An investigation into the relationship between instructional leadership and students' learning outcomes in secondary schools of Murang'a County - Kenya

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Abstract

Most schools globally are focusing on the students' performance in their transition levels. To have high and quality students' achievements, there is need to empower the instructional leaders along with curriculum and accountability frameworks. This study was a quantitative research using correlative investigation model. According to the purpose of the study, the Pearson's product moments correlation was employed to investigate whether; there exists coefficient of correlation between the instructional leadership and students outcomes in Kenya Certificate of Secondary Education (KCSE) examination as well as students 'academic progression rate (SAPR) in Kenyan secondary schools. The research objectives and hypotheses were formulated in order to study the effects of instructional leadership on students' achievement in KCSE performance as well as their rate of academic progression. It also investigated the principals' attitude towards instructional supervision conducted by County Quality Assurance and Standards Officers (CQASOs) from the Ministry of Education Science and Technology (MOEST). The sample included 30 schools categorised as Boys boarding Schools, Girls boarding Schools and Mixed Secondary Schools all sampled from Murang'a County from a total of 273 secondary schools. The schools were categorised as high achieving schools, average achieving and low achieving depending on performance index in KCSE and students' progression rate. Data collection was done using questionnaires and documents analysis guides. The questionnaires dubbed as the Principals Instructional Leadership Research Questionnaire (PILRQ), Teachers Instructional Leadership Research Questionnaire (TILRQ) and Students Instructional Leadership Research Questionnaire (SILRQ) for principals, teachers and students respectively were used in data collection in the sampled 30 secondary schools. The sample population was thirty (30) principals, 150 teachers and 150 students totalling to 330 respondents. To establish both content and face validity, the questionnaires were presented to the supervisor to evaluate the relevance of the items to the objectives. To enhance the reliability, the instruments were tested and retested during piloting process before they were formally administered for final data collection. To test and analyse the

research hypotheses the data was coded and entered in an SPSS 21.0. The results of the study showed that there was a positive significant correlation between instructional leadership behaviours and students' learning outcomes as well as their academic progression. The study indicated that these variables are inter-related and closely correlated in the school level of performance. The researcher would like to recommend that, those instructional leadership behaviours that greatly impact on students' performance to be included as matter of policy by the MOEST while further research that would include other variables should be investigated.

Key words: Instructional leadership, Educational leadership, Learning outcomes, Performance, Principal.

Introduction

"Instructional or educational leadership?" Instructional leadership can be taken as those actions that a principal takes or delegates to others through influential relationship to promote growth in students learning as well as teachers' professionalism. According to Billy (2009), instructional leadership involves setting clear goals, allocating resources to instructions, managing the curriculum, monitoring lesson plans and other academic documents as well as evaluating teachers. According to DuFour, Billy (2009), instructional leadership has expanded to include deeper involvement in the core business of a school which is teaching and learning. The concept of instructional leadership is slowly entrenching in our Kenyan education system. As a result of global technological breakthrough, most students have become, so exposed, sophisticated, inquisitive and demanding more from teachers. It is therefore the role of the Principal to provide the appropriate leadership which will assist each staff member to make maximum contribution to the school effort in providing quality and up-to-date education.

However, it has not been clearly established the extent of the relationship between instructional leadership and the students learning outcomes as well as the rate of students' progress in Kenya certificate of secondary education (KCSE) examination in Kenya. Murang'a county secondary schools have been performing well in terms of institutional performance. However of late, dismal performance has been registered with some secondary schools improving in both indices while others are dropping.

The study focused on an attempt to determine the extent of relationship between the instructional leadership and performance in KCSE in secondary schools of Murang'a County as well as the rate of students' academic progression. The study further sought to show the direct relationship since for any effective instructional leadership, the Principal should be able to reach out the students. Since the government expect all schools to be effective, it has therefore been imperative to investigate whether instructional leadership was fulfilling the KCSE performance as well as rate of students' academic progression gap existing in the secondary schools in Murang'a County. The Pearson's coefficient of correlation of independent variable and dependent variables that is the frequency of principals' capacity building and KCSE performance respectively was determined.

Research Hypotheses

The independent variable for this study was instructional leadership exemplified by frequency of classroom instructional supervision, building of professional capacities of principals, instructional leaders' attitude towards instructional supervision and students views on the roles their principals, while the dependent variables were exemplified by the KCSE mean grade posted by the students by each category of schools and rate of students academic progression. The study was guided by the following hypotheses.

1 H1-There is direct relationship between frequency classroom instructional leadership supervision and KCSE performance as well as rate of students' academic progression in secondary schools in Murang'a County.

HO-There is no direct relationship between frequency of classroom instructional leadership supervision and KCSE performance as well as rate of students' academic progression in secondary schools in Murang'a County.

2 H2- There is statistical difference between building the capacity of principals through attending professional seminars/ workshops and in-service training and KCSE performance as well as rate of students' academic progression in Murang'a County Secondary School.

HO –There is no statistical difference between building capacity of teachers by attending professional seminars, workshops and in-service training on KCSE performance and students progression rate in Murang'a County Secondary School.

3. **H3-** There is significant relationship between instructional leaders' attitude towards instructional supervision conducted by quality assurance and standards officers (QASOs) and KCSE performance as well as rate students academic progression rate in secondary schools in Murang'a County.

HO- There is no significant relationship between instructional leaders' attitude towards instructional supervision conducted by quality assurance and Standards officers (QASOs) and KCSE performance index as well as students' progression rate in secondary school in Murang'a County.

4 H4-There is correlation between students' views on their principals' instructional roles and academic outcome as well as their progression rate in secondary schools in Murang'a County.

HO-There is no correlation between students views on their principals' instructional roles and their academic outcome as well as their academic progression rate in secondary schools in Murang'a County.

Methodology

The study employed quantitative method in collection and in reporting of the data. The Independent variable for this study was the instructional leadership exemplified in terms of, Principals' attitude, frequency of instructional supervision and capacity and professional development of Principals. The dependent variables in the study were the students outcomes in terms of the Institutional average

grade posted in KCSE and their progression rate equated to those students who scored grade C+ and above. The degree of association was determined through establishing Pearson product moment correlation coefficients. A high positive value signifies high degree of association .while a weak relationship was signified by a large negative value.

Schools stratification by performance and sample selection

Schools mean score	Girls	Boys	Mixed	Sample total
6.00 & above	2	2	0	4
5.00 – 5.99	2	2	2	6
1.00 - 4.99	5	3	12	20
Total	9	7	14	30

Data source: [CDE -County office KCSE 2010 – 2012]

Locale of the Study

The study was conducted in Murang'a County which is divided into eight administrative sub-counties, i.e. Kahuro, Murang'a East, Kandara and Gatanga. The county has high population density as provided by the data obtained from 2009 population census. The free primary education has been over 90% successful. However, the progression rate from primary to secondary level had been high leading to a rise in the number of sister secondary schools to almost every primary school. The Kenya certificate of secondary education (KCSE) has been the determinant for transition from secondary school level to university level and other sound tertiary institutions. The poor KCSE results have reduced the progression rate to a paltry less than 10% of those scoring C+ and above. Poor results have always been attributed to poor leadership in school with those having effective leadership reporting quality students' results.

Target Population

The study focused on 273 secondary schools in Murang'a County with a teacher population of 2500 and 273 Principals and all the Form three(3) and Four (4). The high performing schools were 30 schools, average performing 45 and the rest 198 are poor performing schools as were purposively classified by the researcher. The mixed day secondary schools mainly dominate in most of the economically poor sub-counties in the county which can be attributed to high poverty levels.

Sampling Procedures, Population and Techniques

The study employed purposive and stratified random sampling techniques to select the schools to be studied. The technique involved identifying sub-groups in the population and their populations and selecting from each subgroup to form a sample (Gay, 1987).

The study sample comprised of five teachers, the Principals from thirty (30) sampled secondary schools who had served in the institution for three (3) and above years and five students randomly

selected from form three and four. The secondary schools from the three clusters categorised as single sex boys, girls and mixed day secondary schools were picked based on their proportion of total number.

The secondary schools were further stratified into high performing with an average mean of 6.00 and above in KCSE examinations, average performing schools, average mean of 5.00 – 5.99 and low performing with an average mean of 4.99 and below in KCSE examinations for years 2010 to 2012. The identification of the schools was based on the average mean KCSE examination score, posted for the last three years and a candidature of over 90 students and above.

Data Collection Methods and Instrumentation

The data was collected using researcher administered questionnaires and document analysis guide. The questionnaires were designed for the three categories of the respondents; that is the Teachers' Instructional Leadership Research Questionnaire (TILRQ), Principals' Instructional leadership Research Questionnaire (PILRQ) and Students Instructional Leadership Questionnaire (SILRQ). The questionnaire method was suitable as a method of data collection because it allowed the researcher to reach a larger sample within limited time. The researcher was mainly concerned with views, feelings and altitudes of the respondents. A document analysis technique as secondary data was used to obtain the KCSE performance and students progression rate for the years 2010-2012. This information was sourced from the County Director of Education Murang'a.

Piloting of the Research Instruments

The research instruments were piloted in three schools each from the three categories which were not part of the study sample. This involved three principals, 15 teachers and 15 students of the three selected schools. The questionnaires items were modified to improve their validity and reliability to a co-efficient of correlation of at least 0.7 (70%). Items with validity and reliability of at least 0.7 are acceptable since they are said to be valid and reliable in a research (Kathuri & Pals, 1993).

Analysis by Descriptive Statistics

The study sought to establish the relationship between instructional leadership behaviours and the students learning outcomes in secondary schools in Murang'a County. The SPSS application package version 21.0.0 was used to generate the descriptive statistics and to establish the Pearson correlation coefficient between the independent and the dependent variables of the study.

Response Rate of the Respondents

The study achieved 86.36% response rate since only 285 of the respondents returned the research tools dully filled out of the 330 tools that were administered. This response rate was excellent and conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 50% is adequate for analysis and reporting.

Analysis of respondents' rate

Tools administered		valid responses received	Response rate
Principals	30	27	90%
Teachers	150	128	80.67%
Students	150	137	91.33%
Total	330	292	88.48%

Frequency of Schools Sampled Based on Sub counties for the Study.

From the results obtained were fairly reliable for the study since there was fair representation of the vast region and population.

Frequency of Schools and their Sub Counties

Sub county	frequency of schools	valid percent	cumulative percent (%)
Kangema	2	7.4%	7.4%
Mathioya	3	11.1%	18.5%
Murang'a E	2	7.4%	29.60%
Murang'a S	4	14.8%	37.7%
Kigumo	3	11.1%	51.8%
Kandara	5	18.5%	62.9%
Gatanga	4	18.6%	81.4%
Kahuro	3	11.1%	100%
Total	N=27	100%	

The study found that representation of each of the sub-counties was fair and majority of schools studied (55.56%) were boarding schools whereas mixed schools dominated in terms of gender (44.44%). This implies that the results obtained were dependable and can be generalised to the rest of the population.

Type of schools based on gender.

Schools' gender	valid frequency	Percentage (%)
Boys boarding	7	25.93%
Girls boarding	8	29.63 %
Mixed day secondary	12	44.44%
Total	N=27	100%

The results of the study showed that majority of principals had achieved university education with 59.3% had MED and above while 37.0% were first degree holders. A paltry 3.7% had Diploma

education. This indicates that all the Principals had acquired the minimum qualification.

Percentage Principals' professional qualifications

Qualification		Frequency	Percent (%)	Valid Percent (%)
Valid	M.ED & Above	16	59.3%	59.3%
	B.ED	10	37.0%	37.0%
	Diploma	1	3.7%	3.7%
	Total	**27**	**100%**	**100%**

Percentage of Teachers Professional Qualification

Qualification		Frequency	Percent (%)	Valid Percent (%)
Valid	M.ED & Above	5	3.9%	3.9%
	B. Education	94	73.4%	73.4%
	Diploma	29	22.7%	22.7%
	Total	128	100.0%	100.0%

The principals and teachers period of service was sought in the research. The table 4.6 below shows the principals' period of service in their capacities. From the research, majority of the principals 70.4% had served between 3-5 years in their present stations with 18.5% having served between 6-8 years while 11.1% had been in the same station for over eight years. Those interviewed had enough experience about their stations and provided valid instructional leadership information

Percentage of Principal and years of service

Period service		Frequency	Percent (%)	Valid Percent (%)
Valid	Over 8 years	3	11.1%	11.1%
	6-8 Years	5	18.5%	18.5%
	3-5 Years	19	70.4%	70.4%
	Total	**27**	**100.0%**	**100.0%**

Of the teachers interviewed, majority of them had served in the station for a period between 6-8 years with 61.7%. Further 28.9% had served their stations for a period of 3-5 year with only 9.4% having been in the same station for over 8 years. According to these results the teachers were able to provide information about instructional leadership behaviours of their principals with marginal errors.

Percentage of Teachers and years of service

Period of service	Frequency	Percent (%)	Valid Percent (%)
6-8 Years	79	61.7%	61.7%
Over 8 years	12	9.4%	9.4%
3-5 Years	37	28.9%	28.9%
Total	128	100.0%	100.0%

Relationship between frequency of classroom instructional leadership Supervision and tudents' academic achievement.

Their first stage of the analysis described instructional leadership behaviour of the Principals as rated by their teachers in the sampled schools and were classified according to the level of performance. The mean scores and standard deviations of the opinion rating of teachers the extent of Principals' promotion of teachers' professional growth in high performing schools. The indicates that according to teachers' reports their principals spend considerable time particularly in the following instructional areas: maintain conducive school learning climate (M=3.0) D=0.701); orientation of individual teacher to school's values (M=2.638, SD=0.883) supportive of classroom concerns of teacher (M=2.54, SD =0.773) .Talks with teachers as colleagues (M=2.442, SD = 0.757); Regular evaluation of teachers in curriculum implementation (M2.246; SD =0591); check teachers lessons notes (M=2.148 SD = 0.943); and demonstrating knowledge of curriculum issues 12M=2.050, SD=0.859).From the data the mean ratings indicates that the teachers rated their principals to a high extent.

High Performing Schools: Ratings and the Standard Deviations on the Opinion of Teachers on the Extent of Principals Promotion of Their Classroom Instructions(N=128)

S/No	Items	Mean	Std. Deviation	Remark
1	Demonstrate knowledge of curriculum issues	2.050	0.859	HE
2	Check teachers lessons & Notes	2.148	0.943	HE
3	Assists classroom teachers in curriculum implementation	2.246	0.591	HE
4	Maintain conducive school learning climate	3.000	0.701	VHE
5	Regular evaluation of teachers instructional methods	2.344	0.782	HE
6	Talks with teachers as colleagues	2.442	0.757	HE
7	Support Classroom Concerns of teachers	2.540	0.775	HE
8	Orientation of Individual Teachers to school value	2.638	0.883	HE

Scale and the key:

VLE-very low extent(**0**) LE-low extent**(1)** **HE**-High Extent(2) **VHE**- Very High Extent(3)

For the average performing schools, the results were found as in table 4.10.2. Teachers opinion ratings found that: orientation of individual teachers to school values (M=2.404, SD=0.883), supportive of classroom concerns of teachers (M=2.306, SD=0.775) talks with teacher as colleagues (M=2.208, SD=0.757), regular evaluation of teachers instructional methods (M=2.110, SD=0.782), assists classroom teachers in curriculum implementation (M=2.10, SD

=0.591),maintain conducive schools learning climate (M=2.002, SD=0.70),demonstrate knowledge of curriculum issues (M=2.000, SD= 859) and check teachers lesson notes (M=1.902, SD=0.943).All teachers in average performing schools rated their principals highly except in item **2** ,checking teachers lessons and notes.

Average Performing Schools: Ratings and the Standard Deviation on the Opinion of Teache on the Extent of Principal Promotion of Teachers (N=128)

S/No	Items	Mean	Std. Deviation	Remark
1	Demonstrate knowledge of curriculum Issues	2.000	0.859	HE
2	Check teachers lessons and notes	1.902	0.943	LE
3	Assists classroom teachers in curriculum implementation	2.100	0.591	HE
4	Maintain conducive school learning climate	2.002	0.701	HE
5	Regular evaluation of teachers instructional methods	2.110	0.782	HE
6	Talks with teachers as colleagues	2.208	0.757	HE
7	Support classroom concerns of teachers	2.306	0.775	HE
8	Orientation of Individual teachers to school values	2.404	0.883	HE

Scale and the key

VLE-very low extent(**0**) **LE**-low extent(**1)** **HE**-High Extent(**2**) **VHE**-Very High Extent(**3**)

Finally, the study analysed the same instructional leadership behaviours in low performing schools and according to the table 4.10.0 below. Regular evaluation of teachers instructional methods (M=1.402, SD=0.782); maintaining conducive school learning climate (M=1.304, SD =0.701); Assists in classroom teachers curriculum implementation (M=1.206); checking of curriculum issues (M=1.010) SD= 0.859), talks with teachers as colleagues (M=0.150, SD = 0.757) and orientation of individual teachers to school values (M=0.989, SD = 0.8883)

Low Performing Schools: Mean Rating and the Standard Deviation on the Opinion of Teachers on the Extent Of Principal Promotion of Teachers (N=128)

S/No	Items	Mean	Std. Deviation	Remark
1	Knowledge of curriculum issues	1.010	0.859	LE
2	Check teachers lessons & notes	1.108	0.943	LE
3	Demonstrate assists classroom teachers in curriculum implementation	1.206	0.591	LE
4	Maintain conducive school learning climate	1.304	0.701	LE
5	Regular evaluation of teachers instructional methods	1.402	0.782	LE
6	Talks with Teachers as Colleagues	0.150	0.757	VLE
7	Support classroom concerns of teachers	0.248	0.775	VLE

8	Orientation of individual teachers to school values	0.989	0.883	VLE

Scale and the key

VLE-very low extent(**0**) **LE**-low extent(**1**) **HE**-High Extent**(2**) **VHE**- Very High Extent(**3**)

From the above tables, it is clear that the instructional leadership in high performing schools as rated by the teachers are quite high meaning that the Principals performed their instructional leadership duties as required recording range of (2-3), that is high extent to very high extent. In the case of average performing, the instructional leadership behaviours were moderately rated with very low means of extent where the others were low extent. In the case of low performing schools, the instructional leadership behaviour were predominantly low extent as rated by the teachers.

Stage 2:Inferential Statistical Analysis

The second stage of the analysis sought correlation between the variables: the independent variables being the principals' instructional roles against the students' performance in the three categories of the sampled schools; that is, the high performing, average performing and low performing.

The table reveals that all the variables (independent and dependent) are positively correlated with each other. Since the schools mean grade is directly proportional to student academic progression rate the following instructional leadership behaviours were found to be significant. Updating staff list is significantly correlated to checking punctuality ($r=.332$, $p< 0.05$), checking records of work ($r=.384$, $p< .05$) "catering for learners with special needs was established to be significantly correlated to checking or records of work ($r=.439$, $p< 0.05$), with carrying out classroom observation ($r=0.331$ $p<0.05$). "Preparation of lesson plans was found to be strongly related to classroom registers attendance ($r=.553$, $p<0.01$) checking staff punctuality ($r=.405$ $P<0.05$) provision of remedial learning($r=.570$ $p<0.01$), and ensuring syllabus coverage ($r=.531$,$P<0.01$): "checking class register/attendance was significantly correlated to preparation of tests /examinations ($r=.545$ $P < 0.01$), checking staff punctuality, ($r=.412$, $P< 0.05$), provision of remedial learning ($r=.533$, $P<0.01$), keeping students progress record's ($r=.464$, $P<0.05$) and checking records of works ($r=.462$, $p<0.05$). Preparation of examination and test was found to be significantly correlated to provision of remedial learning ($r=529$, $P<0.01$) and providing and analysing students feedback ($r=422$, $p=0.05$) "Checking staff punctuality was found to be strongly correlated to provision of remedial learning ($r=.533$, $P=0.01$) ,"Provision of remedial learning significantly correlated to keeping students progress records ($r=.417$, $P<0.05$), Checking records of work ($r=.412$, $P<0.05$) and providing /analysing students feedback ($r=.501$, $P=0.05$). Keeping students records strongly correlated to checking records of work ($r=.430$, $P=0.05$), carrying out classroom observation ($r=.642$, $p=0.01$) and providing analysing students feedback ($r=.536$, $P=0.01$).

Correlating the variables (the instructional leadership roles) to the students achievement in terms of the school means registered in the years 2010 – 2012 each of the variables was positively correlated meaning the frequency of instructional leadership supervision has great impact on the students' academic outcome. The null hypothesis (HO) that there was no direct relationship

between frequency of classroom instructional leadership supervision and KCSE performance as well as rate of students' academic progression in secondary schools in Murang'a County was therefore rejected. This indicates that there was a significant relationship between the frequency of instructional leaders' roles in the classroom and the students learning outcomes.

Relationship Between Building the Capacities Of Principals Through Attending Professional Seminars/Workshops and Students' Learning Achievement.

The attendance of workshop and seminars by principals was analysed as it was given by the respondents. Eight national bodies were used as the basis of the reference by the study which includes Teachers Service Commission (TSC), the Kenya National Education Management Institute (KEMI); Kenya Institute of Curriculum Development (KICD), Ministry of education science and Technology (MOEST), The Kenya Secondary Schools heads Association (KESSHA), strengthening Mathematics and Science Education (SMASE) and the Kenya publishers Association. The mean and standard deviations were put in the tables, through use of descriptive statistics in the three levels of schools' performance as illustrated in the tables 4.10.2 (a, b, and c) below.

High Performing Schools: Mean Rating and the Standard Deviations on the Opinion of Principals on the Extent of Building Their Capacities by Attending Professional Seminars/Workshops(N=27)

S/No	Items	Mean	Std. Deviation
1	Teachers Service Commission	6.04	0.90
2	Kenya National Examination Council	6.64	0.99
3	Kenya Education Management Institute	7.30	1.09
4	Kenya Institute of Curriculum Development	8.04	1.20
5	Ministry Of Education Science & Technology	8.84	1.31
6	Kenya Secondary School Heads Association	9.72	1.45
7	Strengthening Mathematical & science Education	10.69	1.59
8	Publishers Contribution	11.76	1.75

Average Performing Schools : Mean Rating and the Standard Deviation on the Opinion of Principals on the Extent of Building Their Capacities by Attending Professional Seminars (N=27)

S/No	Items	Mean	Std. Deviation
1	Teachers Service Commission	4.12	0.90
2	Kenya National Examination Council	4.54	0.75
3	Kenya Education Management Institute	4.99	0.85
4	Kenya Institute of Curriculum Development	5.49	1.35
5	Ministry Of Education Science & Technology	6.04	0.69
6	Kenya Secondary School Heads Association	6.64	1.21

6	Kenya Secondary School Heads Association	6.64	1.21
7	Strengthening Mathematical & science Education	5.49	0.73
8	Publishers Contribution	6.04	0.95

Low Performing Schools: Mean Rating and the Standard Deviation on the Opinion of Principals on the Extent of Building Their Capacities by Attending Professional Seminars (N=27)

S/No	Items	Mean	Std. Deviation
1	Teachers Service Commission	2.04	0.14
2	Kenya National Examination Council	2.24	0.16
3	Kenya Education Management Institute	2.46	0.17
4	Kenya Institute of Curriculum Development	2.71	0.19
5	Ministry Of Education Science & Technology	2.98	0.21
6	Kenya Secondary School Heads Association	3.28	0.23
7	Strengthening Mathematical & science Education	3.61	0.26
8	Publishers Contribution	3.97	0.01

From the above tables (a, b, c,) it can be concluded that, the building of capacity of the principals have great influence on the students learning outcome. High means were recorded in the high performing schools as compared to the low performing ones. The null hypothesis (HO) that there was no statistical difference between capacity building of principals by attending professional seminars/workshops and in service training on KCSE performance as well as student progression rate in Murang'a County was therefore rejected.

Relationship Between Instructional Leaders' Attitude Towards Instructional Supervision Conducted by Quality Assurance and Standard Officers Qasos and Students' Learning Outcomes.

The study questions sought to know whether principals request for external supervision by QASOs. The responses were expected to be **Yes** or **No** rated as **1**and **0** respectively. The other question required the Principals to rate the importance of external supervision in relation to students learning outcomes. There were three options given; good, bad and uncertain rated as **2, 1, and 0** respectively. The tables 4.10.3(a, b, c) below shows the results analysed according to the responses given by instructional leaders from the three categories of schools.

In all the three categories of schools, all the variables were positively correlated to each other. However, the study found that request for external supervision conducted by CQASOs was significantly correlated to rate of external supervision($r=.314, p<0.01$) in both average and high performing schools while in low performing the request for external supervision by CQASOs was positively correlated to rate of external supervision by a marginal value of ($r=.114, p=0.01$). The study further found great divergence in both low and average performing schools by a standard deviation of over 50%.

From the above results, the null hypothesis (HO) that there was no significant relationship between instructional leaders' attitude towards instructional supervision conducted by CQASOs and students learning outcomes in secondary schools in Murang'a county was rejected. This indicates that there was significant relationship between the principals' attitude about external supervision and students learning outcomes.

Low Performing schools means and standard deviations of principals attitude on external supervision and students' learning outcomes

variables	Mean	Std. Deviation	N
Do you Request External Supervision by CQASOs?	.230	.921	27
Rate the External Supervision	12.59%	71.21%	27

Correlations between principals attitude about external supervision Students' learning outcomes in low performing schools

variables	1	2
Do you Request External Supervision by CQASOs?	1	.114**
Rate the External Supervision		1

**. Correlation is significant at the 0.01 level (2-tailed).

Average performing schools means and standard deviations of principals attitude towards external supervision and students' learning outcomes

variables	Mean	Std. Deviation	N
Do you Request External Supervision by CQASOs?	.6296	.692	27
Rate the External Supervision	37.59%	51.21%	27

Correlations of Principals Attitude Towards External Supervision and Students' Learning Outcomes

variables	1	2
Do you Request External Supervision by CQASOs?	1	.314**
Rate the External Supervision		1

**. Correlation is significant at the 0.01 level (2-tailed).

High Performing Schools Means and Standard Deviations of Principals Attitude Towards External Supervision and Students' Learning Outcomes

variables	Mean	Std. Deviation	N
Do you Request External Supervision by CQASOs?	.9296	.921	27
Rate the External Supervision	64.48%	22.21%	27

Correlations of Principals Attitude Towards External Supervision and Students' Learning Outcomes

variables	1	2
Do you Request External Supervision by CQASOs?	1	.314**
Rate the External Supervision		1

**. Correlation is significant at the 0.01 level (2-tailed).

Students' Views on Their Principals' Instructional Roles and Students' Learning Outcomes in Secondary Schools in Murang'a County

The study further investigated the relationship between, the students' views on their principals' instructional roles and students learning outcomes. The analysis sought correlations between variables; Independents variables being the students' views and the results of schools in the years 2010 – 2012 were taken as the dependent variables. According to the study principal's presence in school was found to be significantly correlated to motivation of students by the principal (r=.449, P<0.01) sharing of vision and goals of the school by principal (r=.695, P<0.01), discussing students' result with principal (r=.296, P<0.01) regular checking of students notebooks by principal (r=.286, P<0.01) and provision of learning resources (r=.632, P<0.01). "Motivation of students by the principal was found to significantly correlate to sharing of vision and goals of the school by the principal (r=.450 P<0.01), provision of learning resources (r=.521 P<0.01) and discussing students results with principal as (r.282, p<0.01).

The managing of students' behaviour by the principal was found to be relatively insignificant. However sharing of vision and goals of school by principal was found to significant correlate to provision of learning resources (r=.755, P<0.01) regular checking of students notebooks by principal (r=.405, P<0.01) and sharing of vision and goals of school by principal (r=.351, P<0.01). Discussing students results with principal significantly related to regular of checking of students notebooks by principals (r=.490, P< 0.01) provision of learning resources (r=.446, P< 0.01). the provision of learning materials also significantly correlated to regular checking of students notebooks by the principal (r=.418, P< 0.01) from the above analysis it was concluded that principals according to students views had great impact on students learning achievements. The

null hypothesis (HO) that there was no correlation between students' views on their principals' instructional roles and their academic outcome as well as their academic progression rate in secondary schools in Murang'a County was rejected suggesting that there was relationship between students' views on their principals' instructional roles and academic outcome as well as progression rate in secondary schools in Murang'a County.

Discussion

In this study, it was found out that instructional leadership behaviours of the schools' principals correlate significantly with the students' outcomes in KCSE. According to the study findings, the instructional leadership behaviours of the principals were positively related to the teachers' responses on how they rated their principals' roles. In high performing schools, all the instructional leadership behaviours correlated significantly with the students' outcomes. The updating staff list and preparation of lesson plans were found to have low impact on the students' achievements. However, checking students checking records of work, staff punctuality providing students' feedback and provision of remedial learning were found to impact greatly on students' outcomes.

It has been found that schools that make a difference in students learning and lead by principals who make significant contribution to the effectiveness of staff and in the learning of students in their charge; thus, principals' instructional behaviours are a major predictor of school effectiveness. The study empirically investigated the quantitative estimates effects to explain the instructional leadership variables that were related to variance in students' achievement. The teachers rated the roles of their principals in instructional leadership as to a high extent and very high extent. The results of this study were consistent with the theoretical foundations on which it was built. Factors of instructional leadership behaviours were associated with students' achievement.

The study further sought to investigate the relationship between building instructional capacity of the principals and the students learning achievement. Significant relationship was found where in high performing schools high mean and low standard deviations were found. According to John (2010) while citing the work of Blase and Blase, mentioned that instructional leadership behaviours that results to high success in students' learning outcomes to include giving feedback, modelling effective instructions socialising opinions, providing professional developed opportunities and appraising for effective teaching. Chika et al noted that a successful leader must give primary attention to the programme of staff improvement designed to change the role performance. The result of this study conformed to the theoretical demands intended to empower the principals in their professional roles.

According to the study findings, the principals who demonstrated dynamic instructional behaviours are supportive to teachers, provide direction and maintain high levels of performance.

The third objective of the study sought to correlate the principals' attitude towards external supervision by QASOs and students' performance. There was significant correlation between principals' attitude towards external supervision and students learning outcome. Also high means were recorded in both high performing and average performing schools. The researcher pointed

out that the foremost challenge that a principal faces is to understand the changing contexts and partner with other stakeholders to alter roles, and therefore requires the principals to articulate his or her shared vision while expressing the views on policy issues to convince the other members of the partnership in arriving at decisions before instructions could be issued in the capacity of the principal of the school.

To investigate the roles of instructional leaders in relation to students' achievement as viewed by students, the correlational analysis showed the importance of instructional leadership behaviours of the school principals as perceived by students. From the study findings, the students' achievements were found to correlate significantly with provision of learning resources, presence of principal in school, motivation of students by principals and sharing of visions and goals of the school by principal. However, managing of students' behaviour by the principal and regular checking of students' notebooks were variables found to impact too little on the students' achievements.

The study findings showed contradictions with research findings on meta-analysis conducted by Witziers, Bosker& Kruger (2003) which showed limitations on the direct effect of principals have little contribution on the students' learning outcomes. Through use of various strategies, the study findings demonstrated that the principals have duo effects. Gamage et al (2009) while citing work by Gentilucci and Muto observed that instructional leaders positively influence students' achievements either formally or informally.

Conclusions

From the findings in this study, the researcher concluded that the instructional leader should show high level of instructional responsibility while assisting teachers in classroom instructions thereby promoting their professional development. Further the MOEST should reserve funds to the enable supporting of principals' pre-appointment and post- appointment in service training programmes to improve in execution their instructional roes. More so, effective external supervision of classroom instructions for both principals and teachers is necessary if they have to remain productive. Through influence both principals and teachers should develop the right attitude towards external instructional supervision due the value addition towards perfecting their profession.

Finally, the school principal's instructional behaviours are instrumental and do have both direct and indirect impact on the quality students' academic achievement. Inadequate literature study, observational data, lack of or inadequate training before appointment of instructional leaders ,may be some of the many factors that hamper the principals from executing their instructional duties effectively leading to low students' academic achievement. Further it is paramount that effective supervision of teachers' activities is necessary for them to remain productive. Interactions of the principal with both teachers and students should be cordial.

Recommendations for Policy and Practice

The findings of the study have implications for both policy and practice. The researcher recommends the following based on the findings of the study where high positive correlation coefficients between instructional leadership behaviours and the students' achievements were determined that:-

- The school principals should be regularly attending educational seminars, workshops and in service courses on the instructional leadership to enhance both practical and theoretical domains in order to better apply instructional leadership behaviours in their institutions.
- The school management should provide the necessary condition in order to make instructional leaders demonstrate the instructional leadership skills at school.
- The secondary schools principals should create opportunities for teachers to provide their knowledge and practices by providing environments that will lead to improving students' academic achievement.
- Motivation for both teachers and students has been established as central towards students' achievement. The instructional leaders' motivational role to students and staff was also found to correlate highly with student learning outcomes and therefore motivation should be greatly emphasised as matter of policy towards enhancing students learning outcomes.
- The Ministry of Education Science and Technology of Kenya (MOEST) should revise its regulations and make some amendments that will see schools principals attend pre-appointment training and continuous in servicing so as they can demonstrate the instructional leadership behaviours better at school.
- The MOEST in conjunction with TSC should strength administrative departments in school. This with increase autonomy and shared responsibilities. The reduced managerial and administrative work reduces the workload of the principal and hence increased participation in instructional leadership role.

Recommendations for Further Research

Though the study implications and the related conclusions may sound promising, the researcher recommends for further research since there are still some inadequacies that need to be met or improved. Due to this, the researcher recommends that:-

- A more detailed research needs to be conducted that will integrate other instructional leadership behaviours of the schools' principals. This would apply other models of investigation to include regression analysis of the collected data. Further, the sample population should be increased due to diversity of the individual instructional leadership behaviours and that would be better representative fraction of the population.
- This study mainly applied quantitative approach and the information obtained from the study was more structured to seek deeper and extensive understanding about the interrelationship between the variables. Future study should use mixed methodology; integrate both quantitative and qualitative approaches. Some aspects like attitude and students' views on principals' instructional leadership behaviours can be best be studied

through, qualitative approach. In addition, interviewing techniques could be employed to explore the subjects under study.

- Apart from restricting students' learning outcomes to academic work only, the future research in this area should also include the non-academic students' achievements like sports, music, drama and other talents. The study should extend its scope to include larger students' population. Since students' achievements should not be limited, such other variables should be included since the general aim is to have an all round student.
- The study was limited in investigating the area of instructional leaders' attitude. The researcher wishes to recommend that, future researchers and practitioners should not only heavily deal with general or collective instructional leadership behaviours but also identify specific leadership attitudes and practices that would strongly impact on students learning outcomes. They should move beyond a general focus on the impact of instructional leadership to examining and increasing the frequency of those practices that make larger positive impacts on students intended outcomes.

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