

**PRINCIPALS' INSTRUCTIONAL MANAGEMENT PRACTICES AND ITS  
INFLUENCE ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC  
SECONDARY SCHOOLS IN CHESUMEI SUB COUNTY, KENYA**

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## DECLARATION AND APPROVAL

### Declaration by the Student

I affirm that this project is my own creation and has not been submitted for academic credit at any other university or institution.

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MED/2022/50999



Sign.....Date...24.10.2024

### Approval by the Supervisor

I confirm that the work reported in this project was carried out by the candidate under my supervision as the University Supervisor.

Signature



Date: 24th October, 2024.

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## **DEDICATION**

I would like to express my gratitude to my family for their unwavering support throughout this academic endeavor, as well as to all those who have contributed to the accomplishment of this research.



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## ABSTRACT

The main purpose of this study was to determine the principals' instructional management practices on students' academic performance in public high schools in Chesumei Sub County, Nandi County, Kenya. The study was guided by the following research objectives; to establish the extent to which principals' coordination of teaching and learning influence students' academic performance in public secondary schools in Chesumei Sub County, to find out how principals' evaluation of teaching and learning influence students' academic performance in public secondary schools in Chesumei Sub County, to determine the influence of principals' provision of orderly and supportive teaching and learning environment on students' academic performance in public secondary schools in Chesumei Sub County and to establish the extent to which principals' establishing of goals and expectations influence students' academic performance in public secondary schools in Chesumei Sub County. The study was anchored on instructional management practices model. The study adopted a mixed methods approach and used survey research design. The study focused on Chesumei Sub County. From a target population of 73 Principals and 119 form four classroom teachers, a sample of 22 principals and 36 form four class teachers were selected using simple random sampling method. Questionnaires were used to collect quantitative data from the form four class teachers while Interview schedules were used in collecting qualitative data from school principals. The instruments were appropriately validated and a reliable reliability index of 0.79 obtained from pilot data. The quantitative data was analyzed by use of descriptive statistical analysis that involved percentages, frequencies and presented on frequency table, graphs and percentages to make meaningful conclusion. The qualitative data from the interviews were analyzed thematically alongside the quantitative data. The study revealed a strong correlation between effective principal instructional management practices and improved student academic performance in public secondary schools in Chesumei Sub-County, Kenya. Principals who actively coordinated teaching and learning, evaluated instruction, created supportive learning environments, and set clear goals demonstrated a positive impact on student outcomes in their schools. Participants concurred that these practices were instrumental in enhancing students' academic achievement. The findings suggest that principals play a pivotal role in shaping the academic trajectory of students. Effective leadership, characterized by strong coordination, evaluation, and support, is essential for creating a conducive learning environment. While the study couldn't directly quantify the impact of these practices on student performance, the evidence strongly indicates a positive association. To enhance the impact of principal leadership on student achievement, it is recommended that: Principals undergo targeted professional development to strengthen their instructional leadership skills. Schools foster a collaborative environment that supports teacher growth and development. Future studies should employ quantitative methods to establish causal relationships between specific principal practices and student outcomes.

## TABLE OF CONTENTS

<b>DECLARATION AND APPROVAL.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF ACRONYMS .....</b>	<b>xiii</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study .....	8
1.4 Objectives of the Study.....	8
1.5 Research Questions.....	9
1.6 Justification of the Study .....	9
1.7 Significance of the Study .....	10
1.8 Scope of the Study .....	11
1.9 Limitations of the Study.....	12
1.10 Delimitations of the Study .....	13
1.11 Assumptions for the Study.....	13

1.12 Definition of Operational Terms.....	14
<b>CHAPTER TWO .....</b>	<b>16</b>
<b>LITERATURE REVIEW .....</b>	<b>16</b>
2.0 Introduction.....	16
2.1 Empirical Literature .....	16
2.1.1 Principals’ Instructional Management Practices.....	16
2.1.2 Academic Performance .....	18
2.1.3 Principals' Coordination of Teaching Influence Students’ Academic Performance	20
2.1.4 Principals' Evaluation of Teaching Influence Students’ Academic Performance ...	24
2.1.5 Principals' Provision of a Supportive Teaching Environment on Students’ Academic Performance .....	30
2.1.6 Principals' Goal-Setting Influence Students’ Academic Performance .....	35
2.2 Theoretical Literature.....	40
2.3 Theoretical Framework.....	42
2.4 Conceptual Framework.....	46
2.5 Research Gaps.....	48
2.6 Summary of the Literature Review.....	50
<b>CHAPTER THREE .....</b>	<b>52</b>
<b>RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>52</b>
3.0 Introduction.....	52
3.1 Research Methodology .....	52
3.2 Research Design.....	52
3.3 Location of Study.....	53
3.4 Target Population.....	54
3.5 Sample Size and Sampling Techniques .....	55

3.6 Research Instruments .....	56
3.6.1 Questionnaire .....	56
3.6.2 Interview Guide .....	56
3.6.3 Reliability of the Research Instruments .....	58
3.6.4 Validity of the Research Instruments.....	58
3.7 Piloting of Research.....	59
3.8 Data Collection Procedure .....	59
3.9 Data Analysis .....	60
3.10 Ethical Considerations .....	61
<b>CHAPTER FOUR.....</b>	<b>63</b>
<b>DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS .....</b>	<b>63</b>
4.0 Introduction.....	63
4.1 Response Rate .....	63
4.2 Demographic Characteristics of Respondents .....	64
4.2.1 Gender of Respondents .....	64
4.2.2 Age bracket of the respondents.....	65
4.2.3 Academic qualification of the respondent .....	66
4.2.4 Responses on years of service as a principal. ....	67
4.3 Principals' Coordination of Teaching.....	68
4.4 Principals' Evaluation of Teaching.....	71
4.5 Principals' Provision of a Supportive Teaching Environment .....	74
4.6 Principals' Goal-Setting .....	76
4.7 Academic Performance.....	78
<b>CHAPTER FIVE .....</b>	<b>81</b>
<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS .....</b>	<b>81</b>

5.0 Introduction.....	81
5.1 Summary of the findings.....	81
5.1.1 Principals' Coordination of Teaching .....	81
5.1.2 Principals' Evaluation of Teaching .....	81
5.1.3 Principals' Provision of a Supportive Teaching Environment .....	82
5.1.4 Principals' Goal-Setting .....	82
5.2 Conclusions.....	83
5.3 Recommendations for Practice .....	84
5.4 Recommendation for Further Research .....	86
<b>REFERENCES.....</b>	<b>87</b>
<b>APPENDICES.....</b>	<b>92</b>
<b>APPENDIX 1: QUESTIONNAIRE FOR FORM FOUR CLASS TEACHERS.....</b>	<b>92</b>
<b>APPENDIX II: INTERVIEW GUIDE FOR SCHOOL PRINCIPALS .....</b>	<b>98</b>
<b>Appendix III: BUDGET .....</b>	<b>101</b>
<b>APPENDIX IV: CONCENT LETTER.....</b>	<b>102</b>
<b>APPENDIX V: ERC LETTER.....</b>	<b>105</b>
<b>APPENDIX VI: INTRODUCTORY LETTER.....</b>	<b>106</b>
<b>APPENDIX VII: NACOSTI PERMIT .....</b>	<b>107</b>
APENDIX VIII: RESEARCH AUTHORIZATION.....	109
<b>APPENDIX IX: MAP OF CHESUMEI SUB-COUNTY.....</b>	<b>110</b>

## LIST OF TABLES

<b>Table 1</b> Mean Grades for Public Day Secondary Schools in Chesumei Sub-County.....	7
<b>Table 2</b> Target Population .....	55
<b>Table 3</b> Sample Size Distribution.....	56
<b>Table 4:</b> Questionnaire Response Rate .....	63
<b>Table 5:</b> Response Return Rate.....	64
<b>Table 6:</b> Gender of Respondents .....	65
<b>Table 7:</b> Age bracket of the respondents.....	65
<b>Table 8:</b> Academic qualifications of the respondents .....	66
<b>Table 9:</b> Responses on years of service in the same school.....	67
<b>Table 10:</b> Principals' Coordination of Teaching.....	68
<b>Table 11:</b> Principals' evaluation of teaching.....	71
<b>Table 12:</b> Principals' Provision of a Supportive Teaching Environment.....	74
<b>Table 13:</b> Principals' Goal-Setting .....	76
<b>Table 14:</b> Academic Performance .....	78

## LIST OF FIGURES

**Figure 1:** Conceptual Framework ..... 47



## LIST OF ACRONYMS

<b>BOM:</b>	Board of Management
<b>HODs:</b>	Head of Departments
<b>KCPE:</b>	Kenya Certificate of Primary Education
<b>KCSE:</b>	Kenya Certificate of Secondary Education
<b>MOE:</b>	Ministry of Education
<b>SCDE:</b>	Sub-County Director of Education
<b>SES:</b>	Socioeconomic Status
<b>SMASSE:</b>	Strengthening of Mathematics and Science Education
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>SSA:</b>	Sub-Saharan Africa
<b>TSC:</b>	Teachers Service Commission
<b>USA:</b>	United States of America

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter presents background to the study, statement of the problem, objectives, research questions, significance and justification, scope, delimitation, limitation, assumption of the study and operational definition of terms.

### 1.1 Background to the Study

Secondary education is a cornerstone of personal and societal development across Europe, equipping adolescents with essential knowledge, skills, and attitudes that foster personal growth and national advancement. This educational stage serves as a critical gateway to university education and formal employment, underscoring the expectation that schools provide high-quality, relevant instruction to prepare students for competitive job markets (Jawa, 2020). As stakeholder demands for improved performance in national examinations continue to rise, instructional leadership has emerged as a pivotal issue in achieving educational objectives. The leadership provided by school principals is crucial for creating an environment conducive to learning and fostering student success.

In the United States, a landmark study by The Wallace Foundation (2013) emphasized the importance of principals in shaping effective schools. This study highlighted that strong instructional leadership characterized by setting clear academic goals, monitoring student progress, and providing instructional support has a significant positive effect on student performance. Furthermore, the study noted that principals who foster collaborative environments

and empower teachers tend to see higher levels of student achievement. Another influential research project, the "Leadership for Learning" framework from the University of Minnesota, examined the role of school leaders in promoting effective instructional practices across schools in the U.S. This research revealed that principals who engage in instructional leadership defined by the ability to create a clear vision, align resources, and support professional development—significantly improve student outcomes (Gordon et al., 2015).

A study conducted in Finland, known for its high-performing educational system, found that school leadership practices focusing on collaborative learning environments and teacher empowerment led to enhanced student engagement and academic success (Hargreaves & Fullan, 2012). The findings emphasized that effective principals play a critical role in fostering a culture of continuous improvement and innovation, ultimately benefiting student learning experiences. These international studies collectively underscore the universal relevance of effective instructional leadership as a key factor in improving academic performance across diverse educational contexts.

The presence of effective school leadership is vital for educational institutions to attain their goals. Leadership encompasses the ability to influence and facilitate the achievement of tasks, propelling organizations toward higher levels of success (Bush, 2021; Yukl, 2021). A study in Malaysia by Usaini, Abubakar, and Bichi (2021) established a positive correlation between educational environments and academic performance, highlighting how favorable conditions foster strong interpersonal connections between educators and students. Such environments not only promote optimal teaching efficiency but also lead to superior academic outcomes.

Internationally, numerous studies underscore the significant impact of instructional leadership on student performance, revealing common themes that transcend geographical boundaries.

For instance, Leithwood and Jantzi (2006) conducted a meta-analysis showing that school leadership significantly affects student learning outcomes through various mediating factors, including school climate and instructional quality. Similarly, a comprehensive review by Robinson et al. (2008) found that leadership practices focused on instructional improvement had a substantial impact on student achievement, particularly when leaders actively engaged in curriculum planning and teacher development. These findings suggest that effective leadership is integral to fostering an educational environment where students can thrive academically.

The principal's responsibilities encompass both direct and indirect actions that shape the educational environment. This includes cultivating a conducive academic atmosphere and ensuring that school activities align with academic goals. The principal must oversee instructional processes, manage resources, maintain a visible presence, support teacher professional development, and advocate for student learning needs (Sessional Paper 1 of 2019). In higher education, leaders can influence attitudes and behaviors through incentive systems that promote academic achievement (Alig-Mielcareck, 2018). Establishing clear standards and expectations is crucial for effective leadership to significantly enhance the educational environment, optimizing knowledge acquisition for students (Ndaita, 2020).

In Kenya, the Ministry of Education mandates that institutional leaders enhance educational quality, directly impacting learners' academic performance (MOE, 2018). This objective is accomplished by creating a conducive environment within educational institutions, which

requires the acquisition of adequate learning resources by institutional administrators. A supportive learning environment motivates students to invest effort in their studies (Nyamongo et al., 2020). Moreover, research indicates that the quality of the learning environment has a more significant influence on academic outcomes than external factors. Inadequate educational infrastructure and resources can severely affect students' academic performance. However, strong leadership can mitigate these challenges by ensuring effective supervision and resource management, thus fostering an environment that promotes both instruction and knowledge acquisition.

Kenya's 8-4-4 education system consists of eight years of primary education followed by four years of secondary schooling, catering to students aged 14 to 17 (Sessional Paper 1 of 2019). This formative stage is marked by significant physiological, cognitive, and social changes, which can greatly influence educational outcomes (Kihoro, 2020). Institutions must create environments that foster a sense of belonging, facilitating students' transitions from childhood to adulthood and promoting their holistic development (Muriuki, 2019). Publicly funded secondary schools in Kenya are categorized into national, inter-county, county, and sub-county schools, with admissions based on academic merit as determined by the Kenya Certificate of Primary Education (K.C.P.E).

The introduction of Free Primary and Secondary Education has significantly increased enrollment, necessitating the expansion of secondary school accessibility (MOE, 2019). However, despite this increase, academic performance remains inconsistent, with many students achieving below average scores in national assessments, raising concerns about the instructional

leadership in schools. In Nandi County, particularly in Chesumei Sub County, educational accessibility has improved, yet disparities in academic performance persist, as evidenced by the Kenya Certificate of Secondary Education (KCSE) results. Many students in the county achieve scores of D+ or below, while only a small fraction attain C+ and above, which calls into question the effectiveness of the instructional system.

In response to societal concerns regarding the academic achievement of students, school principals play a crucial role in sustaining high academic standards and addressing underperformance. Effective instructional leadership involves setting clear goals, organizing academic programs, supporting teacher development, and fostering a collaborative school culture. Despite the presumption of highly qualified educators and sufficient resources in schools within Chesumei Sub County, widespread underperformance continues to be a challenge. There is an urgent need for principals to implement strategies that directly impact student learning and engagement.

Schools have implemented various measures to improve performance and ensure progress in response to concerns about academic achievement; however, many strategies lack empirical support. Research indicates that instructional leadership is a powerful method for enhancing student performance (Pustejovsky et al., 2018; Hallinger & Walker, 2021). These studies reinforce the notion that effective instructional leadership can lead to significant improvements in student outcomes by fostering an environment conducive to learning and collaboration. Thus, this study aims to explore the relationship between principals' instructional management practices and academic performance in public secondary schools in Chesumei Sub County.

Given the pivotal role of principals in shaping educational environments and student outcomes, this study focuses on "Principals' Instructional Management Practices and Its Influence on Students' Academic Performance in Public Secondary Schools in Chesumei Sub County, Kenya." By investigating the relationship between instructional management and academic performance, this research aims to identify effective practices that can enhance educational quality and student success in the region. The insights gleaned from this study will contribute to a deeper understanding of how instructional leadership can be optimized to improve academic outcomes, thereby addressing the challenges faced by secondary schools in the region.

### **1.2 Statement of the Problem**

Academic admission to public universities and postsecondary institutions in Kenya is fiercely competitive. In order to be eligible for direct admission into these universities, students generally must attain a minimum score in their K.C.S.E. examinations. This metric differs among institutions and programs, but it often indicates the student's level of academic readiness and capacity to succeed in higher education. Consistently low K.C.S.E. ratings may suggest problems with educational quality, such as inadequate teaching materials, inadequate school facilities, and insufficient student support services. The average score achieved in the Kenya Certificate for Secondary Education (K.C.S.E) at public day secondary schools in Chesumei Sub-County over the past five years has consistently failed to meet the minimum requirement for direct admission into a university or tertiary college.

**Table 1 Mean Grades for Public Day Secondary Schools in Chesumei Sub-County**

<b>Year</b>	<b>Mean</b>
2023	3.2
2022	3.0
2021	3.0
2020	2.8
2019	3.0
2018	2.8
2017	2.7

**Source: Ministry of Education, Chesumei Sub-County (2023)**

Insufficient academic achievement can be characterized as failing to fulfill the minimum criteria for direct university entrance, which is presently established at 7.0 points (C+). This criterion exceeds the mean grade attained by pupils in the majority of public day secondary schools in Chesumei Sub-County, which decreased from a Mean Grade of D (3.0) in 2019 to D(2.7) in 2017, and thereafter to D (2.8) in 2018, D (3.0) in 2021. This is illustrated in table 1.

Insufficient academic achievement can be characterized as failing to fulfill the minimum criteria for direct university entrance, which is presently established at 7.0 points (C+). This criterion exceeds the mean grade attained by pupils in the majority of public day secondary schools in Chesumei Sub-County, which has fluctuated over the years. The mean grade recorded in 2019 was 3.0 (C), but it decreased to 2.8 (C-) in 2018 and further declined to 2.7 (D+) in 2017. In the years that followed, the mean grades improved slightly, reaching 3.0 (C) in 2021 and further increasing to 3.2 (C+) in 2023. This trend is illustrated in Table 1.

Successful completion of the Kenya Certificate of Secondary Education (K.C.S.E) is considered the main entry point to higher education institutions and, thus, the official employment sector in

Kenya. Hence, a considerable proportion of pupils from public day secondary schools in Chesumei Sub-County are prevented from attending these educational institutions, so impeding their ability to avail themselves of formal career prospects.

While the use of instructional management strategies is essential for improving teachers' instructional practices and students' learning and accomplishment, it is yet unclear whether principals in Chesumei Sub County have officially adopted these practices in their schools. Moreover, there is still uncertainty regarding the actual implementation of instructional management strategies by principals and the impact of these practices on the quality of learning and overall performance in their schools. The objective of the present study is to examine the instructional management strategies employed by principals in public secondary schools in Chesumei Sub County, Nandi County, Kenya, and their impact on students' academic achievement.

### **1.3 Purpose of the Study**

The purpose of this study was to determine the principals' instructional management practices on students' academic performance in public secondary schools in Chesumei Sub County, Nandi County, Kenya

### **1.4 Objectives of the Study**

The study intended to:

- i. Establish the extent to which principals' coordination of teaching influences students' academic performance in public secondary schools in Chesumei Sub County.
- ii. Find out how principals' evaluation of teaching influence students' academic performance in public secondary schools in Chesumei Sub County.

- iii. Determine the influence of principals' provision of a supportive teaching environment on students' academic performance in public secondary schools in Chesumei Sub County.
- iv. Establish the extent to which principals' goal-setting influences students' academic performance in public secondary schools in Chesumei Sub County.

### **1.5 Research Questions**

The following research questions were tested:

- i. To what extent does principals' coordination of teaching influence students' academic performance in public secondary schools in Chesumei Sub County?
- ii. How does principals' evaluation of teaching impact students' academic performance in public secondary schools in Chesumei Sub County?
- iii. What is the influence of principals' provision of a supportive teaching environment on students' academic performance in public secondary schools in Chesumei Sub County?
- iv. To what extent does principals' goal-setting influence students' academic performance in public secondary schools in Chesumei Sub County?

### **1.6 Justification of the Study**

The rationale for this study is based on the crucial influence that primary school principals have on the academic achievements of students. Amidst a multitude of variables that impact student achievement, the leadership and management approach of the principal is unquestionably a fundamental one. The objective of this study was to investigate the particular instructional management strategies that have a substantial influence on the academic achievement of students in public secondary schools located in Chesumei Sub County, Nandi County. A scarcity of research exists that particularly examines the instructional management techniques of principals

in Chesumei Sub County. The objective of this study was to address this deficiency by presenting empirical data on the correlation between principal leadership and student accomplishment within this specific setting.

Through the identification of essential instructional management strategies that have a favorable impact on student academic performance, this study has offered significant insights to school administrators, policymakers, and educators on how to improve the learning environment and eventually boost student results. The results of this study can enhance the advancement of evidence-based methodology for school leadership, empowering principals to make well-informed choices regarding resource allocation, task prioritization, and teacher assistance in their instructional capacities. Similar to several other areas, Chesumei Sub County encounters difficulties in attaining the highest level of academic achievement among students. The objective of this study was to help tackle these issues by offering evidence-based suggestions for enhancing school leadership and administration.

### **1.7 Significance of the Study**

Anticipating that the study's results will provide significant insights to a wide range of stakeholders, the researcher emphasized the following:

The research findings can assist principals in assessing their instructional leadership methods to pinpoint their strengths and areas for development, and thereafter concentrate on resolving such areas. This study investigated several aspects of the academic setting at educational institutions and pinpointed areas that require enhancement in order to increase students' academic achievement. Furthermore, this could inspire principals to adopt instructional leadership

approaches that enable them to improve teaching and learning in their institutions and by extension, academic success.

The findings may provide the Ministry of Education with significant insights into the challenges faced by instructional leaders in public day secondary schools in creating effective academic environments. These tools may be employed to develop and implement strategies for enhancing instructional leadership and school settings.

This study provides a thorough analysis of the instructional leadership tactics employed by principals and their influence on the academic environment in schools. This research can serve as a foundation for future scholars interested in investigating the influence of instructional leadership methods on academic settings in various locations and school kinds, beyond public day secondary schools.

### **1.8 Scope of the Study**

This research examined the impact of the principal's instructional management strategies on the academic achievement of students in public secondary schools located in Chesumei Sub County, Nandi County, Kenya. The study investigated four dimensions of instructional leadership in public secondary schools in Chesumei Sub County: the organizational coordination of teaching and learning by principals, the assessment of teaching and learning by principals, the provision of organized and supportive teaching and learning by principals, and the setting of goals and expectations by principals. An analysis was conducted to examine the influence of these factors on students' academic achievement.

The study investigated how the principal's instructional management strategies affected teachers' deployment of instructional time, resources, skills, and knowledge to enhance learning results.

The aim of the study was to assess if the principals promoted teachers' professional growth through the promotion of collaboration, monitoring of instruction, provision of prompt feedback on teachers' performance, and organization of classroom seminars and workshops. The research involved the selection of teachers and learners to comprehend and express the instructional management strategies implemented by their principals. The objective of the study was to ascertain whether principals continuously demonstrate a robust presence in the school and inspire pupils to maintain a positive learning environment by implementing rigorous discipline. The project aims to collect data from superintendents, educators, and students in designated public day secondary schools in Chesumei Sub-County throughout the year 2024.

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

- i. The study limited its scope to 32 public day secondary schools in Chesumei Sub-County. Consequently, the findings were not applicable to boarding and private institutions or schools in different geographical areas.
- ii. The specific demographic focused on was from a peri-urban sub-county. Therefore, the findings might not have been relevant to schools operating under different conditions, such as rural or urban settings.
- iii. The responses of participants could have been influenced by their latest experiences, which might have skewed the data
- iv. Efforts to ensure participants' comments remained anonymous and their identities protected might have limited the depth of responses due to the participants' concerns about confidentiality.

- v. The study assumed a supportive, safe, and well-structured educational climate that fosters active participation. Variations in school environments, however, could have affected the generalizability of the findings.

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

The study was restricted to public secondary schools located in Chesumei Sub-County, the administrative division of Nandi County, Kenya. The study particularly concentrated on the instructional management strategies employed by principals and their influence on the academic achievement of students. The study was thus restricted to the academic year 2024 and excludes any analysis of past years or future developments. The study focused exclusively on four significant aspects of principal instructional management: the synchronization of teaching and learning, the assessment of teaching and learning, the creation of a structured and encouraging learning environment, and the setting of objectives and expectations. Other facets of school administration, such as fiscal administration or physical facilities, were outside the purview of this investigation.

### **1.11 Assumptions for the Study**

The study will make the following assumptions:

- i. The participants cooperated and furnished the necessary data for the research. Since self-report questionnaires and interview schedules were used extensively in this study, respondents' cooperation and sincerity were considered crucial.
- ii. The principals understood and practiced their roles as instructional management practitioners in schools and adopted instructional management practices that were expected to influence teaching and learning.

- iii. The study assumed that instructional management practitioners influence school academic environments.

### **1.12 Definition of Operational Terms**

**Principal's Instructional Management Practices:** This refers to the specific actions and strategies that school principals in Chesumei Sub-County employ to oversee and enhance the teaching and learning process. This includes activities such as setting instructional goals, supervising and supporting teachers, allocating resources effectively, and ensuring the implementation of the curriculum in a way that maximizes student learning outcomes.

**Students' Academic Performance:** This term specifically relates to the academic achievements of students in public secondary schools in Chesumei Sub-County, as measured through school exams, national test scores, and other assessments. It encompasses both cognitive achievements (grades, test scores) and the development of essential skills and competencies.

**Public Secondary School:** A public secondary school refers to government-funded schools in Chesumei Sub-County that provide education to students typically between the ages of 13 and 18. These schools are accessible to all students who meet the enrollment criteria and are pivotal in the study due to their standardized policies and resource allocations.

**Principals' Coordination of Teaching:** Here, this term focuses on how principals in Chesumei Sub-County organize and manage their teaching staff to ensure effective instruction. This includes scheduling classes, assigning teachers to specific subjects, facilitating professional development, and fostering collaboration among teachers to improve instructional practices.

**Teaching and Learning:** Teaching and learning involve the interactive processes between educators and students in Chesumei Sub-County aimed at achieving specific educational goals. It

includes not only the delivery of curriculum content but also the active engagement of students in their learning journey, fostering critical thinking, and applying knowledge.

**Principals' Provision of Supportive Teaching:** This refers to the principals' responsibility in Chusumei Sub-County to create and maintain a school atmosphere that supports effective learning. It includes establishing and enforcing clear rules and expectations, managing student behavior, providing necessary learning materials, and fostering a positive and inclusive school climate.

**Principals' Establishing of Goals and Expectations:** This term pertains to the actions taken by school principals in Chusumei Sub-County to set clear and achievable academic targets for their schools. It involves communicating these goals to students, teachers, and parents, creating a shared vision of success, and setting high expectations for the academic performance and personal development of all students.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews existing literature on instructional management practices and students' academic performance. This study builds upon prior research conducted by other scholars and establishes a connection between their findings and the present investigation. The focus is on how principals, as instructional managers, can exert influence over variables within the school environment to improve teaching and learning, leading to enhanced academic performance. The chapter analyses the impact of principal instructional management practices on students' academic performance. More precisely, it examines how principals' coordination of teaching and learning, evaluation of teaching and learning, provision of orderly and supportive teaching and learning, and establishment of goals and expectations impact students' academic performance.

#### **2.1 Empirical Literature**

##### **2.1.1 Principals' Instructional Management Practices**

Principals play a crucial role in setting the vision and direction for their schools. Effective instructional leaders establish clear educational goals and communicate high expectations to both teachers and students. Ajani (2018) emphasizes that robust leadership results in better classroom outcomes and higher academic achievement. Principals must align resources and efforts towards achieving these academic goals, ensuring that all stakeholders are committed to the shared vision. One of the primary responsibilities of principals is to supervise and support their teaching staff. Bernard and Goodyear (2021) highlight the importance of sufficient preparation and training in instructional evaluation. Principals who provide constructive feedback and maintain

professional relationships with teachers can significantly enhance the quality of instruction. Mbera (2021) argues that principals must balance their administrative duties with their roles as curriculum leaders to ensure that teachers understand instructional goals and collaborate to improve teaching methods.

Regular monitoring and evaluation of student progress are essential components of effective instructional management. Epstein & Sheldon (2019) suggest that school administrators should consistently assess student learning in various classrooms and focus on pedagogical issues to track academic advancement. Shareefa (2021) recommends organizing oversight meetings to review educational initiatives and set learning goals based on student evaluations. By closely monitoring academic development, principals can identify areas needing improvement and implement necessary interventions. Creating a supportive and conducive educational environment is another critical aspect of instructional management. Principals are responsible for establishing a safe and well-structured school climate that fosters student engagement and academic growth. This includes managing student behavior, providing necessary resources, and promoting a positive school culture. Ayako (2019) notes that effective principals evaluate their schools' strengths and weaknesses and devise strategies to enhance student achievement.

Studies such as those by Alimi and Akinfolarin (2019) and Irungu, Kagemu, and Gachahi (2019) demonstrate the positive impact of instructional supervision on academic performance. Principals who regularly supervise classroom instruction, examine students' work, and provide supplementary education help students prepare for high-stakes exams and improve their academic outcomes. Using student data to inform instructional decision-making is a key practice

for principals. Regular analysis of student performance data allows principals to make informed decisions about teaching strategies, resource allocation, and professional development. This data-driven approach ensures that interventions are targeted and effective, ultimately leading to improved academic performance. Investing in the professional development of teachers is essential for improving instructional quality. Principals should provide opportunities for teachers to enhance their skills and stay updated with the latest educational practices. Namunga (2017) suggests implementing effective teacher-student observations, periodic evaluations of professional materials, and instructional conferences to improve teaching and learning effectiveness.

### **2.1.2 Academic Performance**

Effective instructional management by school principals is a significant determinant of students' academic performance. According to Danielson and McGreal (2018), principals who successfully administer instruction directly contribute to improved student outcomes. This includes setting clear instructional goals, supervising teachers, and ensuring that the curriculum is effectively delivered. Principals who are well-prepared and trained in evaluation procedures, subject matter expertise, and organizational abilities can provide the necessary support to teachers, thereby enhancing the overall teaching and learning process.

Bernard and Goodyear (2021) highlight that insufficient preparation and training in instructional evaluation and feedback can hinder supervisors' ability to support teachers effectively. Principals play a crucial role in providing constructive feedback while maintaining professional relationships with their teaching staff. Mbera (2021) asserts that principals must balance their administrative duties with their roles as curriculum leaders to ensure teachers understand

instructional goals and collaborate to improve teaching methods. Regular monitoring and evaluation of student progress are essential components of instructional leadership. Epstein & Sheldon (2019) propose that school administrators should consistently assess student learning in various classrooms and focus on pedagogical issues to track academic advancement. Shareefa (2021) recommends organizing oversight meetings to review educational initiatives and set learning goals based on student evaluations. Effective instructional leaders use student data to inform decision-making, hold frequent meetings with teachers to analyze student achievement, and evaluate progress to ensure that academic goals are met.

The educational climate within schools plays a significant role in influencing academic performance. Principals are responsible for creating a supportive, safe, and well-structured learning environment that fosters student engagement and academic growth. This includes managing student behavior, providing necessary resources, and fostering a positive school climate. According to Ayako (2019), effective principals evaluate their schools' strengths and weaknesses and devise strategies to enhance student achievement.

Strong leadership and vision from principals are crucial in aligning resources and efforts towards improving academic performance. Ajani (2018) emphasizes that robust leadership leads to better classroom outcomes and higher academic achievement. Principals must set clear guidelines, select and train teachers effectively, and create favorable conditions for teaching and learning. Studies such as those by Alimi and Akinfolarin (2019) and Irungu, Kagema, and Gachahi (2019) demonstrate the positive impact of instructional supervision on academic performance. Regular

supervision, the examination of students' notes, and the provision of supplementary education help students prepare for high-stakes exams and improve their academic performance.

### **2.1.3 Principals' Coordination of Teaching Influence Students' Academic Performance**

The role of school leaders is essential in influencing the educational experiences and achievements of pupils. Principals are required to exhibit leadership that fosters the improvement of both teaching and learning processes, therefore influencing academic achievement. The present literature study delves into the impact of principals' integration of teaching and learning on students' academic achievement, with a particular focus on instructional leadership, professional development, and school culture.

The primary responsibility of school principals is to provide instructional leadership, which entails directing and assisting instructors in enhancing their teaching methods and, as a result, improving student achievements. Hallinger (2018) defines good instructional leadership as the establishment of a comprehensive vision for academic success, the cultivation of a favorable learning atmosphere, and the active involvement in instructional supervision. The capacity of a principal to articulate a distinct vision and define tangible academic objectives is essential for enhancing student achievement. Statistical research indicates that administrators who effectively communicate a persuasive vision and establish ambitious standards for student success can have a substantial influence on educational results (Leithwood & Jantzi, 2019). Effective communication of a vision to both staff and students cultivates a feeling of purpose and direction, resulting in enhanced student performance (Bush, 2019).

Educational supervision is the careful monitoring and support of teachers to guarantee the implementation of effective educational methods. Research conducted by Darling-Hammond (2019) suggests that principals who regularly observe classrooms and offer constructive criticism enhance the quality of teaching and the academic achievement of students. The process of instructional monitoring serves to recognize and rectify deficiencies in teaching methodologies, therefore assuring the adherence to pedagogical norms. Professional development is a crucial domain in which principals exert their influence on teaching and learning. Comprehensive professional development programs are specifically developed to augment the abilities and knowledge of instructors, therefore influencing the academic performance of students (Guskey, 2019). The principal assumes a crucial role in the coordination and facilitation of professional development programs for their teaching team.

By prioritizing and facilitating continued professional development for teachers, principals establish a climate conducive to the continuous improvement of instructional practices. Joyce and Showers (2019) argue that consistent and properly augmented professional development results in substantial enhancements in teaching methodologies and, consequently, student achievements. Active support and encouragement of teacher engagement in professional development programs by principals fosters a culture of ongoing quality improvement. One further approach employed by principals to improve teaching and learning is the promotion of collaborative professional learning among teachers. The study conducted by Vescio, Ross, and Adams (2018) revealed that principals that promote collaborative learning communities in schools facilitate the exchange of effective practices and tactics among teachers, resulting in enhanced teaching methods and improved student achievement. Collaborative settings facilitate

the development of professional skills and enable teachers to acquire knowledge from one another's experiences.

School culture and atmosphere have a substantial impact on kids' academic achievement. Administrators have a vital role in influencing the culture and atmosphere of their educational institutions. A constructive and encouraging school culture can result in enhanced student achievements, but a detrimental or unsupportive atmosphere might impede academic success. The establishment of a supportive and courteous environment that encourages academic performance is a crucial aspect in creating a strong school culture. Cohen, McCabe, Michelli, and Pickeral (2019) found that administrators who cultivate a favorable school culture improve students' involvement and self-motivation, resulting in superior academic achievement. A good culture fosters elevated expectations, active involvement of students, and a feeling of inclusion, all of which are essential for achieving academic excellence.

Principals who establish robust connections with students, instructors, and parents enhance the fostering of a conducive learning atmosphere. Epstein's (2019) study emphasizes that robust connections between school personnel and families bolster student achievements through improved communication, heightened parental engagement, and support for students' educational requirements. The active involvement of principals in the school community fosters a cooperative environment that promotes student success. Optimal allocation of resources, encompassing time, materials, and staff, is crucial for augmenting the process of teaching and learning. Principals are responsible for making strategic decisions on the distribution of resources to support instructional objectives and enhance student results. Strategic allocation of resources by principals, such as financing for educational materials and professional

development, leads to enhanced instructional methods and superior student performance. The authors Grissom, Kalogrides, and Loeb (2019) argue that principals who proficiently oversee school resources guarantee that instructors are provided with essential tools and support, so improving the overall quality of teaching and student performance.

Effective time management is a crucial component of resource management. The efficient management of instructional time, scheduling, and administrative duties by principals is crucial in enabling instructors to concentrate on teaching and students to optimize their learning possibilities. Research conducted by Cotton (2019) suggests that principals who give priority to teaching time and reduce administrative distractions have a positive impact on student progress. The interaction between principals and instructors exerts a substantial influence on the process of teaching and learning. Positive school atmosphere and enhanced teaching practices are facilitated by the establishment of supportive and collaborative relationships between leaders and teachers.

The provision of support and empowerment by principals to teachers in making instructional decisions enhances the effectiveness of the learning environment. Leithwood, Louis, Anderson, and Wahlstrom (2018) found that educational administrators who engage teachers in decision-making processes and promote their professional independence had a direct impact on increased levels of teacher satisfaction and effectiveness, thereby enhancing student achievement. Giving feedback and acknowledging teachers' efforts is a further method by which principals exert influence on teaching and learning. Research conducted by Tschannen-Moran and Hoy (2019) suggests that principals who provide constructive criticism and recognize teachers' accomplishments cultivate a favorable work atmosphere that improves the quality of education and student results.

The synchronization of instruction and acquisition of knowledge by principals strongly influences the academic achievement of students. Successful instructional leadership, provision of support for professional growth, cultivation of a healthy school culture, effective allocation of resources, and robust principal-teacher relationships are all essential elements that lead to enhanced student achievements. To ensure that students reach their maximum academic potential, administrators, as educational leaders, must consistently engage in strategies that improve teaching and learning. In order to further augment their impact on student achievement, future study should investigate particular techniques and practices that principals might implement.

#### **2.1.4 Principals' Evaluation of Teaching Influence Students' Academic Performance**

The evaluation of teaching and learning by principals plays a crucial role in structuring the educational environment. Their assessments have the potential to greatly impact both the effectiveness of teachers and the academic success of students. In light of increasingly rigorous educational standards and accountability measures, it is essential to comprehend the impact of principals' assessments on student performance. This extensive analysis thoroughly explores the existing literature on this subject, analyzing the influence of principals' assessments on the quality of teaching, professional growth, and ultimately, the academic achievement of students. Through careful examination of several research and theoretical frameworks, our objective is to clarify the processes by which principals' evaluations impact educational results and tackle the associated difficulties.

The assessment of teaching procedures inside their schools is a crucial responsibility of principals. The implementation of efficient assessment methods is crucial for enhancing the quality of education, therefore influencing the academic achievements of students. Darling-Hammond (2019) contends that the competence of teacher assessments can have a substantial impact on both teacher efficacy and student academic performance. In-depth evaluations conducted by principals can offer precise and practical feedback that assists teachers in improving their teaching methods. Fostering a culture of continual improvement and accountability in schools is crucially dependent on this approach (Darling-Hammond, 2019). The research conducted by Darling-Hammond underscores the need of seeing principals' assessments as essential elements of a holistic approach to improving educational practices, rather than just as superficial formalities. For example, principals that utilize assessment data to direct professional development programs and assist teachers in adopting innovative teaching approaches might enhance educational results. Hence, the principal's responsibilities go beyond evaluation to encompass mentoring and fostering development (Darling-Hammond, 2019).

Empirical studies have repeatedly demonstrated that the assessments conducted by principals can exert a substantial influence on the performance of teachers. Goe (2017) emphasizes that principals who consistently offer positive feedback derived from evaluations facilitate the enhancement of teachers' teaching methods. Better student outcomes are strongly associated with this improvement, as the use of effective teaching methods results in greater student learning experiences. The study conducted by Goe emphasizes the need of regular and constructive feedback, indicating that the participation of principals in evaluations should be strong and continuous rather than intermittent or superficial (Goe, 2017). According to Goe's study,

principals who actively involve teachers in the evaluation process are able to pinpoint particular areas where teachers require improvement and professional growth. Implementing this focused strategy guarantees that instructors are provided with the essential resources and support to tackle their areas of improvement and enhance their areas of expertise. Consequently, students derive advantages from more efficient teaching and enhanced learning settings (Goe, 2017).

Evaluations conducted by principals are of fundamental importance in determining the professional development options that are accessible to teachers. In their study, Killion and Harrison (2021) argue that principals can customize professional development programs to target specific areas for growth by using evaluation data. The focused strategy is superior to general professional development sessions since it specifically addresses the recognized deficiencies in teaching methods. Killion and Harrison (2021) argue that educational administrators who synchronize professional development with evaluation results guarantee that instructors get pertinent training that directly influences their teaching approaches. In the event that an assessment indicates that a teacher encounters difficulties in conducting differentiated education, the principal can organize professional development specifically targeted towards this aspect. A focused professional development program not only improves teacher efficacy but also has a beneficial impact on student learning (Killion & Harrison, 2021).

Furthermore, apart from offering focused professional development, evaluations of principals can cultivate an environment that promotes ongoing professional advancement. Through establishing explicit goals and offering consistent feedback, principals motivate teachers to actively participate in continuous self-evaluation and enhancement. By assuring that teaching

methods stay current and effective, this culture of ongoing learning and improvement benefits students (Killion & Harrison, 2021). Leithwood et al. (2021) provide more evidence in favor of this perspective, emphasizing that principals who use assessments to establish a conducive atmosphere for teacher development enhance student achievement. Competent school leadership encompasses not only the assessment of teaching methodologies but also the establishment of a conducive atmosphere that facilitates the professional growth of teachers. The implementation of this comprehensive leadership strategy guarantees that both educators and learners derive advantages from an ongoing process of enhancement (Leithwood et al., 2021).

There exists a strong correlation between the leadership styles and practices implemented by principals and the influence of their assessments on student achievement. The authors Leithwood et al. (2021) contend that the implementation of evaluations as a means of guiding instructional improvement is a crucial element in improving student outcomes at the school level. Their research emphasizes that principals who actively engage in assessing teaching and learning establish a conducive atmosphere that fosters teacher growth and student achievement. In their recent study, Leithwood and colleagues (2021) highlight the significant impact of principals' leadership practices, particularly their evaluation methods, on the whole school atmosphere and efficacy. Utilizing assessments to establish explicit objectives, offer constructive criticism, and assist instructors, principals enhance a favorable school environment that promotes student success. The research conducted by Leithwood et al. (2021) emphasizes the significance of leadership in influencing educational results and showcases the function of evaluations in this process.

High-performing principals recognize the need of establishing a nurturing school environment that promotes teamwork and ongoing enhancement. Harris and Muijs (2017) found that principals who establish a culture characterized by trust and support have a higher probability of exerting a significant positive impact on teacher performance and student outcomes. Their research indicates that principals who use assessments to foster a cooperative atmosphere and offer assistance for teacher growth can improve both instructional methods and student performance. According to Harris and Muijs (2017), principals that prioritize the development of a favorable school culture by implementing evaluations and support systems enhance the overall effectiveness of the learning environment. This culture of support not only facilitates the enhancement of teachers' practices but also establishes circumstances that are favorable for the achievement of students. Principals can cultivate a cooperative and encouraging atmosphere to facilitate enhancements in both the process of teaching and learning (Harris & Muijs, 2017).

While principals' assessments have considerable positive effects, there are various obstacles that can compromise their efficacy. Kim and Hannum (2018) highlight that inconsistent implementation of evaluation systems can limit their impact on teacher performance and student outcomes. Variability in how evaluations are conducted, the quality of feedback provided, and the support offered to teachers can all affect the success of evaluation systems. Kim and Hannum (2018) argue that for evaluations to be effective, they must be part of a well-integrated system that includes clear expectations, consistent implementation, and adequate support for teachers. Inconsistent application of evaluation practices can lead to confusion and frustration among teachers, reducing the overall effectiveness of the evaluation system. Addressing these

challenges is crucial for ensuring that evaluations contribute positively to teaching and learning (Kim & Hannum, 2018).

Another challenge is the need for adequate training and support for principals in conducting evaluations. According to Goldhaber and Anthony (2017), principals require proper training and resources to effectively evaluate teaching practices and provide meaningful feedback. Without adequate training, principals may struggle to implement evaluation systems effectively, which can impact their ability to support teacher development and improve student outcomes. Goldhaber and Anthony (2017) suggest that investing in professional development for principals is essential for ensuring that evaluation systems are used effectively. By providing principals with the necessary skills and knowledge, schools can enhance the quality of evaluations and ensure that they contribute positively to teaching and learning. This investment in principal training is a critical component of successful evaluation systems (Goldhaber & Anthony, 2017).

The literature underscores the significant impact of principals' evaluations of teaching and learning on student academic performance. Effective evaluations can lead to improved teaching practices, targeted professional development, and enhanced student outcomes. However, challenges such as inconsistent implementation and the need for adequate training and support must be addressed to ensure the success of evaluation systems. Principals play a crucial role in shaping the educational environment through their evaluations, and their active involvement in this process is essential for fostering continuous improvement and achieving positive educational outcomes. By understanding and addressing the complexities involved in principals' evaluations, educational leaders can better support teachers and students, ultimately contributing to a more

effective and successful educational system. Future research should continue to explore the nuances of principals' evaluations and their impact on educational outcomes, providing insights that can inform practice and policy in the field of education.

### **2.1.5 Principals' Provision of a Supportive Teaching Environment on Students' Academic Performance**

In educational leadership, the impact of principals' capacity to establish a structured and encouraging teaching and learning environment on students' academic achievement is a significant topic of focus. An optimal educational setting, distinguished by systematic arrangement, assistance, and constructive reinforcement, can greatly influence both the effectiveness of instruction and the academic performance of students. An analysis of the literature on this subject investigates how principals' endeavors to provide a structured and encouraging atmosphere impact academic results. This talk elucidates the processes by which principals' environmental management impacts student achievement and identifies possible problems and considerations by synthesising research findings and theoretical views. An organized educational setting is fundamental to successful instruction and acquisition of knowledge. Friedberg and Stein (2020) argue that a highly structured educational setting enhances student involvement and minimizes interruptions, therefore establishing an optimal learning environment. Organization include well-defined procedures, uniform regulations, and systematic classroom control, which aid in sustaining concentration and reducing interruptions. As their leadership directly affects school environment and the application of behavioral norms, principals play a crucial role in establishing and maintaining this order (Freiberg & Stein, 2020).

The study conducted by Freiberg and Stein highlights the significance of principals who give priority to orderliness in fostering a favorable school environment, conducive to students' sense of security and concentration on their academic responsibilities. This setting enhances student achievement by offering a consistent and foreseeable structure in which instruction and learning can take place (Freiberg & Stein, 2020). Aside from meticulous organization, a nurturing atmosphere is essential for successful instruction. A supportive atmosphere encompasses facilities for professional growth, emotional assistance, and necessary resources for teachers to thrive. Johnson and Birkeland (2017) argue that principals who offer emotional and professional assistance to teachers cultivate a favorable school atmosphere, hence improving teaching methods and student achievements. Teacher engagement and motivation are positively correlated with the level of assistance they receive, leading to enhanced instructional quality and student accomplishment (Johnson & Birkeland, 2017).

This study by Johnson and Birkeland emphasizes the need of principals in establishing a conducive atmosphere where instructors are provided with essential resources and assistance. Within this setting, educators are able to concentrate on their teaching duties and efficiently cater to the requirements of students, resulting in enhanced academic achievement (Johnson & Birkeland, 2017). Exemplary principals employ several leadership strategies to create a structured and nurturing atmosphere. Hallinger and Heck (2020) argue that principals who employ clearly defined objectives, maintain regular contact, and provide supportive monitoring establish a conducive atmosphere that benefits both teachers and students. Adhering to these principles guarantees the consistent implementation of school regulations and procedures, therefore promoting a highly structured learning environment (Hallinger & Heck, 2020).

The research conducted by Hallinger and Heck suggests that principals who actively engage in the organization of school events and maintain transparent communication channels actually enhance the effectiveness of the school environment. According to Hallinger and Heck (2020), this type of arrangement serves to mitigate confusion and disturbance, therefore enabling teachers to concentrate on teaching and students to focus on learning. The endorsement of teacher development by principals is an additional vital technique by which they exert effect on academic achievement. Principals that give priority to professional development and offer continuous support to teachers contribute to the improvement of instructional quality, as highlighted by Smylie (2018). The support provided encompasses the allocation of time for collaboration, provision of training opportunities, and provision of feedback on instructional measures. Instructors that get this assistance are more prepared to apply efficient instructional methods, which has a beneficial effect on student performance (Smylie, 2018).

The research conducted by Smylie highlights the significance of administrators in enabling teachers to access professional development opportunities. Principals contribute to the enhancement of teaching practices and the establishment of a more efficient learning environment for students by providing assistance to teachers in their professional development (Smylie, 2018). A structured and nurturing atmosphere can greatly influence student involvement and scholastic success. According to Tharp and Gallimore (2018), students in properly structured and nurturing classrooms are more inclined to actively participate in their learning and demonstrate superior levels of academic success. A well-organized workplace provides stability and predictability, which in turn decreases student anxiety and enables them to concentrate on their academic responsibilities (Tharp & Gallimore, 2018).

Research conducted by Tharp and Gallimore shows that a structured and encouraging setting promotes student involvement by establishing explicit expectations and a consistent learning environment. Higher academic performance is facilitated by this greater engagement, as students are more inclined to actively participate in their learning and attain superior outcomes (Tharp & Gallimore, 2018). An organized and supportive environment has a direct influence on academic achievement through its relationship with behavioral outcomes. Cohen, McCabe, Michelli, and Pickeral (2019) found that schools in which a supportive atmosphere and explicit behavioral standards are established encounter a reduced number of disciplinary problems and disturbances. This decrease in behavioral issues enables more time to be allocated to teaching and a more concentrated learning atmosphere, which has a beneficial impact on academic achievement (Cohen et al., 2019).

The research conducted by Cohen et al. emphasizes the correlation between a nurturing school atmosphere and a decrease in behavioral problems, Therefore promoting academic achievement. By establishing a conducive atmosphere that reduces disturbances and promotes constructive conduct, principals can enhance students' ability to concentrate on their academic pursuits and attain superior academic results (Cohen et al., 2019). In spite of the evident advantages of a well-organized and nurturing atmosphere, the implementation and maintenance of these methods can provide difficulties. Fullan (2020) states that principals frequently have challenges in ensuring uniformity and delivering sufficient assistance as a result of limitations such as restricted resources and inadequate time. The aforementioned issues can hamper the efficacy of endeavors aimed at establishing a structured and nurturing atmosphere (Fullan, 2020).

Fullan's research indicates that effectively tackling these issues necessitates a deliberate and calculated approach to leadership and deployment of resources. In order to establish a supportive atmosphere, principals should use a proactive approach by actively seeking resources, actively involving stakeholders, and formulating ways to overcome obstacles (Fullan, 2020). A further obstacle is the task of reconciling the requirement for organization with the requirement for adaptability. According to McLaughlin and Talbert (2020), the maintenance of structure requires orderliness, while the different demands of students and teachers need flexibility. Administrators must strike a harmonious equilibrium between implementing regulations and allowing flexibility to accommodate specific requirements (McLaughlin & Talbert, 2020).

Research by McLaughlin and Talbert emphasizes the need of adaptability in sustaining a productive learning environment. The ability of principals to modify their strategies in order to meet the specific requirements of their school community, while yet upholding a well-organized and encouraging atmosphere, is essential (McLaughlin & Talbert, 2020). Evidence from the literature shows that the establishment of a structured and encouraging educational setting by principals greatly impacts the academic achievement of children. Competent principals enhance a favorable school atmosphere by guaranteeing systematic organization, offering assistance to instructors, and establishing a setting that promotes student involvement and achievement. Nevertheless, obstacles such as constraints in resources and the requirement for adaptability must be attended to in order to optimize the advantages of these methods.

Comprehending the processes by which principals' environmental management impacts academic achievement enables educational leaders to enhance their support for both teachers and

students. Further study should persist in investigating the intricacies of establishing and sustaining efficient school environments, offering valuable perspectives that can guide the implementation and regulatory decisions in the realm of education.

### **2.1.6 Principals' Goal-Setting Influence Students' Academic Performance**

An essential element of successful school leadership is the formulation of explicit objectives and expectations by principals. The principal assumes a crucial role in establishing the trajectory for their educational institutions, delineating the academic and behavioral standards, and cultivating a milieu that facilitates student success. An analysis of the impact of principals' setting of objectives and expectations on students' academic achievement, based on current research and theoretical frameworks. Through an analysis of the influence of goal-setting and expectation-setting mechanisms, our objective is to comprehend the role of these leadership behaviors in academic achievements and pinpoint possible obstacles and approaches for successful execution.

The primary responsibility of principals is to establish academic objectives that direct the educational mission of their schools. Explicit and properly articulated academic objectives offer guidance for both educators and learners, establishing a common vision for achieving success. According to Lockwood and McLean (2019), administrators who set ambitious but attainable academic goals contribute to the development of a concentrated educational atmosphere in which teachers and students have a clear understanding of the expected outcomes and collaborate towards shared objectives. Frequently, these objectives encompass establishing performance objectives, curriculum criteria, and metrics for student success (Lockwood & McLean, 2019).

The research conducted by Lockwood and McLean emphasizes that the participation of administrators in establishing academic objectives can improve student achievement by offering explicit aims and inspiring both instructors and students to continuously pursue greatness. Students are more likely to achieve better academic results when principals clearly communicate high expectations and offer the required support to attain these objectives (Lockwood & McLean, 2019). Furthermore, outside from academic objectives, principals must set behavioral and instructional standards. Murphy (2017) asserts that competent administrators establish explicit behavioral expectations to cultivate a favorable learning atmosphere and minimize disturbances in the classroom. Comprehensive instructional objectives, encompassing teaching methodologies and evaluation procedures, are essential for directing educators in providing education of superior quality (Murphy, 2017).

The research conducted by Murphy indicates that principals who establish and effectively convey explicit behavioral and instructional objectives establish a well-organized setting that facilitates successful teaching and learning. Principals establish these standards to guarantee uniformity in classroom procedures and foster a concentrated and organized atmosphere that facilitates student achievement (Murphy, 2017). The creation of goals by principals plays a crucial role in facilitating school reform endeavors. The establishment of explicit and demanding objectives has been shown by Hattie (2019) to result in significant improvements in student performance. The utilization of data by principals in establishing specific, measurable, attainable, relevant, and time-bound (SMART) objectives establishes a structured approach for school reform attempts. Instructional approaches, resource allocation, and professional development initiatives are guided by these objectives (Hattie, 2019).

Hattie's research highlights the importance of principals participating in goal-setting procedures that include teachers and stakeholders. This approach can cultivate a collective feeling of responsibility and dedication towards the attainment of the established objectives. The utilization of this cooperative method amplifies the efficacy of school reform measures and fosters superior academic achievement (Hattie, 2019). Thorough communication and successful execution of objectives and expectations are essential for their influence on student achievement. According to Fullan (2020), it is imperative for principals to guarantee that objectives and expectations are effectively conveyed to all individuals within the school community and incorporated into everyday operating procedures. This entails delivering frequent updates, providing input, and establishing mechanisms for monitoring and assessing progress (Fullan, 2020).

The research conducted by Fullan emphasizes the significance of principals in converting objectives and expectations into practical strategies and operational procedures. When principals engage in proactive communication and consistently reiterate expectations, they establish a conducive atmosphere where students and teachers are in mutual agreement with the school's goals, resulting in enhanced academic achievements (Fullan, 2020). The establishment of explicit objectives and expectations by administrators has the potential to augment student motivation and academic performance. Based on the findings of Deci and Ryan (2020), students exhibit higher levels of motivation to obtain their objectives when they possess a clear understanding of the goals they are striving for and interpret them as achievable. The establishment of explicit academic objectives and effective communication of high expectations by principals contribute to the development of a learning environment that fosters student motivation to achieve these standards (Deci & Ryan, 2020).

The research conducted by Deci and Ryan indicates that students who possess knowledge about the objectives and expectations established by their principals are more inclined to actively participate in their learning process and exert greater effort towards achieving superior academic results. Augmented motivation can result in enhanced academic performance and a heightened feeling of accomplishment (Deci & Ryan, 2020). Principals' objectives and expectations also influence teacher efficacy, which subsequently impacts student achievements. Leithwood and Jantzi (2021) argue that principals who establish explicit instructional objectives and offer mentorship to teachers in achieving these objectives positively impact teaching practices. The implementation of effective teaching methods, under the guidance of well-defined expectations, results in enhanced student learning experiences and academic achievement (Leithwood & Jantzi, 2021).

The research conducted by Leithwood and Jantzi emphasizes the indirect effect of principals' objectives and expectations on student achievement via influencing the competency of teachers. Principals enhance the quality of teaching and, as a result, student outcomes by establishing ambitious pedagogical standards and offering assistance to instructors (Leithwood & Jantzi, 2021). A key obstacle in setting objectives and expectations is to guarantee their congruence with the existing resources. Ogawa and Bossert (2018) argue that principals need to effectively manage the competing demands of aspirational objectives and the practical limitations imposed by resources such as money, personnel, and opportunities for continuous professional growth. The absence of sufficient resources while establishing unattainable objectives might result in frustration and reduced efficacy (Ogawa & Bossert, 2018).

Research conducted by Ogawa and Bossert indicates that principals should thoroughly evaluate the resources at their disposal while establishing objectives and expectations. Through the alignment of goals with the available resources of the school, principals can establish realistic targets and guarantee the presence of the required assistance to achieve these objectives (Ogawa & Bossert, 2018). Another important factor to consider is effectively managing expectations in order to prevent burnout among both students and teachers. According to Kyriakides, Creemers, and Antoniou (2019), the absence of sufficient support while establishing too high expectations might result in stress and burnout. To maintain a pleasant and productive learning environment, principals must strike a balance between high expectations and the provision of realistic assistance and encouragement (Kyriakides, Creemers, & Antoniou, 2019).

The research conducted by Kyriakides et al. emphasizes the need of establishing ambitious but achievable objectives and offering the essential assistance to accomplish them. Effective management of expectations by administrators can cultivate a desirable and encouraging atmosphere that enhances the well-being of both students and teachers (Kyriakides et al., 2019). Empirical evidence shows that the way principals set goals and expectations greatly impacts the academic achievement of students. Well-defined academic, behavioral, and instructional objectives enable students and teachers to have clear direction and motivation, resulting in enhanced academic achievements. Effective communication and implementation of these objectives are essential for their effectiveness, and principals have a pivotal role in establishing a conducive climate that facilitates goal attainment.

Nevertheless, it is crucial to tackle obstacles such as synchronizing objectives with available resources and effectively handling expectations in order to maximise the efficiency of goal-setting procedures. By comprehending the processes by which objectives and expectations impact academic achievement, educational administrators can enhance their support for schools in attaining elevated levels of student accomplishment. Further investigation is needed to delve into the intricacies of goal-setting and expectation management in education, offering valuable insights that can guide both praxis and policy.

## **2.2 Theoretical Literature**

The theoretical foundation of this study is based on essential theories that clarify the connection between principal instructional leadership and student academic achievement. As proposed by Bass and Avolio (2021), the theory of transformational leadership offers a fundamental framework. This hypothesis posits that competent leaders, particularly principals, have the ability to inspire and encourage their people to attain exceptional results. Within the realm of education, transformational administrators have the ability to establish a clear and inspiring vision for achieving high academic standards, cultivate a favorable school environment, and enable instructors to improve student learning. Furthermore, the distributed leadership theory supports this viewpoint by suggesting that leadership is distributed among different stakeholders in an organization (Spillane, Halverson, & Diamond, 2020). Within the educational setting, principals have the ability to delegate leadership duties to teachers, therefore establishing a cooperative atmosphere that promotes creativity and the resolution of problems. This model is especially applicable to instructional leadership, since it highlights the collaborative endeavor necessary to enhance teaching and learning.

Moreover, the notion of instructional leadership, as delineated by Leithwood and Harris (2018), offers a particular perspective to analyze the responsibilities of the principal. In order to enhance teaching and learning, instructional leaders prioritize the provision of essential support, resources, and professional development to teachers. This hypothesis is consistent with the aim of the study, which is to comprehend the impact of principal instructional management techniques on student academic achievement. The objective of this study is to offer a thorough comprehension of the intricate correlation between principal's leadership and student outcomes by using these theoretical frameworks. The theoretical foundation of this study is based on essential theories that clarify the connection between principal instructional leadership and student academic achievement.

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### **2.3 Theoretical Framework**

The investigation was carried out utilizing the instructional management practices paradigm introduced by Day and Sammon (2020). The concept comprises five elements: establishing objectives and expected outcomes, strategically distributing resources, designing and synchronizing teaching and curriculum, encouraging and engaging in teacher learning and development, and establishing a structured atmosphere.

To develop clear and achievable academic goals annually, the principal should use relevant data to participate in a collaborative effort with teachers and students (Aligmiel-Carek, 2018). It is imperative for principals to continuously communicate their expectations for both instructors and students. Notwithstanding the diverse aims of several divisions inside educational institutions, it is incumbent upon the principal to guarantee that all endeavors within the school are directed towards attaining the pre-established school objectives.

Procurement of teachers and material resources in instructional management methods should be tailored to the unique requirements of the school. Instructors should be allocated to teach

disciplines in which they have specialized knowledge, and they should be provided with continuous professional development as necessary. To enhance the school environment, the principal should guarantee meticulous alignment of resources with educational goals and priorities.

The instructional leader must continuously supervise instruction to guarantee that teaching is in accordance with the school curriculum. This involves monitoring instruction through planned and impromptu classroom visits. Principals ought to carry out classroom observations to confirm that instructors are consistently connecting their instructional objectives with the academic aims of the school. In his study, Wanzare (2019) proposes that instructional management strategies should incorporate teacher-friendly approaches to monitoring, which promote instructors' ability to identify and tackle their professional deficiencies. The role of the instructional leader is to aid teachers in applying techniques that promote learning and facilitate the construction of effective teaching methods that provide ideal learning experiences for students, ultimately leading to enhanced average grades. Incidental visits to classrooms, concise inspections, and observation of sessions enhance the visibility of principals in educational institutions and can also serve as a means of expressing support to both teachers and students.

Through the provision of specific locations and time for teachers to engage in collegial debate on teaching, principals should encourage collaboration among teachers to enhance their work performance. To achieve this, they must organize schedules and create physical settings that promote and support teachers' collaboration. Furthermore, it is imperative for them to diligently oversee the organization of educational initiatives within their own educational institutions.

The role of the instructional leader is to facilitate the development and progression of instructors' knowledge and abilities (Day & Sammons, 2020). The implementation of instructional management strategies should provide significant direction in addressing teaching difficulties. Teaching issues can be detected via vigilant monitoring of instruction, namely by attentive observation of teachers in the classroom. This information has the potential to advise principals about training programmes and empower teachers to engage in forums outside of the school premises. Furthermore, principals possess the capacity to cultivate the professional development of teachers by employing mentorship, peer observation, and coaching techniques (Lee & Kim, 2019). Effective instructional management strategies should provide useful direction for addressing teaching difficulties and ensuring that teachers jointly take responsibility for students' academic achievement and general well-being.

The goal of instructional management practices is to create organized and conducive learning environments by minimizing interruptions and lack of discipline, ensuring that teachers sufficiently prepare for teaching, ensuring consistent attendance of both teachers and learners, and efficiently using the allotted time for each subject. Furthermore, principals should develop regulations and standards that are clearly demonstrated in the behavior of all instructors in the school. The administrator must develop and proficiently convey school rules that explicitly outline the expected behavior for students. Principals ought to maximize the school atmosphere in order to foster students' potential and enhance their academic experiences. Although the limits of a school may be adaptable, it is crucial to control access to the school through defined entry points and guarantee the safety of the school grounds with a perimeter fence. Implementing this measure will effectively reduce interruptions during classes and deter unwanted access. By

effectively restricting the ingress of distractions, this enhances the physical school environment, therefore establishing a conducive atmosphere for knowledge acquisition. An optimal educational setting should be favorable, characterized by pristine and well-cared-for infrastructure, to enable efficient instruction and acquisition of knowledge.

Educational Management Theory offers a comprehensive framework for understanding the roles and responsibilities of school leaders in managing educational institutions. According to Bush (2011), effective educational management involves strategic planning, resource allocation, and leadership practices that align with the educational goals of the institution.

Principals, as instructional leaders, play a critical role in shaping the academic outcomes of students. Their responsibilities include setting clear educational goals, supervising and supporting teachers, ensuring the implementation of an effective curriculum, and creating a conducive learning environment. Bush and Glover (2003) emphasize that principals' leadership in guiding, supporting, and evaluating teaching practices is pivotal for improving student performance.

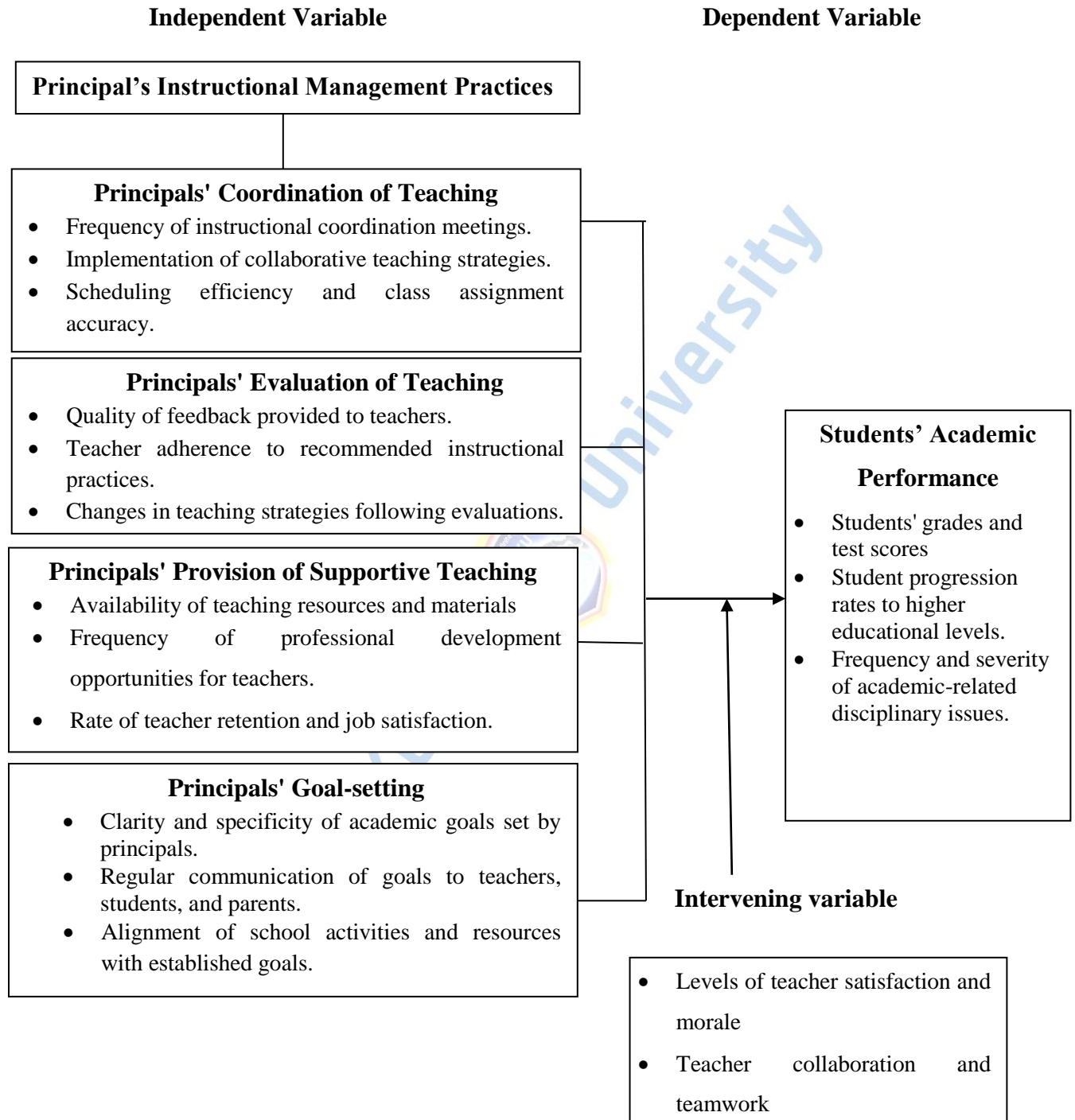
The theory highlights how strategic decision-making and effective management practices can lead to improved academic performance by fostering a positive educational climate, enhancing teacher effectiveness, and promoting student engagement. Leithwood and Riehl (2003) argue that successful school leadership impacts student learning by focusing on vision and goals, fostering a supportive environment, and promoting professional development for teachers. Educational Management Theory provides a robust framework for exploring how principals' instructional management practices impact students' academic success. This makes it a valuable

lens through which to examine the dynamics at play in public secondary schools in Chesumei Sub-County.

## **2.4 Conceptual Framework**

The research was conducted based on a conceptual framework (Figure 1.1) that illustrates the relationship between instructional management principles and the academic achievement of students in public secondary schools, with the Ministry of Education and TSC regulations acting as moderators. The independent variable at hand is instructional management practices, which encompass four sub-variables: the coordination of teaching and learning by principals, the evaluation of teaching and learning by principals, the provision of a structured and supportive teaching and learning environment by principals, and the establishment of goals and expectations by principals.

**Figure 1: Conceptual Framework**



Source: Author (2024)

## 2.5 Research Gaps

Research on principals' instructional management globally is extensive; however, limited empirical studies specifically address how Kenyan principals adapt these practices to meet local challenges, such as large class sizes, limited resources, and socio-economic diversity (Hallinger, 2018). Leithwood and Jantzi (2019) highlight that effective instructional leadership must consider context-specific factors to be impactful, yet there is a lack of research exploring how Kenyan principals implement adaptive leadership strategies under such unique constraints. This gap points to the need for studies that focus on locally relevant approaches to instructional management, which could inform policies and leadership training tailored to Kenya's educational context.

While Johnson and Birkeland (2017) emphasize the importance of principals' emotional and motivational support for sustaining teacher engagement and job satisfaction, there is insufficient investigation into how these types of support directly affect teacher efficacy, retention, and student performance, especially in resource-constrained schools. Tschannen-Moran and Hoy (2019) find that principals who offer emotional support contribute to a positive school climate, which in turn enhances instructional quality. However, the direct impact of principals' socio-emotional support on academic outcomes in Kenyan schools is yet to be fully explored. Given the high demands on teachers in under-resourced settings, understanding how this support influences teaching and learning could provide significant insights for educational leadership in Kenya.

Goal-setting by principals is widely acknowledged as crucial to instructional leadership, with research showing that setting ambitious, clear, and attainable goals enhances student academic achievement by providing direction and fostering a collaborative school environment (Lockwood & McLean, 2019). However, there is limited empirical data on how Kenyan principals utilize goal-setting practices and communicate these expectations to motivate both teachers and students toward achieving academic success. Hattie (2019) notes that goal-setting processes, when adapted to fit the school context, yield significant improvements in student outcomes. Further research on how Kenyan principals align goal-setting with local resource constraints and manage stakeholder expectations could provide valuable insights for effective instructional leadership in similar educational settings.

Research by Grissom, Kalogrides, and Loeb (2019) shows that effective resource management by principals, such as allocating instructional materials and professional development resources, has a positive impact on teaching quality and student outcomes. Despite this, there is a gap in understanding how Kenyan principals, often working with limited budgets, strategically allocate resources to optimize academic performance. Cotton (2019) highlights that principals who focus their time and resources on instructional priorities maximize learning opportunities for students. Investigating how Kenyan principals prioritize and manage resources under financial constraints could inform strategies for enhancing educational quality in resource-limited contexts.

Collaborative teacher development, supported by principals, is shown to enhance instructional quality and student outcomes, as documented by Vescio, Ross, and Adams (2018). However, studies on the role of Kenyan principals in fostering teacher collaboration and professional

development are limited, particularly in how this support translates to student academic success. Guskey (2019) points out that principals who prioritize teacher training through collaborative practices build a professional learning environment that strengthens teacher skills. Given the positive impact of teacher collaboration on student learning, further research could explore how Kenyan principals facilitate professional development in ways that support both teacher efficacy and student outcomes.

## **2.6 Summary of the Literature Review**

Research indicated that principals who actively coordinated teaching practices positively influenced student academic performance. Effective coordination fostered collaboration among teachers, enhancing instructional quality and aligning teaching methods with academic goals (Bernard & Goodyear, 2021). This collaborative approach created a focused educational environment, motivating both teachers and students toward academic excellence. Principals' evaluation of teaching played a crucial role in improving student outcomes. Strong professional relationships, characterized by constructive feedback and support, were essential for fostering a positive learning environment (Mbera, 2021). Principals who balanced their administrative responsibilities with instructional leadership effectively enhanced teaching quality, which was directly correlated with improved student performance (Grissom, Kalogrides, & Loeb, 2019).

Creating a supportive teaching environment was linked to increased student engagement and academic success. Principals who cultivated an inclusive and motivational environment fostered respect and collaboration among students, teachers, and parents (Cohen et al., 2019). This strong relational foundation, built on open communication, further enhanced educational outcomes by

addressing students' diverse needs (Epstein, 2019). Research indicated that principals who set clear, ambitious, yet attainable academic goals fostered a focused educational environment (Lockwood & McLean, 2019). Effective goal-setting, aligned with a school's vision, encouraged collaboration among staff and clarified expectations for student success (Hattie, 2019). The communication of high expectations and the provision of necessary support were crucial in enhancing student outcomes, demonstrating the importance of leadership in creating a goal-oriented school culture. Despite the recognition of the importance of principals' instructional management practices, several challenges remained. Research indicated that principals often struggled to align ambitious goals with the realities of limited resources, leading to potential frustration and burnout among staff (Ogawa & Bossert, 2018; Kyriakides, Creemers, & Antoniou, 2019). Addressing these challenges was vital for maximizing the effectiveness of instructional leadership and achieving sustained improvements in student academic performance.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

The chapter covered research methodology under the following headings: Research methodology, Research design, location of study, target population, sample and sampling procedures, research instruments, piloting of research, testing for validity and reliability, data collection procedures, data analysis and ethical considerations.

#### **3.1 Research Methodology**

This work used a mixed approaches approach. The Mixed methods approach, as described by Green et al. (2019), involves triangulating the findings obtained through various instruments such as interviews, questionnaires, and observation schedules. By combining quantitative and qualitative research, a more comprehensive understanding of the phenomenon can be achieved. Given the intrinsic nature of the variables, which rendered it unfeasible to modify them in order to get the required data, a survey methodology was employed (Orodho, 2018). The selection of the survey method for this study was based on its cost-effectiveness and efficiency in data collection (Mugenda 2020).

#### **3.2 Research Design**

The research study employed a descriptive survey research design. Furthermore, Mugenda and Mugenda (2020) contend that the design is adequate in providing a thorough summary of the topic under investigation. Upon analyzing the variables in their natural settings, the investigator classified them as dependent, independent, and intervening factors (Tuckman, 2018 & Wiersma, 2019). The present study will employ a descriptive survey research design to investigate the

instructional management strategies employed by principals and their influence on the academic achievement of students in public secondary schools located in Chesumei Sub County, Kenya. The study methodology gathers data from parents, principals, instructors, and students to acquire the essential information for effectively attaining the desired goals.

### **3.3 Location of Study**

Chesumei Sub-County, situated in Nandi County, was chosen as the focus of this study due to its representative educational landscape and the presence of significant challenges affecting student academic performance. The Sub-County comprises several educational wards and public secondary schools, providing a comprehensive overview of the instructional management practices employed by principals. Evidence suggests that Chesumei Sub-County faces notable academic performance issues. According to the Kenya National Examination Council (KNEC) data, the average performance in the Kenya Certificate of Secondary Education (KCSE) examinations in the Sub-County has consistently lagged behind the national average. For instance, in 2022, the average KCSE score in Chesumei Sub-County was 5.2, compared to the national average of 6.3, indicating a substantial gap in academic achievement (KNEC, 2022). This disparity underscores the need to explore the role of principals' instructional management practices in influencing these outcomes.

A recent survey conducted by the Nandi County Education Office highlighted that only 40% of teachers in Chesumei Sub-County reported receiving adequate support from their principals in terms of professional development and instructional oversight (Nandi County Education Office, 2023). This lack of support has been linked to low teacher morale and ineffective teaching

strategies, further contributing to poor student performance. Additionally, the socio-economic context of Chesumei Sub-County plays a crucial role in shaping educational outcomes. A significant percentage of the population lives below the poverty line, impacting students' access to learning resources and support systems (Kenya National Bureau of Statistics, 2021). This socio-economic factor, combined with insufficient instructional leadership, creates a pressing need to investigate how principals' practices can be optimized to enhance academic performance. Given the existing academic performance challenges and the socio-economic context, Chesumei Sub-County presents a pertinent location for this study. It provides an opportunity to examine how principals' instructional management practices can be leveraged to improve student academic outcomes in public secondary schools.

### **3.4 Target Population**

The study focused on Chesumei Sub-County and included a total of 73 principals and 119 Form Four class teachers at public secondary schools. The selection of Form Four class teachers was intentional, as they were in a unique position to evaluate the principals' instructional management practices due to their direct involvement with students who are nearing the completion of their secondary education. This cohort is critical for assessing the effectiveness of leadership strategies and their impact on academic performance, particularly as students prepare for their final examinations. The emphasis on Form Four teachers is justified by the urgent need to understand how principals' practices influence student performance at a pivotal moment in their educational journey. The insights gained from Form Four teachers regarding instructional management can provide valuable feedback on the effectiveness of principals' strategies in enhancing student learning outcomes.

**Table 2 Target Population**

<b>Respondents</b>	<b>Principals'</b>	<b>Form four class teacher</b>
<b>Total Population</b>	<b>73</b>	<b>119</b>
<b>Male</b>	<b>37</b>	<b>67</b>
<b>Female</b>	<b>36</b>	<b>52</b>

**Source: MOE Chesumei Sub County Office 2024**

### **3.5 Sample Size and Sampling Techniques**

To obtain a sample for this study, the researcher acquired a roster of the secondary schools managed by the Education Office of Chesumei Sub-County from the Sub-County Director of Education. A random selection process was employed to choose schools from this list. The names of the schools were written on small pieces of paper, which were then drawn randomly.

Stratified random sampling was utilized to ensure representation based on the gender of the principals. This approach is particularly effective when the randomly chosen sample does not accurately reflect the entire population or when there is variability in the characteristics being studied. By stratifying the sample, each member of the population has an equal chance of being selected according to their relative representation in the overall population.

Mugenda and Mugenda (2019) highlighted that the use of sampling ensures a wide variety of data is included in the sample, with each category being adequately represented. This facilitates the examination of responses according to attributes such as age, gender, educational attainment, and professional experience. Stratification leverages the researcher's understanding of the population to enhance the validity and representativeness of the sample.

Following the 30% rule for sample size determination, a total of 22 principals and 36 Form Four class teachers were drawn from the target population using simple random sampling methods.

**Table 3 Sample Size Distribution**

<b>Respondents</b>	<b>Principals'</b>	<b>Form four class teachers</b>
<b>Total Population</b>	<b>73</b>	<b>119</b>
<b>Sample</b>	<b>22</b>	<b>36</b>
<b>Percentages</b>	<b>30.1%</b>	<b>30.3%</b>

**Source: MOE Chesumei Sub County Office 2024**

### **3.6 Research Instruments**

The study gathered the viewpoints of administrators, class instructors of form four, and form four pupils regarding the subjects under investigation.

#### **3.6.1 Questionnaire**

The survey distributed to the sampled form four class teachers comprised two modules: personal details and details about the principal's instructional management strategies and their influence on students' academic performance in public secondary schools (Macmillan & Schumacher, 2019).

#### **3.6.2 Interview Guide**

Although interview guides may be costly and time-consuming, they offer several benefits, including flexibility, the capacity to delve into and clarify answers, the incorporation of nonverbal cues, high response rates, adaptation to bias, and the ability to avoid leading questions. These guides are employed in research methodologies as they facilitate direct engagement with participants, allowing for the acquisition of comprehensive data that may not be captured by

questionnaires. In this research project, unstructured interviews were administered to two main groups of respondents. The first group comprised the 22 principals selected from the sample. Their responses provided insights into their instructional management practices, leadership styles, and strategies for improving student academic performance. The unstructured format allowed the principals to elaborate on their experiences and challenges in a flexible manner, thereby yielding richer qualitative data.

The second group consisted of the 36 Form Four class teachers who also participated in the interviews. Their perspectives were crucial for understanding how the principals' management practices impact teaching effectiveness and student outcomes. Through the interviews, teachers were able to express their views on the support they receive from principals and the overall learning environment in their schools. By engaging both principals and Form Four class teachers through unstructured interviews, the study aimed to gather comprehensive qualitative data. This approach enhanced the understanding of the relationship between principals' instructional management practices and students' academic performance in public secondary schools, allowing for a more nuanced analysis of the factors influencing educational outcomes in Chesumei Sub-County.

### **3.6.3 Reliability of the Research Instruments**

The reliability of the research instruments was established through a test-retest analysis, which involved administering the questionnaire to the same group of respondents at two different points in time. This method assessed the consistency of responses over time, ensuring that the instrument produced stable results. Additionally, a pretesting procedure was conducted by piloting the questionnaire in two schools located outside the study region. This pilot test allowed for the identification of any ambiguities or issues within the instrument, enabling the researcher to refine it based on feedback received (Orodho, 2018). The adjustments made as a result of this process contributed to the overall reliability of the research instruments.

### **3.6.4 Validity of the Research Instruments**

The validity of the research instruments was determined by assessing whether the instruments effectively and accurately measured the intended constructs (Mugenda & Mugenda, 2018). Following the identification of the key indicators, the researcher consulted with the research supervisor to ensure alignment with the study's objectives (Patton, 2021). Content validity was further evaluated through collaborative discussions with research experts from Mount Kenya University School of Education. These experts provided valuable insights and recommendations regarding the specific items included in the instrument, guiding necessary modifications to enhance the study's focus. Their expertise ensured that the instruments accurately represented the constructs being measured and were appropriate for the target population.

To strengthen both the reliability and validity of the instruments, the study employed statistical inference to analyze the relationships between the variables. This comprehensive approach ensured that the research instruments were robust and capable of yielding credible and meaningful results, accurately reflecting the dynamics between principals' instructional management practices and students' academic performance in public secondary schools in Chesumei Sub-County.

### **3.7 Piloting of Research**

The preliminary investigation was carried out at a total of eight schools, with two schools chosen from each of the four wards within Chesumei Sub-County. In accordance with the recommendations supplied by Mugenda & Mugenda (2019), the sample size for the pilot study was established at 10 percent. The main objective of this pilot research was to evaluate the precision and suitability of the research tools.

For the pilot project, a set of eight schools were selected to establish the reliability of the instruments. Consequently, these schools were not included in the final sample selection to prevent any duplication. After conducting a pilot study, the researcher conducted a comprehensive analysis of the gathered data, obtained a reliable 0.79 Cronbach index of and pinpointed areas where the instruments could be enhanced. Several elements were modified to clarify uncertainties and improve comprehensibility. Furthermore, additional components were included to more accurately measure the research variables and enhance the overall calibration of the devices. In order to minimize the possibility of misinterpretation and enhance the precision and effectiveness of the final instruments for the primary investigation, several modifications were implemented.

### **3.8 Data Collection Procedure**

Based on the evaluation, required modifications were implemented. Successively, authorization was acquired from the governing body at Mount Kenya University via the Ethical Review Committee, together with a formal letter from the Dean of the School of Postgraduate Studies. Finally, the National Council of Science and Technology (NACOST) was approached to obtain their approval to continue with the data collecting. Once NACOST has granted clearance, the

consent permit must be submitted to the county director of education to initiate data collecting in public secondary schools. The letter of approval was replicated and disseminated to the sub county director of education, together with the principals of all the schools concerned. The cover letter will clarify the objective and importance of the research, providing assurance to respondents that any obtained information would be handled with the highest level of confidentiality. The cover letter was attached to the research instrument. Following the acquisition of the permit, the researcher proceeded to make initial visits to the selected schools with the purpose of arranging appointments for the administration of the questionnaire during these trips. A rapport was built between the researcher and the principal, the respondents were educated about the objective of the study, and instructions were given on how to reply to the questions. Consequently, the process of collecting verifiable information occurs within the educational institutions. The data collecting procedure involved the distribution of questionnaires to the chosen beneficiaries. The researcher issued explicit instructions to the participants on how to fill out the questionnaire and personally collected them on the same day they were finished.

### **3.9 Data Analysis**

To facilitate analysis, the data was methodically organized and prepared. As part of the data cleansing process, the data was subjected to cross-validation and rectification. The data was then exported for analysis using version 21.0 of the Statistical Package for Social Sciences (SPSS). The research included descriptive analytical methods, including but not limited to proportions, percentages, frequency distributions, and measures of central tendency such as mean and median (Glen, 2018). The data was aggregated and categorized, and the findings were displayed in a

tabular structure. Analysis of the qualitative data obtained from interview schedules with open-ended questions was conducted using a thematic approach. This involved the identification and analysis of the main themes that arose from the study. A quantitative analysis was conducted using numerical measurements of specific characteristics of phenomena. Analysis of the data was conducted using descriptive statistics. Thus, frequencies and values expressed as percentages. The analyzed data was displayed in both tabular and figure formats.

### **3.10 Ethical Considerations**

- i. Prior to initiating the interviews, all participants were provided with a consent letter that outlined the objectives and methods of the study. The completion of a Consent Form was mandatory for every participant, as it clearly guaranteed the confidentiality and anonymity of their responses.
- ii. The researcher offered a lucid and thorough explanation of the study's goals and procedures to ensure that all participants had a complete understanding of the nature of their involvement. This transparency was essential in acquiring informed consent, as it enabled participants to make a well-informed choice regarding their participation.
- iii. In advance of distributing the questionnaire, participants were also requested to give their consent. The researcher stressed that all responses would be rendered anonymous to safeguard individual identities. This assurance aimed to promote sincere and accurate answers, as participants could trust that their responses would not be traced back to them personally.

- iv. The ethical considerations were meticulously implemented to preserve the integrity of the study and guarantee the protection of participants' rights and information confidentiality throughout the research process.



## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

#### 4.0 Introduction

This chapter presents results arising from the analysis of data collected using questionnaires. The data collected was analyzed using descriptive statistical methods for each variable and the findings presented in tabular summaries, and their implications discussed based on the study objectives:

Establish the extent to which principals' coordination of teaching and learning influence students' academic performance in public secondary schools in Chesumei Sub County, Find out how principals' evaluation of teaching and learning influence students' academic performance in public secondary schools in Chesumei Sub County, Determine the influence of principals' provision of orderly and supportive teaching and learning environment on students' academic performance in public secondary schools in Chesumei Sub County, Establish the extent to which principals' establishing of goals and expectations influence students' academic performance in public secondary schools in Chesumei Sub County

#### 4.1 Response Rate

Table 1 shows the response rate of principals and Teachers

**Table 4: Questionnaire Response Rate**

Respondents	Number Given	Number Returned	Response Rate (%)
Form four Class Teacher	36	36	100%

**Data Source:** (Researcher, 2024)

The high questionnaire response rate (100%) displayed in table 4 was achieved by the researcher-administered mode of instrument delivery. This was deemed appropriate based on the

criteria set forth by Mugenda & Mugenda (2018). This approach also ensured that any questions or concerns the respondents had about clarity were addressed during the data collection phase. However, care was taken to avoid any potential bias in the procedure. A total of 36 questionnaires were distributed to respondents, and all of them were collected and inputted into a computer.

Interview guide schedule and checklist were also conducted and the response rate from the principals was obtained as indicated in Table 5 below:

**Table 5: Response Return Rate**

<b>Respondent Categories</b>	<b>Expected Respondents</b>	<b>Observed Respondents</b>	<b>Response Rate</b>
School Principals	22	22	100

**Data Source:** (Researcher, 2024)

According to the data in table 5, the overall return rate was 100%, indicating that the response rate was likewise sufficient and exceeded 75% of the permissible limits. This allows for the generalization of the results to the target population (Creswell, 2018).

## **4.2 Demographic Characteristics of Respondents**

The study sought to determine the demographic characteristics of the respondents as they are considered categorical variables which gave some basic insight about the respondents.

### **4.2.1 Gender of Respondents**

The researcher first sought to establish the gender of the respondents for the study. The findings are indicated in Table 6

**Table 6: Gender of Respondents**

<b>Respondents Gender</b>	<b>Principals</b>	<b>(%)</b>	<b>Form four Teachers</b>	<b>%</b>
Male	12	54.5%	13	36.1%
Female	10	45.5%	23	63.9%
<b>Total</b>	<b>22</b>	<b>100</b>	<b>36</b>	<b>100</b>

**Data Source:** (Researcher, 2024)

The data presented in Table 6 reveals that the majority (54.5%) of the principals were male, while a smaller proportion (45.5%) were female. The data on table 4 revealed that a significant majority (63.9%) of the form four class teachers were female, while the male accounted for only 36.1% of the total representation. This discovery aligns with the research conducted by the Global Campaign for Education in 2018, which revealed that in underdeveloped countries, less than 25% of school attendees are female. In certain nations, this ratio can drop as low as 10% or 13% according to UNESCO's report in 2021.

#### 4.2.2 Age bracket of the respondents

The researcher also sought to establish the age of the respondents. Table 7 shows the distribution of the age among the respondents;

**Table 7: Age bracket of the respondents**

<b>Category</b>	<b>Principals Frequency</b>	<b>(%)</b>	<b>Form four class Teachers Frequency</b>	<b>%</b>
18-29 years	0	0	9	25.0
30-39 year	5	22.7	7	19.4
40-49 years	7	31.8	14	38.9
50 years and above	10	45.5	6	16.7
<b>Total</b>	<b>22</b>	<b>100</b>	<b>36</b>	<b>100</b>

**Data Source :**( Researcher, 2024)

Table 7 presents data that reveals the highest percentage of principals, being 45.5% belonged to the age group of 50 years and above. The second largest category, accounting for 31.8%, was principals between the ages of 40 and 49. Finally, the share of principals aged 30-39 years accounted for 22.7% of the whole total. According to Table 7, almost half of the form four teachers, specifically 38.9%, were between the ages of 40 and 49. This was succeeded by the age bracket of 18-29 years, comprising 25.0% of the teachers. Among the instructors, 19.4% fell between the age group of 30-39 years, while 16.7% were aged 50 years and beyond. Collectively, the majority of the participants belonged to the age brackets of 30-39 years and 40-49 years, predominantly including persons in their middle age. These individuals are renowned for their immense energy, unwavering commitment, and exceptional output. The findings indicate that a substantial proportion of administrators and form four teachers have been in the peak of their professional careers for a considerable duration.

#### 4.2.3 Academic qualification of the respondent

The research sought to establish the educational levels of the respondents specifically the principals. The findings are shown in the following;

**Table 8: Academic qualifications of the respondents**

Category	Frequency	Percentage (%)
P1 Certificate	4	18.2
Diploma	5	22.7
Degree	8	36.4
Master	5	22.7
<b>Totals</b>	<b>22</b>	<b>100</b>

**Data Source:** (Researcher, 2024)

According to the data shown in table 8, the majority of respondents, 36.4%, had successfully obtained a degree. Subsequently, 22.7% of the individuals had achieved a Diploma, 18.2% had

obtained a P1 Certificate, and a finally 22.7% had obtained a Master's degree. The survey indicates that most administrators and Form four teachers in secondary schools in Kenya have a degree as their educational qualifications for leadership roles. Hence, it may be deduced that a substantial percentage of the participants had a high level of education, given the survey encompassed persons with diverse academic credentials. The interview results further support the earlier findings that most of the participants had achieved a bachelor's degree. Therefore, it may be inferred that while most principals and form four teachers were literate, there was no guarantee that they possessed the necessary leadership skills to effectively manage secondary schools in Kenya.

#### 4.2.4 Responses on years of service as a principal.

**Table 9: Responses on years of service in the same school**

Category	Principal Frequency	Percentage (%)	Class Teacher Frequency	Percentage (%)
Less than 1 year	3	13.6	4	11.0
1- 5 years	5	22.7	6	16.7
5- 10 years	10	45.5	15	41.7
Above 10 years	4	18.2	11	30.6
<b>Total</b>	<b>22</b>	<b>100</b>	<b>36</b>	<b>100</b>

**Data Source:** (Researcher 2024)

The data in table 9 shows that most principals had been in their positions for a period of 5-10 years, with an average performance score of 45.5%. Subsequently, principals who had the tenure of 1-5 years, achieved an average score of 22.7%. With a tenure over 10 years, principals achieved an average score of 18.2%, whilst those with less than 1 year of service got an average score of 13.6%. In contrast, the instructors assigned to form four had an average of 5-10 years of experience as teachers in that grade level, with a mean score of 41.7% Subsequently, individuals

with more than a decade of experience as classroom instructors recorded a mean score of 30.6%. Finally, individuals with less than 1 year of experience as classroom instructors achieved an average score of 11.0%, but those with 1-5 years of experience achieved an average score of 16.7%. The statistics indicates that most administrators and form four teachers have more than ten years of experience working in the same school. Hence, most principals and form four teachers possess a substantial amount of knowledge and professional skills. The results support the study conducted by Okolo (2019), which demonstrated a strong positive relationship between the leadership experience of principals and effective school administration. An investigation was undertaken by Okolo (2019) to examine the effectiveness of secondary school principals. The study revealed a significant discrepancy in performance between principals with a tenure of 20 years or longer and teachers with 4 to 11 years of experience. Unlike Schein's (2018) study, the findings indicate that experience does not significantly influence the performance of principals.

### 4.3 Principals' Coordination of Teaching

**Table 10: Principals' Coordination of Teaching**

Description	S/D		N		A/SA	
	No	%	No	%	No	%
As a school principal I ensure that all the teachers are well grouped into departments in my school	12	20	2	3.3	46	76.7
As a school principal, I ensure that the appointment of HODs is strictly based on competence (qualifications, seniority and teaching experience)	22	36.7	4	6.7	34	56.7
As a school principal, I clearly define responsibilities to avoid conflict among teachers	14	23.3	4	6.7	42	70
Teachers in my department always brainstorm together to solve difficult concepts in their subject	8	13.3	6	10	46	76.7
The principal clearly defines responsibilities to avoid conflict among teachers	10	16.7	6	10	44	73.3
Teachers in my department are well managed by the head of department	15	25	7	11.7	38	63.3

The principal responds promptly to the needs of my subject (s) 17 28.3 7 11.7 36 60

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**Data Source: (Researcher, 2024)**

The data in table 9 shows that most principals had been in their positions for a period of 5-10 years, with an average performance score of 45.5%. Subsequently, principals who had the tenure of 1-5 years, achieved an average score of 22.7%. With a tenure over 10 years, principals achieved an average score of 18.2%, whilst those with less than 1 year of service got an average score of 13.6%. In contrast, the instructors assigned to form four had an average of 5-10 years of experience as teachers in that grade level, with a mean score of 41.7%. Subsequently, individuals with more than a decade of experience as classroom instructors recorded a mean score of 30.6%. Finally, individuals with less than 1 year of experience as classroom instructors achieved an average score of 11.0%, but those with 1-5 years of experience achieved an average score of 16.7%. The statistics indicates that most administrators and form four teachers have more than ten years of experience working in the same school. Hence, most principals and form four teachers possess a substantial amount of knowledge and professional skills. The results support the study conducted by Okolo (2019), which demonstrated a strong positive relationship between the leadership experience of principals and effective school administration. An investigation was undertaken by Okolo (2019) to examine the effectiveness of secondary school principals. The study revealed a significant discrepancy in performance between principals with a tenure of 20 years or longer and teachers with 4 to 11 years of experience. Unlike Schein's (2018) study, the findings indicate that experience does not significantly influence the performance of principals. The findings collaborate with the interview result obtained from school teacher 1 (ST 1) who observes that:

*At my school, the principal provides adequate organization of all teachers into departments. The appointment of Heads of Departments (HODs) is determined by explicit criteria including their qualifications, seniority, and expertise in teaching. The implementation of this strategy facilitates the preservation of a superior level of leadership within every area. Moreover, the principal explicitly delineates the duties of each instructor to reduce disagreements and guarantee seamless functioning.*

*The instructors in my department regularly engage in collaborative efforts and collective ideation to address complex theoretical topics within our respective field of study. The principal actively promotes this cooperative approach, which plays a crucial role in enhancing our teaching methodologies and fostering student comprehension.*

*In general, I am of the opinion that the principal's adept management of teaching and learning has a substantial impact on students' academic achievement. Explicit delineation of responsibilities and efficient administration of departments enhance the organization and supportiveness of the learning environment, therefore immediately improving student achievements (ST1, Female, 2024).*

The results indicate that assessing the proficiency of principals in executing the curriculum and instructional methods in public secondary schools improves their capacity to efficiently oversee their schools and exert a beneficial influence on students' academic performance. The findings are consistent with the previously undertaken studies. The study conducted by Rice, Wayne, and Youngs (2018) established a clear and direct relationship between teacher proficiency and the academic performance of pupils. Yala & Wanjohi (2019) and Adeyemi (2019) provided further

evidence supporting the results by demonstrating a substantial correlation between the educational qualifications of teachers and the academic performance of students. The research results unequivocally demonstrate that the effective management of teaching and learning by principals significantly influences the academic achievement of students in public secondary schools in Chusumei sub-county, Kenya.

#### 4.4 Principals' Evaluation of Teaching

**Table 11: Principals' evaluation of teaching**

Description	S/D		N		A/SA	
	No	%	No	%	No	%
Our School Principal ensure that the school has a conducive environment for effective teaching and learning for both teachers and learners	6	10	6	10	48	80
Our School Principal ensure that the school holds student open forums or discussions where students can express their grievances	12	20	10	16.7	38	63.3
Our School Principal ensure that the teachers grievances are taken seriously by the administration	8	13.3	3	5	49	81.7
Our School Principal ensure that the environment in which teaching and learning is taking place has effect on the effectiveness of teaching and learning	5	8.3	10	16.7	45	75
Our School Principal follow up on the grievances and address them by the administration	14	23.3	5	8.3	41	68.3

**Data Source: (Researcher, 2024)**

The findings presented in table 11 demonstrate that a significant proportion of the participants (80%) expressed agreement with the notion that, in their role as principals, they actively create a favorable atmosphere within the school to facilitate efficient teaching and learning for both educators and students. Furthermore, a significant majority of the participants, namely 63.3%, expressed their agreement with the implementation of student open forums or talks within the school to facilitate the expression of student complaints. Furthermore, an overwhelming majority

of 81.7% of the participants expressed their commitment to ensuring that the administration treats the complaints of teachers with utmost seriousness. Moreover, a significant majority of the participants, specifically 75%, expressed their agreement with the notion that they take measures to ensure that the teaching and learning environment positively impacts the efficacy of the educational process. In addition, 68.3% of the participants expressed agreement with the notion that they actively pursue and resolve complaints through the intervention of the administration. The findings indicate that the presence of accessible teaching and learning materials significantly influences the academic achievement of students. The results corroborate the principle that there exists a strong correlation between the accessibility of resources and the scholastic success of pupils, as indicated by previous studies. The importance of educational resources in promoting student engagement and participation is well supported by research on their accessibility. Research conducted by Heynemann and Loxely (2019) and Kundu (2020) has shown a significant association between the presence of school libraries and academic achievement in Brazil, China, Botswana, and Uganda. Administration is the adept execution of tasks with sufficient authority. Kerlinger (2018) identified the principal as a key figure in a school, responsible for setting the school's motto, vision, and fostering a conducive atmosphere for teaching and learning. The managerial competence of an individual acts as a driving force for the attainment of success inside the educational institution. Each manager should have a unique philosophy and mission to set organizational goals that must be effectively achieved.

*The school I attend provides a favorable setting that facilitates efficient instruction and learning for both educators and learners. The school administration arranges and facilitates open forums where students can express their complaints, and they treat these*

*issues with utmost seriousness. The instructional and learning environment significantly influences the effectiveness of our teaching and, then, the academic performance of our pupils.*

*The management takes teachers' complaints seriously and implements a systematic follow-up process to ensure appropriate resolution of these matters. We conduct periodic assessments of progress in each topic, and instructors submit their exams for standardization to ensure uniformity and equity. In general, I believe that the assessment of educational materials by the principal and the handling of complaints have a substantial influence on the academic achievement of students. Through the establishment of ideal teaching conditions and the timely resolution of problems, the principal contributes to the development of a supportive atmosphere that improves student performance (ST 2, Male, 2024).*

The findings are consistent with the remarks provided by the interview participants, who were instructors in the fourth grade. The authors expressed the necessity to improve and provide instructional teaching and learning materials, as these factors greatly influence the academic achievement of students in the Kenya Certificate of Primary Education (KCPE) examination. The results robustly corroborate the claim put out by scholars like Krug (2018) that high-quality schools can be differentiated from others by their astute understanding of their goals. This is the most coveted asset among the persons operating under the jurisdiction of the principal. Educational materials enhance the processes of instruction and acquisition of knowledge.

#### 4.5 Principals' Provision of a Supportive Teaching Environment

**Table 12: Principals' Provision of a Supportive Teaching Environment**

Description	S/D		N		A/SA	
	No	%	No	%	No	%
Our School Principal is involved in building our skills and knowledge	18	30	7	11.7	35	58.3
Our School Principal plays my role of mentoring and coaching the teachers to enhance their performance	15	25	10	16.7	35	58.3
Our School Principal is involved in capacity-building programs with teachers to help improve our relationship.	15	25	10	16.7	35	58.3
Our School Principal has clearly stated policies and procedures that are applied fairly to all students, departments, and staff.	8	13.3	12	20	40	66.7
Our School Principal ensure that students are focused on instructional tasks and are not misbehaving in an orderly classroom.	13	21.7	5	8.3	42	70

**Data Source: (Researcher, 2024)**

According to the data presented in table 12, a significant proportion of the participants (58.3%) expressed agreement with the notion that they are actively engaged in the development of our skills and knowledge. Similarly, 58.3% of the participants expressed agreement with the notion that they fulfill their responsibility of mentoring and coaching teachers in order to improve their teaching effectiveness. Equally, 58.3% of the participants expressed their agreement with their participation in capacity-building initiatives with teachers aimed at enhancing their relationship. Furthermore, 66.7% of the participants expressed agreement on the existence of well defined policies and processes that are implemented impartially towards all students, departments, and staff. Moreover, a significant majority of the participants, namely 70%, declared their commitment to maintaining student concentration on educational activities and preventing disruptive behavior inside a well-organized classroom.

*Interviews with school teachers revealed the following statement from school teacher 3:*

*"Our school principal actively engages in the improvement of our skills and knowledge."*

*The mentoring and coaching provided by them are of utmost importance in enhancing our effectiveness as teachers. Furthermore, the principle actively participates in capacity-building initiatives aimed at enhancing our professional ties and teamwork. Furthermore, our principle has implemented explicit policies and procedures that are uniformly enforced on all students, professors, and staff. Their role is to maintain a structured classroom atmosphere and guarantee that students remain attentive to their teaching responsibilities without engaging in disruptive behavior. It is my contention that the endeavors of the principal in establishing a structured and nurturing educational setting have a substantial impact on the academic achievements of children. Effective management of the environment and adequate support for instructors enhance learning outcomes and increase student accomplishment (ST 3, Female, 2024).*

The results presented in table 12 demonstrate that a significant proportion of respondents expressed agreement with the beneficial effect of principals' creation of a properly structured and nurturing educational setting on the academic performance of students in public secondary schools. The findings are supported by scholar Sweeney's (2019) research, which highlighted the need of principals being vigilant to classroom activities. This is because the classroom is where customers are served and the quality-of-service delivery is established. Effective communication inside the school is the key factor that eventually impacts the academic performance of students in public secondary schools. According to Mbiti (2014), effective communication through staff meetings is crucial for several purposes. These include planning for upcoming events and exams in the school, imparting official information to teachers about circulars from the ministry, discussing subject allocations, and fostering camaraderie among staff members.

## 4.6 Principals' Goal-Setting

**Table 13: Principals' Goal-Setting**

Description	S/D		N		A/SA	
	No	%	No	%	No	%
Our School Principal is involved in building our skills and knowledge	16	26.7	6	10	38	63.3
Our School Principal plays my role of mentoring and coaching the teachers to enhance their performance	19	31.7	8	13.3	33	55
Our School Principal is involved in capacity-building programs with teachers to help improve our relationship	15	25	8	13.3	37	61.7
Our School Principal has clearly stated policies and procedures that are applied fairly to all students, departments, and staff	18	30	12	20	30	50
Our School Principal ensures that students are focused on instructional tasks and are not misbehaving in an orderly classroom	14	23.3	10	16.7	36	60

**Data Source: (Researcher, 2024)**

The findings shown in table 13 indicate that a significant proportion of participants (63.3%) expressed agreement with their engagement in the development of their skills and knowledge. Furthermore, a majority of 55% of the participants expressed their agreement with serving as mentors and coaches to instructors in order to improve their performance. Moreover, a majority of 61.7% of the participants expressed their agreement with their participation in capacity-building initiatives aimed at enhancing professional relationships with teachers. Furthermore, 50% of the respondents felt that they had well defined policies and processes that are uniformly implemented for all students, departments, and staff. In addition, 60% of the participants acknowledged their responsibility to maintain an organized classroom environment where students are attentive to teaching activities and do not engage in disruptive behavior.

Research findings suggest that the extent to which principals influence the evaluation of teachers' professional records directly affects the academic performance of students in public secondary schools. The findings corroborate Sergiovani's (2017) reflective model of supervision, which proposes that supervision should consider the varied motivations and learning preferences of

teachers. According to Eshiwani (1993), schools that implemented the practice of reviewing lesson notes, schemes of work, lesson plans, and class attendance registers by their administrators attained better outcomes in comparison to schools that did not adopt this approach. The study conducted by Daresh and Playko (1992) revealed that the act of checking teachers' records yielded positive academic outcomes for students. The interview results validated that the principals' setting of objectives and expectations directly influences the academic success of pupils in public secondary schools, so allowing administrators to improve their performance during the KCSE.

Responses were collected during interviews with the school instructors as follows:

*At our school, staff members are mutually responsible for seeing that all children achieve success. By endorsing teacher leadership and prioritizing school-wide objectives, the administrator fosters a robust learning environment. In addition, they actively include the wider community and parents in the process of enhancing the school, therefore fostering a supportive network around our pupils.*

*The principal prioritises our professional development to ensure that we possess the necessary proficiency to effectively facilitate student learning. In addition, the school decision-making process involves the participation of other stakeholders, such as teachers and community members, therefore promoting a collaborative atmosphere. In my view, the principal's endeavors in setting explicit objectives and expectations exert a substantial influence on the academic achievement of pupils. Creating a focused and supportive atmosphere that promotes student achievement is facilitated by the principle*

*through the establishment of high standards and active involvement of diverse stakeholders (ST 4, Male, 2024).*

The study revealed several challenges in school-based training, such as disturbances to the school schedule, inadequate money, restricted opportunities, lack of information, and incompetent instructors. The research undertaken by Mbaabu et al (2020) provides evidence supporting the constraints faced by principals in their supervision of secondary schools in Chogoria Division, Meru County, Kenya. The participants indicated that the limited financial resources provided by the Free Primary Education (FPE) initiative are insufficient to meet all the essential costs of the school. The respondents recognized that surpassing stakeholder expectations is a challenge, as principals are required to continuously attain excellent performance in their schools despite the many administrative barriers they encounter.

#### **4.7 Academic Performance**

**Table 14 Academic Performance**

<b>Description</b>	<b>S/D</b>		<b>N</b>		<b>A/SA</b>	
	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
Students regularly complete and submit their assignments on time.	10	16.7	10	16.7	40	66.6
Teachers provide timely and constructive feedback on student work.	8	13.3	5	8.3	45	78.4
There are adequate resources and materials available for students.	12	20.0	12	20.2	36	60.0
Students show improvement in their test scores over time.	9	15.0	11	18.3	40	66.7
The school has a strong support system for students facing academic challenges.	17	11.7	13	21.7	40	66.6

**Data Source: (Researcher, 2024)**

The analysis of the data presented in Table 14 revealed several key aspects of academic performance in public secondary schools in Chesumei Sub-County.

Firstly, it was evident that the majority of respondents agreed or strongly agreed (66.6%) that students regularly completed and submitted their assignments on time. This finding was supported by Epstein and Sheldon's (2002) study, which highlighted the significance of structured homework practices in enhancing student accountability and performance.

Regarding the provision of timely and constructive feedback by teachers, 78.4% of respondents agreed or strongly agreed, while a small percentage (13.3%) strongly disagreed. This high level of agreement was consistent with Hattie's (2008) research, which underscored the critical role of effective feedback in promoting student learning and improvement.

The availability of resources and materials was another important aspect. A total of 60.0% of respondents agreed or strongly agreed that there were adequate resources for students, although 20.0% strongly disagreed. Johnson (2009) emphasized the necessity of sufficient educational materials for effective learning, which aligns with the findings of this study.

In terms of student improvement over time, 66.7% of respondents agreed or strongly agreed that students showed improvement in their test scores, while 15.0% strongly disagreed. Fullan (2011) argued that continuous monitoring and targeted interventions could lead to sustained improvements in academic outcomes, supporting these findings.

Lastly, the study found that a strong support system for students facing academic challenges was recognized by 66.6% of respondents who agreed or strongly agreed, with 11.7% strongly

disagreeing. Leithwood and Jantzi (2006) highlighted that comprehensive support structures play a crucial role in helping students overcome academic difficulties and achieve better results.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of the result findings, conclusions and recommendations of the study strictly based on the research findings.

#### 5.1 Summary of the findings

##### 5.1.1 Principals' Coordination of Teaching

The findings of objective one unequivocally showed that a significant majority of the participants concurred that assessing principals in their execution of curriculum instruction in public secondary schools equipped them with the essential knowledge and abilities to administer their schools efficiently, leading to enhanced academic achievement of the students. Therefore, the results confirm that the effectiveness of teaching and learning coordination by principals has a substantial influence on the academic achievement of students in public secondary schools in Chesumei sub-county, Kenya.

##### 5.1.2 Principals' Evaluation of Teaching

The findings of goal two unequivocally showed that most of the participants agreed that offering suggestions on teaching strategies to enhance instructional methods supports professionalism. The findings indicate that the presence of accessible teaching and learning materials significantly influences the academic achievement of students. The results are consistent with the assertions made by the survey participants, who were instructors in the fourth grade. The necessity for enhancement and availability of instructional teaching and learning resources was underscored, as these elements exert a substantial influence on the academic achievement of pupils in public

secondary schools in Chesumei sub-county, Kenya. It is expected that the principal will take on the task of coordinating all activities taking place within the school. Hence, this underscores the need of principals actively engaging in all school activities. Competent school principals proactively participate in curricular deliberations with the implementers, who in this instance are the teachers.

### **5.1.3 Principals' Provision of a Supportive Teaching Environment**

The findings of objective three unequivocally indicated that a majority of the participants expressed agreement with the notion that, in their capacity as managers, they are actively involved in improving our skills and knowledge. The results presented in table 12 demonstrate that a considerable proportion of respondents expressed agreement regarding the beneficial effect of principals' creation of a well structured and nurturing educational setting on the academic performance of students in public secondary schools in Chesumei sub-county, Kenya.

### **5.1.4 Principals' Goal-Setting**

Research findings suggest that the extent to which principals participate in evaluating teachers' professional records directly affects the academic performance of pupils in public secondary schools in Chesumei sub-county, Kenya. The interview results validated that the principals' formulation of objectives and set of expectations had a substantial influence on the academic achievement of students in public secondary schools. This allows educators to improve their performance in direct correlation to the academic accomplishments of pupils in Chesumei sub-county, Kenya.

## 5.2 Conclusions

The research findings indicate that principals who give priority to departmental structures, exhibit strong leadership, facilitate clear communication, encourage collaboration, and implement efficient department management are perceived as cultivating a more conducive learning environment. This implies that a well-organized method of classroom instruction, guided by capable principals, can have a beneficial effect on student academic performance. The findings suggest that principals who prioritize the establishment of an optimal learning environment, effectively handle teacher concerns, guarantee consistent subject evaluation, and advocate for standardized assessments are actively contributing to a school that prioritizes student learning. Implementing these strategies, designed to enhance instructional efficacy and track student advancement, is expected to positively impact student achievement. The research indicates that principals who engage in their own professional development, facilitate teacher growth through mentorship and collaboration initiatives, and give priority to establishing explicit policies and maintaining a well-functioning classroom environment are fostering a more conducive learning environment for students.

Focusing on ongoing development and fostering a healthy school culture can enhance student academic achievement. The results underscore the fact that principals who cultivate a cooperative atmosphere with collective responsibility, endorse teacher leadership in achievement of school-wide objectives, include the community in processes of improvement, prioritize teacher growth, and include diverse stakeholders in decision-making are probably establishing a more efficient school system. This dedication to common objectives, cooperative leadership, and ongoing enhancement can result in a more favorable school atmosphere that enhances student

learning.

This study proposes that principals exert a substantial impact on student achievement by employing diverse leadership strategies. Although the R squared measure did not directly assess the influence on student performance, the results suggest a significant correlation between successful leadership and a favorable school atmosphere that can enhance student learning. This underscores the need of providing sufficient support to administrators in their endeavors to consistently enhance their schools.

### **5.3 Recommendations for Practice**

This study conducted in Chesumei Sub County, Kenya investigated the impact of principals on student achievement. Despite the inability of the research design to precisely quantify the effect (using a statistical metric known as R squared), the results provide significant insights for enhancing student achievement. These discoveries have led to the following recommendations: In the realm of education, principals have a pivotal position, and this research indicates that enhancing their leadership abilities can greatly enhance student learning. By offering professional development programs that specifically target efficient departmental structures, transparent communication, teamwork, and robust evaluation procedures, educators can enhance their ability to lead their schools with greater effectiveness. Furthermore, mentorship programs that link seasoned principals with less experienced or struggling ones can provide essential direction and assistance, enabling them to gain knowledge from one other's experiences. Based on the research, a happy and supportive school atmosphere is essential for the achievement of students. Facilitating opportunities for educators to exchange effective strategies and promote mutual development through professional learning communities can cultivate

cooperation and a collective sense of mission. Moreover, acknowledging and compensating exceptional educators for their efforts serves as a source of motivation for them and conveys the message that their efforts are highly appreciated. Integrating social-emotional learning (SEL) initiatives for both students and staff can establish a more favorable and encouraging atmosphere that fosters optimal well-being and an enhanced learning experience for all individuals involved.

Educational institutions do not exist in a vacuum. The research indicates that establishing more robust relationships with parents, community organizations, and companies enables schools to utilize resources and assistance from the broader community in order to enhance student intellectual development. Utilizing effective communication tactics is crucial for ensuring that parents and the community are well-informed about school objectives, advancements, and chances for engagement. Such an approach cultivates a collective accountability for the achievement of students and enables all individuals to actively participate in a conducive educational setting.

The utilization of data has the potential to significantly enhance student achievements. Providing principals with the necessary abilities to comprehensively examine student data enables them to pinpoint areas that need enhancement and make judgments based on data when establishing school objectives. Investing in user-friendly data-sharing platforms enables streamlined data analysis and well-informed decision-making throughout all levels of the educational institutional hierarchy.

Through the implementation of these suggestions and the ongoing study of highly effective leadership approaches, we can provide principals with the necessary resources and assistance to

establish flourishing learning environments. These efforts ultimately enhance student learning results and lead to a more promising future for pupils in Chesumei Sub County.

#### **5.4 Recommendation for Further Research**

The present study has shed significant light on the impact of principals in Chesumei Sub County, Kenya, on student academic achievement. Nevertheless, there is always space for additional investigation. Future research should focus on the following critical areas:

(i) The present study used descriptive statistics. Subsequent investigations may include quantitative methodologies, such as regression analysis, to demonstrate causal pathways between particular main practices and student achievement. Incorporating a R squared value might enhance comprehension of the direct influence of these practices on student academic performance.

(ii) The study was centered on the evaluation of academic achievement. Subsequent investigations could analyze the enduring effects of principal behaviors on student achievement that extend beyond mere quantitative results. This may encompass domains such as academic preparedness, professional readiness, and general overall welfare.

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## APPENDICES

### APPENDIX 1: QUESTIONNAIRE FOR FORM FOUR CLASS TEACHERS

The purpose of this questionnaire is to collect data for a study on the “principal’s instructional management practices on students’ academic performance in public high schools in ChesumeiSub County, Nandi County, Kenya.” Kindly be as objective as much as possible when answering the question by ticking appropriately.

#### SECTION A: Demographic Information

Kindly respond to the questions by ticking (√) the appropriate box.

1. Please indicate your gender.  
Male  [ ]  
Female  [ ]
2. What is the range of your age?  
Age 30 years and below  [ ]  
31-35 years  [ ]  
36-40 years  [ ]  
41-45yrs  [ ]  
46-50 yrs.  [ ]  
Over 50 years  [ ]
3. What is your highest education level?  
B.Ed.  [ ]  
M.Ed.  [ ]  
Ph.D.  [ ]  
Other [ ] .....
3. How many years have you been in the teaching profession?  
Below 10 years  [ ]  
11-15 years  [ ]

16-20 years [ ]

Over 20 years [ ]

4. How long have you been principal in this school?

1-5 years [ ]

6-10 years [ ]

11-15 years [ ]

16-20 years [ ]

More than 20 years [ ]

**Section B: Extent to which principals' coordination of teaching and learning influence students' academic performance**

This section presents the extent to which principals' coordination of teaching and learning influence students' academic performance in public high schools in Chesumei Sub County, Nandi County, Kenya. Please tick appropriately based on your agreement or otherwise.

**SA= Strongly Agree (5) A= Agree (5) U= Undecided-(3) D=Disagree (2) SD = Strongly Disagree (1).**

S/NO	ITEM	SA	A	U	D	SD
1	Our School Principal ensures that all the teachers are well grouped into departments in my school					
2	Our School Principal ensures that the appointment of HODs is strictly based on competence (qualifications, seniority and teaching experience )					
3	Our School Principal clearly define responsibilities to avoid conflict among teachers					
4	Our School Principal gives a chance to the teachers in their department to brainstorm together to solve difficult concepts in their subject					
5	Our School Principal ensures that teachers in the department are well managed by the head of department					
6	Our School Principal always responds promptly to the needs of my subject (s)					

To what extent do you think that principals' principals' coordination of teaching and learning influences students' performance?

Very great extent [ ] Great extents [ ] Moderate extent [ ] Little Extent [ ] No extent [ ]

**Section C: How Principals' evaluation of teaching and learning influence students' academic performance**

This section presents statements about how principals' evaluation of teaching and learning influence students' academic performance in public high schools in Chesumei Sub County, Nandi County, Kenya. Please tick appropriately based on your agreement or otherwise.

**SA= Strongly Agree (5) A= Agree (5) U= Undecided–(3) D=Disagree (2) SD = Strongly Disagree (1).**

S/NO	Description	SA	A	U	D	SD
1	Our School Principal ensures that the school has a conducive environment for effective teaching and learning for both teachers and learners					
2	Our School Principal ensures that the school holds student open forums or discussions where students can express their grievances					
3	Our School Principal ensures that the teachers grievances are taken seriously by the administration.					
4	Our School Principal ensures that the environment in which teaching and learning is taking place has effect on the effectiveness of teaching and learning.					
5	Our School Principal follows up on the grievances and address them by the administration.					

**Section D:** To what extent do you think that principal's evaluation of learning resources influences students performance?

Very great extent [ ] Great extents [ ] Moderate extent [ ] Little Extent [ ] No extent [ ]

**Section D: Influence of principals' provision of orderly and supportive teaching and learning environment on students' academic performance in public secondary schools in Chesumei Sub County**

This section presents statements on the Influence of principals' provision of orderly and supportive teaching and learning environment on students' academic performance in public high schools in Chesumei Sub County. Please tick appropriately based on your agreement or otherwise.

**SA= Strongly Agree (5) A= Agree (5) U= Undecided–(3) D=Disagree (2) SD = Strongly Disagree (1).**

S/NO	ITEM	SA	A	U	D	SD
1	Our School Principal is involved in building our skills and knowledge					
2	Our School Principal plays my role of mentoring and coaching the teachers to enhance their performance					
3	Our School Principal is involved in capacity-building programs with teachers to help improve our relationship.					
4	Our School Principal has clearly stated policies and procedures that are applied fairly to all students, departments, and staff					
5	Our School Principal ensures that students are focused on instructional tasks and are not misbehaving in an orderly classroom					

To what extent do you think that principals' provision of orderly and supportive teaching and learning environment influence students' academic performance?

Very great extent [ ] Great extents [ ] Moderate extent [ ] Little Extent [ ] No extent [ ]

**Section E: Extent to which principals' establishing of goals and expectations influence students' academic performance**

This section presents statements on the extent to which principals establishing goals and expectations influence students' academic performance in public high schools in Chesumei Sub County, Nandi County, Kenya. Please tick appropriately based on your agreement or otherwise.

**SA= Strongly Agree (5) A= Agree (5) U= Undecided–(3) D=Disagree (2) SD = Strongly Disagree (1).**

S/NO	ITEM	SA	A	U	D	SD
1	School staff hold each other accountable for the success of all students in the school,					
2	Principals Creates a Strong Learning Climate by Supporting Teacher Leadership around School-wide Goals					
3	The principal involves the community and parents in school improvement process					
4	The principal emphasizes the professional development of their teachers					
5	The principal involves various stakeholders in school decision making process					

To what extent do you think that principals establishing goals and expectations influence students' academic performance?

Very great extent [ ] Great extents [ ] Moderate extent [ ] Little Extent [ ] No extent [ ]

#### **Section F: Students' Academic Performance**

This section presents statements on the extent to which various factors influence students' academic performance in public high schools in Chesumei Sub County, Nandi County, Kenya.

Please tick appropriately based on your agreement or otherwise.

**SA= Strongly Agree (5) A= Agree (5) U= Undecided–(3) D=Disagree (2) SD = Strongly Disagree (1).**

S/NO	ITEM	SA	A	U	D	SD
1	Students regularly complete and submit their assignments on time.					
2	Teachers provide timely and constructive feedback on student work.					
3	There are adequate resources and materials available for					

	students.					
<b>4</b>	Students show improvement in their test scores over time.					
<b>5</b>	The school has a strong support system for students facing academic challenges.					

**To what extent do you think these factors influence students' academic performance?**

Very great extent [ ] Great extents [ ] Moderate extent [ ] Little Extent [ ] No extent [ ]



## APPENDIX II: INTERVIEW GUIDE FOR SCHOOL PRINCIPALS

The purpose of this questionnaire is to collect data for a study on the “principal’s instructional management practices on students’ academic performance in public high schools in Chesumei Sub County, Nandi County, Kenya.” Kindly be as objective as much as possible when answering the question by ticking appropriately.

Kindly respond to the questions by ticking (√) the appropriate box

### SECTION A: Demographic Information

1. What is your Gender?
2. What is your age bracket?
3. What is your highest academic qualification?
4. What is your teaching experience in years?
5. How long have you been a teacher in this school?

### Section B: Extent to which principals' coordination of teaching and learning influence students' academic performance

1. Are all the teachers well grouped into departments in your school ?
2. Is the appointment of HODs strictly based on competence? (qualifications, seniority and teaching experience )
3. Do you clearly define responsibilities to avoid conflict among teachers?
4. How does teachers in your school department brainstorm to solve difficult concepts in their subjects?
5. How do you define responsibilities to avoid conflict among teachers?
6. To what extent do you think that principals' coordination of teaching and learning influences students performance?

**Section C: How Principals' evaluation of teaching and learning influence students' academic performance**

1. To what extent does the school provides the conducive environment for effective teaching and learning for both teachers and learners?
2. Does the school holds student open forums or discussions where students can express their grievances?
3. Are the teachers grievances taken seriously by the administration?.
4. How has the environment in which teaching and learning is taking place has effect on the effectiveness of teaching and learning.?
5. Is there a follow up to check on the grievances and address them by the administration.?
6. Is there evaluation of progress in every subject regularly.?
7. Does teachers hand in their examinations for standardization
8. To what extent do you think that principals evaluation of learning resources influences students performance?

**Section D: Influence of principals' provision of orderly and supportive teaching and learning environment on students' academic performance in public high schools in Chesumei Sub County**

1. Is your school involved in building your skills and knowledge?
2. How does you play your role of mentoring and coaching the teachers to enhance their performance?
3. How are you involved in capacity-building programs with teachers to help improve your relationship?

4. Have you clearly stated policies and procedures that are applied fairly to all students, faculty, and staff?
5. How do you ensure that students are focused on instructional tasks and are not misbehaving in a classroom?
6. To what extent do you think that principals' provision of orderly and supportive teaching and learning environment influence students' academic performance?

**Section E: Extent to which principals' establishing of goals and expectations influence students' academic performance**

1. Does your School staff hold each other accountable for the success of all students in the school?
2. How do you Create a Strong Learning Climate by Supporting Teacher Leadership around School-wide Goals?
3. Do you involve the community and parents in school improvement process?
4. How do you emphasizes the professional development of their teachers?
5. Do you involve various stakeholders in school decision making process?
6. To what extent do you think that principals establishing goals and expectations influence students' academic performance?

**Appendix III: BUDGET**

NO	ITEM	DESCRIPTION	UNIT COST	AMOUNT
1	Stationery	6 reams of printing papers	@ Ksh.800	4800
		4 writing materials	@ Ksh.1000	4000
		3 cartridges	@ Ksh 1201	3600
2	Services	Typing, binding, photocopy, printing	@Ksh. 17000	17000
3	Transport	To and from field	@Ksh. 11550	11550
4	Data collection	Hiring of 10 enumerators -5days	@Ksh. 1000	50000
5	Analysis	Data cleaning and analysis	@Ksh. 20100	20100
6	ERC FEES		@Ksh. 1000	1000
7	NACOSTIFEES		@Ksh. 1050	1050
8	Miscellaneous		@Ksh.10000	10000
	<b>TOTAL</b>			<b>Ksh.123,000</b>

Mount Kenya

**APPENDIX IV: CONCENT LETTER**

**MOUNT KENYA UNIVERSITY**

**SCHOOL OF EDUCATION**

**CONSENT FORM**

**ASENATH CHEMUTAI**

MED/2022/50999

+254 718 348690

*May 20, 2024*

**CONSENT FORM**

**Title:** Principals Instructional Management Practices and Its Influence on Students' academic Performance in Public Secondary Schools in Chesumei Sub County, Kenya

**Researcher:** ASENATH CHEMUTAI

**Student ID:** MED/2022/50999

I, **Asenath Chemutai**, a student at Mount Kenya University, conducting a research project titled "principal's instructional management practices and its influence on students' academic performance in public secondary schools in Chesumei Sub County, Kenya," hereby seek your consent to participate in this research project. Your cooperation in this study is greatly appreciated, and your participation is entirely voluntary.

**PURPOSE OF THE RESEARCH:**

The purpose of this research is to investigate the principal's instructional management practices and its influence on students' academic performance in public secondary schools in Chesumei Sub County, Kenya". The study aims to understand the principal's instructional management practices and its influence on students' academic performance in public secondary schools".

**PROCEDURE:**

If you agree to participate in this research, you was asked to:

1. Provide information related to your role and responsibilities at the Chesumei Sub County, Kenya.

2. Share your experiences and insights regarding principal's instructional management practices and its influence on students' academic performance in public secondary schools.
3. Answer a series of questions during an interview or provide responses to a questionnaire, depending on your preference.

**CONFIDENTIALITY:**

Your responses and any information you provide was kept strictly confidential. Your name or any other identifying information will not be disclosed in any reports or publications resulting from this research. All data was stored securely and accessed only by the researcher.

**RISKS AND BENEFITS:**

There are no foreseeable risks associated with participating in this research. Your participation will contribute valuable insights to understanding the principal's instructional management practices and its influence on students' academic performance in public secondary schools.

You will not receive any direct benefits from participating in this research. However, your participation will help advance knowledge in the field of law enforcement and customs management.

**VOLUNTARY PARTICIPATION:**

Participation in this research is entirely voluntary. You have the right to refuse to participate or to withdraw your consent at any time without any consequences. Your decision will not affect your relationship with Mount Kenya University or the public secondary schools in Chesumei Sub County, Kenya.

**CONTACT INFORMATION:**

If you have any questions or concerns about this research, please feel free to contact the researcher, **Asenath Chemutai**, +254 718 348690 or if you wish to speak with someone other than the researcher, you may contact Mount Kenya University Ethics Review Committee at.

**Chairman,**

**MKU ERC,**

**P.O Box 342-01000,**

**Thika.**

**Email: [research@mku.ac.ke](mailto:research@mku.ac.ke)**

**CONSENT:**

I have read and understood the information provided above, and I voluntarily consent to participate in the research project titled “Principals Instructional Management Practices and Its Influence on Students’ academic Performance in Public Secondary Schools in Chesumei Sub County, Kenya.”

**Participant's Name:** \_\_\_\_\_

**Participant's Signature:** \_\_\_\_\_

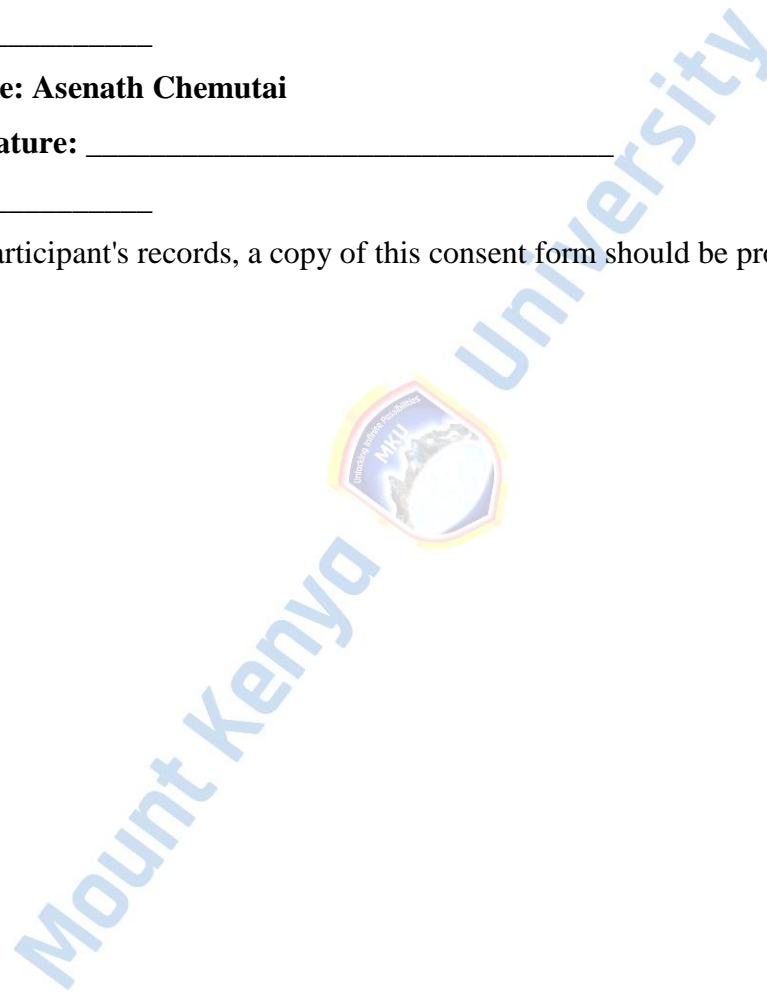
**Date:** \_\_\_\_\_

**Researcher's Name: Asenath Chemutai**

**Researcher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

[For the research participant's records, a copy of this consent form should be provided]



## APPENDIX V: ERC LETTER



REF: MKU/ISERC/3775  
TO: ASENATH CHEMUTAI

Date: 12 June 2024

REG: MED/2022/50999

Dear Sir/Madam,

**RE: PRINCIPALS INSTRUCTIONAL MANAGEMENT PRACTICES AND ITS INFLUENCE ON STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN CHESUMEI SUB COUNTY, KENYA**

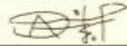
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2819**. The approval period is **12/06/2024 - 11/06/2025**.

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 at least 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,



**The Chairman**  
**Mount Kenya University**  
**Ethics Review Committee**  
P.O. Box 342-01000 Thika

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

APPENDIX VI: INTRODUCTORY LETTER



**DIRECTORATE OF GRADUATE STUDIES**

MED/2022/50999

13<sup>th</sup> June 2024

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

Dear Sir/Madam,

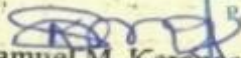
**RE: ASENATH CHEMUTAI- REGISTRATION NO. MED/2022/50999**

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 "Principals Instructional Management Practices and its Influence on Students Academic Performance in Public Secondary Schools in Chesumei Sub 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 June, 2024 and August, 2024.

Any assistance accorded to the student will be highly appreciated.

Thank you.

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

Mount Kenya University  
P.O. Box 342 - 01000, THIKA  
Office of the Director,  
Graduate Studies

APPENDIX VII: NACOSTI PERMIT


**REPUBLIC OF KENYA**  
 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION  
 Ref No: **768657**


**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**  
 Date of Issue: **04/July/2024**

**RESEARCH LICENSE**



**This is to Certify that Ms., Asenath Chemutai 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 Nandi on the topic: PRINCIPALS INSTRUCTIONAL MANAGEMENT PRACTICES AND ITS INFLUENCE ON STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN CHESUMEI SUB COUNTY, KENYA for the period ending : 04/July/2025.**

License No: **NACOSTI/P/24/37317**  
 Applicant Identification Number: **768657**

  
**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 VIII: RESEARCH AUTHORIZATION**

**REPUBLIC OF KENYA**



**MINISTRY OF EDUCATION  
STATE DEPARTMENT FOR BASIC EDUCATION**

EMAIL: [deochesumei@gmail.com](mailto:deochesumei@gmail.com)  
When replying please quote

**Ref: CHESUMEI|GEN|14 VOL 1/264**

Sub County Education office  
Chesumei Sub County  
P.O Box 1305-30300  
KAPSABET.  
10/07/2024.

MS. ASENATH CHEMUTAI  
MT. KENYA UNIVERSITY

**RE: RESEARCH LICENSE.**

The National Commission for Science, Technology and Innovation Research License Ref No. 768657 dated 4<sup>th</sup> July 2024 on the above subject refers.

This is to allow you to visit Schools within Chesumei Sub County for the purpose of undertaking Research as per the Authority issued by NACOSTI-LICENSE No. NACOSTI/P/24/37317.

A handwritten signature in blue ink, appearing to read 'Mwandihi'.

**MWANDIHI D.ESEMERE  
SCDE CHESUMEI**

SUB-COUNTY DIRECTOR OF EDUCATION  
CHESUMEI SUB-COUNTY  
P.O. Box 1305-30300,  
KAPSABET

**Cc. CDE NANDI**

**PRINCIPALS, CHESUMEI SUB COUNTY**

APPENDIX IX: MAP OF CHESUMEI SUB COUNTY



