116	33.6
6-10years	126	36.5
11-15 years	90	26.1
16-20years	10	2.9
Above 20 years	3	0.9
Total	345	100

Table 4. 6. Teaching Experience of Teachers

In Table 4.6 the findings revealed that majority of teachers who were teaching in public secondary schools in Makueni County had between 6-10 years teaching in the same secondary school which represent the highest percent of 36.50%. Between 1-5 years of teaching, there were 33.60%, and within age bracket of 11-15 years of teaching in secondary school there were 26.10% of teachers. the rest between 16-20 years of teaching in the same secondary school had 2.90% of teachers whereas teachers in Makueni County who had more than 20 years teaching in a secondary school equal to 0.30% of teaching staff. The study findings revealed that all teachers had served in the same school for more than five years between 2014-2018 (period of study) and are therefore able to provide tangible and reliable about their principals information regarding principals' instructional leadership practices of the principals in their schools.

4.4. Demographic Information of Principals

Demographic characteristics of principals of public secondary schools in Makueni County considered in the study were gender, age groups, professional academic qualification, teaching experiences and length taken as principal in current public secondary school.

4.4.1 Distribution of Principals by Gender

According to a study by Summers (2002), on women empowerment in developing countries, gender was observed to influence people's attitudes, social roles and responses to situations (Kasivu, 2015). The researcher argues out that females are often dedicated in their roles and are firm in their resolve to accomplish assignments while males are often aggressive, decisive and have the zeal to accomplish assignments. Guided by this argument, the study sought the distribution of principals by gender to help determine their role and opinions on KCSE performance. The results were presented in table 4.7.

Table 4.7. Distribution of Principals by Gender

Gender	Frequency	Percentages
Female	39	36
Male	69	64
Total	108	100

The findings in table 4.7 revealed that 64.00% of principals who participated in the study were males and 36.00% of them are females. This indicated that there were more male principals than female principals in public secondary schools in Makueni County- Kenya. This implied that on matters of school headship in public secondary schools in Makueni County the number meets the threshold of a third gender rule of leadership positions in government offices in Kenya.

4.4.2. Distribution of Principals by Age

Age goes together with experience and precision with which an individual undertakes a task. It is for this reason that the researcher sought to establish the age of principals of public secondary schools in Makueni County. The findings are shown in table 4.8.

Table 4.8 Present Distributions of Principals by Age

Age in years	Frequency	Percentage
30 years and Below	0	0.00
31-35 years	1	0.93
36-40years	6	5.56
41-45 years	27	25.00
46-50 years	35	32.70
Above 50 years	39	36.10
Total	108	100

Table 4.8 findings indicated that the percentages of principals increase with an increase in ages. Majority of principals (over 94%) are aged over 40 years. This suggests that being a principal of public secondary school in Makueni County require one to have taught for a long time and assumed to have acquired enough experience to manage school effectively.

4.4.3. Distribution of Principals by Academic Qualifications

In line with the findings of Clark, Paco and Rockoff (2009), on school principals and school performance, academic qualification has a positive relationship between experience and school performance. Guided by this argument, the researcher sought principals' academic qualification. The results were represented in figure 4.1.

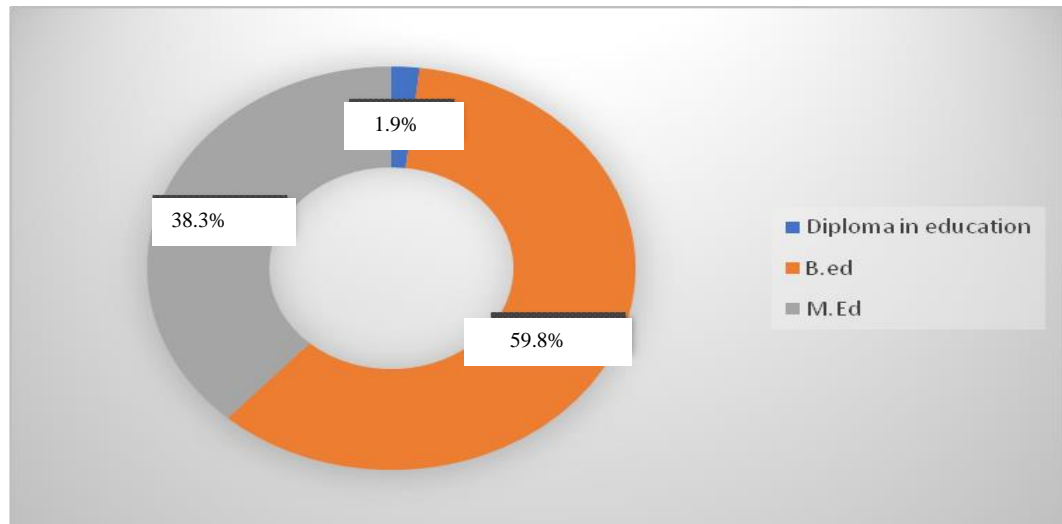


Figure 4.1 Distributions of Principals by Academic Qualification

As indicated in Figure 4.1. 59.80% of the principals hold bachelor's degree in education (B.Ed.), 38.30% had masters in education (M.Ed.), and 1.90% had diploma in education. This implied that all the schools were almost meeting the threshold of being headed by teachers with degree as minimum required education level as recommended by Teachers' Service Commission of Kenya (TSC). The study established that a great number of principals are going for master's degree. This shows that most principal in Makueni County have embraced TSC policy of Teacher Professional Development.

4.4.4. Distribution of Principals by Teaching, Leadership Experience and Length of Stay.

Maicibi (2003), contents that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional and financial resources, it will not be able to use them effectively if the students are not directed in their use and those who guide them are not properly trained and acquired prerequisite knowledge, skills, competences and attitudes to implement them for better academic performance.

Based on this argument the study further sought principals' leadership experience and length of stay in the same station for the period of study. Collected data were presented in Table 4.9.

Table 4.9 Distribution of Principals by Teaching Experience and Leadership Experiences

Experience in years	Teaching experience		Leadership experience	
	Frequency	%	Frequency	%
1-5yrs	0	0	17	15.9
6-10yrs	2	1.9	58	54.2
11-15yrs	13	12.2	29	27.1
16-20yrs	51	47.8	4	3.70
Over 20yrs	42	38.88	0	0
Total	108	100%	107	100%

The findings in table 4.9 showed that none of the principals had less than 5 years of teaching experience. Two, that is, 1.90% had between 6-10 years of teaching experience, (13)12.20% had between 11-15 years of teaching experience, (51)47.80% had between 16-20 years of teaching experience and (41)38.40% had more than 20 years of teaching experience. This indicated that in Makueni County principals had adequate teaching experiences. Table 4.9 also represents secondary school leadership experiences of principals in Makueni County. Specifically, in details as showed in table 4.9, (17)15.90% had between 0-5 years as secondary school principals, (58) 54.20% had between 6-10 years as secondary school principals in the same school. (29) 27.10% had between 11-15years as secondary school principals and (3)2.80% had between 16-20 years as secondary school principals in public secondary schools in Makueni County.

The study findings established that all principals who participated in this study had served for more than 5 years in the same school within the study period (2014-2018) and this took care of principals who may have taken less than 5 years within the study period and hence may not have contributed and owned KCSE results within the said period.

KCSE Results for Public Secondary Schools in Makueni County.

The study further sought to analyse the results of the county during the years under review .The study further sought to analyse the results of the subcounty during the years under review. The KCSE results were key outcome of the study and therefore important to the study. The study was interested to compare and correlate instructional leadership practices and the KCSE result and evaluate the extend and degree to which principals instructional leadership practices influenced students' academic performance in public secondary schools in Makueni County. Principals were requested to provide KCSE results for their schools for the period under study. The analysis of the results were presented in table 4.10.

Table 4.10 Makueni County KCSE Performance (2014-2018)

Year	2014	2015	2016	2017	2018
KCSE mean	4.234	4.059	3.539	3.0114	3.00

The data presented in Table 4.10 indicates that the mean score of the County declined by 1.356 Index in 2014 – 2018. University entry grade of C+ declined by 16.47% as compared to 15.62% national drop and D grade and below increased by 30.77% within the study period that has shown progressive decline. This information established that the county has continued to perform poorly in KCSE examinations as shown by the declining mean score. These results calls for intervention measures hence need for the study.

4.5 Determination of Study Objectives and Hypothesis

The studies' objectives explored the influence of principals' goal setting skills, instructional supervision practices, promotion of staff professional development and fostering of teaching and learning climate on KCSE performance in public secondary schools in Makueni County, Kenya. The hypothesis of the study were that; There is no statistically significant relationship between principals' goal setting skills instructional supervision practices, promotion of staff professional development and fostering of teaching and learning climate and students' performance in KCSE in public secondary schools in Makueni County, Kenya.

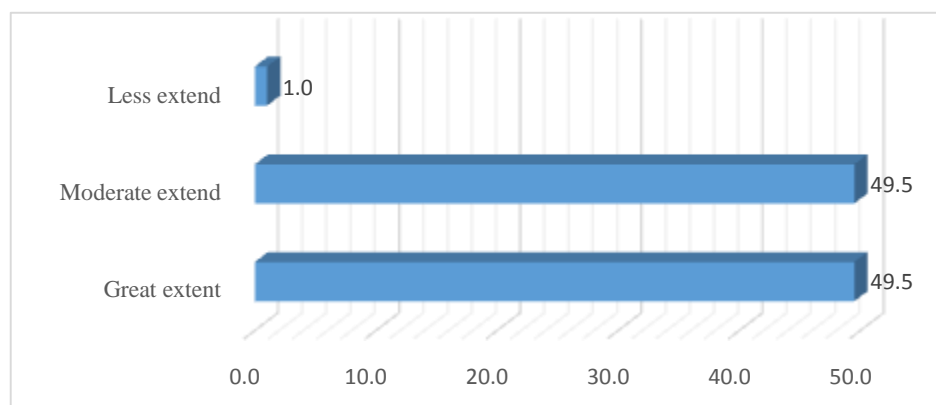
Pearson correlation coefficient (r) was used to determine the level, the strength and the direction of the relationship between principals' instructional leadership practices and KCSE performance. The value of coefficient of correlation (r) ranges from $-1 \leq r \leq 1$. A correlation of zero indicates no relationship at all while values close to zero meant a weak relationship between the two variables. Values of (r) close to 1 indicated a very strong relation between the independent and dependent variable.

Pearson Chi test was used to determine the influence. The acceptable level of significance for the Pearson chi test was 0.05 at 1 degree of freedom. Levels of significance found to be greater than 0.05 implied that principals' instructional leadership practices did not influence KCSE performance in public secondary schools in Makueni County. On the contrary, if the level of significance was less than 0.05 then the relationship between principals' instructional leadership practices influenced KCSE performance. A p value ($p < 0.05$) indicated that the results were statistically significant. Significance level (p), the probability value that forms the boundary between rejecting or upholding the Null hypothesis was used to determine significant levels. A (P) value greater than 0.05 led to upholding of the Null hypothesis while (P) value less than 0.05, led to rejection of the Null hypothesis.

4.5.1 Influence of Principals' Goals Setting Skills on KCSE Performance

In line with the first objective, the study sought the principals' opinions on the extent to which principals' goals setting skills influenced KCSE performance. Their responses were presented in Figure 4.2.

Figure 4.2 Principals' Response on Goals Setting Skills and KCSE Performance



The findings in figure 4.2 indicated that 49% of principals to a great extent agreed that goals setting skills influence academic performance with 49.5% of the principals indicating on a moderate extent that goals setting skills influenced performance and with only 1% of the principals agreeing at a low extent that the principal goals setting skills influence KCSE performance.

The principals were further asked to indicate their opinion on influence of principals' goals setting skills on KCSE performance. Statements on goals setting skills were provided. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.

The results are presented in Table 4.11

Table 4.11 Principals' Responses on Goals Setting Skills and KCSE Performance

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
I explain school vision and mission to students and teachers	0	0	4	3.7	14	13.1	89	83.2
I explain school curriculum programs to teachers	0	0	2	1.9	29	29.1	76	71.0
I develop detailed school work plan in consultation with stakeholders	0	0	3	2.8	17	15.9	87	81.3
I conduct school programmes with the aims of achieving set goals	0	0	1	0.9	20	18.7	86	80.4
I involve stakeholders in setting targets and goals for the school.	0	0	3	2.8	22	20.6	81	75.7

The findings in Table 4.11 indicated that 89(83.2%) of the principals strongly agreed as well as 14 (13.1) percent of the principals agreeing that they explain school vision and mission to students and teachers. Majority of the principals representing 71% strongly agreed that they explain school curriculum programs to teachers. However, none of the principals strongly disagreed to the statement. A high number of the principals representing 81.3 % strongly agreed that they develop detailed school work plan in consultation with stakeholders. The study found that only 3 percent of the principals disagreed with this position. Majority of the respondents representing 80.4% and 75.7% strongly agreed with the statements that they conduct school programmes with the aims of achieving set goals and that they involve stakeholders in setting targets and goals for their schools respectively. None of the principals strongly disagreed with this opinion.

The study also sought for teachers' opinion on how the principal used goals setting skills to influence KCSE performance. Statements on goals setting were provided. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. The responses are shown in table 4.12

Table 4.12 Teachers Response on Principal Goals Setting Skills and KCSE Performance

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Principal explains school vision and mission to students and teachers	0	0	1	0.3	47	13.6	297	86.1
Principals explains school curriculum programs to teachers	0	0	0	0	68	19.7	277	80.3
Principals develops detailed school work plan in consultation with stakeholders	2	0.6	2	0.6	86	24.9	255	73.9
Principals conducts school programmes with the aims of achieving set goals	3	0.9	0	0	120	34.8	222	64.3
Principals involves stakeholders in setting targets and goals for the school.	3	0.9	0	0	95	27.5	247	71.6

The results in Table 4.12 indicated that 86. 1% of the teachers strongly agreed with the statement that principal explains school vision and mission to students and teachers while 13.6% agreed with the same statement. However, 0.3% of the teachers disagreed about that the head teachers communication of school vision and mission to both teachers and students.

In response to the statement on whether the school principals explain school curriculum programme to the teachers, the results indicated that 80.5% of the teachers strongly agreed that principals explain curriculum programmes to the teachers. The results also indicate that 19.7% of the teachers agreed with the statement. The third statement was on whether principal develops detailed school work plan in consultation with stakeholders. The findings indicated that (2)0.90% of the teachers disagreed with the statement while, (2)0.90% of the teachers strongly disagreed on whether the head teachers develop detailed school work plan. The results further show that, (86)24.90 percent of the teachers agreed while (255)73.90% strongly agreed with the statement that principal develops detailed school work plan in consultation with stakeholders.

To find out whether principals conducts school programmes with the aims of achieving set goals, the findings indicated that (3)0.90% strongly disagreed while (120)34.80 agreed and (222)64.30% strongly agreed with the statement that principals conduct school programmes with the aims of achieving set goals. This indicated that school principals have a good mechanism of conducting school programmes with the aim of achieving the school set goals. Lastly, the teachers were asked to indicate the extent to which they agree or disagree with the statement that principal involves stakeholders in setting targets and goals for the school. The results show that that (3)0.90% disagreed while (95)27.50% agreed, and (247)71.60% strongly agreed that principals involved stakeholders in setting targets and goals for the school. This implied that 99% of the teachers agreed/strongly agreed that the principals involve stakeholders in setting target and goals for the schools. This is considered a good practice because all the school stakeholders are aware of the goals and targets set for the school. This helps the school to move in one direction with all the stakeholders fully aware of what is required of them.

The responses from both the principals and teachers were integrated to form one continuous average index of principals' goals setting skills. The responses were categorized as; SA=Strongly Agree and A=Agree. The responses are presented in table 4.13

Table 4.13 Principals' and Teachers Responses on Goals Setting Skills on KCSE Performance in Percentages

Statement	Principals		Teachers	
	A %	SA %	A %	SA %
Principal explains school vision and mission to students and teachers	13.1	83.2	13.6	86.1
Principals explains school curriculum programs to teachers	29.1	71.0	19.7	80.3
Principals develops detailed school work plan in consultation with stakeholders	15.9	81.3	24.9	73.9
Principals conducts school programmes with the aims of achieving set goals	18.7	80.4	34.8	64.3
Principals involve stakeholders in setting targets and goals for the school.	20.6	75.7	27.5	71.6

The findings in table 4.13 established that, 13.1% of principals agreed and 83.2% strongly agreed with the statement that school principal explains school vision and mission to students and teachers. This was supported by 13.6% of the teachers who agreed with the statement and by 86.1 % of the teachers who strongly agreed with the statement that school principal explains school vision and mission to students and teachers. The study also indicated that 29.1% of the principals agreed while 71.0% of the principals strongly agreed with the statement that principals explain school curricular programmes to teachers. The statement was supported by 19.7% of the teachers who agreed with the statement and by 80.3% of the teachers who strongly agreed with the statement that Principals explain school curricular programmes to teachers.

It was also established that principals develop detailed school work plan in consultation with stakeholders. This was said by 25% of the principals who agreed with the statement and by 81.3% of the principals who strongly agreed with the statement that principals develop detailed school work plan in consultation with stakeholders. The teachers responses which were above average were in support of the statement that principals develop detailed school work plan in consultation with stakeholders because 24.9% of the teachers agreed while 73.9% of the teachers strongly agree with the statement that principals develop detailed school work plan in consultation with stakeholders..

It was also found that principals conduct school programmes with the aims of achieving set goals. This was confirmed by 18.7% of the principals who strongly agreed with the statement and by 80.4% of the principals who strongly agreed with the statement that principals conduct school programmes with the aims of achieving set goals. This was said by 34.8% of teachers agreed while 64.3% strongly agreed. The statement was further supported by 27.5% of the teachers who agreed with the statement and by 71.6% of the teachers who strongly agreed with the statement that principals conduct school programmes with the aims of achieving set goals.

The study also established from 20.6% of the principals who agreed with the statement that Principals involves stakeholders in setting targets and goals for the school. The statement was supported by 75.7% of the principals who also strongly agreed with the statement. The statement was supported by 27.5% of the teachers and by 71.6% of the teachers who strongly agreed with the statement that Principals involve stakeholders in setting targets and goals for the school.

The Null hypothesis to be tested was stated as;

H₀₁. There is no Statistically Significant Relationship between principals' Goals Setting Skills and Students' Performance in KCSE in Public Secondary Schools in Makueni County, Kenya.

In order to establish whether there was a relationship between principals' goal setting skills and students' performance in KCSE a simple regression test was carried out to co correlate principals' goals setting with students' academic performance.

A coefficient of correlation (r) was calculated which established the presence, level and the direction of the correlation. Simple regression summary on influence of principals' goals setting skills on students' KCSE performance indicated that Pearson correlation coefficient (r) was 0.869 and at $p = 0.04$.

Table 4.14 Simple Regression Model Summary on Influence Principals' Goals Setting Skills on Students' KCSE Performance

Model Residual		KCSE performance
Principals goals setting skills	Pearson correlation coefficient	0.869
	(r)	
	Pearson Chi Test	.004
	Sig. (2-tailed)	
N		108

Significant at the 0.05 level (2-tailed) $df = 1$

(a) Independent variable: Principals Goals Setting (b) Dependent Variable: KCSE Performance

Table 4.1.4 showed that the coefficient of correlation (r) for principals' goals setting skills was 0.869 implying a very strong positive relationship between principals goal setting skills and KCSE performance. The output in Table 4.1.3 also illustrated that the significant level of principals' goal setting skills was highly significant at p level 0.004, a value lower than alpha 0.05 implying that there was a high significant influence of principals' goal setting skills on students KCSE performance. The relationship indicated that principals' goal setting skills resulted to high levels of KCSE performance. The coefficient implied that as the principals are involved in setting school goals, the higher was the students' performance in KCSE and vice versa. This led to the rejection of the hypothesis

that there is no statistically significant relationship between principals' goal setting skills and students' performance in KCSE in public secondary schools in Makueni County. This implied that there is need for all the school principals to set school targets in order to increase students' performance in KCSE examinations.

The information presented led to rejection of the study's Null hypothesis that there is no statistically significant relationship between principals' goal setting skills and students' performance in KCSE in public secondary schools in Makueni County, Kenya. Therefore, the alternative hypothesis that there is statistically significant relationship between principals' goal setting skills and students' performance in KCSE in public secondary schools in Makueni County, Kenya was taken. From this test, the researcher concluded that principals' goal setting skills influence students' performance in KCSE in public secondary schools in Makueni County. This implies that there is need for all the school principals to set school targets in order to increase students' performance in KCSE examinations.

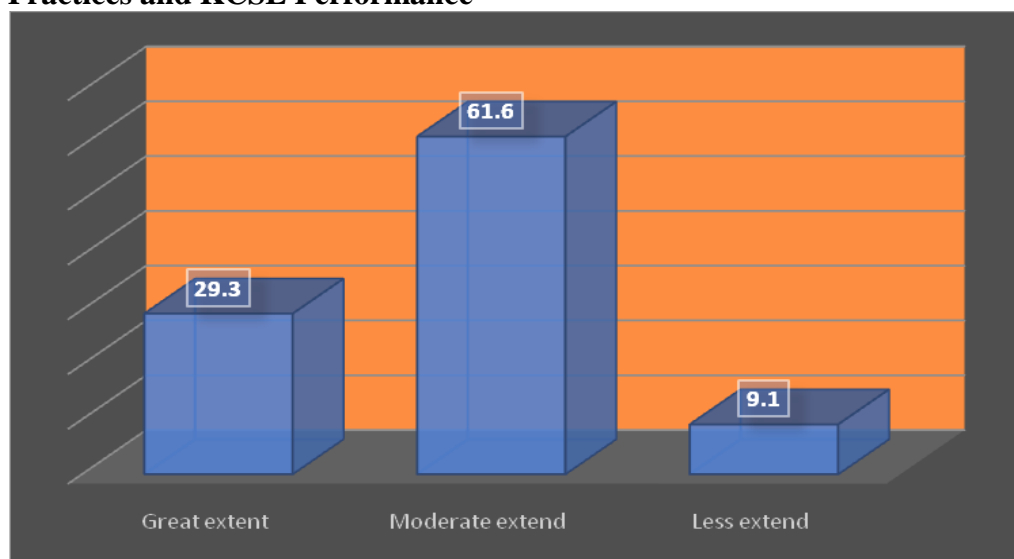
The interviewed principals on whether principals' goals settings skills influence students' performance in KCSE reported that the principal leads in the goals setting exercise in their institution of learning. All the principals agreed that, other school stakeholders such as teachers, students, parents and school employees are all involved in setting goals and targets for the school. The principals also said that there was presence of a strategic management committee as well as a senior management team that normally sit and work on target setting, monitoring and evaluation. All the interviewed principals agreed that goals setting skills was key to enabling target setting for students and teachers, ensures proper time management as well as creating a shared vision and school culture that enhance learner performance. These responses supported findings of quantitative results on goals setting that showed a significant relationship between principals' goals setting skills and students performance on KCSE Examinations.

4.5.2. Instructional Supervision Practices and KCSE Performance

The second objective of this study was to establish the influence of principals' instructional supervision practices on KCSE performance in public secondary schools in Makueni County, Kenya. School instructional supervision was defined as an educational activity carried out by principals. It involves sharing, guiding, helping, counseling, and motivating teachers and encouraging them to solve problems they face in teaching and learning process. Classroom observation was perceived as a valuable tool employed to understand classroom reality and to achieve sets targets and goals (Yunita, 2015). To this end, teachers and principals were asked to answer structured questions that provided information that helped to determine the extent to which principals' instructional supervision practices influence students' performance on KCSE in Makueni County. Information provided on this objective was as presented in table 4.1.4, 4.1.5 and 4.1.6 as well as in the figure 4.4 below.

Based on this second objective of the study which was to establish the influence of instructional supervision practices on KCSE performance, principal's responses on the extent to which these practices influence student performance in KCSE were presented in figure 4.4.

Figure 4.4 **Principals Response on Extent of Instructional Supervision Practices and KCSE Performance**



The findings from Figure 4.4 shows that majority 61.60% of the principals agreed to great extent, 29.3% of the principals agreed to a moderate while 9.1% to a less extent said that instructional supervision practices influence KCSE performance

On the same study objectives both principals and teachers were requested to indicate their opinion on the influence of instructional supervision practices on KCSE performance. Statements on instructional supervision practices were provided and requested teachers to indicate their responses on a 4-Likert-scale as: SA= Strongly Agree, A = Agree, D= Disagree and SD = Strongly Disagree. The results are presented in Table 4.15

Table 4.15 Principals' Responses on the Influence of Principals' Instructional Supervision Practices and KCSE Performance

Statement	D		SD		A		SA	
	F	%	F	%	F	%	F	%
I suggest new approaches and teaching methods after supervision	0	0	1	0.9	38	35.5	68	63.6
I conduct lesson observation on teachers from time to time	1	0.9	1	0.9	48	44.9	57	53.3
I check students' exercise books after supervision is carried out	0	0	1	0.9	41	38.4	65	60.7
I ensure teachers prepare and use schemes of work	1	0.9	2	1.0	33	30.8	71	66.4
I give constructive and useful feedback after the supervision	1	0.9	0	0	31	29.0	75	70.1

The findings in Table 4.1.5 established from (38)35.50% of the principals who agreed and from (68)63.60% of the principals who strongly agreed that principal suggests new approaches and teaching methods after supervision which aimed at improving students' KCSE performance. However, 1(0.90%) of the principals strongly disagreed with the statement. The study also found that none of the principals disagreed with the statement that principals suggest new approaches and teaching methods after supervision.

Form the second statement, the study found form (48)44.90% of the principals who agreed and from (57)53.30% of the principals who strongly agreed with the stamen that principals conduct lesson observation on teachers from time to time with the aim to improve student KCSE performance. However, (1)0.90% of the principals disagreed and (1)0.90% strongly disagreed with the statement.

The study also established form (41)38.30% of the principals who agreed with the statement and form (65)60.70% of the principals who strongly agreed with the statement that principals check students exercise books after supervision which was carried out with the aim to improve students' KCSE performance. However, only 0.9% of the principals strongly disagreed with the statement that that "I check students exercise books after supervision is carried out".

The results of the study indicated that (33)30.80% of the principals agreed with the statement and (71)66.40% of the principals strongly agreed with the statement that principal ensure that teachers have prepared and used schemes of work in order to improve students' KCSE performance. This was disputed by (1)0.90% of the principals who disagreed with the statement and by (2)1.00% of the principals who strongly disagreed with the statement.

The findings also indicated that (31)29.00% of the principals agreed with the statement which was supported by majority (75)70.10% of the principals who strongly agreed that principals give constructive and useful feedback after the supervision aimed at improving students' performance. However, (1)0.90% disagreed with the statement and none of them strongly disagreed with the statement.

The study as well sought the opinions of teachers on how the principal conducted instructional supervision practices and how they influenced student performance in KCSE. Teachers were requested to indicate their responses as: SA = Strongly Agree, A= Agree D= Disagree and SD = strongly disagree.

The teacher's responses are represented in table 4.16.

Table 4.16 Teachers Responses on Principals' Instructional Supervision Practices and KCSE Performance

Statement	D		SD		A		SA	
	F	%	F	%	F	%	F	%
Principal suggests new approaches and teaching methods after supervision	0	0	1	0.3	87	25.2	257	74.5
Principal conducts lesson observation on teachers from time to time	0	0	5	1.4	155	44.9	185	53.7
Principal checks students exercise books after supervision is carried out	5	1.5	3	0.9	161	46.6	176	51.0
Principal ensure teachers prepare and use schemes of work	4	1.2	1	0.3	148	42.9	192	55.6
Principal gives constructive and useful feedback after the supervision	7	2.0	2	0.6	126	36.7	209	60.7

Study findings in table 4.1.6 indicated that 257 teachers (74.5%) of the teachers strongly agreed with the statement that principals suggest new approaches and teaching methods after supervision. However, none of the teachers disagreed with the statement but 0.3 % strongly disagreed with the statement. On the statement whether principals conduct lesson observation on teachers from time to time, a

great number of teachers (185) of the teachers strongly agreed with the statement and 155 (44.9%) of the teachers agreed with the statement. However, none of the teachers disagreed with the statement. The results of the study also indicated that (51.0%) of the teachers which was slightly above average check students exercise books after supervision is carried out while 1.5 % disagreed and 0.9% strongly disagreed with the statement

The study also found that a high number of teachers which was (55.6%) of the teachers strongly agreed that principals ensure teachers prepare and use schemes of work. At least 148 (4.29%) of the teachers agreed with the statement while 0.3 % of the teachers strongly disagreed with the statement. The study also established that majority of the teachers (209) strongly agreed with the statement that principals give constructive and useful feedback after supervision while 2.0% of the teachers and 0.6% of the teachers disagreed and strongly disagreed with the statement respectively.

Principals and teachers responses on instructional supervision practices on KCSE performance were integrated. The responses were based on: SA = Strongly Agree, A= Agree, SD= Strongly Disagree, The responses are presented in table 4.17.

Table 4.17 Principals and Teachers Responses on Supervision Practices and KCSE Performance in Percentages

Statement	Principals		Teachers	
	A%	SA%	A%	SA%
Principal suggest new approaches and teaching methods after supervision	35.5	63.6	25.2	74.5
Principal conduct lesson observation on teachers from time to time	44.9	53.3	44.9	53.7
Principal check students exercise books after supervision is carried out.	38.4	60.7	46.6	51.0
Principal ensure teacher prepare and use schemes of work	50.8	66.4	42.9	55.6
Principal give constructive and useful feedback after the supervision.	29.0	70.1	36.7	60.7

The findings in table 4.1.7 indicates that 35.5% of the principals agreed with the statement and by 63.6% of the principals which was above average who said that principals suggest new approaches and teaching methods after supervision. This was supported by 25.2% of the teachers who agreed with the statement and by 74.5% of the teachers which were also above average who strongly agreed with the statement.

It was also established from 44.9% of the principals who agreed with the statement and from 53.3% for the principals who strongly agreed with the statement that principals conduct lesson observation on teachers from time to time. About 44.9% of the teachers agreed with the statement while 53.7% strongly agreed with the same statement.

The study also found that principal check students exercise books after supervision is carried out. This was said by 38.4% of principals agreed with the statement and supported by 60.7% of the principals who strongly agreed with the

statement. The statement was also supported by 44.6% of the teachers who agreed with the statement and by 51.0% of the teachers by strongly agreeing with the statement that principal check students exercise books after supervision is carried out.

To find out whether principals ensure teachers prepare and use schemes of work, it was established from 30.8% of the principals agreed with the statement while 66.4% of the principals strongly agreed with the statement. About 42.9% of the teachers agreed while 55.6% of the teachers strongly agreed with the statement. On the last statement that principals give constructive and useful feedback after supervision, 29.0% of the principals agreed while 70.1% of the principals. The teachers strongly agreed with the statement 36.7% while 60.7% strongly agreed with the statement respectively.

The Null hypothesis to be tested was;

H₀₂. There is no statistically significant relationship between principals' instructional supervision practices and students' performance in KCSE in public secondary schools in Makueni County, Kenya.

In order to establish whether there was a relationship between principals' instructional supervision practices and students' performance in KCSE a simple regression test was carried out to correlate principals' instructional supervision practices with students' academic performance.

A simple regression test was done for Principals in order to establish if there was a relationship between principals' instructional supervision practices and students' performance in KCSE. A coefficient of correlation (r) was calculated which established the presence, level and the direction of the correlation.

The results are presented in table 4.18.

Table 4.1.8 Simple Regression Model Summary on Influence of Principals' Instructional Supervision Practices on Students' KCSE Performance.

Model Residual	KCSE Performance
Principals' instructional supervision practices	Pearson correlation coefficient (r) =0.6 Pearson Chi test Sig (2-tailed) $p=0.049$
N	108

Significant at the 0.05 level (2- tailed) df= 1

(a) Independent variable: principal's instructional supervision practices (b)

Dependent Variable: KCSE performance

Table 4.18 showed that the coefficient of correlation (r) for principals' instructional supervision practices were 0.6 which implied a very strong positive relationship between principals' instructional supervision practices on KCSE performance. Likewise, from the same table, the significant level of principals' instructional supervision practices was highly significant at P level of 0.04, a value which is lower than alpha 0.05 which denote that there was a high significant influence of principals' instructional supervision practices on students' KCSE performance. This relationship implied that principals' instructional practices resulted to high level of KCSE performance in public secondary schools in Makueni County, Kenya. The coefficient implied that as the principals were involved in undertaking instructional supervision practices the higher was the students' performance in KCSE and vice versa. This conclusion led to the rejection of the Null hypothesis that there is no statistically significant relationship between principals' instructional supervision practices and students' performance in KCSE in public secondary schools in Makueni County, Kenya.

This implied that principals ought to ensure continuous and effective instructional supervision of teaching and learning to enhance students' performance in KCSE examinations. From these findings, the Null hypothesis was rejected and the

alternative hypothesis taken that there is statistically significant relationship between principals' instructional supervision practices and students' performance in KCSE in public secondary schools in Makueni County, Kenya. The researcher's conclusion was that principals' instructional supervision practices were critical in enhancing students' performance in KCSE and therefore should be adopted, practiced and embraced by principals and supported by TSC.

In the qualitative phase of the study, principals were asked to identify some of the curriculum implementation supervision practices that they employ in their schools. Majority of the principals agreed to the fact that supervision of teachers was critical to ensure that curriculum delivery is done and done within the agreed timelines. Proper supervision led to guided teaching and thus enables monitoring and evaluation of the teaching and learning process. The principals identified a number of supervision practices implemented in their schools such as lesson observation of teachers, preparation of professional documents such as schemes of work, record of work, lesson plans and notes, lesson attendance, checking of students' exercise books and giving constructive and useful feedback after supervision and all these improved learners' performance. These principals' responses strengthened quantitative findings that indicated a strong statistically significant relationship between principals' instructional supervision practices and students' performance in KCSE Examination.

4.5.3 Staff Professional Development and KCSE Performance

The third objective of this study was to determine the influence of principals' promotion of staff professional development on KCSE performance in public secondary schools in Makueni County, Kenya. In this study, staff professional development was defined as activities and programmes designed to develop and enhance skills and competences for improved performance. To achieve this objective, teachers and principals were asked to answer structured questions that provide information that helps the researcher to have adequate information for better conclusion. Information provided on this objective were represented in

Table 4.18 and 4.19, 4.20 as well as in the Figure 4.4. In line with the third objectives of the study, the principal's opinions on the extent to which staff professional development and KCSE performance was sought. These responses were presented in figure 4.4.

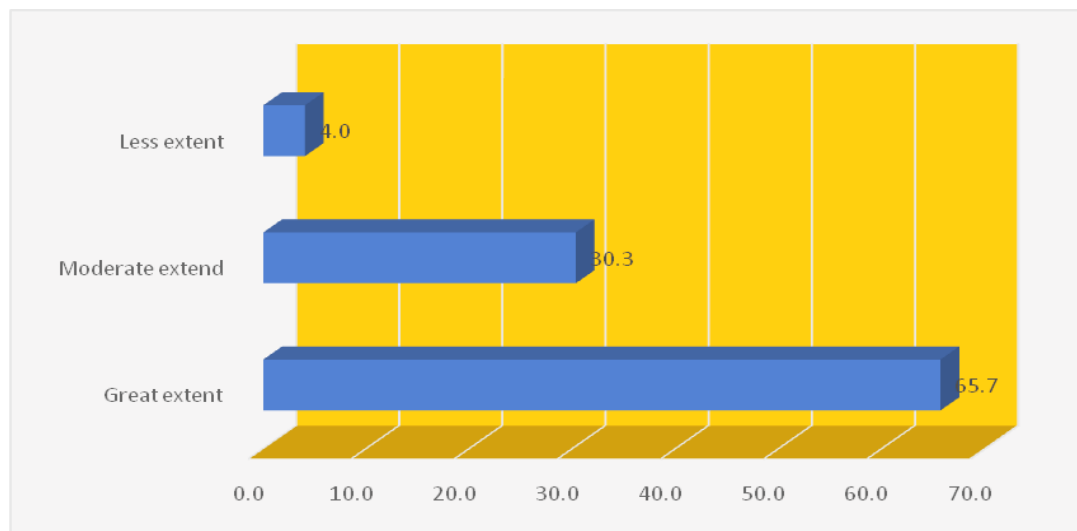


Figure 4.4 Presents findings by principals on the extent to which staff professional; development influence KCSE performance in public secondary schools in Makueni County, Kenya. In their responses, a great number of principals (65.70%) said to a great extent, staff professional development influences KCSE performance with 30.30% of the principals agreeing to moderate extent with the statement while a very small number (4.00%) of the principals responded to less extent.

Statements were provided and both principals and teachers were requested to indicate their opinions on the influence of staff professional development on KCSE performance as indicated in tables 4.19 and 4.20

They were asked to indicate their responses as: SA= Strongly Agree, A= Agree, D= Disagree and SD= Strongly Disagree.

The results for the principals were presented in Table 4.19.

Table 4.19 Represents Findings from Principals on Staff Professional Development and KCSE Performance

Statement	D		SD		A		SA	
	F	%	F	%	F	%	F	%
I implement staff development programmes in the school to improve classroom practices.	1	1.0	4	3.8	17	16.2	83	79.9
I encourage teachers to attend courses to improve their professionalism.	0	0	4	3.8	19	17.9	83	78.3
I plan workshops and internal training to meet instructional needs of teachers	0	0	5	4.7	15	14.2	86	80.4
I ensure that HOD's in the school hold meetings with teachers to share information from courses attended to enhance classroom teaching.	1	0.9	4	3.8	10	9.4	91	85.0
I ensure that funds for staff professional development are allocated in the school annual budget	0	0	4	3.8	18	17	84	79.2

The results of Table 4.19 Indicated that majority of the principals (83)79.9% strongly agreed that they implement staff development programmes in the school to improve classroom practices with 16.2% of the principals agreeing with the statement while 3.8% of the principals strongly disagreed with the statement. On the school statement which sought information on whether principals encourage teachers to attend courses to improve their professionalism, a high number of principals (78.3%) strongly agreed with the statement, 17.9% of the principals

agreed and none of the principals disagreed with the statement. It was also found that 80.4% of the principals strongly agreed with the statement that they plan for workshops and internal training to meet instructional needs of teachers. Similarly, 14.2% of the principals agreed with the statement while none of the principals disagreed with the statement.

Majority of the principals (85.0%) strongly agreed that they ensure that HOD's in their schools hold meetings with teachers to share information from courses attended to enhance classroom teaching, 9.4% of the principals agreed and 0.9% disagreed with the statement. The fourth statement sought information on whether principals ensure that funds for staff professional development are allocated in the school annual budget. The study found from majority (79.2%) of the principals who strongly agreed with the statement and from 17% of the principals who agreed with the statement while none of the principals disagreed with the statement.

On the same study objective, that is the influence of principal's promotion of staff professional development and students' performance in KCSE, teachers were requested to give their opinions. They were asked to indicate their responses in a 4- Likert scale as follows: SA= Strongly Agree, A= Agree, D= Disagree and SD= Strongly Disagree. The researchers are represented in table 4.20.

Table 4.20 Teachers Responses on Staff Professional Development and KCSE Performance

Statement	D		SD		A		SA	
	F	%	F	%	F	%	F	%
Principal implements staff development programs in the school to improve classroom practices.	0	0	0	0	100	29.0	245	71.0
Principal encourages teachers to attend courses to improve their professionalism.	1	0.3	4	1.2	97	28.1	243	70.4
Principal plans workshops and internal training to meet instructional needs of teachers	6	1.8	4	1.2	110	32.0	224	65.1
Principal ensure that HOD's in the school hold meetings with teachers to share information from courses attended to enhance classroom teaching.	6	1.8	3	0.9	108	31.4	227	66.0
Principal ensure that funds for staff professional development are allocated in the school annual budget	7	2.1	4	1.2	107	31.0	227	65.8

The results shown in table 4.20 indicated that 245 teachers (71.0 %) strongly agreed that principals implements staff development programme in the school to improve classroom practices while 29.0% of the teachers agreed and none either disagree nor strongly disagreed. A high number of principals as said by (70.4%) of the teachers encourage teachers to attend courses to improve their professionalism, 28.1% of the teachers agreed with the statement while 1.2 % of the teachers strongly disagreed with the statement.

In order to establish whether principals plan workshops and internal training to meet instructional needs of teachers, the number went down for only 224 (65.1%) of the teachers strongly agreed with the statement with 1.8% disagreeing with the statement. 66.0% of the teachers strongly agreed that principals ensure that HOD's in the school hold meetings with teachers to share information from courses attended to enhance classroom teaching. 31.4% of the teachers agreed with the statement while 1.8% of the teachers disagreed with the statement.

In order to find out whether principals ensure that funds for staff professional development are allocated in the school annual budget, 227 teachers (65.8%) of the teachers strongly agreed with the statement while 31.0% of the teachers agreed with the statement. However, 2.1% of the teachers disagreed and 1.2 % of the teachers strongly disagreed with the statement.

To determine the overall influence of principals' promotion of staff professional development on KCSE performance, the researcher integrated both principals and teachers responses to form one continuous average index.

The responses were categorized as: SA= Strongly Agreed and A= Agree.

Table 4.21 Principals’ and Teachers Responses on Staff Professional Development on KCSE Performance in Percentages

Statement	Principals		Teachers	
	A%	SA%	A%	SA%
Principal implements staff Development programs in the school to improve their performance	16.2	79.9	29.0	71.0
Principal encourages teachers to attend courses to improve their professionalism.	17.9	78.3	28.1	70.4
Principal plans workshops and internal training to meet instructional needs of teachers.	14.2	80.4	32.0	65.1
Principal ensure that HOD’s in the school hold meetings with teachers to share information from courses attended to enhance classroom teaching.	9.4	85.0	31.4	66.0
Principal ensure that funds for staff professional development are allocated in the school annual budget.	17.0	79.2	31.0	65.8

In order to determine whether the principal implements staff professional development programmes in the school to improve classroom practices, 16.2% of the principals agreed while 79.9% of the principals strongly agreed with the statement. This was supported by 29.0% of the teachers who agreed and also by majority of the teachers 71.0% who strongly agreed with the statement. On whether principals encourage teachers to attend courses to improve their professionalism, 17.9% of the principals agreed while 78.3% of the principals strongly agreed with the statement. The statement was also supported by 28.1%

of the teacher who agreed and by 70.4% of the teachers strongly agreed with the statement.

In order to find out whether the principal plan workshops and internal training to meet instructional needs of teachers, the study found from 14.2% of the principals who strongly agreed and from 80.4% of the principals who strongly agreed with the statement that principal plan workshops and internal training to meet instructional needs of teachers. This was supported by 32.0% of the teachers who agreed and by 65.1% of the teachers strongly agreed with the statement.

To establish whether the principal ensure HOD's in the school hold meetings with teachers to share information from courses attended to enhance classroom teaching, it was found that 9.4% of the principals agreed 85.0% of the principals strongly agreed with the statement. The teachers concurred in that 31.4% of the teachers agreed while 66.0% of the teachers strongly agreed with the statement that principal ensure HOD's in the school hold meetings with teachers to share information from courses attended to enhance classroom teaching. On whether the principal ensure funds for staff professional development are allocated in the school annual budget, 17.0% of the principals agreed while 79.2% of the principals strongly agreed with the statement. The teachers were in support of the statement in that 31.0% of the teachers agreed while 65.8% of the teachers strongly agreed with the statement that the principal ensure that funds for staff professional development are allocated in the school annual budget.

The Null hypothesis to be tested was;

H₀₃. There is no statistically significant relationship between principals' promotion of staff professional development and students' performance in KCSE in public secondary schools in Makueni County, Kenya.

In order to establish whether there was a relationship between principals' promotion of staff professional development and students' performance in KCSE a simple regression test was carried out to correlate principals' promotion of staff professional development with students' academic performance.

In order to establish if there was a relationship between principals' promotion of staff professional development and students' performance in KCSE, a simple regression test was carried out between results of average scores of both principals and teachers and the average school mean score for the study period. A coefficient of correlation (r) was calculated which established the presence level and the direction of the correlation. The results are presented in table 4.22

Table 4.22. Simple Regression Model Summary of the Influence of Principals' Promotion of Staff Professional Development on Students KCSE Performance

Model Residual	KCSE Performance.
Principals' promotion of staff promotion of staff professional development on students' KCSE performance.	Person correlation coefficient (r) =0.64 Person Chi test sig (2-tailed) =0.03
N	108

Significant at the 0.05% level (2- tailed) $df = 1$

- (a) Independent variable: Principals' promotion of staff professional development.
- (b) Dependent variable: KCSE Performance.

Table 4.22 shows that the coefficient of correlation (r) for principals' promotion of staff professional development was 0.64 which implied a very strong positive relationship between principals' promotion of staff professional development and KCSE performance. From the tabulation, the significant level of principals' promotion of staff professional was highly significant at P level of 0.30, a value lower than alpha 0.05 which implied that there was a high significant influence of principals' promotion of staff professional development on students KCSE performance.

The relationship indicated that principals' promotion of staff professional development resulted to high levels of KCSE performance. The coefficient implied that as the principals get involved in promoting staff professional development, the high the students' performance in KCSE and vice versa. This led to rejection of the Null hypothesis that there is no statistically significant relationship between principals' promotion of staff professional development and students' performance in KCSE in public secondary schools in Makueni County, Kenya. Therefore, the alternative hypothesis that there is statistically significant relationship between principals' promotion of staff professional development and students' performance in KCSE was adopted.

The principals were asked by the researcher to explain some of the roles they played in promoting staff professional development their schools that led to improved performance in KCSE. The principals pointed out that staff professional development of teachers increases skills and knowledge of the teachers that led to quality teaching and teacher competency. The principals also said that they implement staff development programmes at school level, plan workshops and internal training, share information acquired from courses attended and facilitate staff professional development by ensuring funds are factored in school annual budget for teacher capacity-building. The interviewed principals attested that staff professional development was very critical especially now that education has become very dynamic.

4.5.4. Teaching and Learning Climate and KCSE Performance

The fourth objective for this study sought to establish the influence of principals' fostering of teaching and learning climate on KCSE performance in public secondary schools in Makueni County, Kenya. Teaching and learning climate was described as an environment characterized by positive attitude, mutual trust and respect, collaboration and communication which facilitate and enhance teaching and learning. Perkins (2006), described school climate as the learning

environment created through the interaction of human relationships, physical setting and psychological atmosphere.

To achieve this objective, teachers and principals were asked to answer structured questions that provided information that helped the research to have adequate information for better conclusion on the objective. Information provided on this objective was presented in Tables 4.2.5, 4.2.6, 4.2.7. as well as in the Figure 4.5.

The study sought to establish Principals' opinion in fostering of teaching and learning climate on KCSE performance in Public Secondary schools in Makueni County, Kenya. The findings are as presented in figure 4.5.

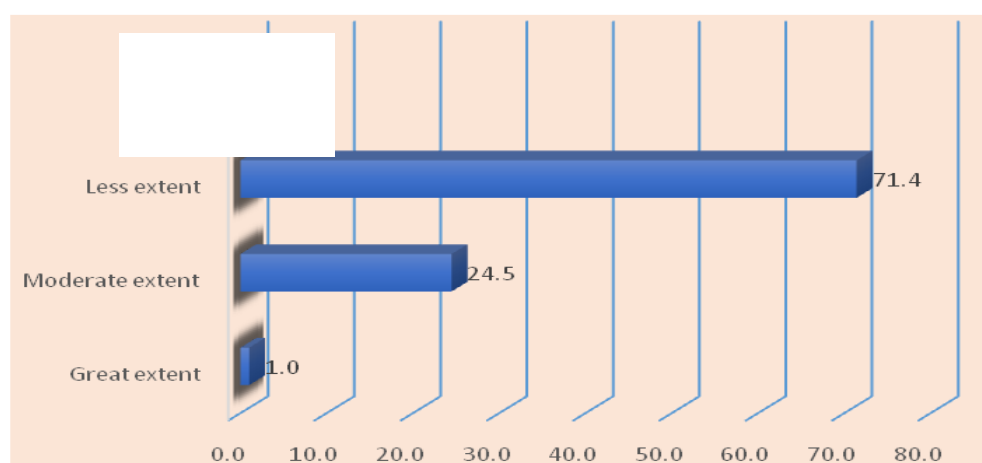


Figure 4.5 Extent to which Teaching and Learning Climate Influence KCSE Performance

From the findings in figure 4.5 71.4% of the principals' to a less extent agreed that Teaching and Learning Climate Influence KCSE Performance with 24.5% of the principals agreeing to a to moderate extent while 4.1% of the principals' to a great extent agreed that Teaching and Learning Climate Influence KCSE Performance.

Statements related to the fourth objective were provided to both principals' and teachers and requested to indicate their opinions on the influence of principals' fostering of teaching and learning climate on KCSE performance. They were

asked to indicate their responses as; SA= Strongly Agree, A= Agree, D= Disagree, and SD= strongly Disagree.

The results for principal's responses were presented in Table 4.23.

Table 4.23 Principals Responses on the Influence of Teaching and Learning Climate on KCSE Performance

Statement	D		SD		A		SA	
	F	%	F	%	F	%	F	%
I provides environments in which teachers contribution to enhance classroom teaching is respected	0	0	6	5.6	86	80.4	15	14.0
I provide a school environment which enables teachers to work creatively with available resources in school system to enhance classroom teaching	9	8.4	14	13.1	76	71.0	8	7.5
I clearly communicate school vision, mission, goals and expectation to enhance classroom teaching.	20	18.7	20	18.7	49	45.8	18	16.8
I ensure that school has an open communication policy that allows teachers to provide feedback to principal regarding classroom teaching	26	24.3	5	4.6	67	62.6	9	8.4
I'm willing to accept ideas and suggestions from teachers on classroom teaching	19	17.8	2	1.9	74	69.2	12	11.2

Table 4.23 presents findings given by principals on the influence of principals' fostering of teaching and learning climate on KCSE performance in public

secondary schools in Makueni County, Kenya. The first statement on fourth objective asked principals if they provide environments in which teachers contribution to enhance classroom teaching is respected. From the findings, only 14.0% of the principals strongly agreed with the statement while 80.4% of the principals agreed with the statement that principals provide environments in which teachers contribution to enhance classroom teaching is respected. However, 5.6% of the principals strongly disagreed with the statement.

To find out whether the principals provide a school environment which enables teachers to work creatively with available resources in school system to enhance classroom teaching, a small number of the principals (8) strongly agreed with the statement while 71.0% of the principals which was above average agreed with the statement that principal provide a school environment which enables teachers to work creatively with available resources in the school system to enhance classroom teaching. However, slightly below average percentage of the principals (8.4%) disagreed with the statement while 13.1% strongly disagreed with the statement.

To establish whether principals clearly communicate school vision, mission, goals and expectations to enhance classroom teaching, a few principals 16.8% strongly agreed with the statement while and 45.8 percent of the principals agreed with the statement that principals clearly communicate school vision, mission, goals and expectations to enhance classroom teaching. However, 18.7% of the principals disagreed and strongly disagreed with the statement. The fourth statement which enquired if principals ensure that there is an open communication policy that allows teachers to provide feedback to principal regarding classroom teaching, only 8.4% of the principals` strongly agreed with the statement, 62.6% of the principals agreed with the statement, 24.3% of the principals disagreed while 4.6% of the principals strongly disagreed with the statement.

The last statement sought the opinions of principals on whether they are willing to accept ideas and suggestions from teachers on classroom teaching. From the findings, 11.2% of the principals strongly agreed with the statement while 69.2% of the principals agreed with the statement that principals are willing to accept ideas and suggestions from teachers on classroom teaching. However, 17.8% of

the principals disagreed with the statement while 1.9% of the principals strongly disagreed with the statement. The teachers were requested to indicate their responses in a likert scale as follows; SA= Strongly Agree, A= Agree, D= Disagree, and SD= Strongly Disagree. The responses were presented in table 4.24.

Table 4.24 Teachers Responses on the Influence of Teaching and Learning Climate on KCSE Performance

Statement	D		SD		A		SA	
	F	%	F	%	F	%	F	%
Principal provides environments in which teachers contribution to enhance classroom teaching is respected	0	0	8	2.3	257	73.0	85	24.6
Principal provides a school environment which enables teachers to work creatively with available resources in school system to enhance classroom teaching	12	3.5	26	7.5	253	73.5	53	15.4
Principal clearly communicates his/her vision, mission, goals and expectation to enhance classroom teaching.	50	14.5	54	15.7	201	58.3	40	11.6
Principal ensure that school has an open communication policy that allows teachers to provide feedback to principal regarding classroom teaching	97	28.2	31	9.0	184	53.3	33	9.6
Principal is willing to accept ideas and suggestions from teachers on classroom teaching	76	22.1	15	4.4	214	62.2	39	11.3

The results from table 4.24 indicated that principal provides environments in which teachers contribution to enhance classroom teaching is respected with majority of the teachers (257)73.00% agreeing while (85)24.60% of the teachers strongly agreed with the statement. However, none of the teachers disagreed with the statement but, (8)2.30% of the teachers strongly disagreed with the statement that principals provide environments in which teachers contribution to enhance classroom teaching is respected.

The findings from the second statement that principal provides a school environment which enables teachers to work creatively with available resources in school system to enhance classroom teaching indicated that. (253)73.50% of the teachers agreed with the statement while (53)15.40% of the teachers strongly agreed that principals provide a school environment which enables teachers to work creatively with available resources in school system to enhance classroom teaching. However, (12)3.50% of the teachers disagreed with the statement while (26)7.50% of the teachers strongly disagreed with the statement

Third statement was that “principal clearly communicates his/her visions, mission, goals and expectations to enhance classroom teaching”. The findings indicated that (201)58.30% of the teachers agreed with the statement while, (40)11.60% of the teachers strongly agreed that principals seek students exercise books after supervision is carried out. However, (50)14.50% of the teachers disagreed while (54)15.70% of the teachers strongly disagreed with the statement.

The fourth statement was that “principal ensure that school has an open communication policy that allows teachers to provide feedback to principal regarding classroom teaching”. About (184)53.30 of the teachers agreed with the statement while (33)9.60% of the principals strongly agreed that principals ensure that the school has an open communication policy that allows teachers to provide feedback to the principal regarding classroom teaching. However, the findings indicated that (97)28.20% of the teachers disagreed while (31) 9.00% of the teachers strongly disagreed with the statement.

Then fifth statement was that the “principal is willing to accept ideas and suggestions from teachers on classroom teaching”. The findings indicated that (214)62.20% of the teachers agreed, and (39)11.00% of the teachers strongly agreed that principals are willing to accept ideas and suggestions from teachers on classroom teaching. However,(76)22.10% of the teachers disagreed while (15)4.40% of the teachers strongly disagreed with the statement. Both principals and teachers were requested to give their responses on principals fostering of teaching and learning climate on KCSE performance. The responses were categorized as: SA= Strongly Agreed and A= Agreed.

The responses were presented in table 4.25

Table 4.25 Principals and Teachers Responses on Fostering of Teaching and Learning Climate on KCSE Performance

Statement	Principals		Teachers	
	A%	SA%	A%	SA%
Principal provides environments in which teachers contribution to enhance classroom teaching is respected.	80.4	14.0	73.0	24.6
Principal provides a school environment which enables teachers to work creatively with available resources in school system to enhance classroom teaching.	71.0	7.5	73.5	15.4
Principal clearly communicates his/her vision, mission, goals and expectations to enhance classroom teaching.	45.8	16.8	58.3	11.6
Principal ensure that school has an open communication policy that allows teachers to provide feedback to principal regarding classroom teaching	62.6	8.4	53.3	9.6
Principal is willing to accept ideas and suggestions from teachers on Classroom teaching.	69.2	11.2	62.2	11.3

The findings from table 4.25 Indicated that principals provide an environment in which teachers contribution to enhance classroom, teaching is respected. This was confirmed by 73.0% of teachers who agreed and by 24.6% of the teachers who

strongly agreed with the statement. Additionally, 80.4% of the principals agreed while 14.6% strongly agreed with the statement.

The statement on whether the principal provided a school environment which enables teachers to work creatively with available resources in school system to enhance classroom teaching found that 71.0% of the principals agreed while 7.5% of the principals strongly agreed with the statement. It was also established that 73.5% of the teachers agreed while 15.4% of the teachers strongly agreed with the statement.

The statement on whether the principal clearly communicates school vision, mission, goals and expectations to enhance classroom teaching found that about 45.8% of the principals agreed while 16.8% strongly agreed with the statement. It was also established that 58.3% of the teachers agreed while 11.6% of the teachers strongly agreed with the statement.

The statement on whether the principal ensure that school has an open communication policy that allows teachers to provide feedback to principal regarding classroom teaching established from 62.6% of the principals who agreed with the statement and from 8.4 % of the principals who strongly agreed with the statement. The study also established from 53.3% of the teachers who agreed and from 9.6% of the teachers who strongly agreed with the statement.

The final statement was on whether principals are willing to accept ideas and suggestions from teachers on classroom teaching. The study found from 69.2% of the principals who agreed and from 11.2% of the principals who strongly agreed with the statement that principals are willing to accept ideas and suggestions from teachers on classroom teaching. Similarly, 62.2% of the teachers agreed while 11.3% of the teachers strongly agreed with the statement.

The Null hypothesis to be tested was;

H₀₄. There is no statistically significant relationship between principals' fostering of teaching and learning climate and students' performance in KCSE in public secondary schools in Makueni County, Kenya.

In order to establish whether there was a relationship between principals' fostering of teaching and learning climate and students' performance in KCSE a simple regression test was carried out to correlate principals' promotion of staff professional development with students' academic performance.

In order to establish whether there was a relationship between principals' fostering of teaching and learning climate and students' performance in KCSE, a simple regression test was carried out between results of average scores of both principals and teachers on principals' fostering of teaching and learning climate and KCSE performance and the average school mean scores for the time under study. (2014 -2018).

A coefficient of correlation (r) was calculated which established the presence level and the direction of the correlation. The results were presented in table 4. 26.

Table 4.26. Simple Regression Model Summary of the Influence of Principals' Fostering of Teaching and Learning Climate on Students KCSE Performance

Model Residual	KCSE Performance.
Principals' fostering of teaching and learning climate	Pearson correlation coefficient (r) =0.55 Person Chi test sig (2-tailed) $p=0.03$
N	108

Significant at the 0.05% level (2- tailed) df = 1

(a) Independent variable: Principals' fostering of teaching and learning climate

(b) Dependent variable: KCSE Performance

Table 4.26 Indicate that the coefficient of correlation (r) for principals' fostering of teaching and learning climate and KCSE Performance was 0.55. The table also illustrate that the significant level of principals' fostering of teaching and learning climate was highly significant at p level 0.03 a value lower than alpha 0.05 which implied that there was a high significant influence of principals' fostering of teaching and learning climate on students' KCSE performance. The relationship indicated that principals' fostering of teaching and learning climate resulted to high level of KCSE performance.

The coefficient implied that, as the principals are involved in fostering teaching and learning climate, the higher was the students' performance in KCSE and vice versa. This led to the rejection of the Null hypothesis, that there is no statistically significant relationship between principals' fostering of teaching and learning climate and students' performance in KCSE in public secondary schools in Makueni County, Kenya.

The information presented led to rejection of the study's null hypothesis that there is no statistically significant relationship between principals' fostering of teaching and learning climate and students' performance in KCSE in public secondary schools in Makueni County, Kenya. The alternative hypothesis was thus adopted that there is a statically significant relationship between principals' fostering of teaching and learning climate and students' performance in KCSE in public secondary school in Makueni Count, Kenya. The researcher concludes that there is effective teaching and learning climate in public secondary schools.

During the interviews in the qualitative phase of the study, the researcher sought the opinion of principals by asking how they fostered teaching and learning climate in their schools. The Principals were asked to explain how they understood by "teaching and learning climate" majority of principals agreed that this was an environment characterized by positive altitude, mutual trust, respect,

collaboration and open communication which facilitate and enhance teaching and learning. The principals indicated that conducive teaching and learning climate would lead to productive school culture, motivate the school staff and encourage teacher efficacy which enhance learner performance.

When asked on how they promote teaching and learning climate in their schools, majority of them said that they provide a school environment which enables teachers to work creatively with available resources, ensures that there is an open communication and accepts ideas and suggestions from teachers. On classroom teaching, the interviews results supported the quantitative results that indicated a statistically significant relationship between principals' fostering of teaching and learning climate and KCSE performance. Principals admitted that creating a conducive teaching and learning climate was a collective responsibility for all stakeholders in the learning institution of which this was not possible in all the schools sampled.

The Principals were asked on whether they had been trained on instructional leadership. All principals said that they had not been officially trained and the only information on instructional leadership had been acquired during short induction courses, workshops and conferences. They all admitted that principals' instructional leadership practices were essential for improved learner performance and should be prioritized by the government.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF THE RESEARCH FINDINGS

5.1 Introduction

This chapter represented the summary, discussion and interpretation of the study findings. The purpose of this study was to investigate the influence of principals' instructional leadership practices on KCSE performance in public secondary schools in Makueni County, Kenya. From this broad purpose, four research objectives were stated as follows: i) To determine the influence of principals' goals setting skills on KCSE performance in public secondary schools in Makueni County, Kenya. ii) To establish the influence of principals' instructional supervision practices on KCSE performance in public secondary schools in Makueni County, Kenya. iii) To determine the influence of principals' promotion of staff professional development on KCSE performance in public secondary schools in Makueni County, Kenya. iv) To establish the influence of principals' fostering of teaching and learning climate on KCSE performance in public secondary schools in Makueni County, Kenya. The research hypotheses were stated as follows:

In order to answer these hypothesizes deriving from the aforementioned objectives; a mixed research method design was used. Questionnaire and interview schedule were used to collect data from a sample consisting of 345 secondary school teachers and 108 secondary school principals and thirty (30) principals for interview guide all from Makueni County. Data were analyzed using frequencies and percentages, means, *P*-value approach, T-test and regression analysis. In tandem with the objective and research hypothesis, the findings were presented in bar graphs, frequency tables and pie charts. Therefore, in this chapter the findings were summarized, discussed and interpreted accordingly.

5.2 Goals Setting Skills and KCSE Performance

The influence of principals' goals setting skills on KCSE performance in Makueni County was the first objective to achieve in this study. To achieve this objective data was collected from public secondary school teachers and principals by using questionnaires and interview guide. Findings given were summarized in the following ways.

5.2.1. Findings from Teachers

Teachers of public secondary schools in Makueni County were involved in study aimed at investigating the influence of principals' instructional goal setting skills and KCSE performance. The study findings indicated that (357) questionnaires were administered to teachers but only (345) 96.8 percent were effectively filled and returned back. The 64.30 percent of participated teachers were males whereas 35.70 of them were females. The research findings indicated that there are more male teachers than female and that the third gender rule as per the Constitution of Kenya 2010 was achieved in public secondary schools in Makueni County, Kenya.

The study findings also showed that majority of teachers of public secondary schools in Makueni County (36.50%) their ages range between 41-45 years old. The rate of 0.90 percent of teachers was below 24 years old. The rates 7.50 percent were between 25-30 years old. The rates of 16.50 percent were between 31-35 years old. The rates of 19.10 percent were between 36-40 years old. The rates 13.60% were between 46-50 years old, and the rates of 6.40 percent of teachers in Makueni County were 51 years old and above. This finding implied that majority of teachers in public secondary schools in Makueni County are mature and experienced and likely to deliver good results in KCSE. The findings also indicated that teaching staff in public secondary school in Makueni County falls in the normal working age. On professional academic qualification, the study revealed that majority of public secondary schools teachers in Makueni County at

the rates 76 percent were bachelors' degree holders in education, 6 percent were diploma holders in education, and 18 percent were masters' degree holders in education. This showed that majority of teachers in public secondary schools in Makueni County had sufficient academic and professional qualifications to enable better students academic performance in KSCE.

The study findings further indicated that majority of teachers hold bachelor's degree which is the acceptable basic qualification by Teachers Service Commission for a teacher to teach in a secondary school in Kenya. The researcher's conclusion is that low academic performance of students in KCSE in public secondary schools in Makueni County is not attributed to academic qualification of teachers since they all qualify to teach in secondary school. On teaching experiences of teachers in public secondary schools in Makueni County-Kenya. The study findings indicated that majority of teachers have teaching experience between 11- 15 years which represent 36.20 percent of teachers involved in the study. The study also indicated that 0.30 percent was having lesser than one year of teaching experience, 10.40 percent their teaching experiences were between 2-5 years, 22.0 percent their teaching experiences were between 6-10 years, 24.60 percent their teaching experiences were varied between 16-20 years whereas 6.10 percent of teachers in Makueni County was having more than 20 years of teaching experience. In addition, the findings revealed that the County has experienced teachers, basing on the length taken as secondary school teacher. The study findings indicated that majority of teachers (36.5 percent) teaching in public secondary schools in Makueni County were having between 6-10 years of teaching at secondary school level and therefore in a position to ensure better students performance in KCSE. The opinion of the researcher is that teachers teaching in public secondary schools in Makueni County had sufficient work experience and therefore able to implement schools' curriculum with precision and thus produce good results.

5.2.2 Findings from the Principals

Principals of public secondary schools in Makueni County were also involved in the study aimed at investigating the influence of principals' instructional leadership practices and KCSE performance. The study findings indicated that (119) questionnaires were administered to principals whereas only (108) 89.8% percent were effectively filled and collected back. The study indicated that 64 percent of principals involved in the study were males whereas 36% of them were females. Majority of principals were males but the percentage of females formed a third gender rule as per the Constitution of Kenya 2010.

Basing on professional academic qualification of principals, findings indicated that 60 percent hold bachelor's degree in education. 38 percent hold masters degree in education and only 2 percent hold diploma in education. The study also indicated that principals have adequate teaching experiences where 47.80 percent were having between 16-20 years of teaching experience and 38.40 percent were having more than 20 years of teaching experience. Furthermore, the study also revealed 54.20 percent were having between 6-10 years as secondary school principals, and more than 30.50 percent were having more than ten years of leadership experiences. This shows that to be a principal of a public secondary school in Makueni County, one is required to have taught for a long time and gained sufficient experience. The study findings revealed that a majority of principals (60%) hold bachelor's degree and therefore suitable to head public secondary school. However, a notable percentage (38%) of principals had acquired master's degree. This is in line with Teachers Service Commission requirement for all principals of public secondary schools in Kenya to have master's degree.

5.2.3 Findings from Principals on Principals' Goals Setting Skills and KCSE Performance

The findings of principals on the first objective indicated that 83.2% of Principals strongly agreed with the statement that principal explains school vision and mission to students and teachers while none strongly disagreed. Responses from teachers on the statement support principal's findings where 80.3 % strongly agreed with the statement. The findings concur with the findings of Kristin (2012) in a study in the USA on student achievement who established that the principal had key role of explaining vision and mission of the school to stakeholders such as teachers, students and parents for exclusivity and ownership of schools goals which enhance better performance in examinations.

The data also revealed that principals strongly agreed with the statement that principals explain school curriculum programmes to teachers at 71.0%. This means that principals in public secondary schools in Makueni County keep teachers informed on Ministry of Education Curriculum Programmes and how they should be implemented. This is supported by responses from teachers who strongly agreed at 80.3% that principal explain school curriculum programmes to teachers. These findings are in line with the findings by Mohamad (2013) who established that principals had a paramount role of involving all stakeholders in goals setting such as teachers and students in school programmes, draw a school work plan, display school vision and mission which encourage team spirit for better performance.

The next item in the statement sought whether the principal develops a detailed school work plan in consultation with other stakeholders and where principals strongly agreed at 81.3%. Principal's findings were supported by teachers who strongly agreed at 73.9%. The study findings on this statement are in agreement with the findings by Guinn (2002) and Kirui (2012) who concluded that for the school to improve in performance, the principal must involve other key stakeholders such as teachers, students, parents and school management in

formation, implementation and evaluation of school goals and targets. The findings suggest that principals of public secondary schools in Makueni County, Kenya involve other stakeholders in school goals formulation, implementation and evaluation which enhance academic performance of their schools.

To find out whether the principal conducts school programmes with the aims of achieving set goals, principals strongly agreed at the rate of 80.4%. Principal's findings were supported by teacher's responses on the same statement where they strongly agreed at 64.3 %. The findings are supported by findings of a study by Abe, Ilogu and Madueke (2014) in their study on effective goals setting in Nigeria who established that goals setting lead to target setting, encourage improvement in management of instructional time as well as workable school programmes aimed at better performance. This shows that principals of public secondary schools in Makueni County conduct school programmes with the aims of achieving set school goals.

The last statement on this objective sought the opinions of principals on whether principals involved other stakeholders in setting targets and goals for the school. Principals strongly agreed at the rate of 75.7%. The findings were supported by findings from teachers who strongly agreed to the statement at 71.6% These findings agreed with the findings by Locke and Lutham (2002) which argued that the principal should involve other stakeholders in setting defining, explaining and communicating school goals. The results indicated that principals of public secondary schools in Makueni County, Kenya need to improve on the involvement of other school stakeholders in setting school targets and goals for enhanced performance since the percentage is comparatively low. The inability of the principals to involve other stakeholders in formulation of the school goals and targets setting as shown by a low percentage (24.1%) which is a key instructional leadership practice , may have been a contributor to low performance in KCSE.

The relationship between principals' goals setting skills and students' performance in KCSE in public secondary schools in Makueni County was

determined using Pearson moment correlation coefficient. The hypothesis was presented as;

H₀₁ There is no statistically significant relationship between principals' goals setting skills and students' performance in KCSE in public secondary schools in Makueni County, Kenya

The results showed that there was statistically strong positive correlation ($r = 0.869$ at $p = 0.004$) between principals' goals setting skills and students' performance in KCSE in public secondary schools in Makueni County, Kenya. On that basis, Null hypothesis was rejected and alternative adopted that there is statistically significant relationship between principals' goals setting skills and students performance in KCSE in public secondary school in Makueni County, Kenya. The findings of the objective was also supported by remarks from principals who were interviewed in the qualitative phase of the study on whether principals' goals setting skills influenced students' performance in KCSE whom said that principals set targets, standards, norms and values for students and that there were stakeholders who were involved in setting school goals and targets. There was also presence of strategic management committee in the school as well as senior management team that normally sat and worked on target setting, monitoring and evaluation.

These findings echo the research findings by Kristin (2012) in USA and Mohamad (2013) in Malaysia on goals setting in learning institutions who established that framing and communicating school goals, team work, and development of a school work plan enhanced team spirit, commitment, and inclusivity which lead to higher performance. In line with the study findings, the opinion of the researcher was that goals setting encouraged team spirit and ownership that contribute to higher academic performance as observed by Kirui (2012) on the role of team work in learning institutions in Kenya.

5.3 Instructional Supervision Practices and KCSE Performance

The second objective of the study to achieve was to establish the influence of instructional supervision practices on KCSE performance in public secondary schools in Makueni County, Kenya. 345 teachers and 118 principals participated in the study and given data on the objective were presented in Table 4.1.5, 4.1.6 4.1.7 and figure 4.3.

5.3.1. Findings from Principals on Principals' Instructional Supervision Practices and KCSE Performance

The research findings from principals on the influence of principals' instructional supervision practices on students' performance at KCSE in public secondary schools in Makueni County, Kenya were collected through five questions asked in form of statement where they showed the extent agreed with the statement.

The first statement was “principals suggest new approaches and teaching methods after supervision”. The findings indicated that a slightly higher number of principals (63.6%) strongly agreed to the statement. The principals findings were supported by responses of teachers who strongly agreed to the statement at 74.5%. The study findings were supported by the findings of Okumbe (2007) in a study in USA on supervision that established that supervision involve visiting and doing class observation, frequent lesson observation and providing feedback to teachers that enhance students' performance. This showed that great number of principals in public secondary schools in Makueni County suggested new approaches and teaching methods after supervision.

To find out whether principals conduct lesson observation on teachers from time to time, 53.3% strongly agreed to the statement. 53.3% of teachers strongly agreed that principals conduct lesson observation on teachers from time to time. This indicated that slightly above average of principals in public secondary schools in Makueni County conduct lesson observation on teachers. This percentage of principals who strongly agreed was slightly low and therefore

principals must improve on their instructional supervision practices such as lesson observations for better KCSE performance. Lesson observation enable principals to provide relevant feedback on teaching and learning and this may enable planning of teacher capacity-building programmes. The findings concur with the findings by Stephen (2014) and Clark (2015) in their studies that established that supervision involves observation, self assessment, evaluation; feedback and acquisition of knowledge and skills by instruction, modeling, mutual problem-solving, mentorship and provision of support to teachers for better performance.

The third statement sought opinion on whether principals check student's exercise books after supervision is carried out. The findings indicated that 60.7% of principals strongly agreed to the statement while 51.0% of teachers strongly agreed to the statement. This shows that above average of principals in public secondary schools in Makueni County, Kenya check student's exercise books after supervision is carried out. This implied that principals were ready to get feedback after supervision had been done to determine acquisition of new skills by learners. However, this percentage was low and therefore principals ought to strengthen the instructional supervision practices for better students' performance in KCSE.

The findings are supported by study outcomes by Samoei (2014) in a study in Kenya that established that supervision practices include checking of teacher punctuality, monitoring student academic progress in classroom and checking student's notes.

On the fourth statement that sought to establish whether principal ensured that teachers prepared and used schemes of work, 66.4% strongly agreed to the statement while 55.6% of teachers strongly agreed to the statement. This implied that teachers and principals have taken the issue of preparation and use of teachers professional documents seriously as currently emphasized by TSC in Performance Contracting (PC) for principals Teacher Performance, Appraisal and Development (TPAD) for teachers. Study findings concur with the research

findings by Sale, Ameh and Egba (2015) who argued that supervision should include checking of teacher lesson notes, scheme of work, records of work, student's notes, teacher's punctuality, teacher class attendance and classroom observation for enhanced learner performance.

The last statement in the objective required principals to give their opinion on whether they give constructive and useful feedback after supervision. The findings indicated that 70.1% of principals strongly agreed to this statement while 60.7% of teachers strongly agreed to the statement. The finding by Kimeu (2010) in Kenya concurs with the findings of the study. Kimeu (2010) argued that supervisory practices such as setting bench mark, setting the directions and tone, the tempo and the climate of the school and giving timely feedback to teachers after supervision enhanced learners' performance.

Likewise, the findings of Zepeda (2007) on supervision concluded that one-on-one relationship between teachers and supervisors lead to acquisition of skills by the teacher for better performance. This indicated that principals in public secondary schools in Makueni County Kenya provided constructive and useful feedback to teachers after supervision. This enabled teachers to identify areas of strengths and weaknesses and thus facilitated opportunities for capacity -building for enhanced learner performance. Feedback after supervision is very critical since it identifies performance gaps that need to be plugged either through internal or external staff professional development as emphasized by TSC in the TPAD programme and Performance Contracting (PC).

The study findings on the objective showed that the coefficient correlation (r) for principals' supervision practices was 0.6 and significant level was 0.04. This implied a very strong positive relationship between principals' instructional supervision practices and the KCSE performance in public secondary schools in Makueni County, Kenya. These findings led to the rejection of the Null hypothesis that there is no statistically significant relationship between principals' instructional supervision practices and students' performance in KCSE in public secondary schools in Makueni Count, Kenya. The alternative hypothesis was

adopted that there is statistically significant relationship between principals' instructional supervision practices and students' performance in KCSE in public secondary schools in Makueni County, Kenya.

The findings of the study on principals' instructional supervision practices on KCSE performance in public secondary schools in Makueni County is shared by Clark (2015), Sule, Ameh and Egbai (2015) and Okumbe (2007) who observed that class observation, regular monitoring of teachers, giving constructive feedback as well as frequent lesson observation positively influenced learners performance. However, the study findings contradict findings by Naz, Awan and Nasreen (2009) in a study in Asian countries who established that supervision was taken by teachers as a means to control intimidate and exert power over teachers. The opinion of the researcher was that instructional supervision improved instructional time, efficiency and timely syllabus coverage by teachers. The Teachers Service Commission has supported the idea of supervision through the introduction of teacher supervision tool referred to as Performance Contracting (PC) for principals and Teacher Performance, Appraisal and Development (TPAD) for teachers. In support of the study findings, principals in an interview were asked to identify some of the curriculum implementation supervision practices that they employed in their schools. They said that they always ensured that lesson observations were conducted regularly; teachers prepared and used lesson plans and schemes of work. Principals ensured that all teachers attended their lessons and lesson attendance register were marked by the class monitor.

Probed to give opinion on whether principals' instructional supervision improved student performance in KCSE, majority of principals said that they do because teachers do not miss classes. Supervision led to early syllabus coverage, guided teaching and monitoring and evaluation of the teaching and learning process. These principals' responses were supported by study findings by Yunita (2015) who argued that instructional supervision led to timely and guided curriculum delivery. Some teachers said that when students supervise teachers by marking

teacher class attendance register, the teachers had a negative attitude towards the whole idea of supervision.

This argument by the principal is supported by study findings by Naz, Awan and Nasreen (2009) in Indonesia who established that there existed a “cold war” between teachers and supervisors and that supervision was seen as a means to control, intimidate and exert power over teachers and that it had very little impact on learners performance.

5.4 Staff Professional Development and KCSE Performance

The third objective of this study to achieve was to determine the influence of principals’ promotion of staff professional development on KCSE performance in public secondary schools in Makueni County, Kenya. The study findings showed that 345 teachers and 107 public secondary school principals were involved in the study and their findings were represented in table 4.1.9, 4.2.0, 4.2.1 as well as in the figure 4.4.

5.4.1 Findings from Principals on Staff Professional Development and KCSE Performance

On principals’ promotion of staff professional development and KCSE performance, the first statement sought from principals on whether principals’ implemented staff development programmes in the school to improve their performance. A great number of principals (79.9%) strongly agreed to the statement. Teachers responses showed that 71.0% strongly agreed the statement This indicated that principals of public secondary schools in Makueni County, Kenya greatly supported the idea of staff professional development for their teachers.

The study findings are supported by findings by Marzano, Waters and McNulty (2005) who argued that principals are staff professional developers, facilitators and implementers of school programmes. The success of principals’ implementation of staff professional development could be as a result of TSC new

policy on curriculum implementation in Kenya. The policy that guides the implementation and evaluation of curriculum delivery in schools in Kenya is by Performance Contract Process (PC) for principals and Teachers Performance, Appraisal and Development (TPAD) for teachers. This policy identifies teacher professional gaps and suggests ways of bridging these gaps through teacher professional development both internally and externally through capacity building programmes.

To find out whether the principals encouraged teachers to attend courses to improve their professionalism and competencies, 78.3% of principals strongly agreed to the statement. These findings were supported by teachers who strongly agreed at 70.4% to the statement. These great numbers indicated that majority of principals in public secondary schools in Makueni County, Kenya have embraced teacher professional development programme by TSC. TSC is facilitating some of the teachers capacity building programmes although they have organized other self- sponsored programme for teachers. However, teachers are opposed to this programme where they have to bear the cost of training.

The third statement sought opinions of teachers and principals on whether principals plan workshops and internal training to meet instructional needs of teachers. A high percentage of 80.4% of principals strongly agreed to the statement. Findings from principals were supported by 65.1% of teachers who strongly agreed to the statement. This indicated that principals of public secondary schools in Makueni County to a greater extent organized workshops and internal trainings for their teachers for acquisition of new skills, methodologies, knowledge and competences for enhanced learner performance. Principals are being encouraged by TSC to fully support teacher capacity building at all levels. The findings have been supported by findings by Melisa and Kaylan (2015) who argued that staff professional development is paramount in learner achievement. It can be done through pairing teachers who are weaker in certain areas with those that are stronger and then work together. According to SMASSE project report (2007), the Ministry of Education has a policy of training

mathematics and science teachers through SMASSE which is a programme funded by governments of Japan and Kenya and aimed at training mathematics and science teachers towards achieving scientific and technological development in Kenya. Teachers are trained to become trainers of teachers which has greatly improved performance of mathematics and science subjects in national examinations in Kenya. (Ministry of Education, 2018).

The fourth statement sought whether principals ensured that HOD`s in the their school hold meetings with teacher to share information from courses attended to enhance classroom teaching. A great number of principals (85.0%) strongly agreed to the statement while in support, 66.0% of teachers strongly agreed to the statement. According to Wamulla (2013) departmental meetings are very useful in a school. It is in these meetings where teachers of similar discipline come together to reason on syllabus coverage, teaching methodology, sharing of new skills and concepts in order to achieve school set goals .The findings concur with the findings by Wamulla (2013) who argued that trained teachers possess the relevant skills and competences required for effective teaching for better performance. However, the findings contradict the findings by Wahab, Mehidah , Abdullah and Kanesan (2007) who in their study on professional development in Malyasia established that most head teachers value most defining the school mission more than any other instructional leadership practice.

The study findings indicated that majority of principals in public secondary schools in Makueni County, Kenya are keen on sharing information within teachers through HOD`s meetings at school for better student performance. On the last statement of the objective, opinions were sought on whether principals ensured that funds for staff professional development are allocated in the school annual budget. A high number of principals (79.2%) strongly agreed to the statement while teachers supported at 65.8% .This indicated that staff professional development is prioritized in public Secondary School in Makueni County, Kenya.

The findings are supported by observations made by Yusuf, Muhammed and Kazeem (2014) who argued that school leaders should use different leadership styles in changing the school situation. Further, this is done by planning and implementing staff capacity –building programmes that equip teachers with necessary and up to date skills for learner achievement. With this understanding, principals in Makueni County seem to have prioritized staff professional development by ensuring that funds for teacher capacity building are allocated in the school annual budget for better performance.

The principals findings also indicated that 65.70% said that there is a great extent of staff professional development and KCSE performance, 30.30% said there is a moderate extent and 4.00% of secondary school principals agreed that there is less extent of staff professional development on KCSE performance. The researcher's opinion is that majority of the school principals of public secondary schools in Makueni County support the idea of staff professional development in their respective schools for better KCSE performance. The findings suggested that principals of public secondary schools in Makueni County, Kenya supported promotion of staff professional development of their teachers for better student performance in National examinations.

Hypothesis testing was done using Pearson moment correlation coefficient between principals promotion of staff professional development and student performance in KCSE in public secondary school in Makueni County, Kenya and established a strong positive correlation ($r = 0.64$, $P < 0.03$) . In support of these results, during interviews of principals, the researcher sought to find out from principals on their role(s) in promoting staff professional development in their schools upon which they said that opportunities are given to teachers for advancement. Within the school the principal organized workshops and trainings for teachers through the HOD's and national examiners. There was team teaching and teacher lesson observation programmes that identify knowledge and methodology gaps that were plugged for better academic performance.

The results of the study concur with the position advanced by Melisa and Kailan (2015), Yusuf, Mohamed and Kazeemi (2014) and Wamulla (2013) on principals' promotion of staff professional development on enhanced learner outcomes. The scholars observed that workshops, internal and external trainings, funds, and any other form of teacher capacity building programme lead to better students' academic performance. However, the findings contradict findings of Wahab, Mehidah, Abdulla and Kanesan (2007) in Malaysia who observed that principals value defining the school mission more than any other instructional leadership practice and even ignore their supervisory and evaluation roles.

5.5 Teaching and Learning Climate on KCSE Performance

The fourth objective of this study was to establish the influence of principals' fostering of teaching and learning climate on KCSE performance in public secondary schools in Makueni County, Kenya. To achieve the objective, 345 teachers and 108 principals participated in the study and the information given was represented in Table 4.2.2, 4.2.3, 4.2.4 as well as in Figure 4.5.

5.5.1 Findings of Principals on Fostering Teaching and Learning Climate and KCSE Performance

Study findings on objective four indicated that a small number of principals (14.0%) strongly agreed while 24.6% of teachers strongly agreed that principals provided environments in which teachers contribution to enhance classroom teaching was respected. The low parentage of principals and teachers who strongly agreed to the statement that principals provided environments in which teachers contribution to enhance classroom teaching was respected could be an indicator that principals ought to improve on creating environments in which teachers contribution to enhance classroom teaching is respected for better performance in KCSE. According to Payne and Wolfson (2000) the principal serves as a role model, inspires others, sets high expectation for life-long learning, respects, motivates and supports staff professional development. Further, the principal establishes mutual trust and understanding among teachers.

To establish whether principals provided a school environment which enabled teachers to work creatively with available resources in school system to enhance classroom teaching, principals strongly agreed at 7.5% while teachers strongly agreed to the statement at 15.4%. This indicated that a small number of principals in public secondary schools in Makueni County, Kenya had embraced the policy of creativity and innovation advanced by T.S.C, Ministry of Education and the Vision 2030 blue print (Republic of Kenya, 2008). Principals and teachers of public secondary schools in Makueni County ought to utilize the local available resources, tools and materials for the implementation of curriculum in their schools to improve students' performance.

The study findings do not concur with findings by Mulford and Silins (2004) in their study on professional development that concluded that the principal should provide an enabling environment for teachers to enhance creativity, innovation and development in the implementation of school curriculum. The researcher's opinion is that principals ought to strengthen creativity and innovations in their schools for better student performance in KCSE. On the third statement, principals strongly agreed at 516.8% that the principal clearly communicated his/her vision, mission, goals and expectations to enhance classroom teaching while 11.6% strongly agreed. This indicated that principals were not doing well in communicating schools vision, mission, goals and expectations to stakeholders and therefore these may have contributed to poor performance in KCSE in public secondary schools in Makueni County. The researcher's opinion is that principals ought to bring all players onboard and encourage inclusivity at school where they can share school programmes together.

The study findings concur with findings by Vedavathi (2017) who argued that establishing favourable teaching and learning climate is a collective responsibility that takes a team of dedicated entire school community to create. Further, Hallinger (2012) observed that principals create a conducive work environment

through maintaining high visibility, communicating priorities, creating a reward system; protecting instructional time and support high quality staff development programmes. The fourth statement sought opinions of both teachers and principals on whether the principal ensured that the school had an open communication policy that allowed teachers to provide feed back to principal regarding classroom teaching where 8.4% of principals strongly agreed to the statement while 9.6% of teachers strongly agreed.

The findings indicated that below average of principals in public secondary schools in Makueni County, Kenya had established an open communication policy in their schools. According to Michael, 2004 communication is very key in any organization to forge ahead. Schools are social systems comprising of various components or units and therefore for smooth running of schools, there must be a smooth flow of information from one level to another. The findings do not concur with findings by MacNeil, Prater and Busch (2009) who argued that a conducive work environment is characterized by positive attitude, mutual trust and respect, collaboration and communication the researchers opinion is that principals of public secondary schools in Makueni County should improve on open communication in their schools. In support of the findings, Owens (2004) in a study on school climate established that school climate influenced peoples' attitudes and behaviours formed by the collective interaction of principals, teachers and students through communication and mutual understanding.

On the last statement of the objective that sought whether principals were willing to accept ideas and suggestions from teachers on classroom teaching, 11.2% of principals strongly agreed while 11.3% of teachers strongly agreed to the statement. This indicated that a small number of principals in public secondary schools in Makueni County listen, evaluate and accept ideas and suggestions from teachers. The study findings are supported by findings by Makoqo (2013) in a study in Lesotho that concluded that principals who provide direction, interact, inspire, trust, accept ideas, communicate and respect teachers provided an

enabling environment where teachers worked effectively for better performance. Further, The Wallace Foundation (2012) argued that high performing schools in USA were led by head teachers who were better in initiating stable, secure and trustworthy working environments. The low percentage of those that strongly agreed may be an indicator of ineffective instructional leadership practice that may have led to poor performance in KCSE. The researchers view is that principals of public secondary schools in Makueni County should improve on their willingness to accept ideas and suggestions from teachers on classroom teaching for better performance.

To establish the relationship between principals' fostering of teaching and learning climate and students' performance in KCSE in public secondary schools in Makueni County, Pearson correlation coefficient was used to test the Null hypothesis. The results revealed that there was a strong positive correlation ($r=0.55$, $P < 0.03$) between principals fostering of teaching and learning climate and students' performance in KCSE hence adopted the alternative that there is a statistically significant relationship between principals' fostering of teaching and learning climate and student's performance in KCSE. During the interviews, the researcher sought the opinion of principal on how they fostered teaching and learning climate in their schools upon which they said that fostering teaching and learning climate in a school is a shared responsibility. All principals admitted that teaching and learning climate refer to conducive school environment that encouraged people to work together. It promoted understanding, team work and trust. Better physical structures also support curriculum implementation.

The study findings were not in the position held by Vedavathi (2017), Adularia (2015) and Makoqo (2013) on teaching and learning climate who observed that open and free communication, team spirit, accepting ideas from teachers and providing direction and vision to the school community improve performance of learners. However, a study by Mbogori (2012) in Kenya was silent on how

instructional leaders foster conducive teaching and learning climate for higher learner achievement.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presented the conclusions drawn from the study findings, recommendations and suggestions for further research.

6.2. Conclusions of the Study

The tested hypothesis established that majority of principals set goals that influence students KCSE performance in public secondary schools in Makueni County, Kenya.

The study established that principals in public secondary schools in Makueni County, Kenya applied effective instructional supervision practices that positively influenced KCSE performance in their schools.

The study findings revealed that majority of principals in public secondary schools in Makueni County, Kenya supported and embraced strategies and programmes that promote professional development of their teaching staff.

Finally the study findings established that large number of principals' fostered teaching and learning climate in their schools.

However, there is need for the principals to strengthen fostering of teaching and learning climate to improve students' performance in KCSE .

6.3 Recommendations of the Study

This study revealed that, the general performance of KCSE in public secondary schools in Makueni County is gradually declining and therefore the researcher recommends Teachers Service Commission of Kenya (TSC) to take effective measures to prevent continuous mean performance decline at KCSE in Makueni County.

Principals prioritize relevant teacher capacity building programmes such as workshops, seminars and refresher courses, in order to equip teachers with current trends, skills, competences, attitude and knowledge in their subject areas. This will enable to effective teaching of learners and enhance their academic performance.

The role(s) of other instructional leaders within the school such as deputy principals and heads of department as well as senior teacher could also be explored.

The study recommends that, the Ministry of Education and Teachers Service Commission to come up with a formal programme of identifying teacher professional gaps and fully-government funded training programmes for all teachers in the country.

The study also recommends that the Government of Kenya through Ministry of Education facilitate establishment of child-friendly schools in the country by providing funds and other logistical assistance. This would attract and encourage both learners and teachers to be in school and thus promote development of education in Kenya.

The study recommends that the government of Kenya to come up with a formal programme for training principals on instructional leadership.

6.4 Suggestions for Further Research

The study may have provided considerable insights on the influence of principals' instructional leadership practices on KCSE in public secondary schools in Makueni County Kenya. Suggested areas for further research include:

This study was done on public secondary schools in Makueni County and therefore necessary to undertake similar study in other Counties of Kenya.

A study can also be done to investigate the impact of other instructional leaders at school level such as deputy principals and heads of department.

A study can be done on other principals' instructional leadership practices and how they influence student academic performance in national examinations.

The role played by Ministry of Education and Teachers Service Commission to foster principals' instructional leadership practices in public secondary schools in Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Benjamin Kyalo Ndambuki,

Department of Educational Administration and Planning,

South Eastern Kenya University,
P. O. Box 170-90200,
Kitui.

15/05/2018.

The principal,
_____ Secondary School.

Dear Sir / Madam,

Re: Request to carry out research in your school

I am a Doctor of philosophy candidate at South Eastern Kenya University carrying out a research on “**Influence of Principals’ Instructional Leadership Practices on Students’ Academic Performance in Public Secondary Schools in Makueni County, Kenya**”. Your school has been selected as one of the few for the purpose of undertaking the study. Kindly allow me to gather information from you and three teachers in your school. I hereby request you to give your honest and sincere responses to the questionnaire items attached to this letter. Your answers will be highly respected and there is neither right nor wrong answer. Your identity will be treated with confidentiality and the information provided shall be strictly for academic purposes only. Thank you in advance for the anticipated cooperation.

Thank you,

Yours faithfully,

Benjamin Kyalo Ndambuki

APPENDIX II: QUESTIONNAIRE FOR THE SCHOOL PRINCIPALS

This questionnaire is designed to gather information regarding the influence of principals’ instructional leadership practices and KCSE performance in public secondary schools in Makueni County. Please respond to all items.

Section A: Demographic Information

Indicate the correct option by inserting a tick (√) in appropriate box provided

1. Gender: Female () Male ()
2. Age 30 yrs. and below () 31-35 yrs. () 36-40 yrs. () 41-45 yrs () 46-50 yrs. ()
>50 ()
3. Kindly indicate your highest academic/professional qualification.
B.Ed () M.Ed () PhD () Other ()
4. Indicate your teaching experience in years
10yrs. and below () 11-15yrs () 16-20 yrs. () over 20yrs ()
5. How long have you been principal in this school?
1-5yrs. () 6-10 yrs. () 11-15yrs () 16-20 yrs. () over 20yrs ()

Section B: Goals Setting Skills and KCSE Performance

In your opinion, to what extent do you think goals setting skills influence KCSE performance?

Great extent () Moderate extent () Less extent () Not at all () Not decided ()

Statements below are related to principals' goal setting skills and KCSE performance. Kindly tick appropriately.

SA = Strongly Agree (4) A = Agree (3)

D = Disagree (2) SD = Strongly Disagree (1).

Statement	4	3	2	1
1. I explain school vision and mission to students and teachers.				
2. I explain school curriculum programmes to teachers.				
3. I develop detailed school work plan in consultation with stakeholders.				
4. I conduct school programmes with the aim of achieving set goals				
5. I involve stakeholders in setting targets and goals for the school.				

Section C: Instructional Supervision Practices and KCSE Performance

Statements below are related to principals' supervision practices and KCSE performance. Kindly tick appropriately.

In your opinion, to what extent do you think Instructional Supervision Practices influence KCSE performance? Great extent () Moderate extent () Less extent ()

Statement	4	3	2	1
1. I suggest new approaches and teaching methods after supervision.				

2. I conduct lesson observation on teachers from time to time.				
3. I check students' exercise books after supervision has been carried out.				
4. I ensure that teachers prepare and use schemes of work.				
5. I give constructive and useful feedback after the supervision.				

Section D: Staff Professional Development and KCSE Performance.

In your opinion, to what extent do you think staff professional development influence KSCE performance? Great extent () Moderate extent () Less extent ()

Statement	4	3	2	1
1. I implement staff development programmes in the school to improve classroom practices.				
2. I encourage teachers to attend courses to improve their professionalism and competencies				
3. I plan workshops and internal training to meet instructional needs of teachers.				
4. I ensure that HOD'S in the school hold meetings with teachers to share information from courses attended.				
5. I ensure that funds for staff professional development are allocated in the school annual budget.				

Section E: Teaching and Learning Climate and KCSE Performance.

In your opinion, to what extent do you think teaching and learning climate influence KSCE performance? Great extent () Moderate extent () Less extent ()

Statement	4	3	2	1

1. I provide environment in which teachers contribution to enhance classroom teaching is respected.				
2. I provide a school environment which enables teachers to work creatively with available resources in the school system to enhance classroom teaching.				
3. I clearly communicate school vision, mission, goals, and expectations to enhance classroom teaching.				
4. I ensure the school has an open communication policy that allows teachers to provide feedback to the principal regarding classroom teaching.				
5. I am willing to accept ideas or suggestions from teachers on classroom teaching.				

F. KCSE Performance by Mean Score

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

Year	2014	2015	2016	2017	2018
KCSE mean					

APPENDIX 111: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information regarding the principals' instructional leadership and KCSE performance in public secondary schools in Makueni County. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Please respond to all items.

Section A: Demographic Information.

1. Gender: Female () Male ()
2. Age Below 24 yrs () 25-30 yrs () 31-35 yr () 36-40 yr () 41-45yrs ()
46-50 yrs () 51()
2. Kindly indicate your highest academic/professional qualification.
B.Ed () Diploma in Education () M.Ed () PhD () Other ()
3. Indicate your teaching experience in years
Below 1 yr () 2-5 yr () 6-10 yrs () 11-15yrs () 16-20yrs () over 20yrs ()
4. How long have you been teacher in this school?
1-5 yrs () 6-10 yrs () 11-15 yrs () 16-20 yrs () over 20 yrs ()

Section B: Goals Setting Skills and KCSE Performance

Statements below are related to principals' goals setting skills and KCSE performance. Kindly tick appropriately.

SA= Strongly Agree (4) A= Agree (3) D=Disagree (2) SD = Strongly Disagree (1).

Statement	4	3	2	1
1. Principal explains school vision and mission to students and teachers.				
2. Principal explains school curriculum programmes to teachers.				
3. Principal develops detailed school work plan in consultation with stakeholders.				
4. Principal conducts school programmes with the aim of achieving set goals.				
5. Principal involves stakeholders in setting targets and goals for the school.				

Section C: Supervision Practices and KCSE Performance

Statements below are related to principals' supervision practices. Kindly tick appropriately.

Statement	4	3	2	1
1. Principal suggests new approaches and teaching methods after supervision.				
2. Principal conducts lesson observation on teachers from time to time.				
3. Principal checks students' exercise books after supervision is carried out.				
4. Principal ensures teachers prepare and use schemes of work.				
5. Principal gives constructive and useful feedback after the supervision.				

Section D: Staff Professional Development and KCSE Performance.

Statement	4	3	2	1
1. Principal implements staff development programmes in the school to improve classroom practices.				
2. Principal encourages teachers to attend courses to improve				

their professionalism and competencies.				
3.Principal plans workshops and internal training to meet instructional needs of teachers.				
4. Principal ensure that HOD'S in the school hold meetings with teachers to share information from courses attended to enhance classroom teaching.				
5. Principal ensure that funds for staff professional development are allocated in the school annual budget.				

Section E: Teaching and Learning Climate and KCSE Performance

Statement	4	3	2	1
1. Principal provides environment in which teachers contribution to enhance classroom teaching is respected.				
2. Principal provides a school environment which enables teachers to work creatively with available resources in the school system to enhance classroom teaching.				
3. Principal clearly communicates his/her vision, mission, goals and expectations to enhance classroom teaching.				
4. Principal ensure school has an open communication policy that allows teachers to provide feedback to the principal regarding classroom teaching.				
5. Principal is willing to accept ideas or suggestions from teachers on classroom teaching.				

Section F: KSCE Performance by Mean Score

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

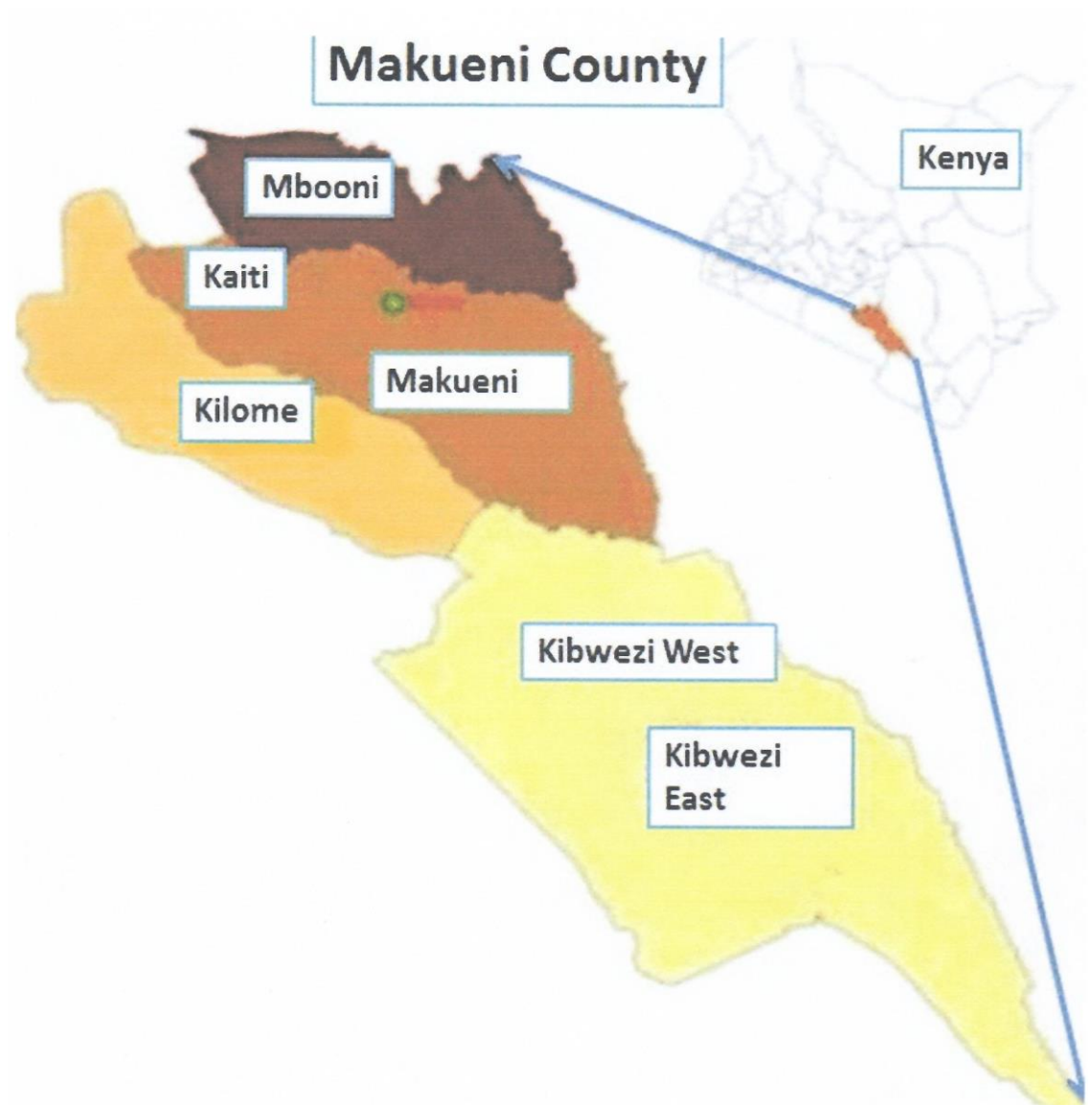
Year	2014	2015	2016	2017	2018
KCSE Mean					

APPENDIX 1V: INTERVIEW QUESTIONS FOR PRINCIPALS

1. In your own opinion, do you think that principal goals setting skills influence Students' performance in KCSE?
2. What are some of curriculum implementation supervision practices used in your school?

3. In your own opinion, do these supervision practices improve student performance in KCSE?
4. As a principal, what role(s) do you play in promoting staff professional development in your school?
5. How has staff professional development assisted in improving student performance in KCSE in your school?
6. What do you understand by “teaching and learning climate”?
7. As a principal, how do you promote teaching and learning climate for improved student performance in your school?
8. Have you ever been trained on instructional leadership before and in your own opinion, do you think principals’ instructional leadership practices enhance learner performance.

APPENDIX V: SKETCH MAP OF MAKUENI COUNTY



APPENDIX VI: PERMISSION TO PROCEED FOR DATA COLLECTION



SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)

Email: directorbps@seku.ac.ke

Our Ref: E70/MTI/30101/2015

DATE: 22nd May, 2019

Benjamin Kyalo Ndambuki
PhD in Educational Administration and Planning
C/O Director, Mtito Andei Campus

Dear Ndambuki,

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Doctor of Philosophy in Educational Administration and Planning.

Proposal document entitled, "*Influence of Principals' Instructional Leadership Practices on KCSE Performance in Public Secondary Schools in Makueni County, Kenya*".

Following a successful presentation of your PhD. Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Post graduate Studies (BPS) have recommended that you proceed on and carry out research data collection in accordance with your approved proposal.

During the research exercise, you will be closely supervised by Dr. Gideon Kasivu and Dr. Rose Mwanza. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (*SEKU/ARSA/BPS/F-02*) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your PhD in Educational Administration and Planning.

Dr. Peter Njuru
Ag. Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
Dean, School of Education, Humanities and Social Sciences
Chairman, Department of Educational Administration and Planning
Dr. Gideon Kasivu
Dr. Rose Mwanza.
BPS Office To file

ARID TO GREEN



ISO 9001: 2015 CERTIFIED



TRANSFORMING LIVES

APPENDIX VII: RESEARCH AUTHORIZATION BY NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/11172/30953**

Date: **24th June, 2019.**

Benjamin Kyalo Ndambuki
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of principals' instructional leadership practices on KCSE performance in public secondary schools in Makueni County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **24th June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Makueni County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education

APPENDIX VIII: RESEARCH LICENCE

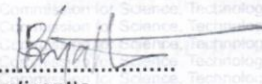
THIS IS TO CERTIFY THAT:
MR. BENJAMIN KYALO NDAMBUKI
of SOUTH EASTERN KENYA UNIVERSITY
, 0-90138 MAKINDU ,has been permitted
to conduct research in Makueni County

Permit No : NACOSTI/P/19/11172/30953
Date Of Issue : 24th June,2019
Fee Recieved :Ksh 2000



on the topic: INFLUENCE OF
PRINCIPALS' INSTRUCTIONAL
LEADERSHIP PRACTICES ON KCSE
PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN MAKUENI COUNTY, KENYA.

for the period ending:
24th June,2020


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

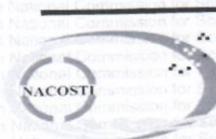
CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH LICENSE

Serial No.A 25442

CONDITIONS: see back page

APPENDIX IX: RESEARCH AUTHORIZATION BY COUNTY COMMISSIONER-MAKUENI



THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram:
Telephone: 0743-987-177
Fax:
Email: cc.makueni@interior.go.ke

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.III/223

1st July, 2019

Benjamin Kyalo Ndambuki
South Eastern Kenya University
P.O. Box 170- 90200
KITUI

RE: RESEARCH AUTHORIZATION

Reference is made to Director General National Commission for Science Technology and Innovation letter Ref. NACOSTI/P/19/11172/30953 dated 24th June, 2019 on the above subject.

You are hereby authorized to undertake research on *"Influence of principals' instructional leadership practices on KCSE performance in public secondary schools in Makueni County, Kenya"* for a period ending 24th June , 2020.

By a copy of this letter the Deputy County Commissioner Makindu Sub County is requested to give you the necessary assistance.

B.K. NICHOLAS
FOR: COUNTY COMMISSIONER
MAKUENI

c.c.
Deputy County Commissioner
MAKUENI COUNTY

County Director of Education
MAKUENI COUNTY

APPENDIX X: RESEARCH AUTHORIZATION BY COUNTY
EDUCATION OFFICE - MAKUENI



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone:

Fax:

Email: cdemakueni@gmail.com

When replying please quote

Ref No. MKN/C/ED/5/33/VOL.2/186

COUNTY DIRECTOR OF EDUCATION
MAKUENI COUNTY
P.O. BOX 41 - 90300
MAKUENI


1st July, 2019

Benjamin Kyalo Ndambuki
South Eastern Kenya University
P.O BOX 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION FOR BENJAMIN KYALO NDAMBUKI

This office is in receipt of a letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) authorizing you to carry out research on **"Influence of principals' instructional leadership practices on KCSE performance in public secondary schools in Makueni County, Kenya"** for the period ending 24th June, 2020.

Following this authorization, you are allowed to proceed with your research as requested.


Gladys Malonza
For County Director of Education
MAKUENI COUNTY
CC:
Director General/ CEO, NACOSTI

