

**IMPLICATIONS OF INSTRUCTIONAL LEADERSHIP ON ACADEMIC  
PERFORMANCE IN SECONDARY SCHOOLS IN KAKAMEGA NORTH SUB  
COUNTY, KAKAMEGA COUNTY, KENYA**

**BY**

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## ABSTRACT

This study sought to determine the implications of instructional leadership on academic performance in Kakamega North Sub County, Kakamega County, Kenya. The study was guided by the following research objectives: To identify the instructional strategies principals apply to improve academic performance in secondary schools in Kakamega North Sub County; To determine the principals' role in classroom supervision in secondary schools in Kakamega North Sub County; To establish the extent to which the principals' involvement in instructional leadership affects academic performance in Kakamega North Sub County and; To find out the challenges of principals' instructional leadership in Kakamega North Sub County. Bass' Transformational Leadership Theory (2006) which was used which postulates that the leader should affect his or her followers. A conceptual framework was developed based on the variables of the study i.e. instructional leadership as an independent variable and academic performance indicated by KCSE examination results as the dependent variable. The researcher used the descriptive research design in this study. The target population for this research comprised of 37 principals of secondary schools in Kakamega North, all the 185 academic HODs, and 370 teachers. The total population for this study therefore is 592 subjects. The 56 academic HODs, and 111 teachers were selected using simple random sampling technique all the 12 principals were included. The researcher mainly used questionnaires, interview schedules as well as document analysis for collecting data. The researcher established the validity of the research instruments by presenting them to the experts in the field of education management and leadership at Mount Kenya University for their advice, corrections and recommendations which were included in the final instruments. Piloting as well as Cronbach Alpha Reliability coefficient value was used to determine the reliability of the instruments. The researcher got clearance from the relevant authorities before distributing the questionnaires which were collected later on the same day when the interviews were carried out. Data was analyzed by use of both qualitative and quantitative means using the SPSS programme. The results show that performance was correlated to class room supervision  $F= 0.570$   $p < 0.05$  significant at 95% confidence level and also correlated to instructional leadership  $F= 0.480$   $P < 0.01$  significant at 99% confidence level. The instructional strategies that affected performance in secondary schools included target setting, inclusive decision making, classroom supervision and checking of teachers and students' records. The study concluded that; principals' involvement in instructional leadership contributes to good academic performance, involvement in instructional leadership strongly affects academic performance, in schools where the principal is involved in instructional leadership, performance improves while in those where the principal is not involved performance will decline and the greatest challenge to the principal's instructional leadership is time. The study recommended that in order for schools to perform better in academics, deliberate efforts should be made by the school principals to put instructional strategies in place, the principal should be involved in class room supervision and the principal should create more time to execute instructional leadership.