

**ROLE OF INSTRUCTIONAL LEADERSHIP IN THE ACADEMIC
PERFORMANCE OF PUBLIC PRIMARY SCHOOLS IN NYERI CENTRAL
SUB COUNTY, NYERI COUNTY, KENYA**

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**A Thesis Submitted to the School of Education and Social Sciences in Partial
Fulfillment of the Requirements for the Conferment of Master of Education in
Leadership and Education Management of Kenya Methodist University.**

AUGUST, 2022

DECLARATION

I declare that this thesis is my original work and has not been submitted in any other university or college for examination or academic purposes.

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DEDICATION

This thesis is dedicated to my beloved husband Joel and children Amos, Rahab and Liz for their prayers and moral support during my study.

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ABSTRACT

The aim of this study was to find out the role of instructional leadership in the improvement of academic performance of public primary schools in Nyeri Central Sub County, Nyeri County, Kenya. The specific objectives of the study were head teacher's evaluation of professional documents; professional development of teachers; head teacher's involvement in classroom instruction, and head teacher's instructional materials' acquisition. The study was anchored on instructional leadership model and contingency theory of leadership as well as supported by trait theory and situational leadership theory. Schools were stratified into 12 high performing and 22 low performing which had posted a mean score of 250 and above and below 250 in KCPE in the period 2012-2017 respectively. A total of 17 schools representing 50% of the total population were proportionately selected from each stratum using purposive sampling according to their performance. Teachers were selected through simple random sampling. The study used descriptive survey design on a target population of 34 head teachers and 510 teachers in 34 public primary schools. 17 schools and 102 teachers were purposively selected while 17 head teachers were purposively sampled. Primary data was collected using questionnaire and interview schedules. Quantitative data analysis was aided by SPSS version 28 and presented by use of tables that show frequencies and percentages as well as inferential (chi-square test) statistics were used. Qualitative data collected was analyzed as per each objective using theme. The study found that there was a direct link between head teachers' evaluation of professional documents, professional development and evaluation of teachers, involvement in classroom instruction, budgeting, scheduling and facilities management with the academic achievement of the pupil. The study concluded that all head teachers should regularly evaluate professional documents so as to improve academic performance through introduction of combative strategies, head teachers should play an active role in the professional development of the teachers in their schools through encouraging them to undergo in-service training, all head teachers should be involved in classroom instruction and set a good example in classroom instruction and head teachers should be directly involved in material acquisition for use in instruction in their schools so as to ensure relevance and quality achievement by pupils is achieved. The study recommends that learning documents used by teachers in their delivery needs to be regularly checked and assessed by education directors, head teachers should play an active role in the professional development of the teachers in their schools through encouraging them to undergo in-service training, head teachers needs to set a good example in classroom instruction and head teachers should be directly involved in material acquisition for use in instruction of their schools so as to ensure relevance and quality. This study has established that instructional leadership is useful in creating an effective teaching and learning environment as well as improving academic performance.

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ABBREVIATIONS

EFA:	Education for All
FPE:	Free Primary Education
GoK :	Government of Kenya
IL:	Instructional Leadership
KCPE:	Kenya Certificate of Primary Education
KNBS:	Kenya National Bureau of Statistics
MEO:	Municipal Education Officer
MOE:	Ministry of Education
NACOSTI:	National Commission of Science, Technology and Innovation
NCLB:	No Child Left Behind
SDG:	Sustainable Development Goals
SMASSE:	Strengthening of Mathematics and Sciences in Secondary Education
SMC:	School Management Committee.
SPSS:	Statistical Package for Social Sciences
UNESCO:	United Nations Education and Sciences Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

In Nyeri Central Sub County, Nyeri County, Kenya, public elementary schools' academic performance, this study aims to determine the impact of instructional leadership (IL). The factors include head teacher's evaluation of professional documents; professional development of teachers; head teacher's involvement in classroom instruction, and head teacher's instructional materials' acquisition. This chapter illustrates the study's background, the problem statement, the study's aims, the research questions, the study's importance, its constraints, its scope, its underlying assumptions, and the operational definition of variables.

1.2 Background of the Study

Globally, in the American educational system, the idea of academic performance and its associated practices may be traced back to the 1970. School officials concentrated on issues like approving the students' overall understanding of the material, assessing the teaching strategies utilized, examining the general administration of schools, examining student behavior and evaluating the effectiveness of the use of educational funds (Okumbe, 2015). This agreement made it possible for American students living in urban slums to finish their education in spite of the obstacles.

The principals improved teaching and learning by combining and accumulating a variety of techniques. This helped the students learn and achieve more (Day et al., 2016). Hallinger and Heck (2017) concur that improved supervision of instructional programs, appropriate principal support as well as co-ordination of staff career

development, The consistent acquisition and distribution of instructional and learning materials as well as the principal's monitoring of students' achievement may all help to enhance a school.

English literature on leadership for learning places a strong emphasis on the participation of school administrators in activities linked to educational leaders (MacBeath & Swaffield, 2018). The National College for School Leadership Development (NCSLD) places a strong emphasis on instructional leadership while emphasizing the crucial role that principals play in motivating staff to engage in behaviors that have an impact on the quality of teaching and learning (Bush & Middlewood, 2013). Aspects of learning-centered leadership are acknowledged in Ofsted's (2009) research findings from 12 excellent English schools. The result shares some similarities with Macfarlane and Woods' (2017) finding on outstanding schools in London, which found that curriculum supervision through promoting industriousness and personalized learning as well as able to monitor students' progress is the catalyst for an improvement in student achievement.

In China, the principal's main responsibility is to raise all students' academic progress (Lunenburg, 2016). Bush (2017) noted that instructional leadership is a crucial component in China since it focuses on the core academic activities of the school, teaching and learning. Instructional leaders are those who are responsible for establishing specific objectives, assigning resources to education, overseeing the curriculum, keeping an eye on lesson plans, and grading teachers (Jenkins, 2019). The management, coordination, and monitoring of all teaching and learning activities are the instructional leader's main areas of concern in Asian countries. The principal's duty as an instructional leader is therefore focused on teaching and learning as well as

raising learners' academic accomplishment, according to the notion of instructional leadership.

In Africa, especially in Ghana, the instructional leadership management model is key in ensuring improved academic performance (Salazar, 2014). The instructional leadership management model has important components that are intended to help the school principal enforce his or her leadership aims. It provides a trustworthy means to create instructional activities, such helping learners, and track learners' performance, in order to track as well as provide comments on the classroom instruction. The prototype also calls for school heads to be part of the curriculum, speaking with children and educators, supplying education and learning assets, and constructing teacher effectiveness and able to share skills (Sansotti et al., 2012). These actions help to create an anticipation of collaborative teacher valued and crucial components crucial to creating and sustaining high graduation rates. The principal is also responsible for motivating teachers to learn further about student accomplishment through data analysis and opportunities for professional development that are in line with the academic objectives of the school (Leithwood & Beatty, 2019; Wallace Foundation, 2016).

According to research done by the Department of Education in South Africa in 2018, principals should have more authority over curriculum and instruction. In 1996, school governing bodies (SGBs) were formed, which changed the school administration structure and devolved the authority of principals. According to Botha (2014), the SGBs stressed the significance of the headmaster's function as a supervisory. Greater accountability was required of principals for the academic achievement of their students. In South Africa, acceptability of instructional

leadership has increased, and attention is focused on the significance of values . for example and the requirement for school accountability, according to Marishane (2017). More focus is being placed on the responsibilities the principle performs as an instructional leader as a result of the push for better student accomplishment and the demand for greater accountability on the part of principals. Although Phillips (2016) contends that instructional leadership is essential to the creation of successful schools, it is hardly used. Furthermore, he claims that only a small number of the principal's duties are particularly focused on providing instructional leadership. Mulkeen et al. (2017) findings further suggest that most African country principals show little concern for instructional leadership and see it as beyond the scope of their responsibilities.

On regional front, to achieve development vision 2025 an economic blueprint in Tanzania on efficient and effective leadership is markedly underscored as key to successive education planning, financing, implementation, monitoring and evaluation at national, regional and school level (Republic of Tanzania, 2015). According to Ngware et al. (2016), despite the enormous administrative responsibilities, the head teachers are markedly viewed as responsible for supervising teaching and learning activities in schools in the country. Dach (2018) elaborates that in Tanzania quality of education is dependent upon effectiveness of school leadership, especially, on instructional leadership dimension.

In Kenya, recent education policies, particularly, Sessional Paper No 1 2005 and Sessional Paper No 14 2012 places great premise upon effective leadership to manage; free education initiatives, school discipline and partnership among all education stakeholders and markedly improve quality of education. In keeping with

the Sustainable Development Goals (SDGs) for a Universal Education at the Dawn of the Millennium, free primary education was implemented in Kenya in 2013. In order for the government and development partners to cover the cost of co-curricular activities, essential non-teaching staff pay, and basic instructional materials, fees and levies for tuition in primary education were eliminated (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017). As a result, more children were enrolled in public elementary schools.

In Kenya, student achievement on the KCPE determines the educational value (Education Insight, 2005). According to a 2008 study by Musungu and Nasongo, administrators' engagement in educational leaders increased student achievement in high schools when it came to managing instructional activities. According to estimates from January 2013, enrollment in primary schools increased from around 6,314,726 to 7,614,326 at the end of the year, or a countrywide rise of 22.3%. Moreover, significant achievements have been made in gender parity while regional disparity in education access has been reduced (Government of Kenya [GoK], 2017).

However, the quantitative achievements have not been resonated on quality front. According to UNESCO (2015), achievement in education access has not been accompanied with quality improvements notably in teacher student ratio, retention and performance in national examinations. In Kenya, performance in examinations is an important quality measure due to the competitive nature of the education system. At primary education, performance in KCPE is critical due to placement in secondary schools whose number cannot accommodate all primary school candidates. However, for the past five years, performance in the KCPE in Nyeri Central has been below average (Table 1.1) In addition, just 12 schools out of 34 have continued to maintain a

mean of 250 or above throughout the same time span (Ministry of Education [MOE] Nyeri County, 2015).

Table 1.1

Mean Score of Public Primary Schools in Nyeri Central Sub-county

Years	Public Primary Schools
2012	234.06
2013	241.19
2014	234.11
2015	245.23
2016	244.09
2017	246.97

Source: District Education Office, Nyeri Central Sub-county, 2017

Low performance in KCPE is an indicator of inefficiency against a backdrop of government support in FPE programme. Osman and Mukuna (2013) emphasize the importance of effective instructional leadership, where the head teacher oversees teachers' preparation of official documents, participation in classroom instruction activities, leadership of teachers' professional development, and provision of the necessary instructional materials. However, most of the research has focused on leadership styles with bias on management issues and little on instructional issues. Instructional leadership has not received adequate attention yet it has been argued to have direct relationship with academic performance.

Students in Nyeri County have consistently scored poorly in the Kenya Certificate of Primary Examination (Kenya Certificate of Primary Education [KCPE], 2015). The

link between principals' instructional leadership and students' academic progress has not been studied. For example, Mugambi (2014) looked at the factors that drive institutional strategic planning but did not investigate how this affects students' academic performance. As a result, there was a gap that the study set out to fill by examining the connection between principals' educational leaders and students' educational success in the Kenya Comprehensive Primary Examination (KCPE) in low and high performing public primary schools in Nyeri Central Sub County, Nyeri County. The data from the study's 2012–2017 time frame were utilized by the researcher to examine whether or not the principals' instructional leadership strategies and KCPE students' academic achievement are related.

Despite the dominance of instructional expectations of the school leadership there has not been adequate scholarly attention on instructional leadership practices against a backdrop of poor performance in primary schools, hence the proposed study.

1.3 Statement of the Problem

Setting standards is thought to be one of the most important aspects of raising educational quality. Head teachers have the best chance to start and maintain high-quality education through providing instructional leadership in their schools. The principals promote curriculum implementation by establishing a teaching and learning environment that is supportive of the highest possible levels of student accomplishment (KNEC, 2014). Despite the Kenyan government's concerted attempts to enhance the standard of supervision and instructional leadership in public primary schools through technical assistance and training, effective instructional leadership still appears to be absent in many of Kenya's public primary schools.

The free primary education (FPE) programs and teacher supply have been successfully implemented by the government of Kenya (GoK), but students in government elementary schools in Nyeri Central Sub-county are performing worse academically on the Kenya Credential of Primary Education (KCPE). Analysis of KCPE results (Table 1.1) reveals that for the period 2012-2017, the performance has been below average. The low performance has elicited the concerns of various education stakeholders in the Sub County. A report on performance in KCPE Nyeri Sub-County (KNEC, 2014) expresses the need to find out why the academic performance has been on the downward. Particularly, the reports highlight the need to examine leadership effectiveness in curriculum implementation practice. Osman and Mukuna (2013) argue that in order to improve classroom instruction in schools through the capacity building, school officials should have an adequate knowledge of instruction, have a vision for the school, support staff advancement, develop their communication skills, and be visible.

Along with the managerial and instructional duties, there is also this. Although extensive scholarship has acknowledged relationship between leadership and academic performance, the focus has been largely on leadership styles based on broad management roles of the head teachers. Instructional leadership role of head teachers has not received adequate attention. Yet, it is connected to curriculum implementation, delivery and interactions in schools, with potential to influence academic performance. To close this gap, a research was conducted in Nyeri Central Sub County, Nyeri County, Kenya, to look at how instructional leadership affected the academic performance of public primary schools.

1.4 Objectives of the Study

1.4.1 General Objective

The objective was to establish the influence of instructional leadership (IL) in the academic performance of public primary schools.

1.4.2 Specific Objectives

The study was guided by the following objectives;

- i. To establish the effect of evaluation of professional documents on academic performance of public primary schools
- ii. To examine the effect of teacher preparation on academic achievement
- iii. To determine the relationship between head teacher's involvement in classroom instruction and academic performance in public primary schools in
- iv. To evaluate the relationship between head teacher's instructional materials' acquisition and academic performance in public primary schools.

1.5 Research hypothesis

The following research hypotheses were formulated to be tested in the study:

H₀1: There is no significant relationship between the head teacher's evaluation of professional documents and academic performance in public primary schools.

H₀2: There is no significant effect of teachers professional development on academic Performance in public primary schools.

H₀3: There is no significant effect of head teachers involvement in classroom instruction on academic performance in public primary schools

H₀4: There is no significant relationship between head teacher's instructional materials' acquisition and academic performance in public primary schools

1.6 Significance of the Study

The following are some potential implications of this study's findings: By studying the connection between instructional leadership techniques and students' academic accomplishment, this study may add to the body of existing knowledge. By educating secondary school principals about strategies that have a beneficial influence on students' academic performance and by adding to the body of knowledge on educational leadership, the findings may therefore directly assist secondary school principals.

With the help of the study's results, universities, teacher education programs, and the Kenya Education Management Institute (KEMI) may be able to improve the pre-service and on-the-job training programs offered to school managers in order to improve effective and efficient leadership. The conclusions may urge colleges to take into account providing education system as a stand-alone studying unit for school officials due to its significance in affecting students' academic achievement. Principals may find the findings helpful as they carry out their responsibilities as instructional leaders, enabling them to make objective decisions whenever necessary.

The findings may be used as a starting point for discussions on the initiatives required to increase teachers' incentives for greater academic success by the Board of Managements (BOM) for schools and Parents Associations (PA). The research may also assist the BOM in developing dependable plans to put people first, to support

staff members, and to help them develop by placing a strong emphasis on learning rather than just on the technical components of training.

The findings might be helpful for Ministry of Education decision makers as they create guidelines for managing and leading schools, which could improve effective and productive classroom management in classrooms. The study may also pique interest in more studies on the effectiveness of management in teaching and learning provided in secondary schools, enhancing students' academic performance in KCPE. Because it has been demonstrated that monitoring students' academic progress may enhance lesson planning and curriculum delivery, the study's findings may also be significant for secondary school students. Students might be able to see how they're progressing and work to make it better as a consequence, which might lead to ongoing academic value added for them.

1.7 Limitations

Some respondents were apprehensive in giving full information about the head teacher instructional roles. To overcome this challenge the researcher tried as much as possible to assure the respondents level of confidentiality. Performance in academics can be affected by other factors such as learner variables, parental support which was scarcely controlled in this study. This greatly influenced the limitations to the generalization of findings.

The respondents' understanding, synchronization, and interpretation of the head teacher's instructional roles, as well as their acquisition of the head teacher's instructional materials given their proper place in the hierarchy of authority, as well as their knowledge of how academic performance is influenced by the head teacher's

evaluation of professional documents and teacher professional development were all difficulties posed during the research.

1.8 Scope of the Study

The study was conducted at Kenya's Nyeri Central Sub-public county's primary schools. The Mathira Sub-county is to the east, Tetu Sub-county is to the west, and Kieni Sub-county is to the north of the Sub-county. The study independent variables were; head teacher's evaluation of professional documents, teachers professional development, head teachers involvement, and head teacher's instructional materials' acquisition and the dependent variable was academic performance in public primary schools. It has 510 instructors and 34 public primary schools. Since they were the most impacted, the research was limited to the principals and teachers of the 12 high-performing and 22 low- primary level classrooms in the Nyeri Central Sub-county that are functioning well.

1.9 Assumptions of the Study

The study made the assumption that there were enough instructors in the schools, teachers were aware of head teacher's instructional leadership roles, instructional leadership was one of the determinants of academic performance and KCPE examination was a suitable and valid measure of performance.

Research made the supposition that all of the information provided by respondents was accurate and factual. Additionally, the researcher presupposed that the variables employed remained constant during the course of the study and that the sample was representative of the target population. The researcher also presumptively believed

that the tools used to acquire the data were accurate and dependable in gauging the results and addressing the study goals.

1.10 Operational Definition of Terms

The definitions below have been modified for the study;

Acquisition of instructional materials: Efficiency of the process of acquisition of instructional materials

Class room instruction: Teaching and learning activities undertaken by the head teacher at instructional level

High performing School: A school that has posted a mean score of above 250 marks out of 500 for five years.

Instructional leadership: Practices that are designed to affect classroom instruction

Low performing school: A school that has posted a mean score of below 250 marks out of 500 consistently for five years

Performance: This is the KCPE mean score of the district which has a maximum of 500 points

Professional development: providing instructors with the necessary services while also improving classroom instruction, teaching, and learning

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The concept of instructional leadership, theoretical framework, empirical framework on head teacher's evaluation of professional documents, professional development of teachers, head teacher's involvement in classroom instruction, and head teacher's acquisition of instructional materials are presented in this chapter along with themes derived from the objectives. Additionally, the conceptual and operational frameworks have been described. The concludes with a summary of the review of the literature that lists the areas of unsolved research.

2.2 Instructional Leadership and Academic Performance

There's no clear-cut description of what an educational leader accomplishes in terms of a concept, rule, or method (Lewin & Caillords, 2015). Nevertheless, educational leadership is defined as the tasks a principal carries out or delegated to others inorder to encourage advancement in student academic attainment (Leithwood & Janzi, 2018). Importantly, educational leaders shift from their traditional roles as school officials and supervisors to focus more on enhancing education and curricular presentations, teaching, and evaluation (Jenkins, 2019). Jenkins adds that efficient teachers are resourceful, excellent communicator, and readily accessible.

According to Datnow and Castellano (2017), as the administrator places a greater focus on education and learning, school changes can only be accomplished when he or she plays a significant role in judgment. As a result, instructional supervision

requires a substantial investment since it is crucial to the success of education and learning (Hallinger, 2017). The idea of educational leaders is reformulated by Marks and Printy (2013) to be replaced with the categorized and useful idea of shared leadership. According to this theory, the principal takes on the role of a leader of educational supervision rather than acting independently as the institution's controller of advances.

To assist school leaders in creating a framework for ensuring that each and every child has the chance to receive the best quality educational possibility on a regular basis, the Center for Educational Leadership (2012) identifies the following measurements of educational leaders as follows: increase in performance of educational practices; allocation of resources; management of individuals and processes; and development of a vision, task, and heritage. Lambert (2012) highlights that the other educators must play a substantial role in the educational leaders of a school since the times of the principal serving as the only administration are over.

Because management is the skilled job of everyone in the institution, classroom management must be distributed rather than being an individual role. Researchers have been expecting the trend toward incorporating others in instructional leadership as the idea of shared leadership gains popularity (Stronge et al., 2017). It is hard for a principal to properly fulfill all responsibilities without involving others due to the new expectations imposed on school officials (local, national, and state rules, parents' demands, and local residents' expectations) (Ellis, 2014).

Robinson et al. (2018) analyzed 12 published leadership studies, where they found low effects on student achievement for the instructional leadership dimension concerned with goal setting and planning. Kaster (2011) found in a meta-analysis by mixing

study that educational leadership strategies for head teachers include creating precise and targeted academic goals to direct instruction. Teacher leaders therefore focus on the school's eyesight while foreshadowing and having to accept changes, regularly monitor and evaluate classroom activities, Increase greatly by establishing enough infrastructure, and make sure that the entire school has a safe place to learn.

Leithwood et al. (2017) discovered that while designing institutional objectives, policies, and tactics involves practically everyone involved in a school, this emphasis on a shared aim is less pronounced in schools that record poorer performance. The study also found that schools perform much better when its policies and activities are based on gathered data. Mulkeen et al. (2017) findings further suggest that most African country principals show little concern for educational leaders and see it as beyond the scope of their responsibilities. This suggests that the instructional leadership function of principals is not given the attention it requires, and as a result, principals may not be directly influencing the academic performance of children.

According to Osman and Mukuna (2016), Kenyan secondary school administrators seldom ever use their instructional leader talents. Osman and Mukuna (2016) advocate that school administrators should have sufficient understanding of teaching, have a vision again for school, support staff growth, become excellent partners, and be primarily visual in order to strengthen classroom management in schools via community empowerment. Along with the managerial and instructional duties, there is also this. Osman and Mukuna (2016) nevertheless, do not outline the anticipated result of principals acting as educational supervision. Furthermore, Osman and Mukuna (2016) do not demonstrate a link between the students' academic success and the admirable practice of presidents' educational leaders.

Musungu and Nasongo (2018) note that head teachers in successful schools in Vihiga Province scientifically validated students' advancement in the application of the syllabus and guidelines thru the high-level oversight of professional records, which also include class notes, work-planning strategies, attendance of students documents, records of the material covered, class attendances, and timer journals. The findings of Mwamuye et al. (2017) who stress the significance of overall workforce in order to enhance effective instructional processes in Kenya, are congruent with those of the present study.

The instructional leader practice of evaluating students' progress was not significantly different between top achieving and poorest performance public secondary schools in central Kenya, according to Nyagosia et al. (2016). In keeping with the results of Wahab et al. (2017) amongst junior high school principals in Pulau District, Malaysia, Australia, who place the most emphasis on defining the school goals, the target audience similarly gave this education management technique the lowest grade. These conflicting results enabled the research to undertake a study to ascertain the impact of instructional leadership (IL) on the academic efficiency of public primary schools in Nyeri Sub County, Nyeri Township, Kenyan.

2.3 Evaluation of Professional Documents and Academic Performance

Head teachers are often seen as being crucial to attaining school goals and objectives in many nations across the world. Botha (2014) came to the conclusion that successful schools share traits such a strong, purposeful management by head teachers and dedicated employees in a research utilizing a sample of 57 schools in England and Wales. Their study showed that the impact of the head teacher's leadership on

student's outcome is indirectly mediated through a range of complex issues such as teacher's effectiveness and availability of resources.

Over 5,500 teachers and 257 principals provided information for a major successful schools investigation study done by (Williams et al., 2015). The study's conclusions were that principals in successful schools put a high priority on student performance by establishing plans for educational change, implementing a clear curriculum and teaching based on standards, using assessment information to raise student performance, and putting strategies in place to monitor students' advancement. Where administrators supplied current teaching resources together with extra instruction for challenging students was another factor that was found to correspond with student progress.

In a survey of much more than 800 teachers in Texas, USA, Blasé & Blasé (2014) discovered that instructors grumbled of a lack of support for their growth and that their ability to be inspired was constrained. They said that since they lacked the backing of their principals, they were unable to take instructional risks and preferred to stick with the traditional teaching techniques. In order to examine leadership with a focus on the task of the faculty members in instructional leadership in the USA, Zepeda and Kruskamp (2017) used a case study of Lincoln North High School. They discovered that department chairs mentioned challenges like a lack of time, a conflict of roles, and uncertainty in providing classroom management. Zepeda and Kruskamp came to the conclusion that the department chairmen lacked the necessary training to carry out their supervisory duties, which rendered them unprepared to supervise instructional activities. Since the principals' backing was not immediately forthcoming, they were forced to create their own supervisory responsibilities. The

results show that department heads understood the need of keeping an eye on colleagues' work. Nevertheless, they were hindered by issues with classroom management, such as time limits and a lack of direction from the principals.

In a study of the difficulties high school administrators in Georgia, USA, have with instructional monitoring, (Gentry, 2016) found that all of the principals consistently stated that time restraints and unplanned disruptions hindered their attempts to implement meaningful teacher supervision. Additionally, research shows that principal-supervised education is not always freely accepted by instructors. For instance, according to the results of Gentry's (2016), study, all of the precepts examined believed that teachers regarded primary supervision as a beneficial process. Instead, the principals believed that for many educators, instructional leadership had little value beyond helping them complete their assessment form, making it a pointless activity.

Sidhu and Fook's (2016) study, which sought to understand the perceptions of principals of Malaysian primary schools, found that these principals had a limited knowledge of academic supervision processes and were unable to distinguish between assessing and supervising teachers. The study demonstrated that there is no correlation between teachers' and administrators' perspectives on the process of educational monitoring. The study confirmed that, in order to reap the benefits of supervision as reflected by enhancing students' learning in Malaysian primary schools, school leaders must be concerned about a number of associated concerns.

The Education Trust-West (2015) study in the United States discovered that more formal efforts were made to use information to enhance curriculum in high-performing schools, despite research demonstrating that the principal's involvement is

vital in creating procedures and skills that enable teachers to comprehend the data and understand how to use it. School administrators are clearly important with using information to track students' progress and • educate instruction (Marsh et al., 2017). Designers who endorse the use of information by school administrators embrace both formally and informally frameworks; formal institutions include also new and established structures, such as the utilization of information repository on specific achievable objectives; mobile ad hoc networks include using data in a non-threatening method for directing students as well as structures that inspire a collaborative effort (Wayman et al., 2018).

For example, in Botswana, administrators at the schools with the biggest learning increases often reviewed instructors, promoting career development and bettering teaching methods. Although the abovementioned study was conducted in Botswana, it nonetheless offers valuable insights to the current investigation since it illustrates the connection between assessment, each of which are crucial components of instructional leaders. However, advancements may not always be based on management abilities because few head administrators and teachers in poor nations have had any professional education in leadership roles in educational institutions (Moswela, 2017).

A school principal is a major player in curriculum implementation and supervision without whom meaningful learning and academic outcomes may not be realized. The success of the school's activities rests with the head teacher. Being the individual in charge of every part of administering the school, he or she serves as the hub around which many facets of it revolve. The classroom management of the school principal is one aspect that affects academic achievement, and institutions can have an impact on

students' academic performance. Because of this, it's crucial to evaluate a school's success in relation to that of its principal (Henson, 2018).

The tone is crucially set by school principals, and it is obvious that their personal beliefs and values will shape and direct their behavior. The job of head of a school comes with a lot of responsibilities. He has charge of a community of teachers and pupils and it is to him that all look for guidance and direction. It takes time, experience and determination to become the head of an efficiently organized school (Heilig & Williams, 2016).

Both for students and instructors, the caliber of administrative assistance and leadership is a crucial component of educational procedures (Okumbe, 2017). Management culture for learning and teaching may take many different forms, including promoting improved working conditions and career development, upholding the competence and independence of teachers, and creating inclusive decision-making processes. It has been established that this help affects students' learning.

According to Niyazi (2016), the principal's role as an instructional leader includes assisting teachers in developing their sense of self-worth, ensuring that they have access to ongoing education, and giving them the confidence they need to lead their colleagues. Gumus and Akcaoglu (2016) claim that among their principals' crucial teaching responsibilities is organizing and directing personal development initiatives. These duties indicate, either directly or indirectly, that the principal's job is to assist the professional development of the teachers. Additionally, it can be claimed that two key actions taken by good administrators that directly impact the education of students are to interact with teachers, serve as role models, provide feedback, and

offer opportunity for career development. For the purpose of advising, supervising, evaluating, and directing teachers, administrators are expected to have a thorough understanding of instruction. Through their participation at professional development seminars, the principle, who serves as the instructional leader, is responsible for ensuring that teachers create difficult programs.

According to Lyons (2016), learning is a complex process that combines learners to interact, desire, facilities and equipment, instructional resources, teacher expertise, and curricular requirements. Resources are essential materials that improve the efficiency of learning and can improve student learning. Blumberg (2016) asserts that teaching strategies have certain intrinsic characteristics that set them apart from other teaching tools. Because they inspire students to want to learn more, they give the instructor engaging and exciting platforms for presenting knowledge. The learner's interest and curiosity are increased by the options for individual study and reference. Additionally, the teacher receives support in overcoming any physical challenges that would prevent them from effectively demonstrating a particular topic. Both teaching and learning become less difficult and challenging.

According to Afolabi et al. (2016), the use of adequate and pertinent instructional materials is a requirement for effective teaching. School resources are also crucial for increasing access and boosting academic performance when provided inside the right quantity and quality, as students are less likely to become disinterested in class as learning provides them with real-world experiences. Daluba (2017) notes that the accessibility of teaching aids, suggested textbooks, and other supplemental reading resources are necessary for the efficient delivery of scientific education among learners.

According to Lyons (2015), learning is a complex process that combines interaction between students, desire, facilities and equipment, instructional resources, teacher expertise, and curricular requirements. Resources are essential materials that improve the efficiency of learning and can improve student learning. Through (a) the formation of a data team responsible for collecting data for use by instructors and (b) the development of structures where individual achievements are routinely reviewed, principals can encourage large school-wide debates regarding their kids' growth (Boudett & Moody, 2015).

Based on the skills which the students are expected to master, teachers can determine the pupils' present performance levels. They then talk about the students' desired outcomes with them. From this point, the teachers may evaluate the pupils' progress and determine whether they are accomplishing their objectives. The instructor routinely assesses this using simple to deliver assessments (Friend & Cook, 2016). Data on progress must be tracked and reported, but it's also important to make sure that particular educational programs are improved as a result of the results.

Instructional leadership, which is a process of thorough preparation, monitoring, analysis, and better planning, is especially significant in influencing classroom practice (DiPaola & Hoy, 2018). Slavin and Starratt (2012) claim that it is a method for teachers to become more aware, knowledgeable, and skilled so they can make confident pedagogical judgments and successfully explain difficulties in the class. The formulation of stringent criteria for effective teaching methods is facilitated by observation, which is viewed as a beneficial tool for understanding the realities of schools.

Instructional leadership, which is a process of thorough preparation, monitoring, analysis, and better planning, is especially significant in influencing classroom practice (DiPaola & Hoy, 2018). According to Sergiovanni & Starratt (2012), it is a technique for instructors to increase their awareness, knowledge, and skills in order to make comfortable educational decisions and effectively explain challenges in the classroom. On the contrary hand, observation is seen as a useful tool for grasping the reality of the classrooms and so aids in the development of exacting standards for efficient teaching techniques.

According to Murphy (2013), classroom observations provide supervisors the chance to evaluate instructors' classroom managerial skills and other teaching-related skills, assisting them in identifying their strengths and limitations. Additionally, in an effort to further enhance their teaching methods, teachers might get constructive criticism. A productive supervisor encourages progress via supervision, which supports teachers' ideas.

Principal involvement in instructional monitoring is crucial in the main. School heads have the opportunity to observe both the instructional activities of the professors and the teaching and learning activities, according to Sergiovanni (2019). However, it is anticipated that the administrator will educate the instructor, who will subsequently instruct the pupils. When principals observe instructors, visit classes, gather information on the teachers' presentation, and then engage with the teachers to provide feedback by coordinating the needs of the educators with career development, they are engaging in classroom management. Principals often visit the classrooms to offer instruction and feedback while also providing developmental oversight (Hinchey, 2016; Matthews & Crow, 2016). The value of working together offers

principals the chance to develop their academic skills and collaboration skills, which enhances instruction and improves student learning results.

According to Akinwumiju and Agabi (2018), delivery framework was created to evaluate educational inputs and outcomes and involves examining the worth of primary school education. As a result, instruction and learning are monitored to see whether the desired outcomes are being met. When supervision is performed, a session is observed in regard to instruction, the techniques used in teaching, and the resources available for learning and teaching.

According to Kutsyuruba (2013), starting instructors need to be more often monitored even though they require more help and direction in order to give them the assistance they need in their chosen careers. They would be able to satisfy their professional demands in this way, which would foster cooperation and confidence. However, it has been shown that certain of the administrators' activities, such as providing biased assessment reports and a lack of teaching materials, have a detrimental impact on the starting instructors.

Additionally, current study demonstrates that incoming instructors develop a negative perspective toward the supervising procedure as a result of their awareness of the level of instructional supervision (Choy et al., 2017). Studies also show that supervisors' techniques, procedures, and capacity to raise instructors' value and students' academic progress are untrained (Chanyalew, 2015; Million, 2016). In order to introduce fresh concepts into the lesson planning, factors that obstruct effective supervisory actions could be addressed. Making instructional leadership professional and therefore enhancing teaching and learning activities may be accomplished by

informing educators and supervision about the objectivity of school-based monitoring and learning goals.

Teachers claimed that some faced some challenges frequently used classroom observations as examples to demonstrate the teachers' deficiencies and as fault-finding workouts intended to get educators on the wrong. As a result, teachers claimed that they did not receive assistance from the classroom observations, even though principals must provide guidance on classroom management. Too, Kimutai and Kosgei (2016) carried out a survey of the availability and use of media resources in Nandi District primary schools. The survey established that books recommended by (KIE) were not available, and where the books were found to be available, they were not effectively used by teachers. Although, Too, Kimutai and Kosgei (2017) conducted his study in Mathematics instruction in Nandi District, his findings are of great help in the present study. It gives the state of instructional resources in Kenyan primary schools.

Oduol (2016) did a research on the best way to use educational resources in Kisumu District schools. Only a small number of schools in the area had more than five laboratory rooms, according to the report. Because no school can provide appropriate instructional services without the utilization of laboratories, she came to the conclusion that a lack of lab facilities was a major factor in some schools' poor performance in the KCSE, as applicants were unable to effectively respond to questions in core subjects. This study varies from the present one in that it focused solely on scientific instructional tools and their effects on academic achievement.

According to a study conducted in Vihiga County by Chiriswa (2016), elementary schools with high test scores have sufficient learning materials. Chiriswa (2015) adds

that it would be hard for instructors to carry out the kinds of activities they were taught throughout their training if they were to work with fifty students in a mud house or beneath a shelter with little to no equipment. However, the researcher in the above study concentrated on schools at the primary level in Vihiga County.

In their latest inspection report, the then Nyanza province quality assurance team lamented that the dismal performance by many schools in Gem Sub County could be attributed to lack of enough instructional resources in many schools in the sub county. The report further pointed out that many head teachers were engaged in the construction and improvement of physical facilities at the expense of instructional resources (Republic of Kenya, 2019).

Mwangi (2013) conducted a research in Tetu District, Nyeri County, Kenya, to look at school-based variables that affected students' performance in the KCPE. The target population was made up of 295 instructors and 2151 standard eight students from 59 primary schools in the Tetu area. Results showed that K.C.P.E. performance in Tetu district was influenced by factors related to the school. The level of expertise provided by head teachers was insufficient. Out of 85 educators questioned, 45 (53%) said their personal documents were only reviewed once a term by their head teachers, whereas 40 (47%) said this happened every week. The preparation of the papers that direct teachers during their instructional process may become less stressful as a result. This may be a factor in the subpar K.C.P.E. performance.

This study aimed to determine if academic achievement in poor and high performing preschools in Nyeri Central Sub County, Nyeri County, Kenya, was correlated with the head teacher's rating of professional papers.

2.4 Professional Development of Teachers and Academic Performance

Any procedure or action intended to enhance employees' abilities, dispositions, and effectiveness in their jobs can be referred to as technical employee training. The necessity for training that is essential in assisting schools in achieving high standards in students' instruction has been acknowledged by educators (Cunningham & Cordeiro, 2016). Individual learning for teachers and students as well as organisational success, specifically raising learner achievement, are both discussed in staff development. A remarkable procedure for school improvement is personnel development. If schools are to improve, the principle, who serves as an instructional leader, must make sure that staff members participate in staff development activities. The advancement of the staff is thought to be the best strategy to guide educators and schools toward greater achievement because the teacher is a crucial component of school improvement and success.

When school principals build and participate in the staff's new knowledge economy, child's academic success will increase, according to Robinson, Lloyd, and Rowe's (2018), meta-analysis of 12 published leadership studies. Teachers are mostly recognized through technical advancement and verbal or nonverbal expressions of gratitude for their positive contributions to the school's success. Insensitivity is replaced with an atmosphere of mutual trust and a willingness for each individual to contribute to the achievement of the classroom, making teachers feel that their facilities are not only needed but also gladly accept (Wallace foundation, 2012).

Leadership learning is all that takes place in education and =learning with the goal of helping educators to carry out their duties more correctly and effectively in order to improve student achievement, according to the South African Department of

Education (2018). The Department of Education (2018) emphasizes further that staff training programs should be implemented in schools in order to maintain professional growth. The head of school, who also acts as the teacher, has to understand that the aim of professional development is to demonstrate student achievement. In order to increase achievement, school quality, and proactive learning and education quality of the workforce is maintained.

In the Nigerian city of Asaba et al. (2016) conducted a study on 20 instructors who were chosen at random from 12 government-owned schools. In this case study, the researchers discovered that the head instructors actively encourage the professional growth of their staff members. Therefore, effective staff development reduces workplace disputes while simultaneously enhancing teachers' ability to accomplish their jobs. Focus should be placed on enhancing classroom practices by giving instructors new information and techniques for assessing knowledge with the critical objective of enhancing student knowledge in order for work experience to be effective (Wei, et al., 2019). A principle cannot be an educational leader without expertise and the will to enhance students' results, and successful managers are the individuals who promote the process of enhancing teachers' skills through career advancement (Fink & Resnick, 2017; Lashway, 2017). Typically, quality of the workforce is utilized to improve instructors' professional competencies.

According to Gumus and Akcaoglu (2013), the administrator must ensure teaching quality since instructors are responsible for carrying out the curriculum in the classrooms. This will allow the principle to guide the teachers and support their professional growth. According to Helmer et al. (2017), research on teachers' professional development concludes that the more effective form in changing teaching

practices is the reform-type professional development. In order to properly use developmental evaluations in the classrooms and to know what their pupils understand and, more importantly, what they do not comprehend, instructors are urged to acquire new strategies, techniques, and methodology in this area. Most academics who have researched professional development for teachers concur that it is seen as the growth of knowledge and abilities. According to Fishman et al. (2003), teachers' professional development should concentrate on enhancing their professional knowledge, attitudes, and convictions in order to enhance the learning of their pupils.

The knowledge content is therefore the most important element of any program for the teacher development. According to Borko (2014), a significant emphasis on knowledge content is essential for any professional development that instructors participate in to be successful. This is due to the belief that participation in professional development programs gives instructors the opportunity to update their knowledge base to continually enhance their thinking and teaching practices while also adding new information and skills to their repertoire (Borko, 2014).

The results of Hattie's (2019) study on improving student accomplishment through professional in the United States demonstrated a favorable correlation between career development and students' learning outcomes. Hattie (2019) contends further that improved student performance resulted from professional development aimed at classroom instruction in both subject and practice. Engaging and study knowledge about student learning is provided to instructors via effective skillful learning. The key premise that excellent teaching is the primary reason for differences in student achievement necessitates study of the link between principals' educational leadership role in teacher professional development and students' academic accomplishment.

Loucks-HorsleyLove et al. (2018) contend that good professional growth for teachers can have a positive impact on instructors' learning, teaching practices, and student learning. If work experience is crucial for schools to improve, then it is true that the principal's primary responsibility is to provide an atmosphere that allows personnel to grow professionally so that the school may effectively accomplish its objectives. A crucial duty of the principals is to be prepared and able to play the role of teacher development in order to transform to skillful practices, perspectives, and interpretations of school personnel toward a clear goal. As a result, they should encourage instructors to develop new abilities by encouraging them and praising their accomplishments even in the face of difficulties. The leader must recognize signs of progress among the team and put measures in place to record the impact of staff development and maintain employee efforts.

Adesina (2004) mentions a different development wherein work experience focuses on those with highest education level establish viewpoint where the main focus is on the making smart of limited owners, thereby ensuring efficient and effective teaching methods and implementation. By committing to teacher career development, the learning system is enhanced for quality and competency. This enables people to work more productively in their areas of expertise and continually advance both their professional skills and the system as a whole.

Additionally, the principal must provide other teachers the opportunity to participate in staff development program design in their capacity as an instructional leader since the end result will be a sense of ownership of the program. The principle has to be prepared to support teacher learning initiatives, according to Niyazi (2009). The principal must develop spaces where the other instructors may practice, get training,

consider, and enhance their preparation throughout time. Next, the principal must act as the community's leader and argue for a narrow professional learning community. The principal's leadership decisions are driven by a strong commitment to increase the value of teaching and learning for all students. Additionally, the principals act as role models for new teachers and coordinators of professional development activities.

According to Glanz (2006), profession development is unquestionably a crucial learning activity for assisting instructors and enhancing student learning. However, a lot of the staff development is infrequent, of poor quality, and unrelated to the requirements of the instructors. Sadly, staff development occasionally fails to address the unique circumstances of a teacher or group of instructors because it takes a top-down approach. The main goal of staff development is to enhance teaching, not only instructors' practices, and this can only be done by having teachers become more self-aware as they reflect on their own instruction.

According to Desimone et al. (2006), professional development improves teachers' effectiveness during lesson delivery. This is due to the fact that it is viewed as a crucial component in enhancing teacher teaching and is one of the most crucial aspects for raising school quality (Desimone, 2011). Managers of primary schools are tasked with assisting teachers in obtaining high-quality career development. Only by alerting the educators about the opportunities and by planning in-service programs concentrating on career development inside their schools can principals accomplish this. Administrator support is crucial for the adoption and ongoing use of innovative teaching techniques. It is essential for teachers to have a voice in professional development so they can match it to their teaching objectives. Teachers must also

regularly and constructively review both their own and their pupils' development as part of this continuing process.

One of the traits of career development this is that reported profound impacts is a big focus on evaluation of learning specific subject as well as pedagogical content, follow-up reassurance of teaching, helping schools put what they into practice, and teacher support from advisors and coworkers in their school systems (Blank & Alas, 2009). According to Graf as well as Werlnich (2003), work experience has three phases that affect student performance: first, it enhances teachers' knowledge and skills because admins collaborate closely with them through the use of clinical meetings and walkthrough findings; second, it prepares educators for professional growth and responsibility by calling for them to be informed, perceptive, and dedicated to improving instruction and learning. This level is intended for instructors who work well in teams because improved knowledge and abilities enhance classroom instruction.

According to Graf and Werlinich (2003), instructors who are ready to take charge of their career development participate in group learning, targeted projects, and collaborative conferences during the third phase of professional growth. These professors support their colleagues who require special assistance in order to enhance teaching, which raises student achievement. If one connection is insufficient or nonexistent, it is impossible to predict better pupil learning. For instance, if a teacher doesn't implement novel ideas learnt during professional development into classroom instruction, students won't benefit from it.

Since the focus has switched to developing knowledge, skills, and technical rationality, the demand for professional development may be justified by the growing

concern among various educational institutions. Louise (2008) argues that there is a clear need for professional development since maintaining the status quo in academia requires creating a highly educated workforce that is capable of using their unique set of skills and knowledge. As a result, enhancing and motivating teachers' expertise involves the establishment of a fresh strategy for human resource management.

Adesina (2004) mentions a different development in which professional development focuses on those with teaching responsibilities develop viewpoint in which the main focus is on the making smart of individual partners, thereby ensuring efficient and effective curriculum delivery and implementation. By committing to teacher professional development, the learning system is enhanced for quality and competency. This enables people to work more productively in their areas of expertise and continually advance both their professional skills and the system as a whole.

Although the research emphasizes that instructors are believed to benefit much from participating in ongoing professional development, several questions about the efficacy of these programs are addressed. One of the concerns brought up is teachers' unfavorable perceptions of professional development, which they saw as something they had to undergo and get over with without giving skill learning their whole attention (Guskey, 2000). It was determined that a number of variables, including the instructors' perceptions of career development, led to this attitude.

Traditionally, it has been believed that teachers' professional development consists of a series of disconnected, brief seminars and demos with no direction or application (Guskey, 2000). Because the workshop coordinator chooses the themes rather than the teachers, these one-time seminars are ineffective. The external specialist may overlook the instructors' judgment and classroom experience, which is another

criticism of this narrow view of the teachers' professional growth (Fullan, 2007). The workshop model's track record for altering teachers' practices and student accomplishment is terrible despite its prominence since the brief, one-time workshops frequently don't modify instructors' practices and as a result don't have a positive impact on students' achievement (Yoon et al., 2007).

Teachers frequently felt their professional learning experience was useless and inefficient since it was perceived as a series of exercises that were apart from the real classroom involvement (Guskey, 2000). Teachers frequently complain that their experiences are ignored in efforts to enhance instructional practices since they are frequently not consulted on their professional growth needs. It is therefore difficult for the teachers to apply the information and abilities they have acquired from professional development courses to their teaching strategies.

Kenya acknowledges the need to create national in-service education and training (INSET) and continuous professional development (CPD) programs for teachers to enhance instructional practices, in line with the 2011 research by Tough guy, Ackers, Abrishamian, and Laing, "Building a Systemic Strategy to Education in Post Africa: Emergent Insights from Kenyan, Tanzanian, and Ugandan. "It was also acknowledged that professional development programs required to concentrate on classroom instruction and school procedures as crucial intervention tactics to raise the caliber of instruction (O'Sullivan, 2006; Hardman et al., 2009).

Primary school teachers were taught through the Ministry of Education's School-based Teacher Development (SbTD) program, a distance-learning program for classroom instructors. The research results from Kenya indicate a move away from ad hoc stipulation toward a methodical and prolonged approach in which teachers are

much more engaged in ongoing development. They also opine that the provision of very well, huge INSET has improved build skills for them to provide higher quality basic education (UNESCO2010). In addition to all the theories and viewpoints advanced by scholars about teacher professional development, it was worthwhile to investigate the topic, particularly from the viewpoints of the instructors.

According to Day and Schmidt (2006), staff development primarily aims to develop the core competences that teachers require in order to fulfill the organizations objectives, which include the content and technical knowhow also commitment and resilience which are the dispositions necessary for the execution of the content and technical knowhow. Day et al. (2009) made a similar observation, noting that a head teacher at a school with strong academic achievement keeps tabs on the requirements of teachers for professional development. Therefore, it is crucial for a school to launch ongoing professional development initiatives in order to give the staff the essential abilities, information, and attitudes to carry out the whole curriculum for the benefit of the children.

In Kenya's Nyeri County, Wakori (2021) conducted research on how human resource development is implemented in public elementary schools and how school management practices are related. The study established that implementation of human resource development programmes has been a challenge in many public primary schools. Very few primary school teachers are promoted as a way of improving their performance, many of them absent themselves from work and fail complete syllabus in time whereas many rarely undertake career progression activities. Therefore, the study suggests that head teachers of public elementary schools develop policies to guarantee the efficient use of the described induction

procedures. The Ministry of Education should provide management training material for head teachers and make sure that all head teachers of public elementary schools have access to it.

The goal of the study was to examine the connection between teachers' professional growth and academic achievement in public primary schools in Kenya's Nyeri Central Sub County, which had both high and low academic performance.

2.5 Head Teachers Involvement in Classroom Instruction and Academic Performance

The research by Saxe et al. (2017) in the USA offers recommendations that incorporate teacher expertise, continual student evaluation, the value of professional development, and opportunities for teachers to collaborate. A concentration on information for instructors, methodology, and pupil thinking is also emphasized in the Ips curriculum. 3 groups participated in these two initiatives, Integrated Mathematical Assessment (IMA) and Cordial Support, which gave instructors the chance to collaborate with other educators on the implementation of better curricular elements for fractions. By showing that pupils of teachers in the IMA program showed the highest gains in abstract understanding of fraction, the study emphasizes the need for learning opportunities that focus on specific components – and subject pedagogy referring to subject material.

A significant difference between effective and ineffective principals was discovered by The Wallace Foundation in 2017. Effective administrators were able to help teachers by maintaining regular, informal relationships with them throughout the school year; They made comments to their personnel before the official assessments

at the end of the calendar year. Successful leaders were capable of making more frequent and unprompted observational data of classroom training and as a result were able to give direct and immediate feedback. Despite the fact that both subgroups of principals claimed to often visit classrooms, this helped instructors of all experience levels perform better in their instructional duties. Contrarily, ineffective principals continued to watch teachers during classroom visits, but they seldom gave instructors criticism (Seashore-Louis et al., 2017).

Investigation of the instructional supervision literature, according to Kamindo (2018), demonstrates that there are numerous, varied, and even contradicting interpretations and interpretations of instructional supervision. As a result, distinct instances have different foci, purposes, and behaviors. The usefulness of supervision is strongly reliant on the skills of the principals acting as the supervisors, as was mentioned in earlier conversations, therefore principals must be competent enough to achieve the intended goals in instructional supervision. In this regard, the strategies and abilities of principals as development – may result in enhanced supervision of education, which will ultimately result in increased student accomplishment.

According to Wahlstrom and Louis (2018), principals must reorder their duties in order to make time for classroom visits and to help instructors develop their teaching techniques. A principal's casual drop-in visit can be utilized to quickly get an opinion on what instructors do. One of the major obstacles for school administrators, though, is that they need to be knowledgeable about the elements of teaching and the best ways to impart knowledge to students in a classroom. To enhance coaching for students, leaders must also provide instructors detailed, actionable feedback (Wahlstrom & Louis, 2018). Teachers can share the enthusiasm the instructor has for

the lesson (Cadigan, 2016). Directly teaching approaches for school administrators include the quick overview, monitoring in a class, and/or an effective teaching session that includes a which was before conference, watching, and a comment symposium (Murphy, 2013).

Nolan and Hoover (2017) propose that pre-observation conferences be required for instructors as a tactic to clarify lesson preparation and learn about teachers' instructional decision-making. As a result, efficient principals employ pre-observation conferences to make sure instructors comprehend the clarity of the lesson goals, including the methodical methods used in the formulation of the lesson objectives, rather than avoiding them (introduction, instruction, and closure).

One of the most popular ways for administrators to evaluate teachers is through classroom observations, which are undertaken during the teaching and learning process (Brandt, 2017). The approach might differ from one school to another; for instance, a principal assessment may include a formal observation using an accredited instrument during a pre-arranged time, along with pre- and post-interviews with instructors (Heneman et al., 2016). When classes are in session, the principal may stop by to supervise, monitor, and assess the instructional strategies used by the instructors in an effort to boost student performance. The principal may also assess and note the positives and negatives of the observed instruction and classroom activities. Data is gathered that addresses the lesson's goal and keeps track of the many teaching styles the instructor use to open and close the session. The principal also observes teacher-student interactions to observe patterns of students' participation and absence throughout the session, and makes sure that the allotted instructional time is sufficient for learning to occur (Heneman et al., 2016).

School heads should review the lesson's specific goals before the comment meeting, avoid reading their own biases into the material, and create a conversation starter to begin the reflection process started. Finally, the principal should directly connect any teacher weaknesses or interests that were discovered during the extended observation to opportunities for personal growth (Zepeda, 2017).

According to Blasé and Blasé's (2017) study on good educational leadership, school heads used the following techniques to endorse teachers' career development: a focus on teaching and learning studies; provision for teacher underlying function; coaching affiliation advancement among educators; encouragement and assistance in reorganizing educational programmes; use of adult education principles; economic expansion in all phases of employee training; and the use of career development days.

Progress tracking of students is a strategy that makes use of student achievement information to assist instructors in continually evaluating the effectiveness of their instruction and, as a result, enable them to make better educational decisions (Safer & Fleischman, 2015). Monitoring students' progress is another method that is employed to give teachers information on students' academic development so that they may assess the success of their instruction and make adjustments to their pedagogical performance. It is easier for instructors to set key goals for student accomplishment when they keep track of their progress, which opens up more opportunities for student learning. Teachers that employ progress monitoring are more informed about what educational strategies to use, so they may make better decisions about the shortcomings and strengths in their students' learning. In a nutshell, student academic advancement may be defined as quantifiable students' learning. Students' academic

growth may often be characterized as academic gain and might encompass a number of real chances that are tied to education.

Obi (2018) claims that among the responsibilities of the head teacher in terms of monitoring are trips to the classrooms, monitoring, meetings, conferences, workshops, professional organizations, as well as in educational initiatives. Kaster (2017) found in a made by mixing study that the head teacher's involvement in The classes had a positive influence on the academic achievement of the kids.

According to Hallinger (2017), preserving high visibility requires the head teacher to engage in informal briefings with teachers and students to discuss pressing matters, visit classrooms to talk with them about school-related matters, participate actively in extracurricular activities, As a role model for other instructors, he covers lessons for other teachers until a tardy or unsuccessful substitute teacher shows up. Similar conclusions are drawn by Gentilucci (2014) who mentions that efficient school administrators actively connect individually to the learning of their pupils through routine school visits, monitoring the work of the educators by assembling and having a conversation with them regarding current affairs, and giving alike private and public recognition of well-done academic research while expressing dismay over poor performance.

In a research, Muchanje and Wanyoko (2021) investigated the impact of task-oriented leadership on students' academic progress in public primary schools in Nyeri Central Sub-County. A mission leadership style was shown to provide high mean marks in the Kenya Certificate of Primary Education, according to the study (KCPE). The survey also showed that the relationship-oriented style of leadership was the one most commonly used by principals in Nyeri Central Sub-County. According to the study,

task-oriented style of leadership and student accomplishment are strongly positively correlated.

The goal of the study is to ascertain the association between head teachers' participation in classroom instruction and academic achievement in public primary schools in Kenya's Nyeri Central Sub County that perform well and poorly academically.

2.6 Instructional Materials' Acquisition on Academic Performance

Isola (2016) discovered a correlation between the instructional and learning materials utilized in the classroom and students' performance on the West Africa School Certificate Examination (WASCE). The current emphasis on teaching-learning strategies guarantees that students actively participate. This is due to the fact that dynamic participation boosts and reduces disruptive behavior associated with a dull curriculum packed with esoteric ideas. The use of educational resources and materials by 54 promotes active engagement. Isola (2016) defined instructional materials as objects or tools that teachers employ in the classroom to increase the students' engagement in a lesson. To improve students' academic progress, suitable and pertinent instruction must be supplied for instruction to just be effective (Falade, 2016).

The Department of International Development (DFID, 2017) notes that the greatest cost-effective factor influencing students' learning and accomplishment is the availability of instructional resources like books. In this sense, a sufficient resource is one textbook for every three pupils, ensuring that every learner gets the chance to read.

According to Padmanabhan (2017), the distribution and the acquisition of resources impact the efficacy of the educational system. Textbooks and reference materials are fundamental tools; without them, teachers must approach subjects abstractly, which prevents pupils from understanding complex ideas. In order to assist students' learning endeavors, it is crucial that principals arrange for sufficient teaching resources. To accomplish instructional goals and improve student performance, the principal must also ensure that resources are obtained and allocated effectively.

Blumberg (2017) asserts that instructional materials have certain intrinsic characteristics that set them apart from other teaching tools. Because they inspire students to want to learn more, they give the instructor engaging and exciting platforms for presenting knowledge. The learner's curiosity & interest are increased by the options for individual study and reference. Additionally, the teacher receives support in overcoming any physical challenges that would prevent them from effectively demonstrating a particular topic. Teaching and learning become less difficult and challenging.

According to Afolabi et al. (2016), the use of sufficient and pertinent teaching materials is a requirement for effective teaching. When supplied in sufficient numbers and quality, school facilities are also crucial for enhancing significant exposure and raising school achievement because engaged in school are less likely to abandon their studies as a result of learning that connects to their everyday lives.

Daluba (2015) notes that the accessibility of teaching aids, suggested textbooks, and other supplemental reading resources are necessary for the efficient delivery of scientific education to learners. According to Kara (2010), instructional leaders may inspire teachers by giving them the freedom to innovate and put new abilities into

practice, by actively promoting change and acting as a change agent, and by providing the resources and funding needed for efficient curriculum delivery.

Teaching and learning resources, according to Obanya (2016), are educational tools that effectively enable teaching and learning. According to Nicholls (2015), teaching just orally is ineffective as a teaching and learning strategy. To make the teaching and learning process engaging, the instructor must employ instructional aids. To ensure that learning is successful, teaching and learning materials are crucial. Smit (2015) makes the argument that a lack of pertinent materials and resources makes it more difficult to present a solid curriculum in the classroom. For classroom learning to be successful, textbooks and students' writing supplies are required. Teachers have to have accessibility to teacher manuals and textbooks, according to Lunenburg (2016). It is impossible to emphasize the importance of learning and teaching materials.

The availability of the relevant teaching resources is a prerequisite for effective teaching and learning, according to Jacobs et al. (2015). As a result, before instruction and learning begin in a classroom, materials for teaching and learning must be available. The proper learning experiences in the classroom are frequently gained by students via the usage of educational technology. A thorough culture of teaching and learning must be established and maintained via the careful and efficient handling of equipment. The acquisition of resources is when the principal serves as an educational leader in resources planning, distribution, use, and preservation of teaching resources. Because he is accountable for the correct administration of all current resources, the principal must ensure that they are used and developed effectively.

According to Wakori (2021), a study on the investigation of the link between school management procedures and the execution of human resource advancement in public

elementary schools in Nyeri County, Kenya, school settings that are totally contrary to Kenyan learners result from a lack of or inadequate teaching and learning equipment used by school kids. Poor performance in national examinations is a result of inadequate study resources. He said that management and investment of infrastructure have a favorable effect on quality enhancement. According to reports, inadequate facilities have a detrimental impact on instructors' and students' access, which lowers accomplishment and productivity.

In poor and highly productive public primary schools in Nyeri Central Sub County, Nyeri County, Kenya, the study looked at the link between the head teacher's instructional acquisition and academic achievement.

2.7 Theoretical Framework

The hypotheses supporting the study are covered in this section.

2.7.1 Instructional Leadership Model

Carrier's (2014) educational leadership model served as the foundation for this study. This instructional supervision model provides an actual example that explores how the interaction between the leader and employees affects institutional outcomes. The job of the president as an instructional supervision is distinguished from that of the instructors in Carrier's (2014) instructional leaders paradigm. The school's leader should put a strong emphasis on valuing learning for all students by forming a group around a shared goal and setting high standards for both teaching and learning procedures. To achieve the intended results in education and learning, the president should concentrate on doing so and have the ability to direct instruction. Additionally, the instructors must be able to perform the same duties as the principals inside the.

Carriers (2014) places emphasis on the principal's personality traits. The principle, as the teacher leaders, is eager to carry out his or her responsibilities. He or she is also modest and prepared to take on all necessary tasks to promote learners' academic progress (Carrier.2014). The principle needs to be a committed professional in order to carry out his or her duties as a teacher leaders. The output of the instructors, as shown in Figure 1.1, serves as a model for the principal as a teacher leaders with the end goal of better student accomplishment.

Figure 2.1

Instructional Leadership Model

Instructional Leadership			
The principal's work includes: Focusing on learning for the learners, communicating high expectations for student success and teaching, using data to guide work at the school, and building a cohesive society around the school's vision and goal	The following must be incorporated into the principal's leadership style in order to encourage the educators to share responsibility for the results: -Has a strong professional will - Is a modest and modest person personally	Organizational coherence	
		The job of educators is to: -Focus on learning for students - Communicate high expectations for students' performance -Aids in the accomplishment of the school's purpose and vision	Improved achievement by learners

The director was positioned at the core of curriculum implementation according to the schematic by selecting the most successful teaching strategies. Consequently, the principal must think on every area of learning and instruction for the learners according to Carrier's (2014), instructional leader model. In order to create a society

that is united around with a single mission and vision for primary school, the school principal should highlight knowledge, connect high standards for accomplishment and guidelines, use data to guide the work of the university, and build a group that is specifically focused on the needs of a fellow student in in terms of academic progress. The model explains what must happen for pupils to learn to their fullest potential that principals must have a thorough understanding of instructional best practices, including understanding of reactive educational leaders and methodology. The significance of Carrier's (2014) educational leader model is brought about by the researcher's conceptual framework of actions taken by the administrator in four separate but related areas: management of personnel career advancement, procurement and distribution of learning materials, and evaluation of student success. The author made a hypothesis that excellent academic accomplishment in KCPE for the learners may result from principals' educational leaders in the aforementioned domains.

2.7.2 Contingency Theory

According to Cole, the investigation is based on Fiedler's (1964) contingency theory of leadership (2002). According to this idea, a leader's ability to lead is influenced by a number of contextual elements, such as the president's preferred leadership style, the abilities and actions of followers, as well as a number of other contextual factors. According to Northouse (2007), Fiedler developed the concept of contingency theory by studying the styles for men of numerous individuals who worked in a variety of contexts, primarily military organisations.

Chance and Chance (2002) claim that the contingency theory has real-world applications for school administrators. Understanding contingency theory, according

to the Chances, will benefit school administrators in a number of ways. This idea first aids in identifying external factors that affect a school. Second, the contingency theory aids in evaluating how the organizational structure of the school affects how it responds to outside influences and expectations. Most notably, contingency theory examines connections between teachers' personalities and attitudes and styles of leadership in relation to the demands of the school (Chance & Chance, 2002).

According to Hoy (2006), the contingency theory claims that a variety of factors affect a leader's ability to effectively lead. The notion contends that a given leader is effective because of a certain quality in a particular circumstance. In another circumstance, the same attribute could render the leader useless.

There is no one optimal method to lead, according to a set of behavioral theories called contingent theories, and a leadership style that works in one context could not work in another. Since the whole teaching community will be able to generate opinions on the style of leadership and its impact on performance for the KCPE, the choice of admin staff who have worked in a school in the past two years is consistent with the study's intended audience according to the theoretical framework.

2.7.3 The Trait Theory

Herbert Spencer developed this idea in 1860 as a rebuttal, and it has continued to be relevant throughout the 20th century. According to Spencer, great persons are products of their communities, and their deeds are impossible without the social framework that was established before their time. The trait leadership theory postulates that people either possess or acquire specific qualities that will allow them to be successful in leadership roles. That is, if a person possesses certain qualities like

intelligence, accountability, inventiveness, and others, they would fill the job of a strong manager.

This suggests that the head of school is well-equipped to carry out his leadership duties due to his competency and command of task-related skills and knowledge. He can use these to raise students' academic performance. These abilities are categorized as technical, relational, and conceptual by Yukl, as reported in Hay and Miskel (1999). Technical abilities give the school administrator specific information, steps to follow, and methods to complete a task. A leader with interpersonal skills may develop a collaborative working connection with learners by comprehending their thoughts, feelings, and attitude. This theory is adopted in the research because conceptual abilities allow the head of the school to create and apply concepts and ideas to address complex, diverse challenges that teachers and students face throughout time.

2.7.4 The Situational Leadership Theory

This notion emphasizes that a leader's approach should vary on the circumstances. From S1 through S4, Hersey and Blanchard (1969) divided leadership styles into four behavioral categories. Additionally, they defined the conditions by classifying them into M1 to M4 and D1 to D4 levels of development, respectively, for the people a leader is guiding.

These leadership traits, ranging from S1 to S4, are described by Hersey (1985) as follows:

S1: Informing One-way communications, where the leader determines the duties of the individual or group and gives the what, when, why, how, and where to execute the

task, characterizes this style of communication. The way in which school administrators delegate duties to teachers and other staff exhibits this style of communication. The degree of maturity and academic proficiency of the school staffs should be taken into consideration while dividing responsibilities and departments in this respect. In this way, communication will occur in a top-down manner. As a result, a leader will exercise autocratic or authoritarian leadership, giving their subordinates little room for error.

S2: Selling - A leader now participates in two-way conversation while still offering directions and provides the social economic support required to encourage the person or group under persuaded to back the effort.

Participating - The leader provides less task behaviors while retaining high connection behaviors, and this is how joint decision-making regarding the parts of the task are carried out. Therefore, the school's leader will use a democratic form of leadership to encourage a variety of viewpoints. School employees are given opportunities to offer comments and instructions on how to implement such proposals under democratic leadership styles. According to Fullan (1992), one of the principal's key responsibilities is to foster collaborative work environments that will enable employees to cope with school development initiatives. Relationships between instructors, students, and parents will also be helpful, supporting, and trustworthy if the head of school and teachers have these qualities.

S4: Delegating - The leader still participates in decision-making, but the procedure and accountability have been given to the person or group. The leader continues to be active with tracking development. The execution and continuance of a work are significantly impacted by the active assistance of head of schools. Therefore, rather

than offering instructions on how to carry out the assignment, The principal of school's involvement in deployment should concentrate on giving the staff help and support and instilling a culture which gives the work legitimacy. The head of school must possess the abilities required to evaluate the situation's requirements, choose an appropriate leadership strategy, and implement it. In order to choose how to guide, lead, and support staff and students, they must be aware of their degree of preparation for academic work. When school employees and students are aware that their maturity is appreciated, they can react favorably to the leadership of the head of school.

All of them point out that the greatest leadership approaches rely on the particular circumstances that occur inside a public school. In a situation when the head of the school is more experience and knowledgeable than the group, for example, the Authority leadership style seems more appropriate. Additionally, a democratic leadership approach is better adapted to facilitating the attainment of the present aims and objectives in circumstances when the group has greater experience than the leader. This shows that goal-setting, the capacity for taking on responsibilities, education, and expertise are the main factors that affect a leader's success. In a leader-led setting, the capability or maturation of followers is just as important as the type of leadership. The study makes use of this theory since it suggests that the head teacher's leadership style adapts best to the particular circumstances present in the public school, assisting him or her in evaluating the instructors and students since each school is unique.

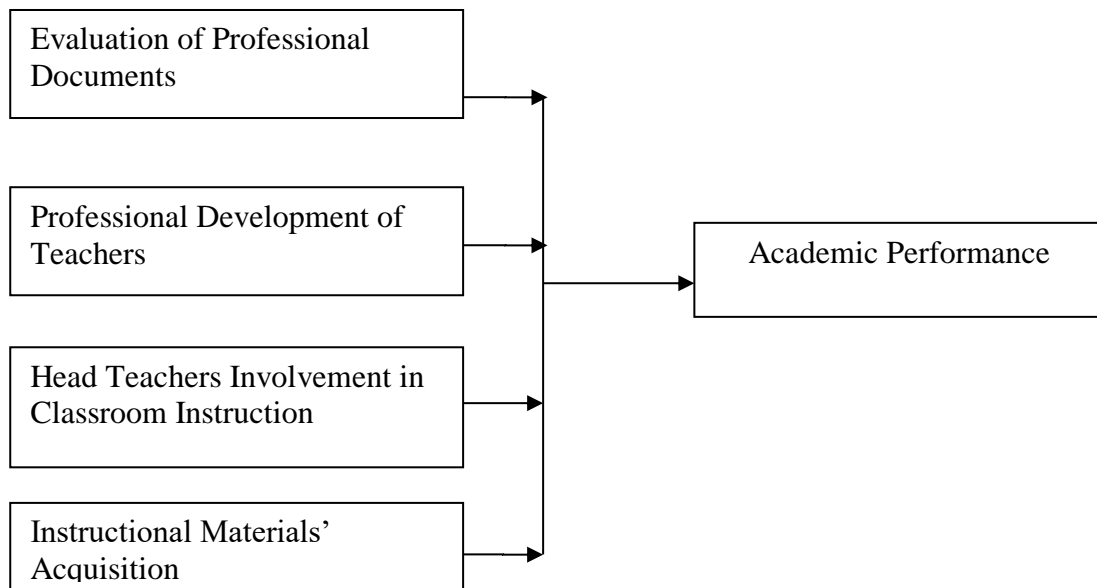
2.8 Conceptual Framework

A conceptual framework is a written or visual presentation that outlines the principal subjects to be investigated, the important ideas, components, or variables, and the

assumed relationships among them, according to Miles and Huberman (1994). The independent factors and dependent variables of the suggested research are shown schematically in the picture below.

Figure 2.2

Conceptual framework



Independent variables

Dependent variables

A predictor or explanatory variable that is controllable and independent of other factors is referred to as an independent variable. A criteria or a variable that is anticipated to be predicted or explained by another is known as a dependent variable (Waller, 2011). The study's results revealed that the control variables (head teachers' assessments of expert records, teachers' career learning, their involvement in classroom training, and their acquirement of teaching materials) had a significant positive impact on the students' learning) and the intervening variable (government

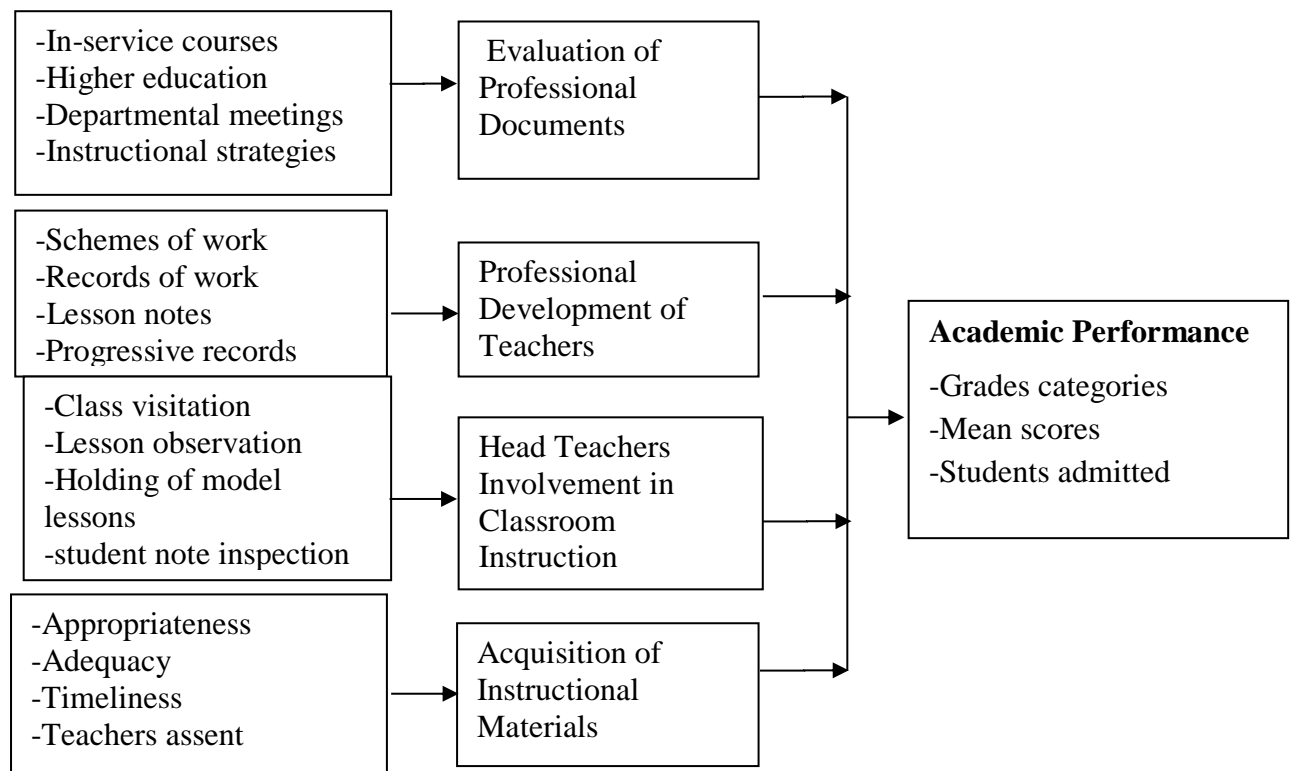
policy) have a positive and significant impact on the dependent variable academic performance of public primary schools in Nyeri County.

2.9 Operational Framework

On figure 1.3, an operational framework is depicted based on the conceptual framework and shows a visual depiction of how the independent variables have been monitored.

Figure 2.3

Operational Frame Work



Independent Variables

Dependent Variable

Source: Author (2022)

Referred to as an operational framework (Philip, 2012). When creating the study questionnaire, the researcher used the framework as a reference. The four factors in each of the dependent and independent variables were used to create the research

instrument's questions using the Likert scale. According to the literature review, there is enough information to explain the importance of the head teacher's assessment of professional documents, teachers' professional growth, their participation in classroom instruction, and obtaining the head teacher's teaching resources on the academic record of public elementary schools in Nyeri Central Sub County of Nyeri County, Kenya, and the independence of those partnerships.

2.10 Study Gaps

Although there is growing literature on teacher supervision, it often does not attempt to understand the roles of other staff members in teaching and learning. Instead, it focuses exclusively on the duties, responsibilities, and expectations of principals as instructional leaders (Lyons, 2010).

The in-depth examination of factors relevant to the current study was made clear by the studied literatures in this thesis. The research under consideration were carried out abroad and on a variety of school campuses. However, none of the studies that were conducted and as integrative as was suggested in this study in order to analyze the determinants and determine the degree to which they influence academic performance in low and high performing public primary schools was found among the published studies that were available. The purpose of this research was to examine the role of instructional leadership (IL) in the academic performance of public primary schools. It involved a survey of both low- and high-performing schools in Nyeri Central Sub County, Nyeri County, Kenya, as well as the evaluation of professional documents by the head teacher and teacher professional development; teachers' professional growth, the review of professional documents by the head teacher, the head teacher's

participation in classroom instruction, and the acquisition of the head teacher's instructional materials (independent variables).

The studies reviewed underscore the importance of not just planning well for the schools but also involving the significant others in the planning process. Some of the researches involve only head teachers, others utilize the perception of head teachers and teachers, while others have embarked on effective schools only, ignoring the challenges faced by poor performing schools. The current study explored both high performing and low performing schools in Nyeri Central Sub County, Nyeri County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The framework of research methodology outlines a methodical flow for the full design of the research process. It alludes to the collection of data needed for a certain research by sampling and a set of methodologies or processes. This section discusses the research design, the target population, the sampling design and sample size, the tools and methods used to gather the data, the reliability and validity of the tools used in the study, the data presentation and analysis method, and the ethical issues.

3.2 Research Design

This descriptive research study's goal was to collect data for analysis to determine the degree of relationships between the variables under examination. Using a descriptive survey approach, clear information on the variables was supplied (Nkpa, 2007). The variables under observation were to be reported as they were, without any attempt to manipulate them. According to Collin (2002), a descriptive research design entails establishing facts by outlining the existing condition of events. In order to identify characteristics, count them, and build statistical models to try to explain what was accomplished, it also integrated quantitative methodologies (Miles & Huberman, 1994).

3.3 Site of Study

The study was done in Nyeri county. Nyeri County is a county located in the central region of Kenya. It's the largest town is Nyeri. Nyeri County was chosen for it has a

mixture of high performing schools and very low performing schools in the Country as well.

3.4 Target Population

The term "target population" refers to a large group of persons, events, or things that the researcher is interested in and which share a common observable attribute (Mugenda & Mugenda, 2013). Nyeri central sub-county has 73 primary schools. 34 public elementary schools in the research region with 510 teachers and 34 head teachers made up the target population (Nyeri County Education Report, 2014).

3.5 Sampling Design and Sample Size

To ensure that each employee in the population had a known possibility of being included in the sample, the study used a probability sampling approach. A subset of the population that is typically chosen and utilized as an accurate representation of the full population is referred to as a sample (Kothari, 1985). The goal of sampling was to control costs, time, and the practical impossibility of providing questionnaires to every employee in the population, while still securing a representative group that allowed the researcher to accurately learn about the population (Kothari, 2004). The study made the assumption that the characteristics of the sample would be representative of the entire population. Teachers were divided into smaller groups using the cluster sampling approach after the target population was identified. Following the establishment of the categories, a proportionate sample size was chosen using a simple random sampling procedure, in which instructors were proportionately chosen at random from each of the strata. This will enable the sample size for each

stratum to be proportional to its population when compared to the total population (Kothari, 2004).

The sample included 17 head teachers, six from high performing and 11 from low performing. The sample size for teachers was 102 teachers, six per school. This represents 20% of the total population suggested by (Orodho, 2009) for a survey. A total of 119 respondents took part in the study.

3.6 Data Collection Instruments and Technique

The questionnaires and interview schedules used in this study were the data gathering tools. While the school head teachers were being interviewed, the questionnaire was given to the instructors. The many data gathering methods work in concert to increase the accuracy of the information (Patton, 2002).

3.6.1 Questionnaires

Surveys were utilized to get feedback from the instructors on how instructional leadership affected students' performance in the KCPE. Section A of the questionnaire asked for background knowledge, while parts B through E had both open-ended questions addressing each aim. Orodho (2009) asserts that a question has the capacity to gather a lot of data in a reasonable period of time. Additionally, as noted by Borg and Gall, surveys are appropriate for gathering information on beliefs and attitudes from a sizable population (2006). They are also very useful in quantitative analysis since establishing connections is simple (Mugenda & Mugenda, 2013).

3.6.2 Interview Schedules

The head teachers were interviewed in-depth and face-to-face to get their opinions on their position as instructional leaders in the school. They were in a position to provide the researcher with sufficient information because they were school officials. This aided in the cross-validation of the questionnaire-derived data. The use of in-depth interviews is justified by the emphasis on the interviewee's sense of self-life experience as stated in their own words and as a method for the researcher to comprehend people's own perceptions of social reality (Cohen et al., 2007).

3.6.3 Data Collection Procedure

The researcher got permission to collect data from the University. Application for a permit from the National Commission for Science, Technology, and Innovation to do research in Kenya was the second step in the data collecting process (NACOSTI). Copies of the research permission were delivered to Nyeri County's County Director of Education. Prior to the study, the head teachers of the participating schools were contacted, and the proper arrangements for the instrument administration were arranged. On the same day, surveys were given out and collected. Appropriate times were set aside for interviews with the school heads. The researcher handed out the questionnaires to the instructors during the tea break and waited for them to be completed.

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity of Research Instruments

The researcher checked that the questions were worded correctly and looked over the instrument to make sure that it has all the data required to address the study's objectives. These actions constitute validating the research instrument used in this study. Second, the questionnaire's validity was established by showing it to two professionals since, in (Mittal's opinion, 2010), expert assessment determines the construct and content validity. Thirdly, the instrument underwent pretesting to confirm content, construct and face validity, and the results were utilized to refine the items. Thus, it was intended that proposed data gathering devices would be verified.

3.7.2 Reliability of Research Instruments

For a questionnaire to measure consistently, it must be trustworthy. The test-retest reliability method was used to determine the instruments' dependability. According to Adeyemi (2007), test-retest reliability is typically considered to be sufficiently demonstrated for the majority of educational research by the stability of scores over a long enough time period. The tools were therefore pre-tested and re-tested on a small group of instructors at comparable schools who were not a part of the selected schools throughout a three-week period. Using SPSS software, the responses were utilized to calculate the reliability for multi-item opinion questions. Andres (2012) claims that if the value is higher than the suggested dependability of 0.7, the research instrument has strong reliability.

3.8 Data Analysis and Presentation Techniques

The researcher used qualitative and quantitative research method. Descriptive statistics measures such as mean, standard deviation, numbers, minimum and maximum were used. Inferential statistics used were Chi square. Using SPSS software, the responses were utilized to calculate the reliability for multi-item opinion questions. Andres (2012) claims that if the value is higher than the suggested dependability of 0.7, the research instrument has strong reliability.

Using SPSS, the data was examined using both descriptive (frequency analysis) and inferential (chi-square) statistics. The model was found to be significant and to have strong predictors of the dependent variable, and it was decided that the results were not the result of chance if the p-value was less than 0.05. The model would not be significant and unable to account for fluctuations in the dependent variable if the p-value was higher than 0.05. Distribution tables were used to portray the data in order to make it easier to grasp. Tables were used to show the results. To summarize and convey the outcome, the use of a table or tabular presentation was also beneficial. Data from interviews were analysed through the use themes.

3.9 Ethical Considerations

The university was asked for an introduction letter as proof that the study had been lawfully performed. All responders received an information sheet asking for their consent to participate in the study. The respondents were also informed that the study was only conducted to fulfill an educational requirements and for no additional purposes. The privacy and confidentiality of the data supplied were upheld, thus the

names of the participants were not necessary; instead, codes were allocated to each copy of the questionnaire. The names of the respondents were not included in the questionnaire. The researcher acknowledged the sourced literature by citing the material sourced from books, journals and any other source.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter has presented the research findings using the tables, frequency distributions and percentages. Data was gathered through the distribution of questionnaires, and descriptive statistics and chi square analysis were used to evaluate the hypothesis outlined in chapter one. The outputs produced by SPSS in accordance with the goals of the research variable are the foundation for the interpretation of the results.

4.2 Questionnaire Response Rate

The rate at which the questionnaires were returned out of the total administered describes the response rate. The response rate was 90% since 102 questionnaires were completed filled out of the total 119 questionnaires. According to Peil (1995), when the response rate exceeds 50% the study meets the ideal percentage for a good research work.

4.3 General and Demographic Information

This sub section brings out the outcomes of the study from the analyzed data and the interpretations of the personal data. The study respondents consisted of teachers in public primary schools in Nyeri Central Sub-county, Nyeri County, Kenya.

4.3.1 Gender of Respondents

The gender of the respondents was a question that they were asked to answer, and the findings are shown in Table 4.1.

Table 4.1***Gender of the Respondents***

Gender of Respondents	Frequency (n)	Percent
Male	27	26.9
Female	75	73.1
Total	102	100.0

According to Table 4.1, there were 73.1% female respondents and 26.9% male respondents. The survey indicates that there were more female students than male students in the public elementary schools examined. This may be explained by the fact that the schools are near to their homes, bringing the girls closer to their families and the males away from their places of employment.

4.3.2 Age of Respondents

The respondents were asked to specify their age in accordance with the supplied age ranges, which are depicted in Table 4.2.

Table 4.2***Age of the Respondents***

Age of the Respondents	Frequency (n)	Percent
21-30 years	7	6.9
31-40 years	24	23.5
41-50 years	33	32.4
51 and above	38	37.2
Total	102	100.0

According to Table 4.2, the majority of respondents (37.2%) were between the ages of 51 and 50; 6.9% were between the ages of 21 and 30; 23.5% were between the ages of 31 and 40; and 32.4% were between the ages of 41 and 50. It follows from the study that most of the respondents are from 31 years and above. This can be attributed to the government policy on recruitment of new teachers. The majority of the respondents are aged 51 years and above, which implies that they have adequate experience in teaching.

4.3.3 Level of Education of Respondents

As indicated in Table 4.3, the participants were asked to specify their degree of education within the various qualification ranges.

Table 4.3

Level of Education of Respondents

Level of Education	Frequency (n)	Percent
P1 Certificate	9	8.8
Diploma	45	44.1
Degree	33	32.4
Masters	15	14.7
Total	102	100.0

According to Table 4.3, 44.1% of respondents had diplomas, 8.8% had P1 certificates, 32.4% had bachelor's degrees, and 14.7% had master's degrees. The majority of respondents, or 44.1%, were also diploma holders. It follows from the study that most of the respondents are diploma holders as well as holders of bachelor degrees. This shows that the teachers are conversant with their expectations in terms of academic performance.

4.3.4 Designation of Respondents

The respondents indicated their designation in the categories as shown in Table 4.4

Table 4.4

Designation of Respondents

Designation of Respondents	Frequency (n)	Percent
HOD	26	25.5
Classroom Teacher	76	74.5
Total	102	100.0

According to Table 4.4, the majority of responders (74.5%) were classroom instructors, while 25.5% were department heads (HODs). It follows from the study that most of the respondents are classroom teachers. This can be attributed to the nature of the public primary schools and the population of the pupils and the streams in the schools.

4.3.5 Years Taught since Appointment as a Teacher

The respondents indicated the number of years taught since first appointment as a shown in Table 4.5

Table 4.5***Years Taught since Appointment as a Teacher***

Number of Years Taught	Frequency (n)	Percent
0-5 years	3	2.9
5-10 years	8	7.8
10-15 years	17	16.7
15 – 20 years	46	45.1
20 years and above	28	27.5
Total	102	100.0

According to Table 4.5, 45.1% of something like the respondents had been teaching for between 15 and 20 years since their initial employment, 2.9% of the respondents had taught between 0 to 5 years, 7.8% had taught between 5 to 10 years, 16.7% had taught between 10 to 15 years, while 27.5% had taught for 20 years and above. According to Table 4.4, the majority of responders (74.5%) were classroom instructors, while 25.5% were department heads (HODs).

4.3.6 Number of Years Taught in the Current School

As shown in Table 4.6, the respondents provided the number of years they had taught in the current institution.

Table 4.6***Age of the Respondents***

Number of Years Taught	Frequency (n)	Percent
0-5 years	13	12.7
5-10 years	27	26.5
10-15 years	23	22.5
15 – 20 years	21	20.6
20 years and above	18	17.6
Total	102	100.0

According to Table 4.6, 12.7% of responders had studied in the present school for 0 to 5 years, while 26.5% had studied there for 5 to 10 years, 22.5% had taught between 10 to 15 years, 20.6% had taught between 15 to 20 years, while 17.6% had taught for 20 years and above. According to the survey, the majority of the respondents had been teachers for more than ten years and were thus familiar with the current leadership trends in the school.

4.4 Relationship between Head Teachers Evaluation of Professional Documents and Academic Performance

The performance of students in strong and low-performing public elementary schools, as well as the head teacher's evaluation of professionals papers, were compared using a chi-square test. The case processing summary is shown below. The findings indicate a statistically significant correlation between academic achievement and the head teacher's assessment of professional papers.

Table 4.7***Head Teacher's Evaluation of Professional Documents and Academic Performance***

Evaluation of Professional Documents	Value	Asymp. Sig(2 sided)
Checking Lesson Plans	192.824 ^a	0.000
Checking work records	96.287 ^a	0.000
Checking progress records	122.672 ^a	0.000

To find out if a school's academic success was substantially correlated with the head teachers' review of lesson plans, a chi-square analysis was performed. A substantial correlation seen between two was found by the test, with a p-value of .000 at a 95% level of significance and $X^2(1) = 192.824$. The head teachers' review of lesson plans was substantially correlated with academic success.

To ascertain whether there was a substantial correlation between academic achievement and the head teachers' record-checking of work, a chi-square test was used. The test resulted in $X^2(1) = 96.287$ a $p = .000$ at a 95% level of significance, demonstrating a strong connection between the two. Academic achievement and the head teachers' review of student records were highly correlated.

To ascertain whether there was a significant correlation between academic achievement and the head teachers' review of progress records, a chi-square test was used. Where $X^2(1) = 122.672$ a $p = .000$ at 95% level of significance, the test revealed a significant association between the two. Academic success was closely related to the head teachers' review of progress reports.

We may infer that there are statistically significant correlations between all of the variables since the Sig (2-Tailed) value is less than 0.05 for all of the variables. That

suggests there is a considerable relationship between changes in one variable and changes in the other.

The results demonstrate a statistically significant relationship between academic performance and the head teachers' review of lesson plans (192.824), record of work and academic performance and the head teachers' review of progress records (96.287), and academic performance and the head teachers' review of lesson plans (122.672). These results are in line with Hallinger's (2005) contention that reviewing professional papers is a necessary component of instructional supervision for managing classroom learning activities that will improve teachers' performance in their professional capacities. The results are consistent with the work of Lashway (2002) and Kutsyuruba (2013) who suggested that professional teaching and learning practices assessment ensures that educational personnel improve on their instructional role.

4.5 Association between Professional Development of Teachers and Academic Performance

A chi-square test was used to determine whether there is a statistically significant association between teachers' professional growth and academic performance in poor and high conducting public primary schools in order to achieve the study's second goal.

Table 4.8***Professional Development of Teachers and Academic Performance***

Professional Development of Teachers	Value	Asymp. Sig(2 sided)
Adopting new technology	235.662 ^a	0.000
In-service training	140.814 ^a	0.000
Adopting new instructional strategies	106.101 ^a	0.000
Encouraging higher learning	87.168 ^a	0.000
Organizing teachers' in-service	88.810	0.000

To ascertain if a school's academic success was substantially correlated with the head teachers' embrace of new technologies, a chi -square test was conducted. The test revealed a substantial correlation between the two, with a value of $X^2(1) = 235.662a$ and a p-value of .000 at a 95% level of significance. The use of new technologies by the head teachers was strongly linked to academic success.

The head teacher's endorsement of in-service training and academic achievement were compared using a chi -square test to see whether there was any correlation. The test resulted in $X^2 (1) = 140.814a$ $p = .000$ at 95% level of significance, indicating a substantial association between the two. Academic achievement and the heads of schools who supported in-service training had a strong correlation.

The adoption of new teaching practices by the head teachers was compared to academic achievement using a chi-square test to see if there was a significant correlation. The test resulted in a significant association between the two, with a p-value of .000 at a 95% level of significance for $X^2 (1) = 106.101a$. The adoption of

innovative teaching practices by the head teachers was highly correlated with academic success.

To ascertain if a school's academic success was substantially correlated with the head teachers' support of higher education, a chi-square test was conducted. The test revealed a significant association between the two, with a p-value of .000 at a 95% level of significance and $\chi^2 (1) = 87.168$. The head teachers' promotion of higher education was highly correlated with academic success.

To ascertain whether there was a significant correlation between academic achievement and the head teachers' organization of in-service training, a chi-square test was used. The test resulted in $\chi^2 (1) = 88.810$ a $p = .000$ at a 95% level of significance, indicating a substantial association between the two. Academic achievement and the heads of schools who supported in-service training had a strong correlation.

We may infer that there are statistically significant correlations between all of the variables since the Sig (2-Tailed) value is less than 0.05 for all of the variables. That suggests there is a considerable relationship between changes in one variable and changes in the other.

The study found a significant relationship between a school's academic performance and the head teachers' adoption of new technology (235.662), encouragement of in-service training by the head teachers (140.814), adoption of new instructional strategies by the head teachers (106.101), encouragement of higher education by the head teachers (87.168), and organization of the head teachers (140.814). (88.810). Additionally, it concurs with the findings of the SMASSE (2006) report as reported in the literature.

4.6 Head Teacher's Involvement in Classroom Instruction and Academic Performance

A chi-square test was conducted to determine whether there is a statistically significant association between head teachers' participation in classroom instruction and academic achievement in poor and high performing public primary schools in order to fulfill the study's third goal.'

Table 4.9

Head Teacher's Involvement in Classroom Instruction and Academic Performance

Involvement in classroom instruction	Value	Asymp. Sig(2 sided)
Modeling in teaching	95.184 ^a	0.000
Visiting classrooms	74.037 ^a	0.000
Observing lessons in progress	86.928 ^a	0.000

To ascertain if a school's academic success was substantially correlated with the head teachers' modeling in instruction. The test revealed a substantial correlation between the two, with a value of $X^2(1) = 95.184a$ and a p-value of .000 at a 95% level of significance. The head teachers' role modeling in the classroom was strongly correlated with the academic success.

To ascertain whether there was a significant correlation between academic achievement and the head teachers visiting classes, a chi-square test was used. The test revealed a substantial correlation between the two, with $X^2(1) = 74.037$ and a p-value of .000 at the 95% level of significance. Academic achievement and head teachers' visits to schools were strongly correlated.

The academic achievement of the students and the head teachers' observation of the classes in progress were compared using a chi-square test to see if there was a significant correlation. The test resulted in a significant link between the two, with a value of $X^2 (1) = 86.928$ and a significance level of .000. Academic achievement was strongly correlated with the head teachers' observation of teachings in action.

The study found a statistically significant relationship between a school's academic performance and the head teachers' modeling in teaching (95.184), and academic performance and the head teachers visiting classrooms (74.037), academic performance and the head teachers' observing lessons in progress (86.928). The argument of Lunenburg and Irby (2006) in the literature which point out that academic success is tied to the extent to which the school head is engaged directly to what happens at instructional level is consistent with the findings in the current study. These findings were also posited by Murphy (2007) who concludes that visibility of the head teacher especially in classroom level is critical for the school to meet instructional goals. The results of the current study concur with those of (Sule et al., 2012), who looked at teacher job performance in Akwa-Ibom State and the head teacher's class visitation and inspection tactics. They discovered that these strategies increased teachers' efficiency. Alimi and Akinfolarin (2012) assessed the effects of various models of instructional supervisory activities on students' academic performance in Ondo State, as discussed in the literature, and they discovered that class visits, checking of students' notes, and checking of teachers' attendance were important to student achievement.

4.7 Head Teacher's Instructional Materials' Acquisition and Academic Performance

A chi- square test was conducted to assess the association between academic achievement in poor and high performing public primary schools and the acquisition of the head school's instructional materials. This was the study's fourth goal.

Table 4.10

Acquisition of Instruction Materials and Academic Performance

Acquisition of Instruction Materials	Value	Asymp. Sig (2 sided)
Adequacy of materials	341.637 ^a	0.000
Materials acquisition	133.459 ^a	0.000

To ascertain if the acquisition of the head teacher's teaching materials was substantially connected with a school's academic achievement, a chi-square test was used. The test revealed a substantial correlation between the two, with a p-value of.000 at a 95% level of significance and $X^2 (1) = 341.637$. The acquisition of the head teacher's instructional materials was strongly related to academic success.

To ascertain whether there was a significant correlation between academic success and the acquisition of the materials, a chi-square test was used. The test resulted in $X^2 (1) = 133.459$ a $p=.000$ at 95% level of significance, indicating a substantial association between the two. Academic achievement and the acquisition of teaching resources by the head teacher were highly correlated.

We may infer that there are statistically significant correlations between all of the variables since the Sig (2-Tailed) value is less than 0.05 for all of the variables. That suggests there is a considerable relationship between changes in one variable and changes in the other.

According to the study, there was a statistically significant link between a school's academic success and the availability of adequate materials (341.637) as well as between academic performance and the acquisition of such items (133.459). The conclusions of this study are supported by Usman's (2007) arguments. Usman (2007) argued that through fostering successful teaching and learning, instructional materials play a critical role in the accomplishment of educational objectives and goals. The current study concurs with Agharuwhe (2013) and Chiriswa (2002) who claimed that the availability of sufficient enough resources, such as books, labs, library materials, and a host of other visual and auditory teaching aids, is essential to the attainment of teaching and learning goals. This study proved, as other academics have stated, that students' performance is predicted by the availability of instructional resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter includes an overview of the key findings, discussions of the findings and related prior research, as well as conclusions and suggestions based on the study's findings. There are also recommendations for more research to improve the academic performance of the public elementary schools in Kenya's Nyeri Central Sub County.

5.2 Summary of the Major Findings

The purpose of the study was to determine the contribution that instructional leadership (IL) made to the academic success of Kenya's public primary schools in Nyeri Central Sub County. The foremost objectives of the research were to ascertain if there was a correlation between perceived in close to the bottom and high-achieving public elementary schools in Nyeri Central Sub-County, Nyeri County, Kenya, and the mouth teacher's evaluation of expert documents; to investigate the connection between teachers' career growth and educational achievement in close to the bottom and steeply government elementary schools in Nyeri Sub County; and to determine whether there was a relationship between academic performance in low- performing and high- achieving public secondary schools in Nyeri, Identify the relationship between both the headteacher's involvement in classroom training and academic achievement in underperforming and top-performing public elementary schools located in Nyeri Central Sub County, Nyeri County, Kenya. Identify the relationship

between the head school's acquisition of teaching resources and academic achievement in underperforming and top-performing public elementary schools in Nyeri Central Sub-County, Nyeri County, Kenya. The highlights are;

5.2.1 Evaluation of Professional Documents and Academic Performance

The study established that there was a statistical significance of the association between academic performance and head teachers' checking of lesson plans (192.824), academic performance and the head teachers checking of record of work (96.287), and academic performance and the head teachers' checking of progress records (122.672).

5.2.2 Professional Development of Teachers and Academic Performance

According to the study, a college's academic success and the head teachers' embrace of modern technologies were significantly correlated(235.662, academic performance and the head teachers encouraging in-service training (140.814), academic performance and the Head teachers' adopting of new instructional strategies (106.101), academic performance and Head teachers' encouraging of higher learning (87.168), and academic performance with the Head teachers organizing of in-service training (88.810).

5.2.3 Head Teachers Involvement in Classroom Instruction and Academic Performance

The study found that there was a statistically significant relationship between a school's academic performance and the Head teachers' modeling in teaching (95.184), and academic performance and the Head teachers visiting classrooms (74.037), academic performance and the Head teachers' observing lessons in progress

(86.928). Since the Sig (2-Tailed) value is less than 0.05 for all the variables, we can conclude that there are statistically significant correlations between all the variables.

5.2.4 Instructional Materials' Acquisition and Academic Performance

The study established that there was a statistically significant relationship between a school's academic performance and adequacy of materials (341.637) and academic performance and the materials' acquisition (133.459). Academic performance and the materials' acquisition were significantly associated.

5.3 Discussion of the Findings

According to the study, administrators' role as instructional leaders has a direct impact on students' success because of the assistance they give to teachers. This supports the findings of (Hallinger, 2003, 2005; Leithwood & Mascal, 2008; Louis & Leithwood, 2010) that school leadership has an impact on performance. Principals can also affect how instructors instruct students by providing instructional leadership (Leithwood and Jantzi, 2008). This is due to the fact that they are in charge of managing staff career development, supervising instructors, and assessing student learning through tracking progress (Blasé & Blase, 2000). In doing so, the principals are able to motivate teachers to learn more about the processes of knowledge and training, the importance of specific instructional strategies, and a variety of recommendations about teaching experiences that can aid teachers in learning more about the processes of education and learning, specific topic tutoring, or how to teach students with different backgrounds and abilities so that every learner succeeds. The principal's promotion of teacher monitoring will result in successful instruction and learning, which will be obvious from the pupils' excellent academic achievement.

5.4 Conclusions

According to the study findings, administrators' supervision strategies for instructional programs created a welcoming climate for teachers to test out novel teaching techniques that could affect students' academic progress. However, empirical research have shown that there are numerous, diverse, and occasionally opposing interpretations and interpretations of instructional supervision. The instructors' expectations of the supervisor and also what they actually received were at conflict. In a bid to concentrate on these conflicting concerns concerning teacher guidance, one of the objectives of this study was to ascertain how the principals' methods of instructional program monitoring and students' academic success related to one another.

The findings revealed that although principals' encouragement of staff development was thought to be a factor affecting students' academic performance, the methods used to establish this in earlier studies were primarily qualitative and descriptive, lacking any evidence of correlation or evaluation of the influence of the independent variables. To solve this weakness, the co-relational design was used in this study.

The findings revealed that teaching and learning materials had an impact on students' academic performance. Even though Kenya offers free tuition and the government provides cash for teaching and learning materials for schools, it has been noted that teaching and learning resources are frequently insufficient in classrooms. It was crucial to look at the issue from this angle, particularly in light of the principals' function as the schools' resource managers. Therefore, it was crucial to determine the

connection between students' academic progress and the purchase and distribution of instructional and learning materials by principals.

The correlation between academic performance and the head teachers' review of lesson plans, academic performance and the head teachers' review of student work records, and academic performance and the head teachers' review of progress records was statistically significant. According to the study, there is a statistically significant link between a school's academic achievement and the head teachers' modeling of effective instruction, their visits to classrooms, and their observations of classes in progress. The study found a statistically significant correlation between a school's academic achievement and the appropriateness of its resources as well as between academic performance and the acquisition of those materials. The acquisition of the materials and academic success were strongly correlated.

5.5 Recommendations

The following suggestions are required for an improvement in the academic performance of the public primary schools in Nyeri Central Sub County, Nyeri County, Kenya, in light of the study's results and conclusions.

It is important to frequently review and evaluate the learning materials that teachers use in their instruction to make sure they are still relevant to the needs of the students. In order to have ahead planning that will benefit the learners, these documents should be prepared before the start of the learning period. All head instructors should review professional documents on a regular basis to boost academic performance by implementing aggressive techniques. This would aid in ensuring uniformity in the curriculum standards and the oversight of the material given to the students.

The uniqueness of the learner is shown by the ongoing effort to train teachers in various learning approaches and dimensions. The emergence of fresh knowledge and a broadened mindset forces teachers to approach students' concerns in a comprehensive and sympathetic manner. At order to actively contribute to the professional development of their staff members, head teachers should urge teachers in their institutions to take part in in-service training. The reputation of the schools is enhanced by motivating teachers in the classroom because motivated teachers are constantly ready to mentor and instruct the students. In primary schools, the head teachers' creation and adoption of incentive-led leadership produces positive outcomes over the short and long terms.

Leaders set an example for everyone around them, thus head teachers who have been given the responsibility of managing their schools after receiving teacher training must do the same. They should always be leading the way in order to show others how to achieve the best results. All head teachers ought to participate in education in the classroom and lead by example.

For the smooth operation of the schools, learning resources are required. The availability and provision of sufficient learning resources facilitates the delivery of the curriculum by simplifying the teacher's workload. In order to guarantee quality and relevance, the head teachers should be directly involved in the acquisition of materials for use in instruction in their schools. Despite the current economic climate, head instructors must go above and beyond to secure the students' materials because education depends on the availability of pertinent instructional materials. Thus the variables researched has established that the role of instructional leadership on the

academic performance of public primary schools in Nyeri Central Sub County, Nyeri County, Kenya is useful in creating an effective teaching and learning environment.

5.6 Areas for Further Research

This study considered evaluation of professional documents, professional development of teachers, head teacher's involvement in classroom instruction and head teacher's instructional materials' acquisition therefore future research could focus on other determinants of academic performance.

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APPENDICES

Appendix I: Introduction Letter

The Director,

Name of School: _____

Thro'

The Kenya Methodist University

Nyeri Campus

Dear Sir,

Re: Authority to Conduct Research

Sir/Madam, I am a student in the Kenya Methodist University undertaking a Master's Degree in Education Leadership and Management course. It's a prerequisite before one graduates to conduct an academic research. Consequently, your school has been chosen to provide information relating to role of instructional leadership in the academic performance of public primary schools in Nyeri Central Sub County, Nyeri County, Kenya. You are kindly asked to fill in the questionnaire and also allow some members of your staff to do the same. The information obtained is for academic purposes only and will be treated in strict confidence

Thank you in advance,

Grace Mathenge

Appendix II: Questionnaire for Teachers

Section A: Background Information

This questionnaire is meant to collect information to perform a study on the role of instructional leadership in the academic performance of public primary schools in Nyeri Central Sub County, Kenya. Kindly answer the questions by writing a brief statement or ticking in the boxes provided as will be applicable. The information you give will be treated as strictly confidential.

1) Gender

Male ☐ Female ☐

2) Age

21-30 ☐

31-40 ☐

41-50 ☐

51 and above ☐

3) Highest professional and academic qualification

P1 Certificate ☐

Diploma ☐

Degree ☐

Masters ☐

PhD ☐

4) Your designation

HOD ☐

Classroom teacher ☐

Any other: specify

5) Number of years you have been a teacher since your first appointment.

0-5 []

5-10 []

10-15 []

15-20 []

20 and above []

6) Number of years you have been a teacher in this school

0-5 []

5-10 []

10-15 []

15-20 []

20 and above []

Section B: Head Teacher Evaluation of Professional Documents and Academic Performance. Indicate using a tick, the level of agreement or disagreement in the following statements

		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
7	Scheme of work are prepared and evaluated frequently					
8	Lesson plans are checked regularly					
9	Lesson notes are frequently checked					
10	Record of work are prepared and assessed					

Section C: Professional Development of Teachers and Academic Performance

Indicate using a tick the extent to which you agree or disagree with the statements

		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
12	In-service courses are organized for teachers					
13	The teachers are abreast of new instructional strategies and methods					
14	Teachers encouraged to go for higher education					
15	In-service courses are consistent with teachers and learners needs					

Section D: Head Teacher Involvement in Classroom Instruction and Academic

Performance. In your opinion, indicate using a tick the extent to which you agree or disagree with the statements

		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
16	There are frequent classroom visits					
17	Classroom lesson observations are done					
18	The teacher holds model lessons					
19	Pupils lesson notes are checked regularly					
20	Examination administration in the classroom is monitored					

Section E: Acquisition of Instructional Resources and Academic Performance

Indicate using a tick the extent to which you agree or disagree with the statements

		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
21	Relevant instructional materials are acquired					
22	Instructional materials are acquired on time					
23	Instructional materials acquired are adequate					
24	Teachers consulted on acquisition of instructional materials needed					

Appendix III: Interview Guide for Head Teachers

1. Which professional documents do teachers prepare in your school?
2. Describe the quality of professional documents prepared in your school?
3. How do you ensure quality professional documents are prepared by the teachers?
4. What is the importance of professional documents in the performance of students?
5. What measures have you taken upon yourself to keep abreast of instructional developments?
6. What measures have you taken to ensure that your teachers are abreast of instructional developments?
7. How does professional development affect academic performance of students?
8. How do you supervise classroom instruction?
9. Briefly describe your engagement in classroom instruction?
10. In your in opinion how does your engagement in classroom instruction affect performance?
11. Briefly describe your efficiency in the procurement of teaching and learning materials?
12. How do you ensure quality and relevance of teaching and learning materials?
13. Describe the adequacy of teaching and learning materials in your school?
14. How does acquisition of teaching and learning materials affect performance of students?

Thank you for taking your time to answer this questionnaire

APPENDIX IV: LETTER FROM THE UNIVERSITY



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30152
Email: info@kemu.ac.ke

November 24, 2016

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear Sir/ Madam,

RE: GRACE WANGECI MATHENGE (EDU-3-6504-1/2013)

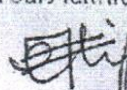
This is to confirm that the above named is a bona fide student of Kenya Methodist University, undertaking a Master's Degree in Education Leadership and Management. She is conducting a research titled "The Role of Institutional Leadership Performance of Public Primary Schools in Nyeri Central, Nyeri County."

We confirm that the thesis proposal has been presented, reviewed and approved by KeMU.

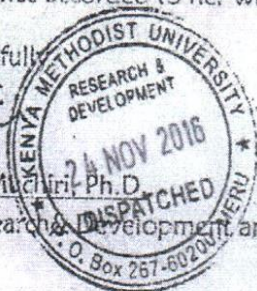
In this regard, we are requesting your office to issue a permit to enable her collect data for her research.

Any assistance accorded to her will be appreciated.

Yours faithfully,


Dr. John M. Kiriri, Ph.D.

Dean, Research and Development and Postgraduate Studies



APPENDIX V: LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3316571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote:

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/16/54258/15038**

Date:

8th December, 2016


Grace Wangeci Mathenge
Kenya Methodist University
P.O. Box 267- 60200
MERU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Role of instructional leadership in the academic performance of public primary schools in Nyeri Central Sub County, Nyeri County,*" I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for the period ending **7th December, 2017**.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.

National Commission for Science, Technology and Innovation, is ISO 9001:2008 Certified


APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. GRACE WANGECI MATHENGE
OF KENYA METHODIST UNIVERSITY,
100-10100 NYERI, has been permitted to
conduct research in Nyeri County
on the topic: ROLE OF INSTRUCTIONAL
LEADERSHIP IN THE ACADEMIC
PERFORMANCE OF PUBLIC PRIMARY
SCHOOLS IN NYERI CENTRAL SUB
COUNTY, NYERI COUNTY
for the period ending:
7th December, 2017

Permit No : NACOSTI/P/16/54238/15038
Date Of Issue : 8th December, 2016
Fee Received :Ksh 1000

Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation



CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No.A 12330

CONDITIONS: see back page