

**INFLUENCE OF INSTRUCTIONAL LEADERSHIP ON EFFECTIVE TEACHING  
AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN MALINDI SUB-  
COUNTY, KILIFI COUNTY, KENYA.**

**HALUWA NURU ANNUARY**



**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION DEGREE  
IN EDUCATIONAL ADMINISTRATION LEADERSHIP AND MANAGEMENT OF  
MOUNT KENYA UNIVERSITY**

**MAY 2025**


## DECLARATION AND APPROVAL

### Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

Name: HALUWA NURU ANNUARY

Reg. No.: MED/2023/37570

Signature..... ..... Date..... 21<sup>st</sup> MAY 2025.....

### Approval

This thesis/project is being submitted for examination with our approval as university supervisor

Name: DR. OJWANG GEORGE ALOYS

Institutional Affiliation: MOUNT KENYA UNIVERSITY

Signature..... ..... Date..... 21: MAY 2025.....

## **DEDICATION**

I dedicate this research proposal to my family for their support they gave me, amid balancing work, family and studies was a big challenge.



## ACKNOWLEDGEMENT

I want to sincerely thank Almighty God for giving me the fortitude, wisdom, and tenacity to finish this research. This success would not have been possible without His direction and favor. My supervisor, Dr. Aloyse, has provided me with essential assistance, insightful input, and unwavering encouragement throughout this journey, for which I am incredibly thankful. His knowledge and commitment have been crucial to finishing this project. Additionally, I want to express my gratitude to my coworkers and fellow students for creating a dynamic and encouraging workplace. I want to express my gratitude to everyone who has helped with this project in any manner. This achievement would not have been achieved without your encouragement and faith in me.



Mount Kenya

## ABSTRACT

One important aspect of effective teaching and learning is instructional leadership. Quality education can only be attained through mutual efforts of many investors. This study's primary objective was to examine the influence of instructional leadership on effective teaching and learning in public secondary schools in Malindi Sub-County of Kilifi County. The purpose of this study was to ascertain the following objectives; to establish the influence of instructional supervision on effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya, to examine the influence of teacher motivation on effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya, to investigate the influence of teaching resources on effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya and to determine the influence of proper guidance to students on effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya. The study's dependent variable, which related to effective teaching and learning, was supported by the system theory, while study's independent variables, which focused on instructional leadership, was based on contingency theory. The researcher expertly unified the advantages of both quantitative and qualitative methodologies. According to this methodology, the study first utilized quantitative research, evaluate the findings, and then used qualitative research to provide a more thorough explanation and clarify the findings. To explore and understand the causes of poor instructional leadership in public secondary schools in Kilifi County's Malindi Sub-County, this study used a mixed methods methodology. The survey therefore focused on all 15 schools, 15 principals, 216 teachers, and 92 class representatives in the sub-county, for a total of 323 respondents. Since they are familiar with instructional leadership plans and possess the ability to supervise their implementation, monitoring, and assessment, principals responded. Teachers were also selected to participate in this study as respondents because they were the ones who employed instructional leadership principles. Yamane's formula, which yielded 323 responses, was used to determine the sample size. Three sets of questionnaires for teachers, principals and students were used to gather quantitative data for the study. Teachers, students and principals were surveyed in order to collect data. The Statistical Packages for Social Science (SPSS version 25) was used to examine quantitative data for both descriptive and inferential purposes. The researcher employed percentages, frequency, mean, and standard deviation. To determine the correlations between the independent and dependent variables, the study utilized linear regression. The findings indicate that instructional leadership in Malindi public secondary schools is generally active, especially in areas like instructional supervision (mean of 4.82) and proper guidance to students (mean of 4.10). However, teacher motivation (mean of 3.80) and resource availability (mean of 3.90) were perceived less positively, suggesting that while efforts are being made, there is still room for improvement in these areas. Despite these positive leadership practices, the effectiveness of teaching and learning (mean of 3.16) scored the lowest, highlighting that there are challenges in translating leadership involvement into improved academic outcomes.

## TABLE OF CONTENTS

### Contents

DECLARATION AND APPROVAL .....	<b>Error! Bookmark not defined.</b>
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF ABBREVIATIONS AND ACRONYMS.....	xii
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.0 Introduction of the Study.....	1
1.2 Background of the Study.....	1
1.3 Statement of the Problem .....	11
1.4 Purpose of the Research Study.....	13
1.5 Objectives of the Study .....	13
1.6 Research Questions .....	13
1.7 Significance of the Study .....	14
1.7.1 To School Administrators .....	14
1.7.2 To Educational Planners .....	14
1.7.3 To Academicians and Researchers .....	14
1.8 Scope of the Study.....	14
1.9 Limitations of the Study.....	15
1.10 Delimitations of the Study.....	15
1.11 Assumptions of the Study .....	16

1.12 Operational Definitions of Key Terms.....	16
CHAPTER TWO .....	19
LITERATURE REVIEW .....	19
2.1 Introduction .....	19
2.2 Empirical Literature Review .....	19
2.2.1 Instructional Supervision on Effective Teaching and Learning.....	19
2.2.2 Teacher Motivation on Effective Teaching and Learning .....	24
2.2.3 Teaching Resources on Effective Teaching and Learning.....	27
2.2.4 Proper Guidance to Students on Effective Teaching and Learning .....	31
2.2.5 Effective Teaching and Learning in Public Secondary Schools .....	34
2.3 Theoretical Framework .....	37
2.3.1 Contingency Theory.....	38
2.3.2 System Theory .....	39
2.4 Conceptual Framework .....	41
2.5 Research Gaps .....	43
2.6 Summary of Literature Review .....	44
CHAPTER THREE .....	45
RESEARCH METHODOLOGY AND DESIGN .....	45
3.0 Introduction .....	45
3.1 Research Methodology.....	45
3.2 Research Design.....	45
3.3 Location of Study .....	46
3.4 Target Population .....	46
3.5 Sampling Procedures and Sample Size .....	47
3.6 Research Instruments .....	49
3.6.1 Questionnaire for Principals.....	49
3.6.2 Questionnaires for Teachers.....	49
3.7 Piloting Research Instruments.....	50

3.7.1 Validity .....	50
3.7.2 Reliability.....	51
3.7.3 Credibility .....	51
3.7.4 Dependability .....	52
3.8 Data Collection Procedures .....	52
3.9 Data Analysis Procedures .....	52
3.10 Ethical Considerations.....	53
3.10.1 Confidentiality and Privacy .....	53
3.10.2 Anonymity .....	53
3.10.3 Informed Consent.....	54
3.10.4 Guarding against Plagiarism .....	54
3.10.5 Storage of Data Collected .....	54
CHAPTER FOUR.....	55
DATA ANALYSIS, INTERPRETATION AND PRESENTATION.....	55
4.1 Introduction .....	55
4.2 Response Rate .....	55
4.3 Pilot Test Results.....	56
4.3.1 Reliability Results .....	56
4.3.2 Validity Results.....	57
4.4. Demographic Information Analysis .....	57
4.4.1 Age of Respondents .....	57
4.4.2 Gender of Respondents .....	58
4.4.3 Teaching Experience.....	59
4.4.4 Level of Education .....	60
4.4.6 Grade Level.....	61
4.5 Descriptive Analysis Results.....	62
4.5.1 Instructional Leadership for Teachers.....	63
4.5.2 Instructional Leadership for Principals .....	64
4.5.3 Students Views on Instructional Leadership.....	66
4.6 Inferential Analysis Results .....	72
4.6.1 Correlational Analysis.....	72

4.6.2 Model Summary.....	73
4.6.3 Analysis of Variance.....	74
4.6.4 Regression Analysis Results .....	75
CHAPTER FIVE .....	77
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	77
5.1 Introduction .....	77
5.2 Summaries.....	77
5.2.1 Instructional Supervision .....	77
5.2.2 Teacher Motivation.....	77
5.2.3 Teaching Resources .....	78
5.2.4 Proper Guidance.....	78
5.3 Conclusions .....	79
5.4 Recommendations .....	79
5.5 Recommendations for Further Study .....	80
REFERENCES .....	81
APPENDICES .....	91
APPENDIX I: LETTER OF INTRODUCTION .....	91
APPENDIX II: INFORMED CONSENT FORM.....	92
APPENDIX III: INFORMED CONSENT FORM FOR CLASS REPRESENTATIVES ..	94
APPENDIX VI: RESEARCH QUESTIONNAIRE FOR PRINCIPALS .....	97
APPENDIX V: RESEARCH QUESTIONNAIRE FOR TEACHERS.....	103
APPENDIX VI: RESEARCH QUESTIONNAIRE FOR STUDENTS .....	110
APPENDIX VII: ERC CERTIFICATE .....	119
APPENDIX VIII: INTRODUCTORY LETTER FROM MKU .....	116
APPENDIX IX: NACOSTI LICENCE .....	113
APPENDIX X: RESEARCH AUTHORIZATION .....	114
APPENDIX XI: TURNITIN REPORT.....	115
APPENDIX XII: RESEARCH SITE MAP .....	116

## LIST OF TABLES

Table 1.1: Mean Scores of Kilifi County in Relation with the National Mean Scores.....	11
Table 3.1: Target Population.....	47
Table 3.2: Sample Size .....	48
Table 4.1: Response Rate .....	55
Table 4.2: Reliability Results .....	56
Table 4.3: Instructional Leadership for Teachers.....	63
Table 4.4: Instructional Leadership for Principals .....	65
Table 4.5: Correlational Results .....	72
Table 4.6: Model Summary .....	73
Table 4.7: Analysis of Variance.....	74
Table 4.8: Regression Results .....	75

## LIST OF FIGURES

Figure 2.1: Conceptual Framework .....	42
Figure 4.1: Age of Respondents .....	58
Figure 4.2: Gender of Respondents .....	59
Figure 4.3: Teaching Experience .....	60
Figure 4.4: Level of Education .....	61
Figure 4.5: Grade Level .....	62
Figure 4.6 Contribution to learning improvement.....	66
Figure 4.7 Teacher Involvement .....	67
Figure 4.8 Support for Teachers.....	68
Figure 4.9 Approaching Principals .....	69
Figure 4.10 Teachers Collaboration.....	70

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CBOs</b>	Community-Based Organizations
<b>CDE</b>	County Director of Education
<b>CDF</b>	Constituency Development Fund
<b>EFA</b>	Education For All
<b>FBOs</b>	Faith-Based Organizations
<b>GDP</b>	Gross Domestic Product
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>LATF</b>	Local Government Transfer Fund
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>NACOSTI</b>	National Commission for Science, Technology, and Innovation
<b>NGOs</b>	Non-Governmental Organisations
<b>NPE</b>	National Policy on Education
<b>PTA</b>	Parents Teachers Association
<b>ROK</b>	Republic of Kenya

<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational Social and Cultural Organisation
<b>USAID</b>	United States Aid



# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction of the Study

This chapter provides an overview of the study's background, including the problem statement, objectives, research questions, significance, limitations, delimitations, assumptions, and operational definitions of key terms.

### 1.2 Background of the Study

One important aspect of human quality that is seen to be essential for producing high income and fostering social and economic sustainability is education. Ogawa (2017) goes on to explain how education disseminates information among a nation's vast population. According to Fairmon (2015), secondary education is what allows a student to get admission to a university or any other institution in many educational systems across the world. Therefore, in the context of a global perspective, secondary education is essential to bolstering economic progress.

In any educational institution, students are the most valuable resource (Ali, Jusoff, Mokhtar, & Salamat 2016). Students' academic performance is closely interrelated to the socioeconomic development of the country. Students' academic performance is a key factor in determining the quality of graduates at the highest educational levels, who in turn create the best workers and leaders in the country and have a long-lasting impact on socio-economic progress. According to Pintrich and De Groot (2018), improving kids' academic achievement is crucial to supporting the development of youth groups in a community. Students must perform better academically at this level since education is seen as a way to achieve social flexibility. Education should give people the skills and knowledge they need to engage with society without facing favoritism.

The quality of education that is made available will be a major determinant of the attainment of universal participation in education. For instance, a student's length of attendance and rate

of learning can be significantly influenced by the quality of their instruction and the amount of knowledge they acquire. Thus, it could be considered regrettable that in recent years, officials have given their whole importance to the quantitative components of schooling EFA, (2015). Only by working together as a team can high-quality education be achieved. The government, teachers, principals, and students must all put forth effort to ensure that secondary education meets the anticipated standards of excellence. To support the efforts of principals, teachers, and students, schools also require certain amenities and ideal environments.

The principle is in charge of overseeing the entire operation of the school as well as maintaining the general standards and atmosphere. He must also meet the educational goals and objectives of the institution (Ministry of Science and Technology). The Basic Education Act of 2013 states that they also have a duty to promote quality and relevance, accountability, and democratic decision-making inside the school. In order to work as instructional, academic, and executive leaders who are fixated on the main intent of the school, school officials need to possess a profound and complete understanding of teaching and learning, according to Alberta Education (2016).

According to a study by Chevedza *et al.* (2015), school officials very demanding managerial responsibilities leave them with little time for routine supervisory duties. Conversely, Okoth (2015) came to the conclusion that, depending on the circumstances, principals concurrently use a variety of leadership philosophies. Academic success was most affected by autocratic leadership, then by democratic and laissez-faire leadership. This research proved that in order to provide time for consistent supervision in schools, principals needed to share or reduce their administrative behaviors, have a complete understanding of teaching and learning, and adapt their leadership styles according to the circumstances.

To achieve education of a satisfactory caliber, adequate resources are required. Therefore, well-executed resource growths are a key strategy for raising educational ideals in underdeveloped

nations. The success of resource usage in schools must therefore be addressed in education policies EFA, (2015). Chevedza *et al.* (2015) showed that inconsistencies in policy support and funding for mass education worked to obstruct the delivery of high-quality education. The Republic of Kenya (2016) states that the sharp upsurge in enrollment at all educational levels without a corresponding rise in staffing or infrastructure has resulted in congested classrooms, overstretched facilities, and high student-staff ratios, all of which have lowered the standard of instruction.

The issue of teacher turnover, which affects both developed and rising nations, is concerning to all those involved in school administration. If a country's economic standing is to improve in this instance, it must receive urgent care and attention according to Ingersoll, (2017). Saleem and Gul (2016) claim that the mass exodus of the most skilled and qualified educators from the field is a major global phenomenon. Agezo (2015) states that this puts the most vulnerable students at risk of not receiving a high-quality education for their intended field of work. Dalgic (2018) found that many educational institutions have seen teacher turnover, which has a bad impact on students' academic performance.

According to Allis (2017), in the United States of America, no organization has ever achieved success without the assistance of financial resources. As a consequence of this, the smart use of financial resources played a vital part in the enhancement of favorable academic success in educational institutions. Furthermore, he noted that financial management is concerned with the decisions that an organization makes regarding where to obtain funding, financial controls, the prudent use of available cash, and accountability that ensures the success of the institutions. Financial management's goal, according to Fung (2015), is to create money for both immediate and long-term needs.

Crouch and Wrinkler (2018) revealed that most nations decentralized financial administration in their educational institutions, hence fostering accountability and openness in France. They

also disclosed that school principals had the duty of organizing the school budget to meet goals and ensure efficient financial management. Although financial funds are fundamental for implementing basic changes and providing services, they are infrequently mismanaged, which has an impact on academic attainment in public schools.

According to studies done in Malaysia by Wan and Jamal (2017) and Kuwait and the United States by Eissa, Brown, and Wiseman (2017), the leadership style of the principal has an impact on students' high exam scores and is linked to school outcomes. Eissa and Brown (2017) looked into the ways in which principals' leadership ideologies affected the learning environment and academic performance of their US and Kuwaiti schools. It was discovered that the leadership philosophies of principals in American and Kuwaiti schools differed significantly. Research in the United States has demonstrated that schools with integrative principal leadership embrace and cultivate a supportive school atmosphere, which leads to superior academic achievements compared to schools with authoritarian administrators.

Gray (2018) discovered that in America, organizational skills were created and implemented through communication techniques. Thus, communication within a school system enabled the accomplishment of learning objectives. According to Sweeney (2019), principals ought to be involved in what occurs within their schools. Through a variety of communication strategies, they kept the staff up to date on events and goings-on at the school. They also clarified and explained the goals of the school to both teachers and students, and they changed the mindset of the entire school community regarding academic success in public schools.

According to Jackson (2019), human resource management strategies in New Zealand, as well as staff development and training programs, helped teachers learn new skills that improved the way they delivered content and, as a result, improved student achievement. He also showed that using human resource management techniques raised staff productivity, which in turn

encouraged improved academic performance in classrooms. Fullan (2017) made the case that instructional supervision techniques in Scotland produced high-quality instruction and methodical material delivery for ongoing enhancement of academic performance. He attributed the low academic success of students in public schools to head teachers' lack of understanding of what actually takes place in the classroom. He made the case that certain students' delinquent behavior was caused by insufficient instructional supervision, which in turn caused them to perform poorly on their national exams.

There is evidence that instructional leadership is effective and is not reserved for the principal of the exceptional schools in Athens-Greece. Shared leadership culture characterizes schools that provide a supportive teaching and learning environment for enhanced student achievement (Kaparou and Bush, 2015). Student success has increased in the US thanks to administrators' instructional leadership. According to the results of a study conducted in the United States of America by Blasé and Blasé (2017), instructional leadership is a blend of staff advancement, instructional supervision, and the acquisition and provision of funding for teaching and learning that is connected to students' academic performance. Setting goals, communicating the school's vision, managing the curriculum, monitoring and assessing teachers, and creating a supportive learning environment are all components of instructional leadership in Singaporean schools. Bolman and Deal (2016) found that principals are essential in creating and maintaining the traditions and culture of their schools as well as fostering a collective learning environment that raises student achievement. Their research was done in Singapore.

According to Taylor, Van der Berg, and Mabogoane (2019), South Africa lags well behind other countries in terms of student success even though it spends more on education than its competitors. The South African Department of Education steered a study in 2016 and resolved those principals had to be approved as curriculum and instructional leaders in order to raise student grades. Further research is needed because the research findings were unable to identify

the specific instructional leadership strategies used by the principals and how they impact test performance. An empirical study done in Zimbabwe showed that the country has not prioritized instructional leadership.

As a result, the study recommends that strong principals implement instructional leadership methods that will develop rigorous guidelines to support teachers' workloads and students' academic improvement by Shiva, (2015). Effective instructional leadership in schools has a considerable impact on learning outcomes and school improvement, according to a study done in Zimbabwe by Shiva (2015). Shiva (2015) continues by stating that weak school leadership is usually linked to greater failure rates and that strong, competent school managers are a hallmark of successful schools.

Mgodile (2015) discovered that inadequate training for educational leaders and postponed funding disbursements in public institutions were two of the Nigerian variables contributing to mismanaged monies. Still, Bua and Adzongo (2016) proved that financial misconduct and an inability to produce revenue locally were the main causes of Benue State's poor educational conditions, which had a detrimental impact on academic achievement in public institutions. Mestry (2016) found out that there was a deficiency of management-trained head teachers in South Africa. Due to inadequate training, the head teachers were ill-prepared for the jobs they were likely to perform. Due to the majority of head teachers' lack of fiscal literacy, there was rife fiscal misconduct and corruption. Academic performance suffered in public secondary schools as a result of head teachers' scanty fiscal management performance.

One critical issue exacerbated by Instructional leadership is the discrepancy in curriculum enactment and instructional quality across schools in Zimbabwe. According to Chikoko and Munyaradzi (2017), ineffective school leadership adds to disparities in teaching methodologies and instructional standards. This inconsistency can directly affect students' readiness for exams, as some schools may not adequately cover the required syllabus or use active teaching

policies. Besides, the lack of professional development prospects for teachers due to poor leadership hampers their ability to deliver quality instruction. Teachers who are not supported through continuous training and mentorship may struggle to adapt to curriculum changes or incorporate innovative teaching methods, which are pivotal for enhancing student learning results by Mugari, (2018). Thus, students may face trials in mastering examination content and applying critical thinking skills required for success.

In order to better realize how principals may help their kids succeed in school, Ndyali (2019) looked at data from Mbeya Urban, Tanzania. According to the study, school administrators endure an unpleasant working environ that makes administering the school system difficult. This is especially true in cases where schools do not have enough funding, adequate amenities, qualified teachers, or support from sponsors. Students' subpar academic performance is caused by an educational system that creates preset low expectations, according to the study's analysis of typical public secondary school principal tasks. The study done by Abdulrasheed and Bello (2015) provided major support for the claims made about the difficulties faced by secondary school managers in Northern Nigeria when performing their leadership duties. The absence of a mechanism to arrange capacity-building seminars, which would have enabled local principals to receive retraining and enhance their leadership abilities, was a major complaint raised by secondary school education board officials.

This narrative analysis examines how school leadership has shifted its role in helping students learn how to survive in the post-Covid-19 world discussed the trials and opportunities for school leadership in Uganda, highlighting the need for more effective practices to improve learning outcomes, specifically in the post-pandemic context according to Kaikara & Sanyu, (2019). It emphasizes the impact of data-driven decision-making and strengthening school-community trusts. Several studies and reports suggest that poor leadership practices can be a major factor adding to performance trials met by secondary schools in Uganda. It's important

to identify that this is a complex issue with various causal factors, and leadership is just one piece of the puzzle according to Namazzi, (2017).

Mito and Simatwa (2015) found that head teachers' poor budgeting techniques hindered their capacity to manage funds in Kenyan public secondary schools. This resulted in certain voting heads either overpaying or underspending. The method of creating a budget was hierarchical, with department heads at the bottom and the school budget committee, which created the final school budget, at the top. Magak (2016) also found that departmental input was not allowed during the budget-making process in the majority of public secondary schools. This created a gap that allowed the school to be denied quality services and supplies, which had a negative impact on academic attainment.

Research from both local and international sources has demonstrated that principals handle matters pertaining to their students as well. For instance, Waseka and Simatwa (2016) studied the variables affecting the academic success of secondary school pupils in Kenya's Kakamega County. The research listed the following characteristics of the students: age, extracurricular activity engagement, school expulsion, and performance on the Kenya Certificate of Primary Education. Instead, some aspects of government legislation challenged school officials' ability to raise students' academic achievement. In a study done in Ghana, Nurudeen, Abdul, and Latif (2018) found that the impact of government funds (advanced fee policy) on students' academic performance was greater. As a result, any challenge to government funding would present a hurdle to principals in their efforts to advance students' academic success.

Kirui (2018) found that effective supervision of teaching and learning process was associated with improved performance on the KCSE. The study was conducted in Kenya. Kirui (2018) argues that poorly managed supervision activities lead to inadequate oversight and evaluation of the teaching and learning process, poorly offered curriculum, and directed performance that was given gradually. These factors ultimately result in subpar KCSE exam results. In a study

on instructional monitoring practices in Kenyan public secondary schools, Wanzare (2015) discovered that these practices made teachers feel stressed and agitated. They also left them feeling uneasy because they were biased, untrustworthy, and prejudiced. However, the study's findings proved that goal-setting and supervision provide timetables for covering the course, a shared vision, and supervised tutoring all of which enable timely delivery of the syllabus and teacher self-evaluation. Supervisors can identify a teacher's mistakes and provide competent growth for them.

Effective instructional leadership, as highlighted by Chege and Sifuna (2016), involves setting clear educational goals, providing guidance on curriculum implementation, and development of a favorable learning environment. In contrast, poor leadership may result in ambiguous goals, inconsistent policies, and inadequate support for teachers. This lack of course can lead to curriculum gaps, inapt division of resources, and ineffective teaching practices, all of which negatively impacts students' readiness for KCSE examinations. A case of secondary schools in Kericho County done by Kipsang *et al.* (2017), showed the impact of poor leadership on KCSE results. Schools with weak leadership exhibited lower overall KCSE performance compared to schools with effective leadership. Factors such as inconsistent supervision, inadequate teacher support, and poor communication channels were identified as contributors to these disparities. Furthermore, inadequate resource management under poor leadership exacerbates challenges in KCSE preparation. Schools in Kisii County faced shortages of essential teaching materials, including textbooks, laboratory equipment, and even qualified teachers according to Ondigi, (2015). These resource deficiencies hinder effective instruction and limit students' access to quality education, thus impacting their ability to achieve suitable KCSE results. For instance, schools without appropriate science laboratories or libraries may struggle to provide practical learning experiences and comprehensive study resources for science subjects, which are crucial for KCSE success.

Additionally, the morale and professional development of teachers are adversely affected by poor leadership procedures. According to Simatwa and Orodho (2015), schools in Bungoma County practice effective school leadership that support teachers through professional progress chances, mentorship, and recognition of their efforts. In contrast, poor leadership may neglect these aspects, leading to deterred teachers, high turnover rates, and a lack of inventive teaching approaches.

Kilifi county is situated in the country's northern coastal region. Its funded schools have been registering inconsistent outcomes following each exam series between 2018 to 2022. Thus, it is imperative to make advancement and continue achieving positive outcomes in the years to come. Defining quality performance is the first step towards attaining improvement (Irungu 2016). According to the MoE's KCSE scores over time, Kilifi County has a history of receiving low grades in government-sponsored schools. This study anticipates to evaluate the impact of insufficient leadership on low KCSE outcomes in secondary schools in Malindi Sub-County, Kilifi County, Kenya, driven by the sensitive subject of the county's poor performance.

According to a Kamurua (2017) study conducted in Malindi, Kilifi County, head teachers' leadership philosophies play a role in shaping the secondary school climate. Adeyemi's (2018) research in Nigeria revealed that head teachers' leadership ideas have an impact on teachers' job. Murage (2016) discovered that support staff performance in Nairobi, Kenya was positively impacted by the leadership styles of principals. Research on leadership styles has largely focused on three areas: support staff performance, school environment quality, and teacher job satisfaction. Not much research has been done recently to reveal the influence of instructional leadership on effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya.

### 1.3 Statement of the Problem

Kilifi County schools' K.C.S.E. performance has been fast declining in recent years. Therefore, research into the underlying causes of the low performance of the KCSE and potential solutions is necessary. According to the MoE's KCSE scores over time, Kilifi County has a history of receiving low grades in government-sponsored schools. The purpose of this study is to assess innovative teaching methods that could be used to improve county performance. The county's low performance has been a touchy subject.

A school organization's top priority is ensuring that the teaching-learning process is successful and effective, as indicated by students' academic performance. Accomplishing strong academic performance requires leadership, so it's critical to determine whether head teachers' leadership philosophies and Kilifi County schools' performance are related in any way. The mean scores of Kilifi County schools for the preceding five years are shown in table 1.1 below, which provides an illustration of this issue of subpar academic performance. Table 1.1 below makes it evident that, for the preceding five (5) years, the county's academic performance has been below average and declining;

**Table 1.1: Mean Score of Kilifi County in relation with National Mean Scores since 2019**

<b>Year of Exam</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Kilifi County Mean Score</b>	4.162	4.2059	4.2641	2.8569	2.7968
<b>National Mean Score</b>	5.1245	5.3901	5.4447	3.6347	3.7208

**Source: (CDE Kilifi County, 2023)**

According to Ekaliyo (2017), an innovative strategy is a theory that explains how a company in a market or industry can achieve high performance levels. In this theory, poor leadership at the administrative level of the education system cascades down to affect individual schools. This could involve ineffective policies, misconduct of resources, or lack of support for teachers

and students. At the school level, ineffective leadership can manifest in various ways, such as weak authority structures, unusual teacher training and support, or distress to create an inspiring learning environment. This can impact teaching quality and student performance. The purchase of implicit and applied knowledge from a well-built involvement level of the students/learners should be the ultimate goal of an educational institution. This can be attained by using cutting-edge teaching systems that offer student-centered learning tactics.

An assessment of Kilifi County's performance shows that majority of educational objectives, such as relevance and efficacy, have not been met. According to the KCSE, Kilifi is among the counties with the worst results. The majority of schools in Kilifi do worse than the majority of schools nationwide in the same group. Not a single grade A was attained in any of the county's public schools in 2018. Two of the biggest issues are a lack of learning resources and a lack of individualized attention because of the size of the classrooms. The majority of Kilifi's schools are not well-equipped. There are no labs or libraries there where students can get the necessary equipment. Owing to these complications, instructors substitute teacher-centered methods for pedagogical ones in their instruction.

According to Yator (2013), insufficient facilities for teaching and learning make it harder to do so efficiently. The purpose of the study was to identify the reasons behind Kabartonjo division's subpar performance. Ng'ang'a (2015) conducted research in Kiambu County to determine the causes of low KCSE mathematics grades. She discovered that the school employed a problem-solving approach to instruction rather than a student-centered one. In the meantime, as cited by Chrilukovian, Mondoh, and Namasaka (2017), Wachanga and Mwangi (2014), Kibet and Kathuri (2015), Orora, Wachina, and Keraro (2015), Esra, Ijlal, and Ocak (2017), all stated that teaching methodology is a critical factor in determining students' academic performance in any given educational system. Research on innovative teaching strategies is scarce. Furthermore, they are done in fields that are not covered by this study. The report claims that instructions

have a detrimental effect on financial performance. Based on these studies there is inconsistent findings, varying gaps in literature and ineffective instructional leadership in secondary schools in Malindi Sub-County, Kilifi County, Kenya hence the need to conduct this study.

#### **1.4 Purpose of the Research Study**

The main purpose of this study was to examine the influence of instructional leadership on effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya.

#### **1.5 Objectives of the Study**

The study was set to achieve the following objectives;

- i. To establish the influence of instructional supervision on effective teaching and learning in public secondary schools.
- ii. To examine the influence of teacher motivation on effective teaching and learning in public secondary schools.
- iii. To investigate the influence of teaching resources on effective teaching and learning in public secondary schools.
- iv. To determine the influence of proper guidance to students on effective teaching and learning in public secondary schools.

#### **1.6 Research Questions**

This study was guided by the following research questions:

- i. In what ways does instructional supervision influence the effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya?
- ii. How does teacher motivation influence effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya?

- iii. In what ways do teaching resources influence effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya?
- iv. In what ways does proper guidance to students influence effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya

## **1.7 Significance of the Study**

### **1.7.1 To School Administrators**

All those who are responsible for overseeing the curriculum in schools, with parents, teachers, and administrators, will benefit from the findings of the study. It is possible that principals may find the study helpful in re-evaluating and modifying their leadership beliefs, which would ultimately lead to improved academic performance among students.

### **1.7.2 To Educational Planners**

Educational planners would benefit greatly from the study since it will enable them to make wise decisions about employing competent teachers, efficient teacher training programs, and appropriate teaching and learning materials. Additionally, students will be able to deliberately set up networks between schools and educational institutions. Our schools will become more effective both inside and outside the classroom as a result.

### **1.7.3 To Academicians and Researchers**

Scholars and researchers in Kenya will find the study crucial for future research on the causes of weak instructional leadership in public secondary schools in Malindi Sub-County. Future researchers will utilise the study's results to compare their own findings and to provide a theoretical foundation for further study.

## **1.8 Scope of the Study**

The study investigated the influence of instructional leadership on effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County. The objectives to

be used in the study included; instructional supervision, teacher motivation, teaching resources and proper guidance to students on instructional leadership in public secondary schools within Malindi Sub-County, Kilifi County during the month January, February and March 2025. Three sets of questionnaires were used in the study; one for principals, another for teachers and another for students in order to gather quantitative data. A document analysis template was also utilized in addition to the questionnaires for teachers and principals to gather more inclusive secondary data for the research. There were two sets of questionnaires used to gather the data. The principals and teachers were examined in order to gather statistics.

### **1.9 Limitations of the Study**

Many obstacles were faced when doing this study, making it difficult to effectively respond to the research questions. The researcher was indebted to organize meetings during their leisure time by busy principals and teachers. The researcher also utilized participant-friendly, edited questionnaires to address changes in the principals' instructional methods resulting from their training and experience.

The researcher explained to participants who refused to disclose confidential data about their schools that the information was only to be used for research reasons, that the results will not affect them in any way, and that they will not have their names published.

### **1.10 Delimitations of the Study**

According to Mutai (2013), delimitation relates to the study's information boundaries, which the researcher may manage but which may have an effect on the study's overall viability. Two fundamental factors that could influence KCSE results are the student's age and the teacher's training; however, the current study only scrutinized at the effects of instructional supervision, teacher motivation, teaching resources, and giving students the right advice.

This is considered necessary to thoroughly evaluate the goals. It was hard for the researcher to identify the influence of instructional leadership in the public secondary schools in the Malindi Sub-County. The researcher used scanty secondary school leadership as the basis for her assessment of the pupils' performance.

### **1.11 Assumptions of the Study**

Simon (2013) defines assumptions as basic ideas that the researcher believes in or accepts but finds challenging to support with concrete data. In other words, it refers to rational assumptions that are taken for granted and outside the researcher's control; Simon (2013) argues that these facts are important to the study's applicability since they establish the basis for its planning and implementation.

The following were the assumptions of the study;

- i. The study assumed the existence of a formal policy or some other knowledge of the strategies that principals of public secondary schools should employ to counteract the fall in instructional leadership.
- ii. All public secondary school principals should take an education management course at the very least.
- iii. The Kenya Certificate of Secondary Education (KCSE) offers a precise and trustworthy tool for assessing pupils' academic progress.

### **1.12 Operational Definitions of Key Terms**

#### **Leadership Style**

The importance of leadership styles in education can be attributed to their ability to help students become active leaders by using their skills and developing additional types as they advance in their careers.

<b>Proper guidance to students</b>	The foundation of education in schools is provided by the facilities. Classrooms, resource centers, boarding school dormitories, open play zones, games kits, and washrooms are examples of school amenities.
<b>Poor KSCE Results</b>	A lack of desire among teachers and students, insufficient resources and learning materials, student absenteeism, and poor time management by both parties are often mentioned as reasons for low performance on the KCSE exam.
<b>Principal</b>	This is the head of a secondary school.
<b>Teaching Resources</b>	Resources used by teachers to help students satisfy the curriculum-defined learning needs are known as teaching-learning means. It also denotes the tools and supplies those teachers use to enhance their lesson plans or pique students' interests.
<b>Instructional Supervision</b>	This is a reference to the collaborative, continuous, and professional process of enhancing instruction. It includes advice, help, idea exchange, easing, or invention to help instructors enhance the learning environment and standard of instruction in the classroom.
<b>School Performance</b>	Is an academic achievement judged by the mean score in the KCSE examinations.
<b>Student</b>	This is a male or female learner in a secondary school sometimes referred to as a pupil.

**Teacher Motivation**

The degree to which a teacher's psychological needs are met when instructing is what drives their motivation, which shows up as their enthusiasm and sense of fulfillment in their work.

**Instructional leadership**

This is how a principal organizes and lead activities and methods used to impart knowledge to the learners



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In order to ascertain the relationship between instructional leadership and effective teaching and learning in public secondary schools in Kilifi County's Malindi Sub-County, this chapter looked at the variables utilized in the study. The degree to which each research variable adds to our understanding of the reasons behind subpar leadership in the public secondary schools of Malindi Sub-County determined how important an evaluation it receives. Likewise, a gap analysis, a study summary, a conceptual framework, and reviews of pertinent theoretical and empirical literature was also provided.

#### **2.2 Empirical Literature Review**

Developments in the field at the local, national, regional, and universal levels were covered in the literature review. It focused on the objectives of the study, the dependent and independent variables, and the reasons behind instructional leadership in the public secondary schools in the Malindi Sub-County.

##### **2.2.1 Instructional Supervision on Effective Teaching and Learning**

An important element in raising secondary schools' instructional supervision is instructional monitoring. Instructional supervisors assist teachers in improving their methods of instruction to better suit the requirements of their students by providing systematic observation, feedback, and support (Ling, 2017). Giving teachers constructive feedback based on information gleaned from classroom observations is a crucial part of instructional supervision. This blame promotes introspection and professional development, which eventually results in better teaching plans. Also, instructors and instructional supervisors work together to create goals for instructional improvement that are customized to meet the unique requirements of each teacher and their students (Austin, 2017). Supervisors guarantee uniformity and unity in instructional means

throughout the organization by coordinating these goals with school-wide goals and academic standards. To help instructors even further in putting successful teaching practices into practice, supervisors can also organize workshops, professional development chances, or peer learning communities (Tounder *et al.*, 2017).

In order to guarantee that curriculum and instructional materials are in line with standards and objectives for education, instructional supervision also include keeping an eye on how they are being implemented. Supervisors can offer advice on how to choose the right materials, modify the curriculum to fit the needs of a variety of students, and incorporate cutting-edge teaching methods (Fisher, 2015). Instructional supervision helps to improve overall instructional value in secondary schools by promoting a culture of accountability and continual improvement (Wayne, 2016). By offering goals, fostering professional growth, guaranteeing conformity with curriculum, and providing feedback, instructional supervision acts as a catalyst for improving instructional supervision in secondary schools. Schools may create an environ that supports academic greatness and student success by working together with instructional supervisors and instructors (Brown *et al.*, 2017).

In order to develop secondary schools' instructional efficacy throughout Africa, instructional supervision is essential. Through a logical process of opinion, advice, and support, instructional supervisors enhance teachers' professional growth and the overall improvement of teaching and learning outcomes (Ibukin & Ekundayo, 2019). Secondary education in many African countries is affected by a number of issues, such as little resources, packed classrooms, and a diverse student body with differing requirements. By giving instructors the direction and tools, they require to give high-quality training, actual instructional supervision tackles these matters. Giving teachers helpful criticism based on observations made in the classroom is a crucial component of instructional monitoring (Okendi, 2015). Supervisors understand teachers in

action, focusing on student engagement levels, classroom management skills, and instructional approaches.

Additionally, instructional supervisors help classroom teachers by offering probabilities for proficient development that are specific to their needs. These options could be in the form of seminars, workshops, or one-on-one coaching sessions that focus on particular subject matter, teaching teachings, or evaluation methods (Masya & Thinguri, 2018). Instructional supervisors enable teachers to fulfill the different needs of their students and adjust to changing educational situations by making investments in their professional development. Furthermore, by inspiring teacher collaboration, instructional supervision helps secondary schools develop a culture of professional learning communities. Teachers can share best practices, exchange ideas, and gain knowledge from one another through cooperative planning sessions and peer observations. According to Charo and Korir (2017), this cooperative approach fosters a common pledge to student success and improves instructional coherence across classes.

Moreover, instructional supervision assists secondary schools in coordinating their teaching strategies with national curriculum standards and learning objectives. In order to improve the applicability of instruction, supervisors collaborate closely with school managers to make sure that instructional strategies are in line with the larger educational framework (Too *et al*, 2017). Secondary schools' instructional supervision can be greatly enhanced by instructional grasp. Instructors are empowered to improve their work and fulfill the varied needs of their students by instructional supervisors who offer chances for professional growth, support, and valuation. Instructional supervision heightens the overall efficacy and quality of secondary education through the continent by fostering alliance and adhering to educational standards (Too *et al.*, 2017).

In order to improve secondary school instruction in Kenya, instructional supervision is vital. Instructional supervisors make sure that teaching strategies are fruitful, curriculum goals are

fulfilled, and student learning outcomes are realized through methodical opinion, assessment, and feedback. Teachers receive support and direction from supervisors in order to enhance their methods of instruction and apply creative teaching techniques catered to the requirements of a varied student body (Ayeni, 2016). Through the promotion of a culture that values professional development and cooperation, instructional supervision fosters the ongoing boost of educators, which in turn leads to better student engagement, academic performance, and overall school success. Also, instructional supervision promotes excellence and equity in secondary school education by coordinating instructional practices with national educational standards and goals (Onderi & Makori, 2018). This advances Kenya's educational system.

In Kilifi County, Kenya, secondary schools' instructional supervision can be greatly improved through instructional supervision. Instructional supervisors make a substantial contribution to the boost of teaching and learning outcomes through systematic and routine monitoring, feedback, and assistance (Charo & Korir, 2017). Managers assist in identifying areas where instructional practices need to be improved and places where they are strong by giving teachers constructive comments based on observations made in the classroom. Additionally, they enable breaks for professional development catered to the unique requirements of educators, guaranteeing ongoing improvement and development of teaching abilities. Furthermore, to create and execute successful teaching strategies and interventions that are in line with the curriculum and educational objectives, instructional supervisors work in union with school administrators (Charo & Korir, 2017).

One responsibility of the teaching staff is to guarantee that students are ready for the next steps in their education, the workforce, and society at large (Bunwaree, 2019). As a result, part of their responsibilities includes creating weekly schemes of work plans that are appropriate for the subjects they teach, organizing lesson plans efficiently, administering tests, and marking scripts to give feedback on students' performance (Ayeni, 2017). Additional responsibilities

include coming up with creative ways to present lessons and modify existing ones, conducting extension classes, conducting continuous assessment, planning and leading extracurricular activities, and maintaining appropriate documentation of professional activities (Bunwaree, 2019).

Teachers also support the administration of the school by helping to address issues related to student behavior and upholding order on school grounds, which results in and improves future learning results. Additional tasks allotted to tutors include supervising laboratories, workshops, and specialized rooms, acting as a teacher-in-charge, and generally ensuring the intellectual, moral, and emotional growth of students (Bunwaree, 2019). It is expected that school admins will review teachers' professional records to ensure they are supporting their job while these are being completed. According to Fisher (2016), referenced in Alimi, *et al.* (2017), supervision refers to administrative efforts made to support teachers and other educators in enhancing their instruction. It entails supporting teachers' expert development, together with other educational goals and instructional materials. In Malaysia, senior teachers who have been given authority to supervise are either the headmaster, the principal, or both (Yunis & Ishhak, 2017).

A reliable indicator of academic achievement in Kenya is the K.C.S.E. (Masya, 2015, as referenced in Thinguri, Korrir, Charo, & Ogochi, 2017). Admission to and assignment from universities are based on secondary school K.C.S.E. achievement. In Thinguri *et al.*'s (2018) study on students' academic success and school attendance in Kenya's Njoro District, 30 public secondary schools were used, using 169 male and 89 female teachers, 4898 males, and 3306 girls. Similar to this study, 156 teachers and 363 pupils in forms 3 and 4 were chosen at random from eight sampled schools. The study discovered a major inverse link between academic achievement and absence. The study did not look at how school managers add to instructional supervision when it comes to keeping an eye on students' and teachers' attendance in class an area that the study intended to explore.

### **2.2.2 Teacher Motivation on Effective Teaching and Learning**

One of the most important factors in deciding how well secondary schools teach is teacher motivation. Teachers that are ambitious show greater degrees of zeal, devotion, and obligation to their teaching duties as stated by Ferdinand *et al.*, (2015). Students will thus benefit from a more inspiring and productive learning environment. Lesson design, curriculum creation, and instructional delivery are areas where motivated teachers are more likely to put in extra effort as stated by Carlos, (2015). In order to meet each student's specific requests, they are likely to experiment with new teaching techniques, use a variety of learning resources, and modify their methods. This proactive approach creates a dynamic, engaging classroom setting that supports improved learning outcomes as stated by Dennison & Shenton, (2017).

Furthermore, teachers who have the drive to teach set an example for their pupils, encouraging them to pursue both personal and academic feat. Students are more likely to have an authentic interest in and enthusiasm for learning when teachers exhibit passion and enthusiasm for the material they teach by Yang, (2017). A learning community where students feel valued, moved, and vested to realize their full potential is fostered by the positive teacher-student interaction. Also, in secondary schools, teacher motivation has a major impact on work satisfaction and retention rates by Griffin, (2015). Teachers who experience gratitude, recognition, and support for their capable growth are more likely to stay in their roles and make long-term valuable contributions to the school community. On the other hand, poor motivation can result in teacher burnout, freeing, and attrition, all of which can negatively impact the quality of instruction and student accomplishment according to Yang, (2017).

Secondary school instructional supervision is largely shaped by the motivation of the teachers. Schools may establish an atmosphere where teaching excellence flourishes, improving student learning outcomes and overall school achievement, by cultivating a culture of incentive and support for tutors. In Africa, secondary schools' instructional supervision is greatly impacted

by the motivation of its teachers as stated by Ntagaramba *et al.*, (2019). A teacher's level of incentive major affects the quality of education they provide since motivated teachers typically show more zeal, passion, and dedication to their work. Though, in many African nations, issues including low pay, scarce resources, and few chances for professional growth sometimes cause educators to become demotivated as stated by Nwachaka, (2017).

Financial incentives play a crucial role in motivating educators. In numerous African countries, teachers receive little compensation that frequently fails to meet their fundamental needs. Their effectiveness in the classroom may be compromised due to the financial stress affecting their morale. Insufficient infrastructure, overcrowded classrooms, and a dearth of instructional funds collectively impede instructors' effectiveness and inhibit their optimal performance as stated by Ogundoye and Ajayi (2016). Moreover, instructors may experience demotivation when their efforts are not recognized and valued. In certain African societies, teaching may not always be regarded as a prestigious occupation, leading to a dearth of societal esteem for educators. The lack of praise can undermine teachers' feeling of worth and diminish their enthusiasm for their work as stated by Ekundayo, (2015). Conversely, teachers who are appropriately motivated possess a greater feeling of pride and ownership in their profession. Enthusiastic educators also possess a proclivity for creating a favorable educational setting in which pupils are motivated to excel both academically and personally according to Ajayi & Ogundoye, (2016).

Policymakers and education stakeholders need to give top priority to initiatives that improve working conditions for teachers, pay them competitively, provide chances for expert growth, and create an environment where educators are valued in order to address these snags and boost teacher motivation as stated by Adeyinka, (2017). African nations can foster an ambiance that is more positive to productive teaching and learning in secondary schools by making ventures in the motivation and well-being of their teachers. This will increase instructional supervision and improve students' educational achievements as stated by Mohamed *et al.*, (2019).

The instructional success of secondary schools in Kenya is significantly influenced by the motivation of their teachers. Motivated teachers demonstrate greater degrees of zeal, devotion, and commitment to their teaching tasks, which finally improves student outcomes by Oluoch, (2016). In Kenya, where secondary education is essential to students' academic and personal growth, highly motivated educators have a big influence on the standard of instruction given. According to Omboto *et al.* (2017), teachers that are driven are more likely to use cutting edge techniques, participate in ongoing professional development, and put in more time and effort into organizing and executing their lessons. Moreover, they create supportive learning environs where students are inspired to succeed. Alternatively, teachers who lack interest may become detached from their students, become less fruitful, and become ineffective teachers. In Kenya's secondary schools, issues including low pay, few options for expertized growth, and punitive working conditions can all lead to demotivated teachers. Improving instructional supervision and, finally, the general standard of secondary education in Kenya will need tackling of these issues and putting solutions in place as stated by (Adoyo, 2018).

In the classroom, motivated educators frequently foster a supportive learning atmosphere. Their infectious passion inspires students to take a vigorous and more elaborate role in education. This supportive environment stimulates critical thinking, student-teacher relations, and active learning all of which are necessary for academic achievement. Additionally, enthusiasm from teachers has a good impact on motivation from students by Kamau & Salahe, (2017). Students are more likely to acquire a sense of purpose and commitment to their studies when they believe that their teachers are eager and loyal to their work. The cycle of academic success in the school is a result of the mutually beneficial bond between teacher and student motivation.

Furthermore, motivated educators are more capable of managing the rigors and demands of the teaching career. They have an optimistic outlook, exhibit persistence in the face of challenges, and are more likely to stick with their efforts to promote student learning by Kaingu, (2017).

This resilience aids in establishing a stable and supportive learning setting in the classroom, which is crucial for fostering kids' general growth. In general, Kilifi County, Kenya's secondary schools' instructional success is greatly impacted by the motivation of its teachers. Schools can establish a favorable learning environment that supports academic skill and student success by taming a culture of motivation among educators as stated by Murithi *et al.*, (2017).

### **2.2.3 Teaching Resources on Effective Teaching and Learning**

There are numerous educational materials accessible to improve secondary school instruction. Using curricular guidelines and materials that are aligned with standards is one noteworthy resource. Opportunities for teachers to receive professional development are another important resource, Smith *et al.*, (2015). Teachers can stay up to date on best practices in teaching, acquire new instructional strategies, and effectively incorporate expertise through workshops and seminars. Peer support and mentoring initiatives can also have a significant positive impact on student performance in the classroom. Schools can enable the sharing of creative teaching tactics and offer assistance in resolving instructional difficulties by encouraging a collaborative culture among its teachers as stated by Fuller & Huneman, (2015).

Technology is also essential for improving student performance in the classroom. Personalized learning skills can be facilitated by interactive multimedia technologies, internet resources, and educational software that engage students. Furthermore, resources for enhancing instructional effectiveness include continuous assessment and feedback systems, Byron & Moore, (2017). Peer reviews, student surveys, and seminal assessments offer innate material about the efficacy of instruction and areas for development. Teachers looking to improve their teaching practices might benefit greatly from having access to educational texts and research-based instructional strategies. Teachers can always improve their teaching strategies to better suit the requirements of their students by keeping up with the most recent research in education by Lasher, (2015).

A wide range of educational resources are available to educators who wish to raise the standard of instruction in secondary schools in Africa. The African Education Research Database is a noteworthy resource that brings together a range of study, papers, and articles about educational practices and policies from all over the continent as stated by Abedian & Siekei, (2016). Still, groups such as Association for the Development of Education in Africa (ADEA) offer insightful information and helpful funds to enhance the caliber of instruction and the successes of students. Publications from the ADEA often provide useful tips and case studies customized for the African environment. Furthermore, web-based resources like the Education Portal of the African Union provide access to research results, instructional materials, and best practices that are especially tailored to solve the hitches that secondary schools in Africa face. These tools can support teachers in creating creative lesson plans, supporting efficient teaching plans, and finally aiding secondary schools around the continent stimulating their instructional act as stated by (Uluyol, 2017).

In Kenya, secondary schools' instructional achievement is greatly influenced by their teaching resources. A number of tools are necessary to launch productive learning environments and support student success. These assets include both material goods like teaching aids, lab tools, and textbooks as well as inconsequential things like support networks and teacher preparation by Ahawa & Simatwa, (2015). Textbooks are essential resources for teaching curricular subject and giving pupils reference books. But textbook availability and excellence differ throughout institutes, which affects how thorough education is. Besides, laboratory equipment is essential for scientific classes so that students can conduct real trials and learn practical skills. Teaching aids, such visual aids and multimedia materials, improve the way lessons are taught and help students recognize abstract ideas. These tools inspire engagement and attention from students, fostering active learning and ability as stated by Republic of Kenya, (2018).

Encouraging teacher effectiveness and providing support systems are essential. Teachers are equipped with cutting-edge strategies and instructional methods through ongoing professional development programs according to Bolo & Kipyego, (2018). Noble association chances and mentorship plans can help to cultivate a culture of learning and development among educators. Classrooms, libraries, and ICT resources are cases of infrastructure and facilities that impact instructional efficacy and shape the learning environment. Sufficient infrastructure guarantees that students have access to key resources and settings that are ideal for learning by Ochieng, (2017). Kenyan secondary schools' ability to teach depends on the number and caliber of their instructional resources. Policymakers can improve education quality and foster student success by allotting funds for a wide range of assets, such as textbooks, laboratory tools, instructional aids, teacher training, and infrastructure as by Republic of Kenya, (2018).

Teachers and officials in Kenya, especially in Kilifi County, place a high priority on secondary school instructional supervision. Many tools and methods are used to improve student results and the value of teaching. The Kenya Institute of Curriculum Development's (KICD) syllabus framework is one important resource as stated by Maitha & Safari, (2017). This agenda gives teachers a uniform set of guidelines by outlining the content, learning goals, and assessment standards for every topic. Programs for training teachers are also essential for enhancing the quality of instruction. Proficient development agendas, workshops, and seminars are provided by institutions such as the Teachers Service Commission (TSC) to teachers in order to provide them with classroom management strategies and effective teaching methods. According to Maitha and Safari (2017), these tools assist teachers in keeping up with the most recent growths in pedagogy and educational trends.

Technology is a major factor in improving the quality of training as well. Educational apps, multimedia tools, and e-learning platforms are examples of digital resources that schools can use to enhance their traditional teaching policies. Teachers can design interactive lessons and

include students in active learning practices by having access to PCs, internet connectivity, and related software as by Musungu *et al.*, (2017). Also, exchanging best practices and promoting a culture of continual progress require cooperation among teachers both inside and between institutions. Professional Learning Communities (PLCs) offer spaces where teachers may share resources, work together, and consider how they educate.

Besides, a major factor influencing the efficiency of education is the accessibility of teaching assets and aids, including books, lab gears, and teaching aids. Sufficient fiscal support and resource dispersal by educational experts guarantee that schools possess these vital resources, empowering educators to present thorough and impactful teachings as at Musungu *et al.*, (2017). A variety of strategies are essential to raising the standard of education provided by Kilifi County, Kenya's secondary schools. This strategy should include curricular alignment, teacher training, technical amalgamation, teacher cooperation, and resource accessibility. Through the use of various resources and strategies, educators can create an environment that is conducive to the instruction and gaining of high-quality subjects. This finally causes the pupils victories and accomplishments to rise.

Strong leadership is essential to guaranteeing the availability and effective use of teaching and learning resources in secondary schools in Kenya. First of all, strong leadership involves strategic planning and resource distribution by Abedian & Siekei, (2016). A proactive head-teacher will assess the needs of the school, prioritize resource requirements, and allocate funds aptly to obtain important teaching materials, textbooks, laboratory gear, and technology resources. Additionally, effective leadership entails establishing clear policies and procedures for the management and upkeep of resources to ensure their durability and optimal utilization. This includes executing systems for inventory management, regular inspections, and repairs to prevent wastage and deterioration of resources over time as stated by Ahawo & Simatwa, (2015).

Furthermore, strong leadership fosters a culture of collaboration and community engagement, leveraging joint projects with government involvements, NGOs, businesses, and community investors to add-on school resources by Adoyo, (2018). Head-teachers can support for extra funding and donations from external sources to enhance the availability of resources, such as through sponsorship agendas, corporate social responsibility initiatives, and civic development projects. Besides, effective leadership involves promoting a culture of innovation and creativity in resource utilization, encouraging teachers to explore alternative teaching methods, leverage digital technologies, and modify resources to accommodate students' various learning needs, as noted by Musungu et al. (2017).

#### **2.2.4 Proper Guidance to Students on Effective Teaching and Learning**

Improving educational results in Kenya requires that public secondary school students receive appropriate guidance about their instructional performance. Providing academic information is simply one aspect of effective coaching; an alternative is creating an atmosphere that supports students' overall growth. Schools such as Alliance High School, for instance, have instituted mentorship plans wherein upperclassmen advise juniors on matters of academic and personal development, thereby encouraging liability and peer learning as stated by Ndirangu, (2017). Good teacher preparation is indispensable. To this end, the Centre for Mathematics, Science, and Technology Education in Africa (CEMASTEAM) offers its instructors ongoing professional development, which has been proven to improve student outcomes and pedagogical abilities as mentioned by Wambugu & Changeiywo, (2018).

Allocating resources is also quite important. According to a 2011 study by Ngware, Oketch, and Ezeh, student performance on national exams is critically increased in schools that have enough learning resources and amenities, like labs and libraries. Through the adoption of student-centered teaching strategies that promote engagement and critical thinking, teachers also play a critical role in the performance of their lessons. Students' conception and retention

of concepts are much enhanced when practical and interactive approaches are used in courses like science, claim Wambugu and Changeiywo (2018). Furthermore, it has been demonstrated that incorporating technology into the classroom can improve student engagement and provide individualized learning experiences, as demonstrated by the example of schools testing digital learning tools by Otieno, (2019). Feedback tools and ongoing assessments are also included in the guidance on instructional performance.

Frequent formative assessments facilitate the identification of students' areas of strength and weakness, facilitating prompt remedy as stated by Ngware *et al.*, (2016). For example, although the Kenya Certificate of Secondary Education (KCSE) exams are rising, they are balanced during the academic year by Continuous Assessment Tests (CATs) in order to track student progress and adjust instructional strategies. Including the society and parents in the educational process, can also greatly improve student performance. Higher levels of student success and motivation are shown in schools like Moi Girls' School Nairobi that involve parents through regular meetings and progress reports as stated by Mutua, (2018). This cooperative approach promotes a more thorough educational experience by guaranteeing that pupils receive constant support at home and at school.

In Kenyan public secondary schools, effective guidance on instructional performance requires a multipronged approach that includes community involvement, creative teaching techniques, peer mentoring, and ongoing assessment. Together, these tactics help to foster an atmosphere where kids can thrive academically and personally as by Ndirangu, (2017). Besides, civic support and involvement are significant. This is shown by the example of 'Nyeri High School,' where the administration's active involvement of parents and regional businesses in program and infrastructure development has improved student performance and the school's general atmosphere as by Mwangi, (2016). Additionally, incorporating technology into the classes, as proved by the Kenyan government's 'Elimu Digital Program,' helps close the accomplishment

gap by granting pupils access to a wide range of interactive learning happenings and internet resources that enhance memory and understanding, as claimed by Khan (2019).

Enhancing instructional effectiveness in Kenya's public secondary schools demands an all-inclusive strategy that includes community engagement, sufficient financial allocation, and professional development for educators. These tactics, which are backed up by fruitful case studies, highlight the necessity of a multifaceted, team-based approach to promote academic excellence. Improving student outcomes in public secondary schools, especially those located in coastal regions, requires suitable direction on instructional performance. This advice takes a multifaceted strategy that comprises of community participation, teacher preparation, resource allocation, and curricular incorporation of regional cultural settings. For instance, research by Wekesa (2019) in Mombasa, Kenya, showed that teachers use of ongoing professional progress greatly enhanced their teaching strategies, which in turn increased student performance.

Instructors who participated in seminars and training sessions on contemporary pedagogical approaches were better at involving students and enhancing their knowledge of the material. The study also emphasized how critical it is to provide schools with sufficient resources for instruction and facilities, as this was discovered to be a major obstacle in many coastal schools. Improving educational outcomes in public secondary schools in Kilifi County, Kenya, depends on providing pupils with appropriate guidance on their instructional performance. Effective guidance programs have been shown to considerably improve pupils' academic achievement and general development. For example, Kilifi County research revealed that schools with well-organized guidance and counseling services had better academic outcomes and higher student input than those without such plans by Mutisya, (2020). Including mentorship programs, in which senior students or alumni guide junior students, is one positive plan. It has been proved that doing this creates a positive learning atmosphere and gives students access to role models who may help them with their academic and career choices. For instance, a mentorship program

at Malindi High School improved pupils' performance notably on national exams according to Kariuki, 2021).

Moreover, career advising sessions can be instigated by schools to assist students in organizing their academic pursuits with their desired careers. This was illustrated in a case study at St. John's Secondary School, where students were encouraged to work harder in their studies by steady career talks by experts from a variety of fields. This led to higher overall performance in Kenya Certificate of Secondary Education (KCSE) examinations (Omondi, 2019). Parental participation is also very important. It has been demonstrated that encouraging parents to get involved in their kids' education by going to school functions and helping out with homework improves academic triumph. For instance, parent-teacher meetings greatly enriched academic attainment and student discipline at Kilifi Township Secondary School as stated by Mwangi & Kaingu, (2020).

In Kilifi County's public secondary schools, offering pupils the correct path through structured programs, career counselling, mentoring, and parental involvement can significantly improve academic achievement. In addition to raising academic performance, these tactics help students grow holistically and set them up for attainment in the future. In order to provide effective guidance on instructional performance in public secondary schools along the coast, an inclusive strategy involving teacher preparation, resource apportionment, community participation, and contextualized instruction is needed. Despite the particular difficulties encountered in coastal locations, schools can establish a supportive learning atmosphere that promotes student success by addressing these issues according to Wekesa, (2019).

### **2.2.5 Effective Teaching and Learning in Public Secondary Schools**

In Kenya's public secondary schools, good instruction is essential to raising students' academic achievement and giving them the tools, they need to succeed in the future. Using student-centered teaching strategies that promote critical thinking and active participation is a crucial

part of good instruction. According to Orodho (2014), teachers who apply interactive systems, such as group discussions, problem-solving tasks, and project-based learning, encourage a collective environment that enhances students' cognitive and social development. For instance, through group discussions, students can share diverse perspectives, which encourages deeper understanding and retention of concepts.

Furthermore, the availability of adequate resources significantly influences effective learning. Mwamwenda (2015) highlights that well-equipped classroom with appropriate textbooks, lab equipment, and technological resources can help create an enabling learning environment. In many Kenyan public secondary schools, though, limited resources pose challenges, leading to overcrowded classrooms and insufficient learning materials. This frequently confines teachers' ability to deliver quality education, thereby impacting students' learning outcomes (Wanjala & Simatwa, 2011).

In addition, teacher training and professional development are crucial in ensuring that educators have the skills to fulfill effective teaching practices. Studies show that continuous professional development enhances teachers' knowledge of subject content and pedagogical skills, which is vital for adapting to the diverse needs of learners (Kafu, 2011). For example, teachers trained in modern instructional methods, such as ICT integration, are better able to incorporate digital tools into their lessons, thus enriching the learning experience for students (Kafu, 2011). Thus, addressing the challenges of resource allocation and investing in teacher development are critical for improving the quality of teaching and learning in Kenya's public secondary schools. By focusing on these areas, the Kenyan education system can make strides towards creating a more conducive learning situation and enhancing students' overall academic success (Makori, 2016).

To accomplish this, teachers need to implement instructional methods that are student-centered, engaging, and open to the diverse needs of learners. For instance, integrating active learning

strategies, such as group debates and problem-solving activities, has been shown to enhance student participation and understanding (Ngure & Rukwaro, 2019). Furthermore, technology integration in the classroom, such as using digital learning resources and online platforms, can significantly improve access to information and make learning more interactive, particularly in rural areas where resource constraints are common (Mutula, 2020).

Equally important is the role of continuous teacher training and development programs, which equip teachers with modern pedagogical skills and techniques. The research recommends that teachers who engage in professional development are more effective in classroom management and delivering content in ways that resonate with students (Ouma & Okoth, 2018). Moreover, fostering a supportive school environment, which includes satisfactory infrastructure, such as well-equipped classrooms and libraries, is important for effective teaching and learning. In Malindi Sub-County, challenges like congested classrooms and limited resources have stalled the effectiveness of teaching, thus requiring targeted interventions from both government and non-governmental organizations (Wanjala & Onyango, 2021).

Effective teaching methods prioritize student-centered approaches, which include interactive, inquiry-based, and collaborative learning. For instance, Competency-Based Curriculum (CBC) recently adopted in Kenya emphasizes practical skills and critical thinking, aiming to address the gap between education and real-world proficiencies (Waweru & Nyaga, 2019). Teachers are encouraged to engage students actively in the learning process by using various resources, including digital tools, to foster a dynamic classroom environs. This aligns with the growing recognition of ICT integration as a key factor in enhancing the quality of education. A study by Muriithi (2021) found that schools uniting technology had better student performance, particularly in STEM subjects.

Furthermore, the involvement of investors, including parents, teachers, and local government, plays a major role in improving education in Malindi. For example, the Malindi Sub-County

Education Office collaborates with school management to provide training workshops that equip teachers with modern pedagogical skills (Kimani & Ngugi, 2020). Schools that involve parents in students' academic progress report higher levels of motivation and attendance among students, which directly correlates with improved academic performance. Additionally, schools in Malindi have introduced peer mentorship programs where older students help younger ones in subjects like Mathematics and English, fostering a supportive learning environment.

Non-governmental organizations challenges persist, such as limited funds, congested classes, and scarce teacher-student ratios, which can obstruct the effectiveness of teaching strategies consequently encouraged to support these schools by investing in more infrastructure and providing resources to improve the learning environment (Odhiambo, 2021). Addressing these challenges can help ensure that secondary schools in Malindi Sub-County can offer high-quality education that meets students' diverse needs and prepares them for their future actions. In spite of these obstacles, attempts are being made to raise the eminence of instruction in secondary schools in Kilifi County. The aim of government curriculums, non-governmental organization, and community collaborations are to close the infrastructure gap, improve teacher training, and give needy schools more funding as stated by MOEST, (2019). Also, educational technology advances are being investigated as a means of augmenting conventional teaching approaches and reaching students residing in remote regions. Kilifi County, secondary school instructional leadership is an intricate task requiring help amid multiple parties according to Musungu, (2017).

### **2.3 Theoretical Framework**

The study included the contingency theory and system theory. The contingency theory formed the foundation for the study's independent variables centered on instructional leadership on effective teaching and learning while system theory supported the dependent variable relating to effective teaching and learning.

### 2.3.1 Contingency Theory

This study is based on the contingency theory of leadership, which was created by Fiedler in 1964 and referenced by Cole in 2012. It makes the case that a leader's capacity to lead depends on a number of situational elements, such as the leader's favored style, the abilities and actions of factions, and other related basics. Northouse (2015) claims that Fiedler created contingency theory by examining the leadership philosophies of numerous leaders who operated in a range of settings, primarily military organizations.

School administrators can apply contingency theory to real-world situations, according to Chance and Chance (2012). Chances believed that there were numerous ways in which school leaders might gain from grasping contingency theory. This approach first aids in determining external factors that have an impact on a school. Likewise, contingency theory assesses how schools' organizational structures impact how they react to external pressures and expectations. Most concerningly, contingency theory considers how instructors' personalities and attitudes relate to one another and matches their leadership philosophies with the needs of the classroom (Chance & Chance, 2012).

According to Hoy (2016), the contingency hypothesis states that a number of factors affect a leader's effectiveness. According to the hypothesis, a leader's effectiveness in a certain situation can be attributed to a specific attribute. Under various conditions, the same attribute could make a leader ineffective. According to contingent theories, a subset of behavioral theory, there is no one optimum approach to be in front, and a strategy that works in one situation could not work in another. The contingency theory fits with the researcher's target audience of principals who have worked in a school for at least two years because all teachers are able to perceive a leader's style and how it influences performance towards the KCSE.

Applying contingency theory to instructional supervision in Malindi Sub-County suggests that school leaders should assess both internal factors, such as teachers' strengths and weaknesses,

and external factors, like available resources and community influences, to determine the best supervisory methods. For example, a school with experienced teachers may benefit more from a collective, feedback-oriented supervision approach, while schools with less-experienced staff might need more directive support. School principals, guided by this theory, should thus focus on adapting their supervisory styles and practices to associate with these exclusive, evolving conditions, finally fostering a more conducive environment for teaching and learning.

The theory argues that effective leadership must be adaptable, replying to situational variables to align with organizational goals. In the context of instructional leadership, contingency theory suggests that principals must adjust their plans to optimize instructional supervision, teacher motivation, teaching resources, and student guidance to foster effective teaching and learning in Malindi Sub-County. The theory stresses that effective instructional leadership in Malindi Sub-County's public secondary schools must be adaptable, responding to situational demands and aligning with the specific needs of instructional supervision, teacher motivation, teaching resources and proper guidance to students. By adopting a contingency-based approach, school principals can enhance teaching quality and foster an environment conducive to successful learning outcomes.

### **2.3.2 System Theory**

Ludwig Von Bertalanffy was the first to propose this hypothesis in 1968. A system is made up of a collection of components that work together to achieve a common goal. Since interactions are a fundamental tenet of this theory, its focus is on relationships that can sustain the behavior of a single sovereign element that is distinct from other interactional components. Separating the three categories of systems isolated, open, and closed is another tenet of the theory (Katz & Kahn, 2008). In the external environment, open systems involve the exchange of matter, individuals, energy, and data; however, within the open system, only energy is exchanged, not matter or data. The separated systems do not exchange components. The relationship between

the organizations and the operational environment is examined by open systems. The ability of public secondary schools in Malindi Sub-County to adapt to erratic teaching circumstances was the main focus of the current study (Katz & Kahn, 2008).

In this instance, a school is an organization made up of many components that cooperate to achieve the stated objectives. As a result, the educational system is open since it both receives input from society and distributes its results to it. Teachers, parents, and children arrive to the school. While conducting instruction supervision, which includes reviewing teachers' work records, students' notes, and classroom observations, the principal oversees all activities in the school environment and plays a significant part in achieving the institution's goals. Kenyan public secondary schools are open systems with interconnected parts that work together to meet the established academic attainment targets.

Under systems theory, school principals serve as catalysts for a harmonious interplay of roles, responsibilities, and resources. By fostering communication and collaborative practices, they help mix teaching methods, assessment standards, and support services, creating a cohesive learning environment. In this consistent structure, teachers are empowered with the guidance, tools, and support necessary to employ innovative and student-centered instructional strategies, while students are better engaged, and their diverse needs are met. This affiliation supports an environment where academic goals are met not through isolated efforts but through a shared, systemic approach, emphasizing that when each component runs optimally, student outcomes improve.

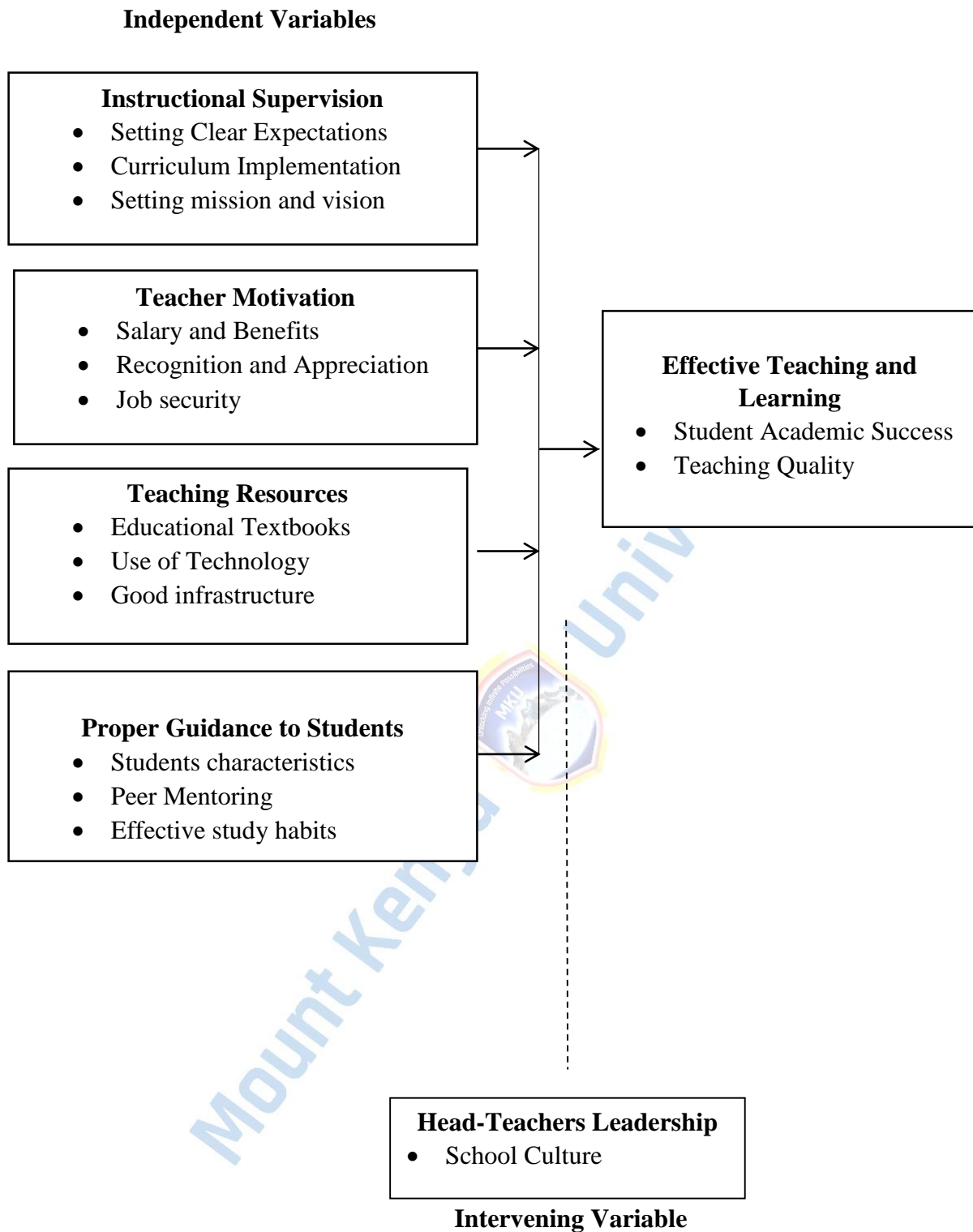
Further, systems theory emphasizes adaptability and responsiveness to change, which is crucial in instructional leadership. As education evolves, school principals must manage and organize responses to new challenges, such as changes in curriculum, advancements in educational technology, or shifts in student demographics. Through a systems-oriented tactic, instructional leaders in Malindi can foster a culture that is not only adaptive but also sustainable, ensuring

that effective teaching and learning strategies remain impactful and relevant over time. This theory thus frames instructional leadership as a foundational element that aligns all subsystems within the school to achieve continuous improvement and educational success.

#### **2.4 Conceptual Framework**

A conceptual framework, according to Varpio et al. (2020), is made up of a collection of broad concepts and theories that help a researcher identify the matter specifically, formulate their questions, and choose relevant articles for the subject. The inquiry of this topic was to examine the influence of instructional leadership on effective teaching and learning in Malindi Sub-County in Kilifi County. The independent, dependent and moderating variables in this research were as follows;





**Figure 2.1: Conceptual Framework**

**Source: (Researcher, 2025)**

Based on the literature reviewed, a conceptual framework showing instructional supervision, teacher motivation, teaching resources and proper guidance to students which are independent

variables whereas head-teachers leadership which is the intervening variable also connected to effective teaching and learning which is the dependent variable are shown in figure 2.1 above.

## 2.5 Research Gaps

Limited local research has looked at the impact of teacher's distinction as stated by Muchelule, (2017) and motivation as by Yala & Wanjohi, (2015) in connection to teacher-related aspects. It was noted that the majority of teachers were demotivated, which caused subpar performance, by low pay, an overwhelming workload, an unfavourable work environment, and inadequate learning and teaching resources. All of these elements depress teachers, which presumably has an impact on their performance and, in turn, on students' performance. Ankomah *et al.* (2017) contended that the absenteeism of an enough number of teachers, the student-teacher ratio, and the degree of academic training, qualifications, and skill are the main factors that influence the quality and performance of teachers.

The administration of most schools brought in untested lecturers to help cover the curriculum because of the high student-teacher ratio. Sometimes, these unskilled tutors lack the academic skills necessary to instruct the pupils in the subjects listed in the syllabus. Because, at the time of the study, no empirical research had been done showing the link between teacher factors and high-quality instruction in Kiambu County's secondary schools, it was imperative that the two variables' relationship be examined.

Regarding the leadership styles of principals, the research validated the association between superior leadership and superior education. Emerson and Goddard (2013) confirmed the strong association between a school's supremacy and the leadership attributes showed by the head of the institution. All of the activities that occur within the school are supervised by the school heads. They should also exhibit moral and ethical integrity and provide the best possible mood for teaching and learning. Any school's success is based on its leadership style. According to

studies, inept management, little or no teamwork, poor communication plans, and scarce finance are among the main issues that school administrators confront (Igwegbe & Omenyi, 2020).

The principals often demonstrate four types of leadership styles: laissez-faire (Ololube, 2013), democratic (Mbiti, 2007), autocratic (Oyugi and Gogo, 2019; Igwegbe and Omenyi, 2020), and transformative (Al-Husseini and Elbeltagi, 2016). Nevertheless, there aren't many empirical research which have examined the link between offering high-quality instruction in Kiambu County secondary schools and leadership styles. Therefore, this research found that it is crucial to study the influence of instructional leadership on effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya.

## **2.6 Summary of Literature Review**

The chapter reviewed the body of study that had been done on the subject, taking into account both theoretical and empirical works. About this, the chapter discussed a number of indicators that were said to have an influence of instructional leadership on effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya. The independent variables utilized in the study were; instructional supervision, teacher motivation, teaching resources and proper guidance to students. A thorough analysis of these indicators has been conducted, with empirical data from relevant research providing support. Besides, the chapter provided a diagrammatical expression that elucidates the conceptual framework by proving the connection between the independent variables (chosen metrics), the moderating variable (head-teachers leadership) and the dependent variable (effective teaching and learning). The chapter also examined the factors that enhance to the factors contributing to instructional leadership in public secondary schools in Malindi Sub-County, Kilifi County, Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.0 Introduction**

The research methodology utilized to finish the study is described in this chapter. Validity and reliability, research instruments, piloting tools, sampling processes and sample size, research design, target population, study location, data collecting methods, data processing, and ethical and administrative issues were the main areas of attention.

#### **3.1 Research Methodology**

To further comprehend the research topic, this study employed a range of techniques that integrated quantitative and qualitative methodology. Because it enables the gathering and examination of both kinds of data in a single research, this method is very beneficial. The researcher expertly combined the advantages of quantitative and qualitative approaches. Creswell (2014) states that in order to collect quantitative data, the researcher uses the quantitative technique, which entails asking participants a series of targeted questions. In this instance, a questionnaire was employed as the data gathering instrument.

#### **3.2 Research Design**

The impact of instructional leadership on efficient teaching and learning in public secondary schools in Kilifi County's Malindi Sub-County was examined using a blend of methodologies. The study included coexistent, descriptive, and correlational triangulation designs. Descriptive correlational designs are used in research to show static depictions of situations and determine the link between different variables (McCurney and White, 2009).

According to Kothari (2014), a descriptive design is a process or a set of processes, including document analysis, interviews, and questionnaires. This design was used to collect data about the type or status of the present scenario. Furthermore, historical events and their relevance to the present were considered (Creswell, 2009). The researcher enabled a description, analysis,

and interpretation of the different data sources. The design was chosen due to its perceived ease, ease of administration, and potential for triangulation (Kombo & Tromp, 2012).

### **3.3 Location of Study**

Malindi Sub-County in Kilifi County was the site of the research. The perfect location for any study, according to Singleton *et al.* (2013), is one where the research problem is prevalent and accessible to the researcher. Many institutions, including residential and day schools for boys, girls, and mixed-gender students, are located in the sub-county. Malindi sub-county is one of Kilifi's county's seven sub-counties.

Kilifi county is located in the country's northern coastal region. Its funded schools have been registering inconsistent outcomes following each exam series between 2018 to 2022. Thus, it is imperative to make advancement and continue achieving positive outcomes in the years to come. According to the MoE's KCSE scores over time, Kilifi County has a history of receiving low grades in government-sponsored schools. This study, which aims to evaluate the influence of instructional leadership on effective teaching and learning in public secondary schools in Malindi Sub-County in Kilifi County, was inspired by the sensitive problem of the county's low performance.

### **3.4 Target Population**

According to Kothari (2012), the target population refers to the total set of people or subjects which researchers are interested in simplifying the results for. The Quality, Assurance, and Standards Office in Malindi County (2025) states that there are 30 public secondary schools, 468 teachers, and an equivalent number of principals. These figures are from the Malindi Sub County Education Office. Therefore, the study emphasized every one of the sub-county's 30 schools, 30 principals, 468 teachers, and 120 students class representatives therefore there were 618 respondents ultimately. Due to their knowledge of instructional leadership methods and

ability to supervise their actions, monitoring, and evaluation, principals were nominated as respondents. The teachers were also nominated as respondents in this research since they were implementers of instructional leadership practices. Table 3.1 below showed the study's target population;

**Table 3.1: Target Population**

<b>Respondents</b>	<b>Target Population</b>	<b>Percentage</b>
Principals	30	4.6%
Teachers	468	66.9%
Class representatives	120	28.5%
<b>Total</b>	<b>618</b>	<b>100</b>

**Source: Malindi Sub County Education Office (2025)**

### 3.5 Sampling Procedures and Sample Size

A sample is a wisely chosen subset of the target population that is intended to be representative of the entire group. Sample size, according to Kothari & Gaurav (2014), is the total number of items in the study sample. Wiersma & Jurs (2012) state that the optimal sample size should be big enough to ensure the validity and dependability of the data. According to Oso and Onen (2009), 15 (50.0%) of the 30 schools that were part of the study's sample are ascertained to be suitable. In Malindi Sub-County, 30 public secondary schools were divided into 3 educational zones; Kakoneni (8), Malindi Central (8), and Watamu (14) were the zones. Succeeding stratification, 50% of the schools in each zone was chosen for the study using a direct random sampling procedure. The 15 principals of the schools that were nominated were entered in the study by use of purposive sampling. According to Creswell (2014), purposive sampling is used to evaluate changing theories about the environment and to precisely comprehend variation in the phenomenon of interest in the setting. To determine the teachers and students sample size,

the researcher calculated it based on Yamane's (1967) formula at 95% confidence level (0.05 level of significance) as shown below;

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

Where n = Sample Size

N = Population (468)

e = Level of Precision (0.05)

$$\frac{468}{1 + 468 (0.05)^2} = \mathbf{216}$$

Teachers and students were chosen through the use of stratified random sampling techniques. This non-biased sampling technique chooses a sample from every respondent to guarantee representativeness by first dividing the population's heterogeneous groups into homogeneous subsets. With this method, the sample is selected so that the current subgroups are either more or less represented (Wiek & Lang, 2016). The researcher applied basic random sampling for every stratum. Table 3.2 below showed the sampling size;

**Table 3.2: Sample Size**

<b>Respondents</b>	<b>Target Population</b>	<b>Sampling procedure</b>	<b>Sample Size</b>
Principals	30	Purposive	15
Teachers	468	Purposive	216
Class representatives	120	purposive	92
<b>Total</b>	<b>618</b>		<b>323</b>

**Source: Malindi Sub County Education Office (2025)**

### **3.6 Research Instruments**

Three sets of questionnaires were used in the study; one for principals, another for teachers and another for students to gather quantitative data. A document analysis template was also used in addition to the questionnaires for teachers, students and principals to gather more detailed secondary data for the research. There were three sets of questionnaires utilized to gather the data. The principals, students and teachers were also surveyed to gather data.

#### **3.6.1 Questionnaire for Principals**

To collect quantitative data from the principals, the researcher created a questionnaire that included both closed-ended and open-ended questions. Morse (2010), who stated that questionnaires serve as research tools designed to gather data from participants, supports this choice. Additionally, questionnaires are often structured to allow for statistical analysis of the responses collected.

Response times to closed-ended questions are faster, which increases the response rates. They facilitate data analysis and sentiment estimation as well. The first segment pronounced the demographic questions that were asked of the respondents; whereas the second section, which also includes a 5-point Likert scale, consisted of questions that were based on the four study objectives.

#### **3.6.2 Questionnaires for Teachers**

Alternatively, teachers' personal information was gathered in part A of the questionnaire. There are issues in examining the influence of instructional leadership on effective teaching in public secondary schools using the self-rating Multifactor Leadership Questionnaire (MLQ). In order to gather information on ineffective teaching performance in public secondary schools, section B of the principal's questionnaire was altered. The tool used a 5-point Likert scale, just like the principal's questionnaire.

### **3.7 Piloting Research Instruments**

One public secondary school in Kilifi North served as the pilot location for the exploration apparatuses, where the primary inquiry and problem identification took place. The pilot study's sample size was 10% of the 329 main study's sample size, or 31 respondents, or approximately 1 principal and 30 participants.

The main research did not include the piloting respondents. The purpose of the pilot programme is to assess the questions related to the applicability and clarity of the equipment, the suitability of the language utilized, and the relevance of the necessary data. Moreover, pre-testing with the piloting data was carried out to assess and validate the study instruments' reliability. Also, it anticipates problems or hitches that those participants would encounter, like obstacles with time management and questionnaire analysis during the data gathering procedure. In order to help the scholar, identify areas that require revision, the interview schedules were also reviewed to ensure that the queries are well-written and elicit a sufficient variety of replies. The pilot research replies were not included in the final results.

#### **3.7.1 Validity**

The validity of the questionnaires was defined by pre-testing and experts in curriculum studies and school management who evaluated each item's relevance to the objectives and recommend whether or not it is relevant. Pre-testing was done by the researcher to guarantee the accuracy of the information.

Pre-testing the research instruments identifies problems that must be resolved before they may be improved. The questionnaire was pretested on a sample of respondents who were sensitive to the examination participants. Expert judgment and content validity will also be used to assure the study questionnaire content validity as stated by Salkind, (2009). The objectives must cover every aspect of each variable, and the researcher will safeguard the data that they achieve in all of the research's objectives.

To ascertain whether the instruments and items are reliable for gathering data, the researcher also performed item analysis in coalition with overseers and lecturers from the department of educational management and curriculum studies. Supervisors assessed and explored methods and interpretations. Their observations were considered while reviewing the questionnaires. The researcher can ensure quantitative validity of research tools by framing study objectives-based reports. Validity is a test's ability to measure its variables. Qualitative research's validity, which depends on the researcher's or participant's view, is an advantage, according to Creswell (2014).

### **3.7.2 Reliability**

Split-half testing assessed questionnaire item dependability. The questionnaire particulars were provided to respondents all at once, and the scores were divided in half. The Cronbach alpha method calculated the reliability index between the two halves. Internal consistency of scale's test items is advanced if the Cronbach alpha coefficient is near 1. A Cronbach alpha coefficient of  $r\ 0.75$  in this study implies that the results are suitable and the internal reliability is excellent. This is because any Cronbach alpha score between 0 and 1, according to Kothari (2014), shows strong internal consistency. Split-half reliability is a reliability estimate technique described as 'internal consistency' because of the reliability between test segments. This result provides a measure of test-score dependability as well as some support for test-score quality.

### **3.7.3 Credibility**

The validity of the questionnaires was thoroughly examined using numerous analyses and data triangulation because only readers or respondents can reasonably evaluate the validity of the results. According to Kothari (2014), someone could build trust by proving the reliability of the research's findings rather than stressing the quantity of work finished. Credibility, according to Creswell (2014), is proving the legality of the study's conclusions by highlighting the quality of the data gathered rather than its number.

### **3.7.4 Dependability**

Kothari (2014) asserts that continuity ensures the validity and coherence of the study's findings. To ensure dependability, facilitate study replication, and yield similar results, a thorough record of all the qualitative data collection techniques used in this study will be supplied. The level of implementation, analysis, and presentation of the research serves as an example for this. Every stage of the study was precisely documented to help an outside researcher do a similar study and come to a similar conclusion. Teachers were consequently able comprehend the processes and their efficacy.

### **3.8 Data Collection Procedures**

The researcher was granted a research licence by the National Commission for Science, Technology, and Innovation (NACOSTI); an ethical authorisation permit was granted by the Mount Kenya University Mombasa Campus's Department of Educational Admin Leadership and Management; and an introduction letter was requested. The researcher also required a letter of authorization from the sub-county offices. In order to gather the data needed for the research, the scholar scheduled meetings with respondents to hand out questionnaires and do interviews after the signer of informed consent.

These actions were conducted upon the acquisition of authorization letters and study licences. Respondents got questionnaires, which they completed so as to gather and assess quantitative data. To analyse the data, the accurately filled-out questionnaires were collected and securely stored. In order to gather qualitative data, the researcher also interviewed other persons.

### **3.9 Data Analysis Procedures**

The data analysis began by identifying common themes in the interviewees' accounts of their experiences. Relevant information was broken down into words or phrases that clearly convey distinct ideas.

The answers to closed-ended questions were labeled and coded. Frequency counts of the responses were used to create respondent data. The study's objectives guided the thematic analysis and the presentation of the qualitative data in narrative formats. The study analyzed research data over descriptive statistics. The researcher used measures such as mean, standard deviation, frequency, and percentages. The quantitative results of the study were presented using tables and charts.

### **3.10 Ethical Considerations**

The investigation's ethical challenges are a collection of rules that affect the study's design and approach. It is convincing that analysts and assessment volunteers always follow certain ethical guidelines when gathering information from individuals. The usual objectives of human study include knowing the real-world events, investigating workable solutions, evaluating behaviour, and enhancing lives in many other ways. The following were considered in research ethics.

#### **3.10.1 Confidentiality and Privacy**

Participants' responses regarding their private or personal matters were kept confidential, the researcher promises. While taking an oath, the respondents promise that no private identifiable information was shared in any way. A confidentiality guarantee was given to the respondents, assuring that the data they submit was only used to achieve the stated objective.

#### **3.10.2 Anonymity**

The researcher reassured the respondents that their personal information, as well as any other information, was not revealed in any way. Besides, there is no indispensable condition for any written or other correspondence that includes the naming of the individual or the organization. This was the case regardless of the type of correspondence.

### **3.10.3 Informed Consent**

The researcher clarified the study's objectives and limitations to the participants. She informed the participants about the process that was utilized for data collection was in order to promote voluntary participation. Thus, the researcher asked for the respondents' consent after getting their signatures on informed consent forms.

### **3.10.4 Guarding against Plagiarism**

To ensure that the project is free of plagiarism and copy-and-paste, the researcher sent it to Turnitin, a piece of software that distinguishes instances of plagiarism and to determine the degree to which the work is duplicate. The university necessitates that the degree of similarity be no more than 20 percent (%).

### **3.10.5 Storage of Data Collected**

A file was created to save the raw data that had been collected for easy access. Following the completion of the research study, the hard copies and printouts from the computer were stored and preserved on a variety of storage devices, including CDs and flash drives.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND PRESENTATION

#### 4.1 Introduction

The reliability and validity findings, demographic analysis, descriptive analysis for research variables, and correlational analysis to look at the kind and degree of links between the study variables are all covered in this chapter along with the results of the pilot test.

#### 4.2 Response Rate

The researcher distributed 323 copies of questionnaires to principals, teachers, and students class representatives in Malindi sub-county. The responses obtained are as presented Table 4.1;

**Table 4.1: Response Rate**

Item	Frequency	Percentage
Respondent	247	76.6%
Non respondent	76	23.4%
<b>Total</b>	<b>323</b>	<b>100%</b>

**Source: Research Data (2025)**

The findings indicate a response rate of 76.6% (247 out of 323 questionnaires administered), which is considered satisfactory for survey research. Response rates above 70% are often deemed acceptable in social sciences, as they enhance the representativeness of the sample and the reliability of the findings (Baruch & Holtom, 2020). High response rates reduce non-response bias, ensuring that the collected data more accurately reflects the population under study (Saunders et al., 2019). Achieving such a rate suggests effective questionnaire design

and distribution, as well as participant engagement, which are crucial for data validity and generalizability in empirical research (Zukhi, 2023).

### 4.3 Pilot Test Results

The study carried out a pilot study at Chumani Secondary school by collecting data from 32 study participants at the school whom formed 10% of the research target population. The findings are presented below;

#### 4.3.1 Reliability Results

This study utilized Cronbach’s coefficient alpha to assess the internal consistency of the data measurement instrument. Typically, an alpha value of 0.70 or above is considered acceptable for basic research, suggesting a reliable scale.

**Table 4.2: Reliability Results**

<b>Variable</b>	<b>Cronbach Alpha</b>	<b>Results</b>
Instructional Supervision	.794	Reliable
Teacher Motivation	.915	Reliable
Teaching Resources	.905	Reliable
Proper Guidance to Students	.854	Reliable
Effective Teaching and Learning	.771	Reliable

**Source: Research Data (2024)**

The findings presented in Table 4.2 indicate that all items used in the study achieved a Cronbach's alpha greater than 0.7, which is the widely accepted threshold for reliability in social science research (Tavakol & Dennick, 2019). This result demonstrates that the instruments exhibit high internal consistency, meaning the items within each scale effectively measure the same underlying construct. Such reliability ensures that the data collected are stable and consistent over time, which helps reduce measurement errors and enhances the

credibility of the results (George & Mallery, 2019). Consequently, the instruments used were suitable for the study, providing dependable insights for analysis and interpretation

#### **4.3.2 Validity Results**

To ascertain whether the instruments and items were valid, the study performed item analysis in alliance with overseers and lecturers from the department of educational management and curriculum studies. Supervisors assessed and probed methods and interpretations. Their thoughts and observations were considered while reviewing the questionnaires. The researcher ensured quantitative validity of research tools by formulating study objectives-based reports.

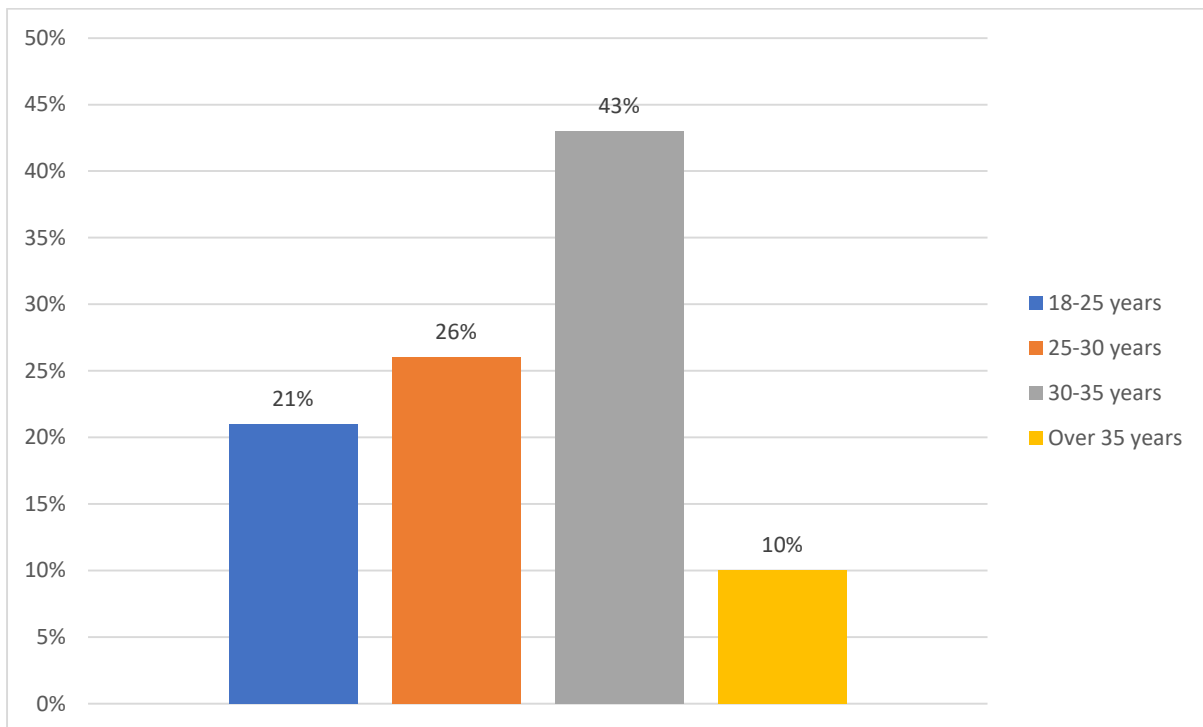
#### **4.4. Demographic Information Analysis**

The study analyzed information related to study participants touching on; Age of respondents, Gender, Teaching experience, Level of education. The figures below illustrated the findings.

##### **4.4.1 Age of Respondents**

The study analyzed information related to study participants age, the findings are illustrated in the figure below;

**Figure 4.1: Age of Respondents**



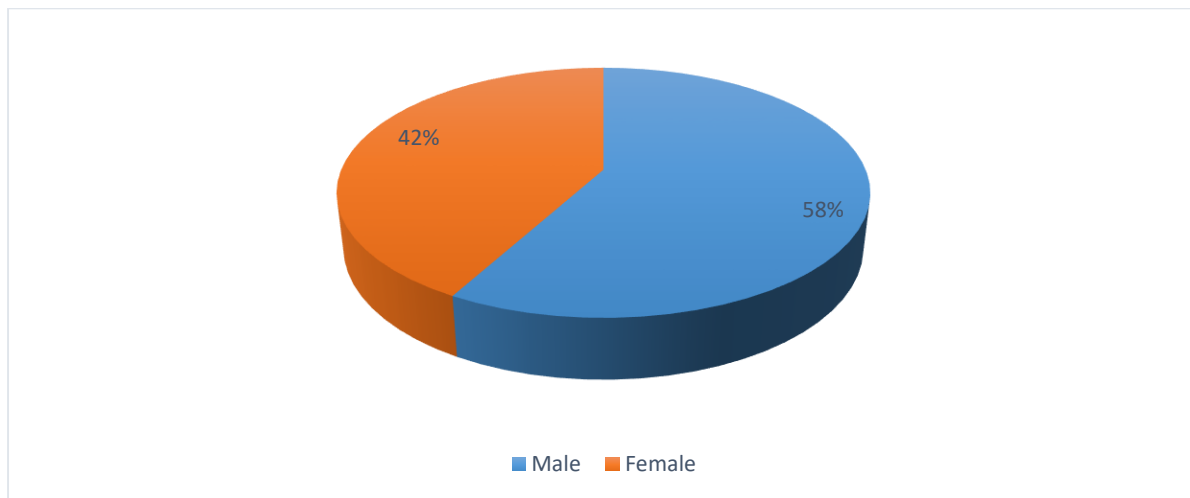
**Source: Research Data (2025)**

The findings indicate that the majority of respondents (43%) fall within the 30–35-year age group, followed by those aged 25–30 years (26%) who comprised of teachers and a small portion of students, while younger respondents aged 18–25 years constitute 21%, these were mainly students. Only a small proportion (10%) are above 35 years, this portion commonly comprised of principals. This distribution suggests that the study population is predominantly composed of young to middle-aged individuals, which may influence perspectives on issues related to the targeted schools.

#### **4.4.2 Gender of Respondents**

The study examined data pertaining to the gender of participants, and the findings are depicted in the figure below.

**Figure 4.2: Gender of Respondents**



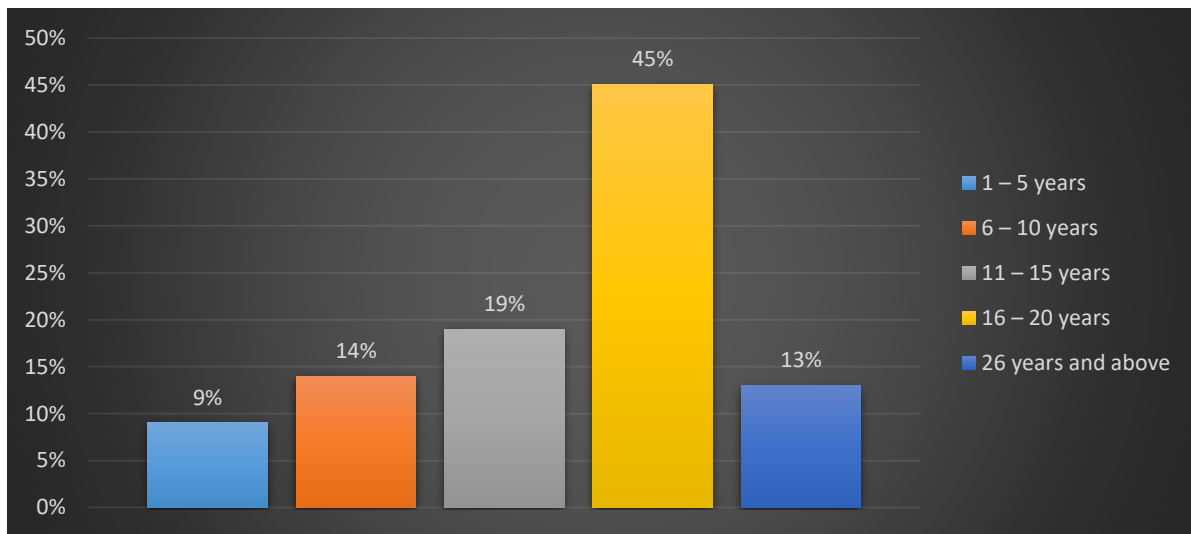
**Source: Research Data (2025)**

The gender composition at the schools with 58% males and 42% females indicates a moderate gender imbalance, leaning toward male representation. Such disparities are common in organizational contexts, particularly in sectors like historical and structural inequalities often influence workforce demographics (Mordi et al., 2021). Gender imbalances can have implications for diversity and inclusion, which are critical to fostering innovation and equitable decision-making in organizations (Ali & Konrad, 2019).

#### **4.4.3 Teaching Experience**

The study analyzed information related to teachers and principals experience, the findings are illustrated in the figure below;

**Figure 4.3: Teaching Experience**



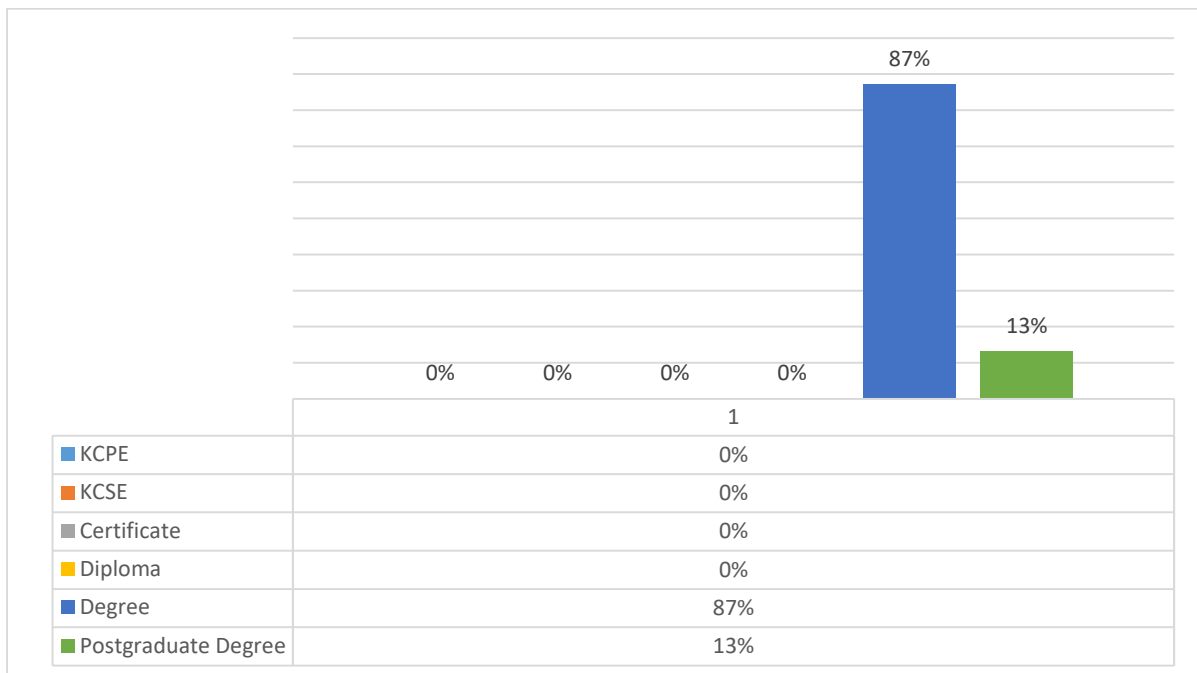
**Source: Research Data (2025)**

The findings indicate that most teachers, specifically 45%, have between 16 and 20 years of experience., indicating a workforce with substantial teaching expertise. Those with 11–15 years (19%) follow this. A limited percentage of individuals possess more than 26 years of experience. (13%), suggesting a declining representation of highly experienced teachers, potentially due to retirement or career transitions (Ingersoll et al., 2021). Notably, only 9% of teachers have 1–5 years of experience, which may indicate challenges in attracting and retaining new teachers, a common issue in the education sector (Borman & Dowling, 2018). The moderate representation of teachers with 6–10 years (14%) suggests a relatively stable mid-career workforce. These trends underscore the importance of policies that support teacher retention and professional development to sustain institutional knowledge and instructional quality (Darling-Hammond, 2020).

#### **4.4.4 Level of Education**

The study analyzed information related to level of education, the findings are illustrated in the figure below;

**Figure 4.4: Level of Education**



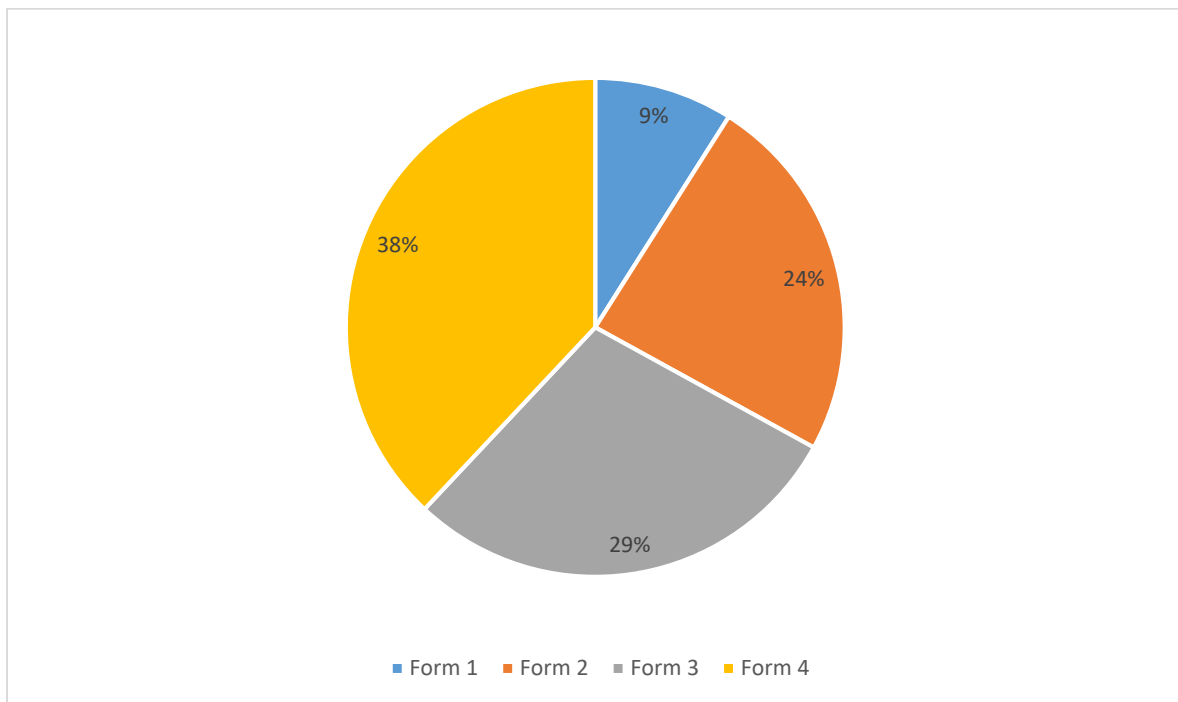
**Source: Research Data (2024)**

The findings indicate that all teachers in the study hold at least a degree, with 87% possessing a bachelor's degree and 13% having a postgraduate qualification. The absence of respondents with only KCPE, KCSE, certificate, or diploma qualifications suggests that teaching positions in surveyed context require a minimum of a degree, echoing the growing professionalization of the education sector (UNESCO, 2021). The presence of postgraduate degree holders highlights a commitment to further education and professional growth, which can enhance teaching quality, leadership skills, and career advancement opportunities (Darling-Hammond, 2020). These findings align with global trends emphasizing higher academic qualifications for teachers to improve educational outcomes.

#### **4.4.6 Grade Level**

The study analyzed information related to grade level of students in schools, the findings are illustrated in the figure below;

**Figure 4.5: Grade Level**



**Source: Research Data (2025)**

The findings indicate that the distribution of students increases progressively across the secondary school grades, with the lowest representation in Form 1 (9%) and the highest in Form 4 (38%). This trend suggests that student enrollment and retention improve as learners progress through the school system, possibly due to reduced dropout rates in higher classes (UNESCO, 2021). The significant jump from Form 1 to Form 2 (24%) and Form 3 (29%) could indicate challenges in transitioning from primary to secondary school, such as financial constraints or academic readiness (MoE Kenya, 2022). The high proportion of students in Form 4 suggests that most learners complete their secondary education, which is critical for access to higher education and career opportunities.

#### **4.5 Descriptive Analysis Results**

The descriptive results in the sections that follow shows both measures of central tendency, the mean, measures of dispersion, the SD, and measures of distribution resented by Skewness and Kurtosis. The findings are presented in three sections; for teachers, principals and students.

#### 4.5.1 Instructional Leadership for Teachers

The study sought to establish the influence of instructional leadership of teachers on effective teaching and learning in public secondary schools. The measures of central tendency, the mean, measures of dispersion, the SD, and measures of distribution resented by Skewness and Kurtosis are presented in table 4.3;

**Table 4.3: Instructional Leadership for Teachers**

Component	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Instructional Supervision	4.82	.842	.350	.333	-.428	.656
Teacher Motivation	3.80	.895	.231	.333	-.554	.656
Teaching Resources	3.90	.922	.519	.333	-.187	.656
Proper Guidance to Students	4.10	.855	.007	.333	-1.209	.656
Effective Teaching and Learning	3.16	.967	-.189	.333	-1.068	.656

**Source: Research Data (2025)**

The findings suggest that instructional leadership among teachers in Malindi public secondary schools has a varying impact on effective teaching and learning. Instructional supervision has the highest mean (4.82), indicating that teachers actively oversee and guide instructional processes, which is crucial for maintaining teaching quality. Proper guidance to students (4.10) and access to teaching resources (3.90) also show relatively strong ratings, suggesting that students receive adequate academic support and learning materials.

However, teacher motivation (3.80) is moderate, implying that some teachers may lack the enthusiasm needed to sustain high performance. The lowest mean score for effective teaching and learning (3.16) suggests that, despite efforts in supervision and resource allocation, the overall impact on learning results is not as strong as expected. Negative skewness in motivation (-0.554) and teaching effectiveness (-0.189) indicates that some teachers perceive these aspects less favorably, while kurtosis values below zero suggest a more dispersed distribution of views. These findings highlight the need to enhance teacher motivation and refine instructional strategies to improve learning effectiveness. In a related study, Masya and Thinguri, (2018) stated that instructional supervisors help classroom teachers by offering probabilities for proficient development that are specific to their needs. These options could be in the form of seminars, workshops, or one-on-one coaching sessions that focus on particular subject matter, teaching teachings, or evaluation methods

#### **4.5.2 Instructional Leadership for Principals**

The study aimed to determine how the instructional leadership of principals affects effective teaching and learning in public secondary schools. The measures of central tendency, including the mean, as well as measures of dispersion, such as the standard deviation, and measures of distribution represented by skewness and kurtosis, are displayed in Table 4.

**Table 4.4: Instructional Leadership for Principals**

Component	Mean	Std. Dev	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Instructional Supervision	4.49	1.018	.999	.233	.265	.461
Teacher Motivation	3.96	1.027	.804	.233	.114	.461
Teaching Resources	3.83	.838	.896	.233	.859	.461
Proper Guidance to Students	4.31	.932	.762	.233	-.007	.461
Effective Teaching and Learning	4.06	.687	-.788	.233	1.551	.461

**Source: Research Data (2025)**

The findings suggest that principals' instructional leadership positively influences effective teaching and learning in Malindi public secondary schools. Instructional supervision has the highest mean (4.49), indicating that principals play an active role in overseeing teaching practices. Proper guidance to students (4.31) and teacher motivation (3.96) also scores relatively high, suggesting that leadership efforts contribute to student support and staff morale. Teaching resources (3.83) have a slightly lower mean, indicating moderate availability, which may affect instructional delivery.

Effective teaching and learning (4.06) show a strong outcome, supported by the negative skewness (-0.788), meaning most responses are concentrated on the higher end. The kurtosis value (1.551) suggests a peaked distribution, implying consistency in responses.

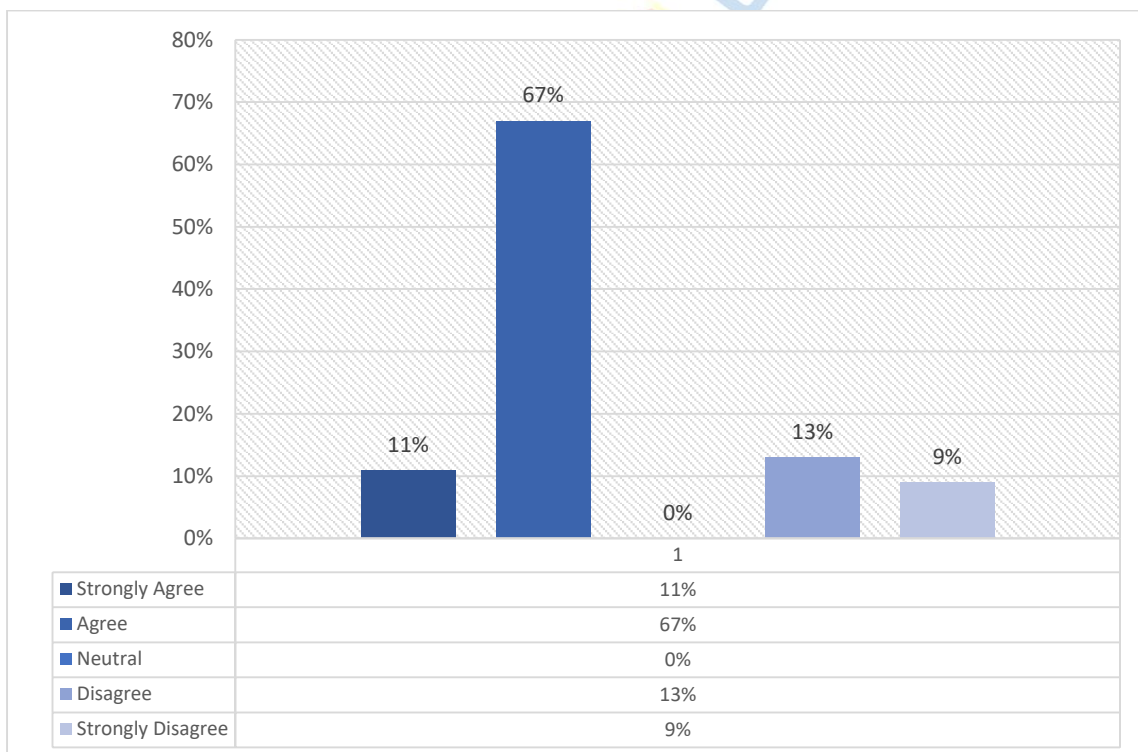
Overall, these findings highlight that strong instructional leadership, particularly in supervision and student guidance, enhances teaching efficiency, though improving resource allocation and sustaining teacher motivation remain key areas for further development. Ayeni, (2016) support

this finding, as it stated that Instructional supervisors make sure that teaching strategies are fruitful, curriculum goals are fulfilled, and student learning outcomes are realized through methodical opinion, assessment, and feedback. Teachers receive support and direction from supervisors in order to enhance their methods of instruction and apply creative teaching techniques catered to the requirements of a varied student body

### 4.5.3 Students Views on Instructional Leadership

The study sought to establish the views of students on the influence of instructional leadership to their learning at the public secondary schools and the findings are presented in the table below;

**Figure 4.6:** Contribution to learning improvement

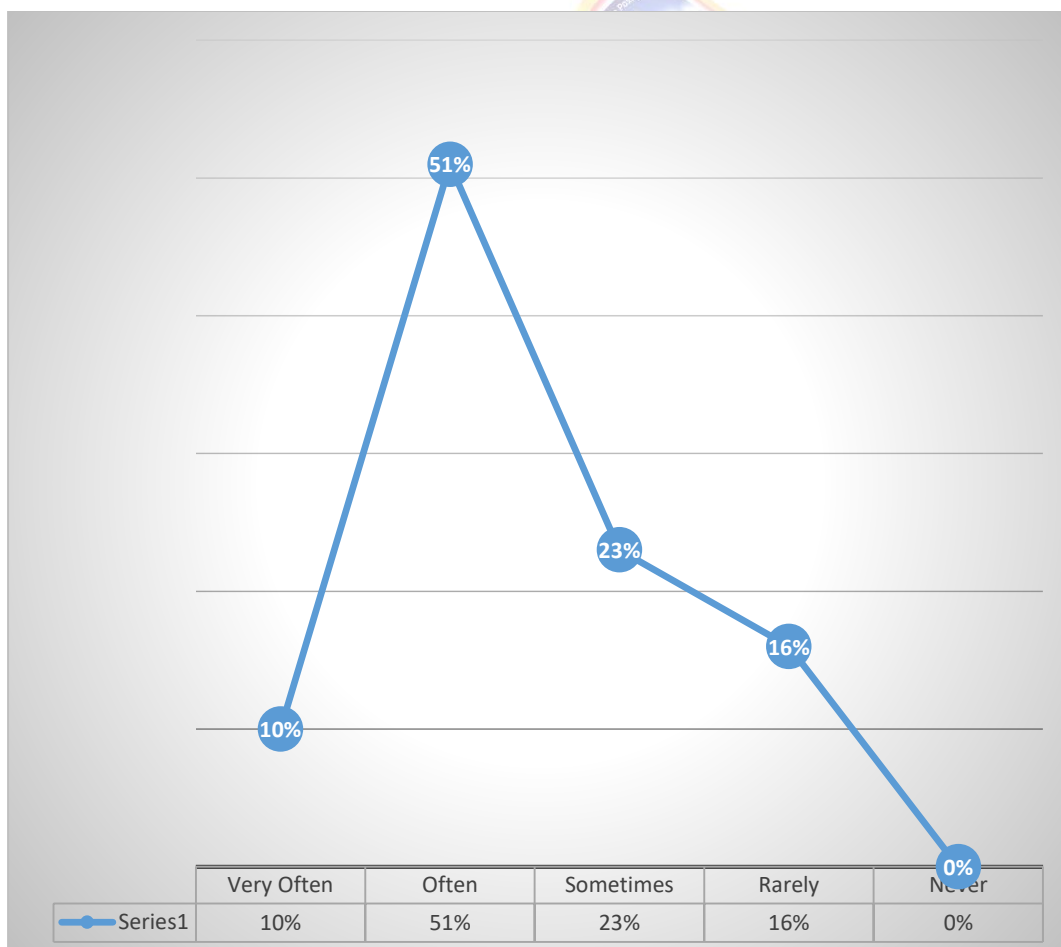


**Source:** Research data (2025)

The students' views indicate a generally positive perception of instructional leadership's role in improving teaching quality in their school. A majority (67%) agree, and an additional 11%

strongly agree, suggesting that instructional leadership practices, such as supervision, guidance, and resource provision, have positively impacted learning experiences. However, 13% disagree, and 9% strongly disagree, indicating that some students feel instructional leadership has not significantly improved teaching quality, possibly due to inconsistencies in its implementation or challenges in resource allocation. The absence of neutral responses suggests that students have clear opinions on the matter, reinforcing the need for continuous efforts to enhance instructional leadership to address concerns and ensure consistent teaching quality improvements. Too *et al* (2017) stated that in order to improve the applicability of instruction, supervisors collaborate closely with school managers to make sure that instructional strategies are in line with the larger educational framework

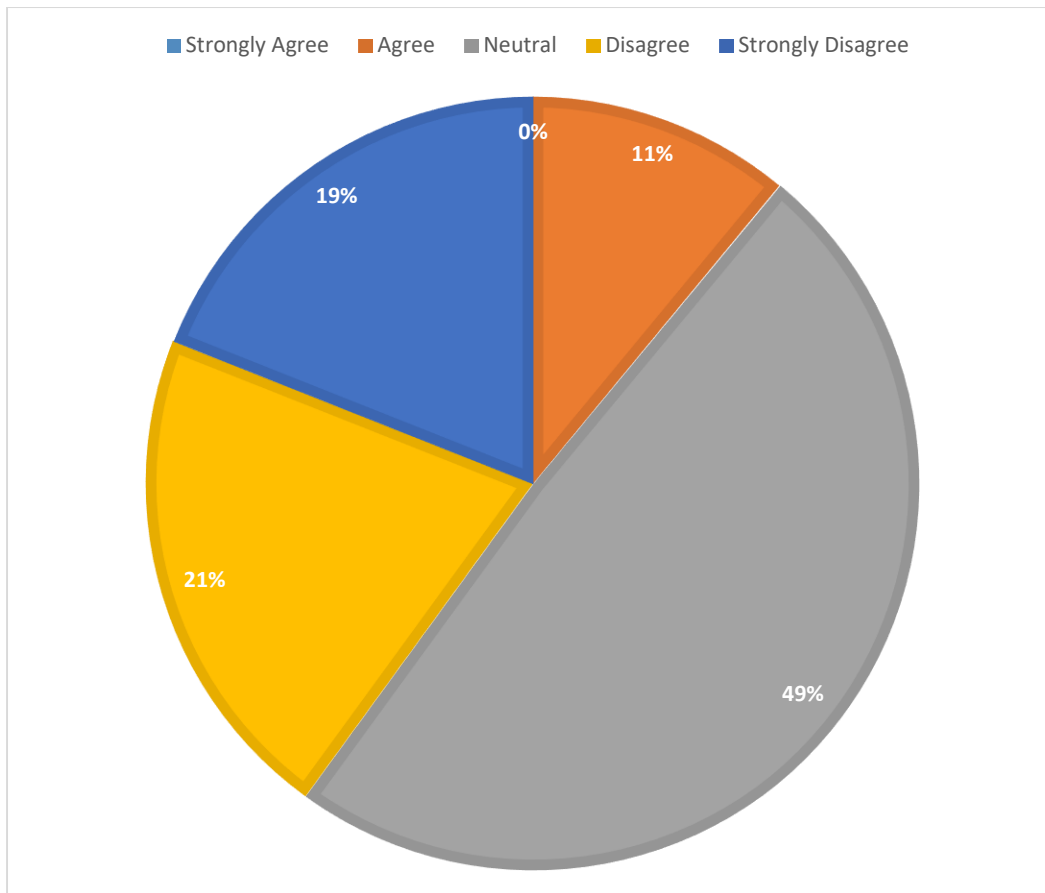
**Figure 4.7:** Teacher Involvement



**Source:** Research data (2025)

The students' responses indicate that a majority (51%) observe their principal or teachers involved in instructional activities, such as classroom observations, lesson planning, or giving feedback, often, with an additional 10% reporting that this happens very often. This suggests that instructional leadership is actively present and engaged in improving teaching practices in the school. However, 23% of students see such activities sometimes, and 16% report them as rare, implying that while there is general involvement, consistency in the frequency of such activities may be an area for improvement. The absence of responses indicating "Never" suggests that some form of instructional leadership is consistently present, but further efforts may be needed to ensure that all students experience regular and continuous engagement in these activities. According to Charo and Korir (2017), this cooperative approach fosters a common pledge to student success and improves instructional coherence across classes.

**Figure 4.8: Support for teachers**

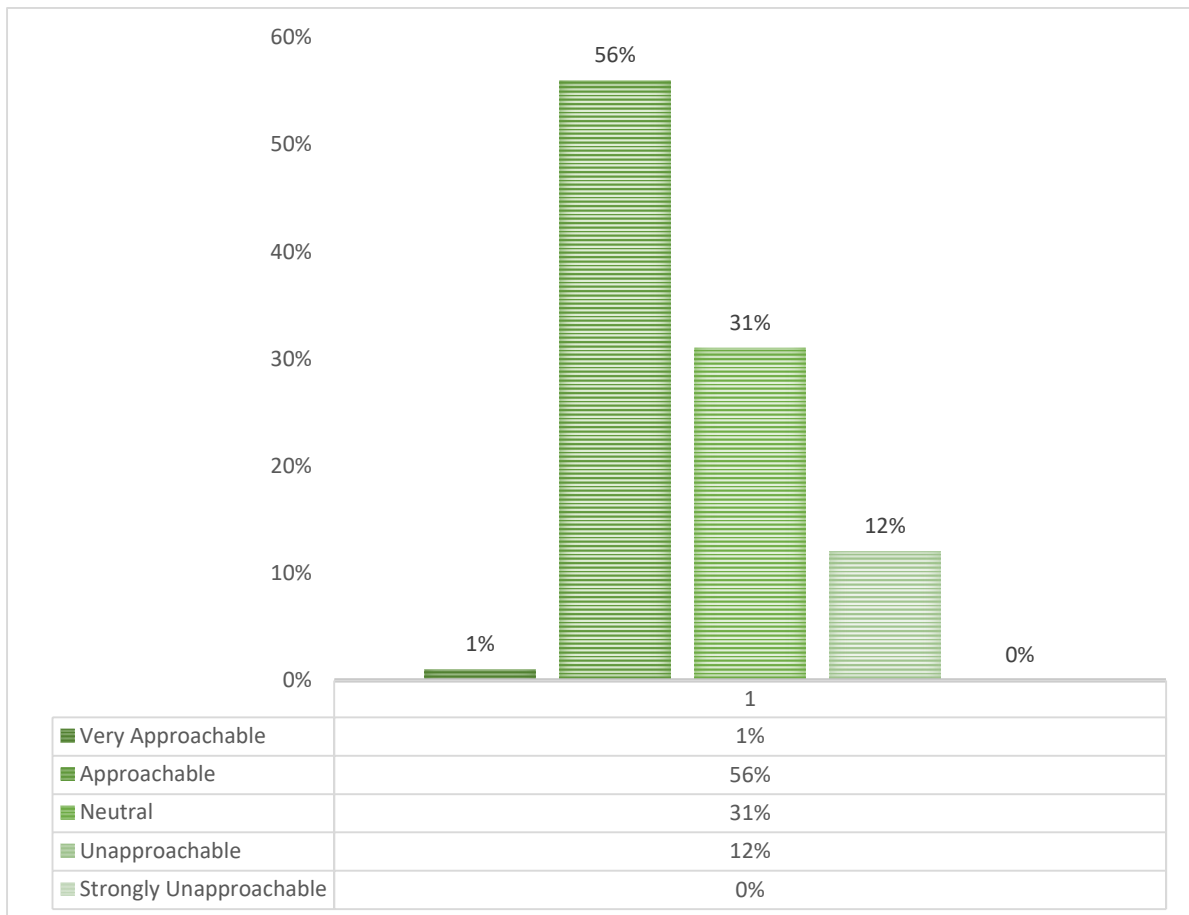


**Source:** Research data (2025)

The students' responses indicate a mixed perception of school leadership's support for teachers in improving their teaching skills. Only 11% strongly agree, and 49% agree, suggesting that a small proportion of students feel that leadership provides adequate support to teachers. However, a significant portion of students is neutral (49%), which may imply uncertainty or a lack of visible initiatives aimed at supporting teachers' professional growth. Additionally, 21% disagree and 19% strongly disagree, indicating that a considerable number of students believe the leadership is not doing enough to support teachers. This highlights a potential gap in the perceived effectiveness of leadership efforts to enhance teaching skills, which may require attention to improve teacher development programs and visible support for instructional staff. Ibukin and Ekundayo (2019) observed that through a logical process of opinion, advice, and

support, instructional supervisors enhance teachers' professional growth and the overall improvement of teaching and learning outcomes.

**Figure 4.9:** Approaching principal

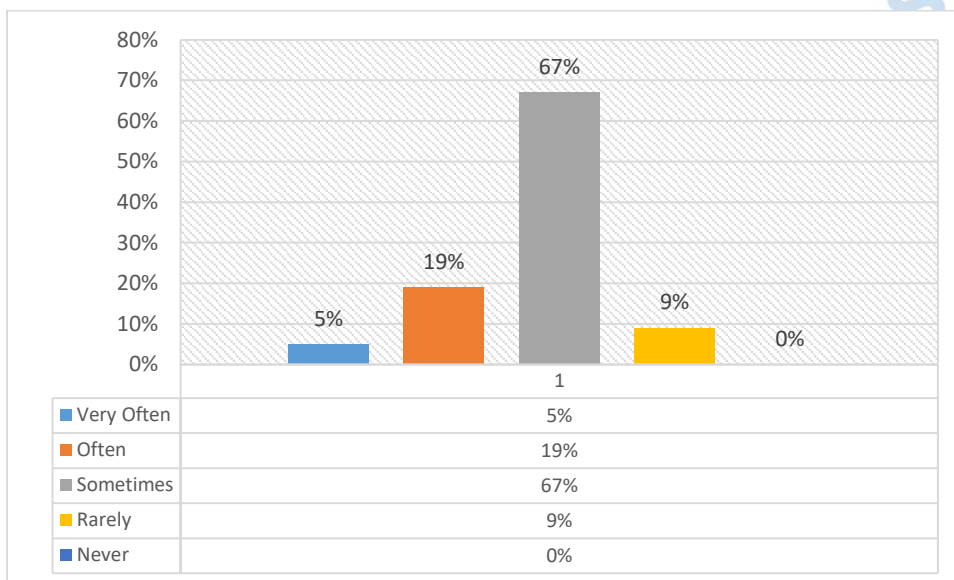


**Source:** Research data (2024)

The students' responses indicate that the school principal is generally perceived as approachable when it comes to discussing academic concerns. A majority (56%) find the principal approachable, with an additional 1% rating them as very approachable, suggesting that students feel comfortable addressing academic issues with the principal. However, 31% of students remain neutral, indicating that while they may not have strong opinions, there is a level of uncertainty or inconsistency in their experiences. A smaller proportion (12%) views the principal as unapproachable, highlighting a potential area for improvement in fostering

open communication between students and school leadership. The absence of responses indicating "Strongly Unapproachable" suggests that the principal is not seen as entirely inaccessible, but there may be opportunities to enhance approachability further. Ling, (2017) observed that instructional supervisors assist teachers in improving their methods of instruction to better suit the requirements of their students by providing systematic observation, feedback, and support

**Figure 4.10:** Teachers Collaboration



**Source:** Research data (2025)

The students' responses suggest that collaboration among teachers on teaching methods, lesson plans, and classroom activities is relatively infrequent. While 67% of students report that teachers collaborate sometimes, only 19% observe this happening often, and a small 5% note it occurs very often. This indicates that while there is some level of collaboration, it may not be a consistent or regular practice. The 9% who report that collaboration occurs rarely may feel that teachers are not working together enough to enhance the learning experience. The absence of "Never" responses suggests that collaboration does take place to some extent, but further efforts to increase its frequency could benefit the overall teaching quality and learning

outcomes. Instructional supervision helps to improve overall instructional value in secondary schools by promoting a culture of accountability and continual improvement (Wayne, 2016).

#### 4.6 Inferential Analysis Results

This section presents the inferential statistics results of the study. The inferential analysis covered correlation analysis, model summary, analysis of variance, and regression coefficient.

##### 4.6.1 Correlational Analysis

A statistical technique for examining the link between two or more variables is correlational analysis. It calculates the degree to which variations in one variable are correlated with variations in another. The findings of this study's analysis of the correlation between the independent and dependent variables are shown in Table 4.5.

**Table 4.5: Correlational Results**

		<b>ETL</b>	<b>IS</b>	<b>TM</b>	<b>TR</b>	<b>PG</b>
<b>ETL</b>		1				
<b>IS</b>	Pearson	.760	1			
	Sig. (2-tailed)	.012				
<b>TM</b>	Pearson	.601	.716	1		
	Sig.(2-tailed)	.003	.074			
<b>TR</b>	Pearson	.634	.806	1.011	1	
	Sig. (2-tailed)	.0019	.0043	.0022		
<b>PG</b>	Pearson	.693	.522	.806	.606	1
	Sig. (2-tailed)	.0031	.0026	.003	.004	

**Source: Research Data (2025)**

**Key: IS:** Instructional Supervision **TM:** Teacher Motivation **TR:** Teaching Resources

**PG:** Proper Guidance

The correlational results indicate strong positive relationships between instructional leadership factors and effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County. Instructional supervision shows a strong correlation (Pearson = .760,  $p = .012$ ), suggesting that effective supervision significantly enhances teaching and learning outcomes. Teaching materials also have a moderately strong positive correlation (Pearson = .601,  $p = .003$ ), implying that the availability of adequate materials supports better learning.

Similarly, teaching resources demonstrate a strong correlation (Pearson = .634,  $p = .0019$ ), highlighting their crucial role in improving instructional effectiveness. Parental guidance is also strongly correlated (Pearson = .693,  $p = .0031$ ), emphasizing the importance of parental involvement in student learning. With all variables showing statistically significant relations ( $p$ -values  $< 0.05$ ), the results confirm that effective instructional leadership, sufficient teaching materials and resources, and strong parental support contribute substantially to enhanced teaching and learning in public secondary schools. These findings highlight the need for school administrators and policymakers to strengthen instructional leadership strategies, invest in educational resources, and encourage parental engagement to improve academic outcomes.

#### 4.6.2 Model Summary

The model summary was utilized in this study to verify the regression model's effectiveness in explaining the relationships among the study variables.

**Table 4.6: Model Summary**

Model	R	R-square	Adjusted R-Square	Std error of estimate
1	.7962a	.6339	0.5839	0.6125

**Source: Research Data (2025)**

Table 4.6 demonstrates that the R-squared coefficient is 0.6339. The R-squared value indicates the extent to which the independent variables explain the variation in the dependent variable. This suggests that not all four factors examined in this study can be disregarded. In this case, 63.4% of the variation can be attributed to the relationships identified by the analysis, while the remaining 36.6% indicates that other issues not included in this study also affect effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya.

#### 4.6.3 Analysis of Variance

ANOVA (Analysis of Variance) is a statistical method used to determine if there are significant differences between the means of three or more groups. It is particularly relevant in research and data analysis, as it helps identify variations caused by independent variables while minimizing errors.

**Table 4.7: Analysis of Variance**

Model	Sum of Square	df	Mean Square	F	Sig
Regression	98.826	6	16.471	19.56	.037
Residual	202.112	240	0.8421		
Total	300.938	246			

**Source: Research Data (2025)**

The model showed a P-value of 0.037, which is less than 0.05, as shown in Table 4.7. This suggests that it may be used to explain how teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County, Kenya, are related to instructional leadership. The

findings indicate that the regression is significant and that the variables have a beneficial impact on teaching and learning in these institutions, with an F-value of 19.56 and a P-value of 0.037.

#### 4.6.4 Regression Analysis Results

A statistical technique for examining the connection between a dependent variable and one or more independent variables is regression analysis. Its goal is to estimate the parameters of a regression equation in order to represent the relationship between these variables.

**Table 4.8: Regression Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	4.643	1.399		3.319	.000
Instructional supervision	.771	.108	.301	2.509	.037
Teacher motivation	.456	.219	.423	1.626	.000
Teaching Resources	.699	.092	.651	6.498	.018
Proper Guidance	.598	.081	.503	5.654	.030

**Source: Research Data (2025)**

The regression results offer insights into how various factors of instructional leadership affect effective teaching and learning in public secondary schools in Malindi Sub-County, Kilifi County. The constant value (B = 4.643, p = .000) indicates that when all predictor variables are held constant, the baseline effectiveness of teaching and learning remains significant.

Instructional supervision has a positive and significant impact (B = .771, Beta = .301, p = .037), indicating that better supervision leads to improved teaching and learning outcomes. Teacher motivation also shows a positive and significant effect (B = .456, Beta = .423, p = .000), suggesting that motivated teachers contribute significantly to effective instruction. Teaching

resources have a strong influence ( $B = .699$ ,  $Beta = .651$ ,  $p = .018$ ), highlighting their crucial role in enhancing educational effectiveness.

Proper guidance ( $B = .598$ ,  $Beta = .503$ ,  $p = .030$ ) also has a significant effect, emphasizing the importance of guidance in fostering effective learning. These findings suggest that school administrators should prioritize improving supervision, enhancing teacher motivation, ensuring adequate resources, and providing proper guidance to create an environment conducive to better learning outcomes.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The findings summary, study conclusion, study recommendations, and recommendations for more research are all included in this chapter.

#### 5.2 Summaries

This section covers summary of findings on instructional supervision, teacher motivation, teaching resources and proper guidance;

##### 5.2.1 Instructional Supervision

Determining the impact of instructional supervision on efficient teaching and learning in public secondary schools was the study's main goal. The findings suggest that instructional leadership among teachers in Malindi public secondary schools has a varying impact on effective teaching and learning. In a related study, Wayne (2016) observed that instructional supervision helps to improve overall instructional value in secondary schools by promoting a culture of accountability and continual improvement. By offering goals, fostering professional growth, guaranteeing conformity with curriculum, and providing feedback, instructional supervision acts as a catalyst for improving instructional supervision in secondary schools.

##### 5.2.2 Teacher Motivation

The study sought to examine the influence of teacher motivation on effective teaching and learning in public secondary schools. The study found that teacher motivation is moderate, implying that some teachers may lack the enthusiasm needed to sustain high performance. Teacher motivation also plays a crucial role in enhancing teaching effectiveness, as evidenced by both correlation and regression results. Teachers that are ambitious show greater degrees of zeal, devotion, and obligation to their teaching duties as stated by Ferdinand et al., (2015). Students will thus benefit from a more inspiring and productive learning environment. Lesson

design, curriculum creation, and instructional delivery are areas where motivated teachers are more likely to put in extra effort as stated by Carlos, (2015). Furthermore, teachers who have the drive to teach set an example for their pupils, encouraging them to pursue both personal and academic feat. Students are more likely to have an authentic interest in and enthusiasm for learning when teachers exhibit passion and enthusiasm for the material they teach by Yang, (2017).

### **5.2.3 Teaching Resources**

The study sought to investigate the influence of teaching resources on effective teaching and learning in public secondary schools. Study findings showed that students receive adequate academic support and learning materials. In Kenya, secondary schools' instructional achievement is greatly influenced by their teaching resources. A number of tools are necessary to launch productive learning environments and support student success. These assets include both material goods like teaching aids, lab tools, and textbooks as well as inconsequential things like support networks and teacher preparation by Ahawa & Simatwa, (2015).

### **5.2.4 Proper Guidance**

The study aimed to establish the influence of proper guidance to students on effective teaching and learning in public secondary schools. The study found that proper guidance contributes to student support and staff morale. Proper guidance, mostly from parents and school mentors, also shows a strong and significant positive impact on learning effectiveness. According to a 2011 study by Ngware, Oketch, and Ezeh, student performance on national exams is critically increased in schools that have enough learning resources and amenities, like labs and libraries. Through the adoption of student-centered teaching strategies that promote engagement and critical thinking, teachers also play a critical role in the performance of their lessons. Students' conception and retention of concepts are much enhanced when practical and interactive approaches are used in courses like science, claim Wambugu and Changeiywo (2018).

Furthermore, it has been demonstrated that incorporating technology into the classroom can improve student engagement and provide individualized learning experiences, as demonstrated by the example of schools testing digital learning tools by Otieno, (2019).

### **5.3 Conclusions**

The findings highlight that instructional supervision, teacher motivation, teaching resources, and proper guidance each of them plays a significant role in enhancing effective teaching and learning in public secondary schools in Malindi Sub-County. Strong instructional leadership ensures that Teachers receive essential support and supervision to enhance their performance., while teacher motivation fosters engagement and productivity in the classroom. The availability of adequate teaching resources further strengthens lesson delivery, making learning more effective, while proper guidance from both teachers and parents contributes to student success. Given these insights, school administrators, policymakers, and stakeholders should prioritize strategies that enhance supervision, motivation, resource availability, and student support systems to foster a better learning environment and enhance overall academic performance.

### **5.4 Recommendations**

To enhance instructional leadership, several actions can be taken. First, improving teacher motivation through professional development, recognition programs, and better incentives will help sustain their commitment to teaching.

Increasing collaboration among teachers is essential for improving teaching methods and sharing best practices, which could be facilitated by setting aside time for joint lesson planning.

Efforts should also be made to improve the availability and accessibility of teaching resources to support teachers in delivering high-quality lessons. Strengthening professional development

programs for teachers and providing more feedback that is consistent will also help enhance teaching effectiveness.

Finally, fostering open communication between the principal and teachers, as well as focusing on student-centered methods, this will foster a more supportive and effective learning environment.

### **5.5 Recommendations for Further Study**

Since this study was based on schools in Malindi, others can do research in other public institutions, while other scholars can undertake studies in private academic institutions. Further studies should be done to look at the education policy framework in a detailed approach to look at factors beyond the school management control i.e. school resource allocation and education guidelines done by the ministry of education.



Mount Kenya University

## REFERENCES

- Adoyo, R.O. (2017). *Role of principals in promotion of girl child education in mixed day secondary school in Rongo and Ndhiwa Districts, Kenya*. Unpublished Master of Education thesis in Educational Administration. Maseno University.
- Adeyinka, R. A., Asabi, O. & Adedotum, O.O. (2019). Effect of teachers' motivation on students' performance in mathematics in government secondary schools. Makurdi Lg Area. *International journal of Humanities and Social Science Intervention*. ISSN/ 2319-7722 Vol. 2 Issue 5 p. 35 - 41
- Afolakenki, O.O., & Oloyede, D.O. (2017). Supervision and quality of teaching personnel: Effects on education research performance. *Education Research and Review*. Vol. 2(3): 032-035.
- Ajileye, E.O. & Ikegwuru, B. (2016). Financial resource management capacity of public secondary schools' administration in Ondo State, Nigeria. *Journal of Education and Social Research* Vol.1 (4).
- Ahawo, H.A. (2017). *Factors influencing students' academic performance in public mixed day secondary schools in Kisumu East*. Unpublished Master of Education thesis in Educational Administration Maseno University.
- Alfahad, H., Alhajiri, S. & Alquanitani, A. (2018). The relationship between school principal's leadership styles and teacher achievement motivation. *Proceeding of 3<sup>rd</sup> Asian pacific business research conference*, 25-26 Feb 2013. Kuala Lumpur Malaysia.
- Alimi, S.O. & Akinifalarini, C.A. (2015). Impact of selected modes of instructional supervision activities on students' academic performance in senior secondary schools in Ondo State, Nigeria.

- Amphiah, J.G., Kwaah, C., Yiboe, K.S. & Ababia, B.T. (2017). Improving quality basic education in Ghana: *Prospects and challenges of the school performance improvement plan*. World Bank 2004 Report for Ghana. World Bank.
- Arne, D. (2015). If our 95000 schools each had a great principal, this thing would take care of itself. *Education leadership: An agenda for school improvement*. Washington D.C: The Wallace Foundation.
- Ayeni, J.A. (2017). An Assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State: Nigeria. *World Journal of Education*. Vol. 2 No. 1.
- Barasa, C. (2015). Influence of teacher motivational strategies in students improved academic performance in day secondary schools. A case of Trans Nzoia West District, Kenya. University of Nairobi Repository.
- Bash, J. (2018). *Effective Schools. From theory to practice. An intervention model and its outcomes*. Jerusalem. New Publishing Ltd. High Reliability School.
- Baum, S. & Payer, K. (2015). The benefits of higher education for individuals and society. *Revised edition*. Retrieved from: [www.collegeboard.org](http://www.collegeboard.org) on 8<sup>th</sup> November, 2017.
- Beynon, S. (2017). Proper guidance to students for education. What planners need to know. Paris. UNESCO. *International Institute for Educational Planning*.
- Bennell, P. & Ntagaramba, J. (2018). *Teacher motivation and incentives in Rwanda: A situational analysis and recommended priority actions*.
- Bishay, A. (2016). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of undergraduate Sciences*. Vol. 3:147-154.
- Booker, I. (2018). *Measuring school effectiveness in Memphis*. Mathematical policy research Inc. 600 Maryland AV, SW Suite 550 Washington D.C.

- Borg, M.P. & Gall, M. (2017). *Educational research: An introduction*. 5<sup>th</sup> Edition. New York: Longman.
- Bolt, L. (2015). *Targeting quality education in Kenya in the face of universal access*. Nairobi: NORRAG News. Kenyatta University, p.49-50
- Bunwaree, V.K. (2009). School management manual for rectors of state secondary schools: Policies, procedures and guidelines on school management issues. *School Management Division*. Ministry of Education, Culture and human resources.
- Buhere, K. (2016). Why textbooks matter in education. *The Standard*, Wednesday, March 9<sup>th</sup> p. 14 Nairobi: The Standard Group Centre.
- Chabari, E.B. (2015). *Challenges facing implementation of free secondary education in public secondary schools in Kangundo District, Kenya*. A Master of Education thesis. Chuka University College.
- Chelimo, P.C. (2017). The effectiveness of boards of governors in curriculum implementation in secondary schools in Keiyo district, Kenya. Master of philosophy Thesis degree in Educational Management. School of Education. Moi University.
- Cohen, L. & Manion, L. (2017). *Research Methods in Education*. London U.K: Croom Helm Ltd.
- Coleman, M. (2015). Gender and headship in the 21st Century. *NCSL*.
- Colvin, R.L. (2019). The principal as a leader of leaders. *Education Leadership: An agenda for school improvement*. Washington D.C: The Wallace Foundation.
- Dennison, B. & Shenton, K. (2017). *Challenges in Educational Management: Principles into Practice*. New York: Nichols Publishing Company.

- Doane, I. (2018). *Relationship between school facilities and students' academic achievement*. A master's research project presented to the Faculty of the College of Education. Ohio University.
- DoubéGist. (2016). *Academic performance: The impact of motivation on teachers and students in some selected secondary schools in Udi Local Government Area*. Author.
- Dodd, A. (2017). Investigating the effective use of resources in secondary schools. *Research Report 799 November*. Department of Education and skills.
- Ekundayo, H.T. (2015). Principals' leadership behavior as a determinant of effectiveness of secondary schools in Nigeria. *European Journal of Educational Studies*. Vol.2 (1) 2010 Ozean Publication.
- Ekundayo, H.T. (2017). Administering secondary schools in Nigeria for quality output in the 21<sup>st</sup> Century: The principals' challenge. *European Journal of Educational Studies*. Vol.2 (3):2010. Ozean Publication.
- Fijita, K. (2015). Effects of extracurricular activities on academic performance of junior high students. *The Masters College*. URC. Vol. iv.
- Fraenkel, J.R., & Wallen, N.E. (2010). *How to design and evaluate research in education*. San Francisco: The McGraw Hill Companies, Inc.
- Francis, B. (2019). Enhancing quality education in Nigeria unity schools through effective supervision in a changing environment. *Journal of Education and Vocational Research*. Vol.3 No.10 p.332.
- Fuller, B. (2016). Raising school quality in developing countries. What investments boost learning. *Review of Educational Research*. Vol. 57, 3:255-92. World Bank. Washington DC: USA.

- Gall, M.D., Borg, W. & Gall, J.P. (2016). *Educational research: An introduction*. New York: Longman Publishers.
- Gatonye, G. (2018). Shock of three million pupils repeating classes yearly. *The Standard*, January, 5<sup>th</sup> 2014 p. 12. Nairobi: The Standard Group Centre.
- Gbollie, C. & Keamu, P.H. (2017). Students' academic performance: The role of motivation strategies and perceived factors hindering Liberian juniors and senior high school students' learning. *Education Research International* Vol. 2017.
- Geiger, P.E. (2016). Deferred school maintenance creates natural crisis. *School Business Affairs* Vol. 68 (1): 43.
- Gitonga, D.W. (2019). Influence of teacher motivation on students' performance in K.C.S.E in public secondary schools in Imenti South district. Research project Master of Education degree in Educational Administration. University of Nairobi Repository.
- Gupta, M.A., & Vohra, N. (2018). Measuring effectiveness of schools in India: A multiple stakeholder agenda. *Journal of organizational learning and leadership* Vol. 8 No. 2.
- Hall, P.A. (2015). Voices from the field. The principal's presence and supervision to improve teaching. *Leadership for learning*. SDL Letter Vol. 17 No. 2.
- Hinton, P.R., Brownlow, C., McMurray, I. & Cozens, B. (2017). *SPPS explained*. East Sussex, England: Routledge, Inc.
- Hunt, R.R., & Ellis, H.C. (2017). *Fundamentals of Cognitive Psychology*. New York: McGraw Hill. Higher Education.
- Ihuoma, P.A. (2018). The need for effective facility management in schools in Nigeria. *New York Science Journal* Vol. 1(2): 10-21 Issue 1554-0200.

- Ingvarson, L., Kleinhenz, E., Beavis, A., Barwick, H., Carthy, I., & Wilkison, J. (2015). Secondary school teacher workload study report. Australian Council for Educational Research. ACER.
- Javeed, S. M., Majoka, S., & Iqbal, M. (2018). Principals' leadership styles and their effect on schools' academic performance at secondary level in Khyber; Pakistan. *International Journal of Contemporary Research in Business Vol. 3(1):10-39.*
- Jins, V. (2019). Can you measure management effectiveness? *Share market school become a smart investor.*
- Kathuri, N.J., & Pals, D.A. (2013). *Introduction to Educational Research.* Education Media Centre. Njoro: Egerton University Press.
- Kaluochi, M., & Otieno, E. (2016, Sept.9<sup>th</sup>). School dorms razed after power failure. *The Daily Nation.* Nairobi: Nation Media Group. p.24.
- Karabenick, S. A. & Couley, A. (2017). *Teacher motivation for professional development. Mathematics and Science Partnership Motivation.* Assessment program University of Michigan.
- Khan, P., & Iqbal, M. (2015, July). Role of proper guidance to students in teaching learning process. *Interdisciplinary Journal of Contemporary Research in Business.* Vol. 4 No. 3 Pakistan: Sarhas University of Science and Information Technology. Peshawa, Khyber Pukhtankhwa.
- Kiplang'at, J. (2017, Nov 28<sup>th</sup>). Research finds head teachers poor in finance. *The Daily Nation.* Nairobi: Nation Media Group. p. 16.
- Kiryama, I., Maphoca & Maperenganya, B. (2019). *The influence of learners' participation in co-curricular activities on academic performance: An assessment of educators' perspectives.* Kamla Raj.

- Kisilu, K. & Tromp, D. (2016). *Proposal and thesis writing: An introduction*. Nairobi: Pauline's Publication Africa.
- Kothari, C. R. (2013). *Research Methodology: Methods and techniques*. Bangladesh. India. Wishwa Prakudhau.
- Koul, L. (2018). *Methodology of educational research*. SHIMLA: Vikas Publishing House PVT Ltd.
- La Paro, K.M. (2016). *Examining the definition and measurements of quality in early childhood education*. A review of studies using the ECERS-R from 2003 - 2013
- Leithwood, K., Louise, K.S., Anderson, S., & Walstrom, K. (2014). How leadership influences students' learning. *Education leadership: An agenda for school improvement*. New York: The Wallace Foundation.
- Lin, C.H. (2019). A study of principal's leadership style and school effectiveness in selected public secondary schools in New Jersey. *Dissertation, Doctor of Education*. Seton Hall University.
- Liu, J. (2017). A comparison of student management and secondary organization in the Peoples' Republic of China, France and America. *American Secondary Education Publication*. Vol. 29 (4) Summer 2001.
- Louise, K.S., Leithwood, K., Walstrom, K.L. & Anderson, S. (2015). Learning from leadership: Investigating links to improved student learning. *Education Leadership: An agenda for school improvement*. Washington D.C: The Wallace Foundation.
- Luthans, F. (2018). Successful vs effective real managers. Lincoln: University of Nebraska: *Academy of management executives* Vol. 2(2):127-132.

- Lydia, M.L. & Nasongo, J.W. (2019). Role of the head teacher in academic achievement of secondary schools in Vihiga District. *Current Research Journal of Social Sciences*. Vol. 1(3): 88- 92. Maxwell Scientific Organization.
- Mackinney, P.A. (2015). A study to assess the relationship among student achievement, teacher motivation and incentive pay. *Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University*. Degree of Doctor of Education in Educational leadership and policy studies. Blackburg, Virginia.
- Macharia, D.M. (2017). Factors influencing the implementation of safety standards in secondary schools in Limuru District, Kiambu County, Kenya. A project report Masters of Arts in Project Planning and Management of the University of Nairobi.
- Maina, S.B. (2014, Tuesday, March.) Why syllabus is set for change. *The Daily Nation*, Nairobi: Nation Media Group Limited. 18th p. 9.
- Masika, B.W. & Simatwa, E.M.W. (2015). Contribution of the Quaker church to management of Public Schools in Bungoma East district, Kenya. Analytical Assessment. *International Research Journal*. Vol. 1(11): 624-636.
- Mbiti, D.M. (2014). *Foundations of school administration*. Nairobi: Oxford University Press.
- McDaniel M.A. Schmidt, F.I. & Hunter, J.E. (2018). Job experience correlates of job performance. *Journal of Applied Psychology*. Vol. 73. No. 22: 327 – 350. American Psychological Association.
- Michira, M. (2016). Alarm as millions waste away after K.C.S.E. exams. *The Standard*, Thursday, March 6<sup>th</sup> 2014. Nairobi: The Standard Group Centre. p6.
- Ministry of Education, (2017). Guidelines on implementation of Free day secondary school Education capitation to schools.

- MOEST. (2016). Report on the task force on implementation of the primary education. Nairobi. Government Printer.
- Moran, B.B. (2019). Gender differences in leadership. The board of trustees. *Library trends Winter*. University of Illinois. Vol. 40 (3): 475-491.
- Mose, L. R. (2015). *Effect of teacher motivation on students' academic performance in K.C.S.E in public secondary school in Manga Sub County, Nyamira, County, Kenya*.
- Moses, J.A.N. (2017). Relationship between learning resources and students' academic achievement in science subjects in Tarabu State senior schools. *African Journal Online* Vol. 20. No. 1
- Motsamai, J.M., Jacobs, L. & de West, C. (2017). *Policy and practice: Financial management in schools in the Mafeteng district of Lesotho*. Bloemfontein, South Africa 9300: KamlaRaj.
- Mualuko, J.N. (2017). The issue of poverty in the provision of quality education in Kenyan secondary schools. *Education Research Reviews*. Vol. 2 No7:157-164.
- Mugenda, M.O. & Mugenda, G.A. (2013). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press.
- Mulkeen, A. (2015). *Teachers in Anglophone Africa: Issues in teacher supply, training and management*. The World Bank, Washington D.C. The International Bank for Reconstruction and Development.
- Murithi, D.M. (2015). The role of the principals in promoting students' academic performance in secondary schools in Tigania West Sub County, Meru County Kenya. Department of Educational Management, Policy and Curriculum Studies.

Musau, J.K. (2015). School based factors influencing students' performance at K.C.S.E in Masinga Sub County, Machakos, Kenya. Unpublished Master of Education Research Project, University of Nairobi Repository.



## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Dear Sir/Madam,

#### RE: PERMISSION TO CARRY OUT RESEARCH

I'm taking a master's degree in educational administration leadership and management student of Mount Kenya University. My research topic is on **Influence of Instructional Leadership on Effective Teaching and Learning in Public Secondary Schools in Malindi Sub-County in Kilifi County.**

You have been chosen to take part in the study in order to do this. kindly agree to participate fully in the study, as I kindly ask of the volunteers. Your identity won't be revealed in the report; it will only be utilized for scholarly research. Upon request, you will have easy access to the study's results.

I really appreciate your cooperation and assistance.

Thank you in advance.

Yours faithfully,

**Haluwa Nuru Annuary**

**APPENDIX II: INFORMED CONSENT FORM**

Researcher's Name: **Haluwa Nuru Annuary**

Title of the Study:

**Influence of instructional leadership on effective teaching and learning in Public Secondary Schools in Malindi Sub-County, Kilifi County, Kenya.**

Read this form carefully, then fill it out. Check the appropriate boxes, then sign and date the declaration indicating your willingness to participate in the inquiry. If there is anything you would want to know more about, kindly request further information.

I've received written or verbal explanations from the researcher of the investigation.

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

I am aware that I may leave this investigation at any time and without having to give a reason.

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

I am aware that all material about me will be handled with utmost confidentiality and that my name will not appear in any written work resulting from this investigation.

Yes	<input type="checkbox"/>
-----	--------------------------

No	
----	--

I am aware that any responses and information are private.

Yes	
No	

I promise that the information I provide will only be used for research and will be deleted once your investigation is finished.

Yes	
No	

I have been given a copy of this form for my own records and voluntarily consent to take part in this research study.

Yes	
No	

**Signature:** .....**Date**.....

**The Chairman**

**MKU Ethical Review Committee**

**P.O. Box 342 – 01000**

**Thika**

**APPENDIX III: INFORMED CONSENT FORM FOR CLASS REPRESENTATIVES**

Researcher's Name: **Haluwa Nuru Annuary**

Title of the Study:

**Influence of instructional leadership on effective teaching and learning in Public Secondary Schools in Malindi Sub-County, Kilifi County, Kenya.**

Read this form carefully, then fill it out. Check the appropriate boxes, then sign and date the declaration indicating your willingness to participate in the inquiry. If there is anything you would want to know more about, kindly request further information.

I've received written or verbal explanations from the researcher of the investigation.

Yes	
No	

I am aware that I may leave this investigation at any time and without having to give a reason.

Yes	
No	

I am aware that all material about me will be handled with utmost confidentiality and that my name will not appear in any written work resulting from this investigation.

Yes	
-----	--

No	
----	--

I am aware that any responses and information are private.

Yes	
No	

I promise that the information I provide will only be used for research and will be deleted once your investigation is finished.

Yes	
No	

I have been given a copy of this form for my own records and voluntarily consent to take part in this research study.

Yes	
No	

I have been enlightened that my parents/teachers have given permission for me to take part, if I desire to.

Yes	
No	

I have been told that if I choose not to engage, it will not affect my grade in any way.

Yes	
No	

Signature: ..... Date.....

**The Chairman**

**MKU Ethical Review Committee**

**P.O. Box 342 – 01000**

**Thika**



Mount Kenya University

## APPENDIX VI: RESEARCH QUESTIONNAIRE FOR PRINCIPALS

**Instructions:** Please check the proper response to each question below, or write your response in the designated space.

### Section A: Background Information

1. Age of respondent

18-25 years [ ]

25-30 years [ ]

30-35 years [ ]

Over 35 years [ ]

2. Gender of respondent

Male [ ]

Female [ ]

3. What is your teaching experience in years?

1 – 5 years [ ]

6 – 10 years [ ]

11 – 15 years [ ]

16 – 20 years [ ]

26 years and above [ ]

4. Level of education of the respondent

KCPE [ ]



Mount Kenya University

- KCSE [ ]
- Certificate [ ]
- Diploma [ ]
- Degree [ ]
- Postgraduate Degree [ ]

**Section B: Instructional Supervision**

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding nstruotional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [3] is neutral, [2] is disagree, [1] is strongly disagree, [4] is agree, [5] is very agree, and [3] is neutral

<b>Instructional Supervision</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Expertly evaluating both the content and efficacy of the teacher's instruction is my goal when I observe classes.					
There is a lack of expertise or accurateness in the delivery of the subject matter.					
I assess a teacher's ability to manage disruptions and regulate the behavior of the students.					
The school is unable to consistently monitor student conduct and impose regulations.					

I gauge my pupils' growth and understanding through formative and summative exams.					
There is a general lack of participation in group efforts, including those in which school teachers are not involved.					

### Teacher Motivation

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding nstructional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [3] is neutral, [2] is disagree, [1] is strongly disagree, [4] is agree, [5] is very agree, and [3] is neutral.

Teacher Motivation	5	4	3	2	1
I ensure a positive, respectful and collaborative atmosphere in the school.					
I often recognize teachers' efforts and undertakings with rewards, public recognition, or simple thanks.					
Through workshops and seminars, I regularly offer professional development programs customized to meet the needs of teachers.					
I run mentorship programs in which more seasoned educators assist and coach less seasoned or struggling teachers.					
I provide regular, constructive criticism, concentrate on particular areas that could use work, and make doable recommendations.					

Peer reviews and group conversations regarding instructional strategies are things I support.					
---	--	--	--	--	--

### Teaching Resources

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding instructional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [3] is neutral, [2] is disagree, [1] is strongly disagree, [4] is agree, [5] is very agree, and [3] is neutral.

Teaching Resources	5	4	3	2	1
I offer thorough and logical curriculum guidelines that include learning goals, instructional methods and evaluation procedures.					
I support the practice of peer observation, in which educators watch one another's classes and offer helpful criticism.					
I match aspiring educators with seasoned mentors who can offer advice and encouragement.					
I provide teachers with organized lesson plans and instructional resources so they can present material more successfully.					
I use interactive whiteboards, projectors, and tablets to make teaching fun and interactive.					
I use data analytics and performance indicators to pinpoint areas where teachers can benefit from more assistance or training.					

### Proper Guidance to Students

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding nstruactional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [3] is neutral, [2] is disagree, [1] is strongly disagree, [4] is agree, [5]

is very agree, and [3] is neutral.

<b>Proper Guidance to Students</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I stress that concentrating on particular actions or habits is more important than making personal jabs at my students.					
I use anonymous questionnaires so that students can express their thoughts without worrying about consequences.					
I set up suggestion boxes for students to leave comments all over the school.					
I use student councils for feedback and train them to give constructive criticism.					
I regularly host forums or meetings where students can express their worries in a controlled setting.					
I encourage students to empathize with head teachers' struggles and obligations when giving comments.					

### Effective Teaching and Learning

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding nstruactional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [3] is neutral, [2] is disagree, [1] is strongly disagree, [4] is agree, [5] is very agree, and [3] is neutral.

<b>Effective Teaching and Learning</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Principals emphasize that teachers require continual professional progress to keep up with new teaching methods and technologies.					
Many principals say a shortage of textbooks, lab equipment, and technology hinders instruction.					
Principals feel high student-to-teacher ratios hamper customized attention and classroom managing, ensuing in inferior instruction.					
Principals claim a general syllabus that may not satisfy students' needs and make it difficult for different learning styles.					
Head-teachers commonly complain about low teacher morale and motivation owing to bad working conditions, payment and credit.					
Head instructors frequently voice worries regarding discipline problems and student behavior.					

***Thank you for your Cooperation***

## APPENDIX V: RESEARCH QUESTIONNAIRE FOR TEACHERS

**Instructions:** Please check the proper response to each question below, or write your response in the designated space.

### Section A: Background Information

#### 1. Age of respondent

18-25 years [ ]

25-30 years [ ]

30-35 years [ ]

Over 35 years [ ]

#### 2. Gender of respondent

Male [ ]

Female [ ]

#### 3. What is your teaching experience in years?

1 – 5 years [ ]

6 – 10 years [ ]

11 – 15 years [ ]

16 – 20 years [ ]

26 years and above [ ]

#### 4. Level of education of the respondent

KCPE [ ]



- KCSE [ ]
- Certificate [ ]
- Diploma [ ]
- Degree [ ]
- Postgraduate Degree [ ]

**Section B: Instructional Supervision**

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding nstruotional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [3] is neutral, [2] is disagree, [1] is strongly disagree, [4] is agree, [5] is very agree, and [3] is neutral.

<b>Instructional Supervision</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Most individuals with the essential academic and professional certifications are employed by the school as teachers.					
The school's instructors stay current in their knowledge and skills through seminars, courses, and workshops.					
To engage the students and take into account their varied learning styles, the teachers employ a variety of student-centered tactics.					

In order to help students, improve, the school's teachers conduct formative assessments and provide timely feedback.					
Inadequate teachers often overemphasize collective assessments while failing to offer constructive feedback.					
Teachers at the school maintain a disciplined learning atmosphere because they establish clear guidelines and manage conduct.					

### Teacher Motivation

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding nstructional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [3] is neutral, [2] is disagree, [1] is strongly disagree, [4] is agree, [5] is very agree, and [3] is neutral.

<b>Teacher Motivation</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The school encourages teachers to pursue proficient development, keep up with educational techniques.					
The school's teachers are passionate, involved, ambitious, and proficient in their teaching techniques.					
The school's administration's acknowledgment, positive remarks, and decision-making can motivate teachers.					

Teachers are satisfied and motivated by a collaborative school atmosphere, enough resources, and manageable class sizes.					
Recognition through awards, public recognition, or job promotion can motivate teachers.					
In school, constructive feedback helps teachers identify their strengths and flaws, inspiring them to improve their teaching.					

### Teaching Resources

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding nstruotional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [3] is neutral, [2] is disagree, [1] is strongly disagree, [4] is agree, [5] is very agree, and [3] is neutral.

Teaching Resources	5	4	3	2	1
Teachers can acquire new teaching techniques and approaches through ongoing professional development.					
To give direction and support, the school matches fewer effective instructors with highly effective mentors.					
Instructional coaches observe, provide comments, and model good teaching ways to help teachers improve.					
The school provides detailed teacher appraisals with constructive criticism to help teachers improve.					

Effective classroom management is made possible by teachers, and this is essential for fostering a learning atmosphere.					
When educators use technology in the classroom, it can enhance student engagement and foster dynamic learning.					

### Proper Guidance to Students

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding nstructional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [5] is neutral, [4] is disagree, [3] is strongly disagree, [2] is agree, [1] is very agree, and [3] is neutral.



<b>Proper Guidance to Students</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Teachers at the school partake in training sessions and workshops to further their professional growth.					
To engage pupils, teachers use group discussions, problem-solving, and hands-on projects.					
Students at the school often receive quick and helpful feedback from their teachers.					
Teacher employ interactive whiteboards, educational software, and online resources to make classes more engaging and effective.					
School teachers inspire respect, motivation, and a love of learning in their classrooms.					

The teachers encourage parents to attend school meetings, help with homework, and participate in school events.					
---	--	--	--	--	--

### Effective Teaching and Learning

We would want to hear your thoughts on how instructional leadership affects successful teaching and learning in Malindi Sub-County's public secondary schools regarding nstructional supervision.

Please indicate your level of agreement or disagreement with the following statements using the 5-point Likert scale: [5] is neutral, [4] is disagree, [3] is strongly disagree, [2] is agree, [1] is very agree, and [0] is neutral.



Effective Teaching and Learning	5	4	3	2	1
To stay current with teaching approaches and educational tools, many teachers may not obtain enough training or skilled growth.					
It is possible that teacher preparation institutes do not adequately prepare teachers for the real-world hitches they meet in classes.					
Teachers in Malindi's public secondary schools struggle to deliver individual attention due to high student-to-teacher ratios.					
Teachers struggle to teach without proper textbooks, instructional materials, and classroom supplies.					
Inadequate infrastructure, such as messy school buildings and small classrooms, affects the learning environment.					

Poor remuneration, incentives, and education system support can demotivate teachers.					
--	--	--	--	--	--

*Thank you for your Cooperation*



## APPENDIX VI: RESEARCH QUESTIONNAIRE FOR STUDENTS

**Instructions:** Please check the proper response to each question below, or write your response in the designated space.

### Section A: Background Information

1. Age of respondent

14-16 years [ ]

16-18 years [ ]

18-20 years [ ]

Over 20 years [ ]

2. Gender of respondent

Male [ ]

Female [ ]

3. What is your grade level?

Form 1 [ ]

Form 2 [ ]

Form 3 [ ]

Form 4 [ ]

### **Section B: General Views on Instructional Leadership on Effective Teaching**

1. Do you believe that instructional leadership has contributed to the improvement of teaching quality in your school?

Strongly Agree [ ]

Agree [ ]

Neutral [ ]

Disagree [ ]

Strongly Disagree [ ]

2. How often do you see the principal or teachers involved in instructional activities such as classroom observations, lesson planning, or giving feedback to teachers?

Very Often [ ]

Often [ ]

Sometimes [ ]

Rarely [ ]

Never [ ]

3. Do you think your school leadership supports teachers in improving their teaching skills?

Strongly Agree [ ]

Agree [ ]

Neutral [ ]

Disagree [ ]

Strongly Disagree [ ]

4. How approachable is your school principal when it comes to discussing academic concerns?

Very Approachable [ ]

Approachable [ ]

Neutral [ ]

Unapproachable [ ]

Strongly Unapproachable [ ]

5. How often do your teachers collaborate or work together on teaching methods, lesson plans, and classroom activities?

Very Often [ ]

Often [ ]

Sometimes [ ]

Rarely [ ]

Never [ ]



***Thank you for your Cooperation***

## APPENDIX VII: ERC CERTIFICATE



REF: MKU/ISERC/4575  
TO: HALUWA NURU ANNUARY

Date: 15 November 2024

REG: MED/2023/37570

Dear Sir/Madam,

**RE: INFLUENCE OF INSTRUCTIONAL LEADERSHIP ON EFFECTIVE TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN MALINDI SUB-COUNTY, KILIFI COUNTY, KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3297**. The approval period is **15/11/2024 - 14/11/2025**.

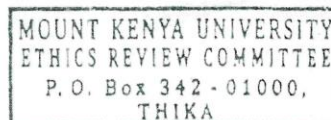
This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval or 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD  
Chairman, Mount Kenya University ISERC



## APPENDIX VIII: INTRODUCTORY LETTER MKU



### DIRECTORATE OF GRADUATE STUDIES

---

MED/2023/37570

18<sup>th</sup> November, 2024

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir/Madam,

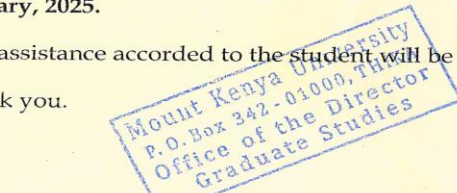
**RE: HALUWA NURU ANNUARY- REGISTRATION NO. MED/2023/37570**

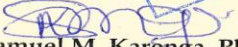
The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **“Influence of Instructional Leadership on Effective Teaching and Learning in Public Secondary Schools in Malindi Sub-County, Kilifi County, Kenya.”** It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **November, 2024 and January, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.





  
**Dr. Samuel M. Karenga, Ph.D**  
**Director, Graduate Studies**  
Enc.

---

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Cell: +254 709 153 000 / +254 709 153 200  
Email: info@mku.ac.ke, Web: www.mku.ac.ke  
Chartered and ISO 9001 : 2015 Certified Institution.  
**Unlocking Infinite Possibilities**


# APPENDIX IX: NACOSTI RESEARCH LICENSE

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **662152** Date of Issue: **03/December/2024**


## RESEARCH LICENSE




**This is to Certify that Miss. Haluwa Nuru Annuary of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kilifi on the topic: Influence of Instructional Leadership on Effective Teaching and Learning in Public Secondary Schools in Malindi sub county, Kilifi county, Kenya for the period ending : 03/December/2025.**

License No: **NACOSTI/P/24/414323**

**662152**  
Applicant Identification Number

  
Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

**See overleaf for conditions**

**APPENDIX X: RESEARCH AUTHORIZATION KILIFI COUNTY**



**MINISTRY OF EDUCATION  
State Department For Education  
KILIFI COUNTY**

Telephone 041-7522432  
EMAIL: cdekilificounty@yahoo.com  
Fax no. 7522432  
When replying/telephoning quote  
Ref: KLF/CDE/G.10/4/99

County Education Office  
P O Box 42 -80108  
**KILIFI**

13th January, 2025


The Sub County Director of Education  
**MALINDI**

**RE: RESEARCH AUTHORIZATION  
HALUWA NURU ANNUARY- LICENSE NO: NACOSTI/P/24/414323**

The above named student has been authorized to carry out research on "*Influence of Instructional Leadership on Effective Teaching and Learning in Public Secondary Schools*".

The Research study will be conducted in schools within **Malindi Sub County** for the period ending **3<sup>rd</sup> December, 2025**

Any assistance accorded will be highly appreciated.

  
VERONICAH KALUNGU  
COUNTY DIRECTOR OF EDUCATION  
**KILIFI**

Copy to:

The County Commissioner – **KILIFI**

Haluwa Nuru Annuary – **MOUNT KENYA UNIVERSITY**

# APPENDIX XI: TURNITIN REPORT



## HALUWA NURU ANNUARY INFLUENCE OF INSTRUCTIONAL LEADERSHIP ON EFFECTIVE TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOL...

- Thesis and Projects
- Postgraduate
- Mount Kenya University

### Document Details

Submission ID  
**trn:oid::1:3256413310**

**129 Pages**

Submission Date  
**May 21, 2025, 5:06 PM GMT+3**

**25,507 Words**

Download Date  
**May 21, 2025, 5:11 PM GMT+3**

**153,213 Characters**

File Name  
**RESEARCH\_PROJECT\_H-edited.docx**

File Size  
**9.0 MB**



## 12% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.





### Filtered from the Report

- ▶ Internet sources




### Exclusions

- ▶ 1 Excluded Source

### Match Groups


-  **208** Not Cited or Quoted 12%  
Matches with neither in-text citation nor quotation marks
-  **8** Missing Quotations 0%  
Matches that are still very similar to source material
-  **4** Missing Citation 0%  
Matches that have quotation marks, but no in-text citation
-  **0** Cited and Quoted 0%  
Matches with in-text citation present, but no quotation marks

### Top Sources

- 0%  Internet sources
- 7%  Publications
- 10%  Submitted works (Student Papers)

### Integrity Flags

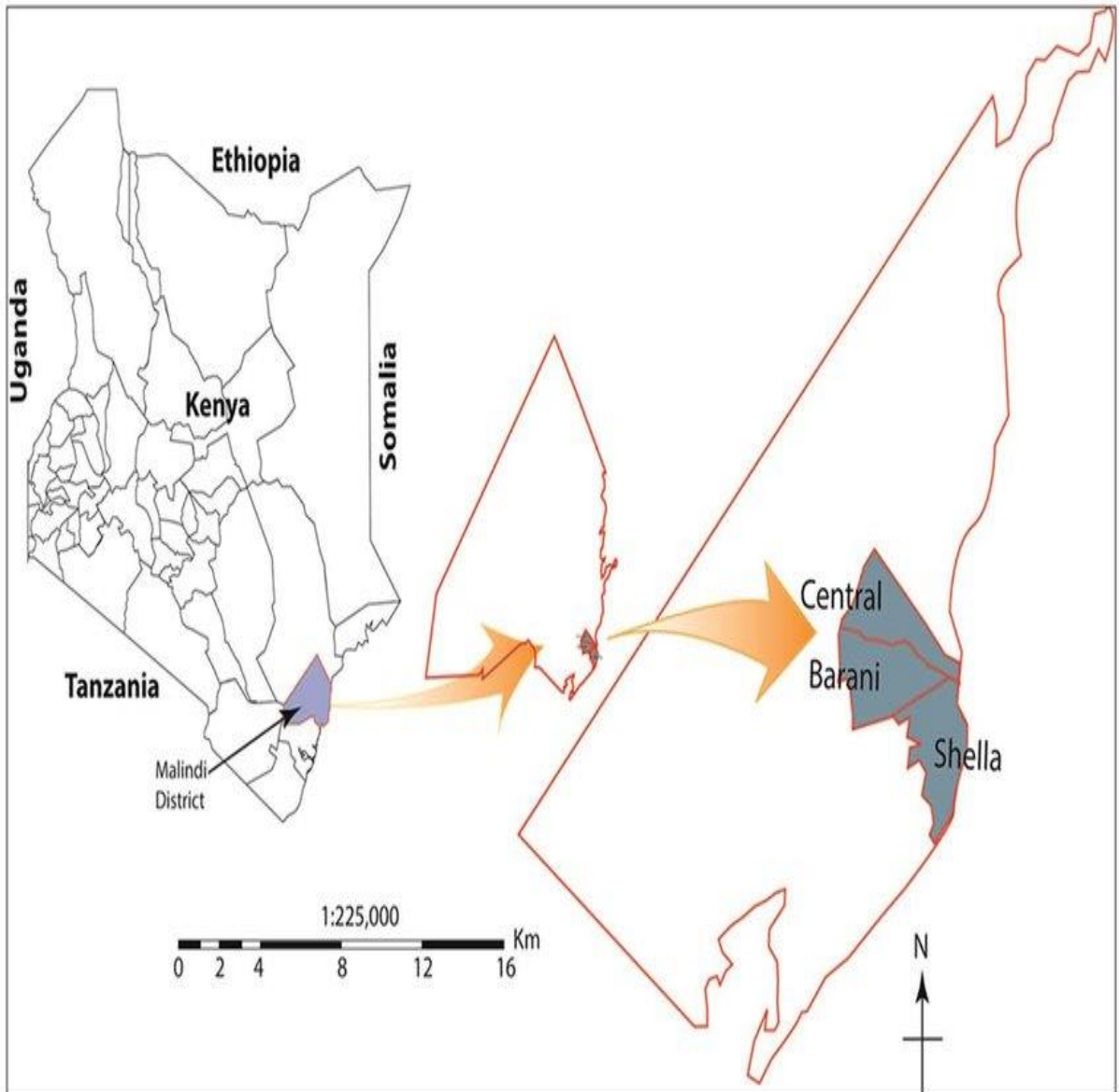
#### 1 Integrity Flag for Review

-  **Hidden Text**  
28 suspect characters on 2 pages  
Text is altered to blend into the white background of the document.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

**APPENDIX XII: MAP OF STUDY AREA SHOWING MALINDI SUB-COUNTY**



Source: NGCDF, Malindi Sub-County (2025)