

**INSTRUCTIONAL LEADERSHIP PANACEA! AN INVESTIGATION INTO THE  
RELATIONSHIP BETWEEN INSTRUCTIONAL LEADERSHIP AND STUDENTS'  
LEARNING OUTCOMES IN SECONDARY SCHOOLS IN MURANG'A COUNTY**

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**MED/00/1122/07642**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR  
THE REQUIREMENTS OF THE MASTER OF EDUCATION DEGREE IN  
EDUCATION ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF MOUNT  
KENYA UNIVERSITY**

**MAY 2014**

## ABSTRACT

Most schools globally are focusing on the students' performance in their transition levels. To have high and quality students' achievements, there is need to empower the instructional leaders along with curriculum and accountability frameworks. This study was a quantitative research using correlative investigation model. According to the purpose of the study, the Pearson's product moments correlation was employed to investigate whether; there exists coefficient of correlation between the instructional leadership and students outcomes in Kenya Certificate of Secondary Education(KCSE) examination as well as students'academic progression rate (SAPR) in Kenyan secondary schools. The research objectives and hypotheses were formulated in order to study the effects of instructional leadership on students' achievement in KCSE performance as well as their rate of academic progression. It also investigated the principals' attitude towards instructional supervision conducted by County Quality Assurance And Standards Officers (CQASOs) from the Ministry of Education Science and Technology (MOEST). The study sample population size was obtained by using a four-layer group sampling method; by category of school, performance index, candidature and teachers 'period of service in the school. The sample included 30 schools categorised as Boys boarding Schools, Girls boarding Schools and Mixed Secondary Schools all sampled from Murang'a County from a total of 273 secondary schools. The schools were categorised as high achieving schools, average achieving and low achieving depending on performance index in KCSE and students' progression rate. Information about school characteristics such as size, teachers' education and experience were collected. However the frequency of instructional supervision, the attitude of the principals' regarding instructional supervision, time allocation in observation of professional documents were areas of great focus..Data collection was done using questionnaires and documents analysis guides. The questionnaires dubbed as the Principals Instructional Leadership Research Questionnaire (PILRQ), Teachers Instructional Leadership Research Questionnaire (TILRQ) and Students Instructional Leadership Research Questionnaire (SILRQ) for principals, teachers and students respectively were used in data collection in the sampled 30 secondary schools. The sample population was thirty (30) principals, 150 teachers and 150 students totalling to 330 respondents. The research was piloted in three (3) secondary schools of each of the three categories. To establish both content and face validity, the questionnaires were presented to the supervisor to evaluate the relevance of the items to the objectives. To enhance the reliability, the instruments were tested and retested during piloting process before they were formally administered for final data collection. To test and analyse the research hypotheses the data was coded and entered in an SPSS 21.0. The results of the study showed that there was a positive significant correlation between instructional leadership behaviours and students' learning outcomes as well as their academic progression. The study indicated that these variables are inter-related and closely correlated in the school level of performance. The researcher would like to recommend that, those instructional leadership behaviours that greatly impact on students' performance to be included as matter of policy by the MOEST while further research that would include other variables should be investigated.