INFLUENCE OF PRINCIPALS' INSTRUCTIONAL QUALITY ASSURANCE ROLE ON STUDENTS' ACADEMIC PERFORMANCE IN KITUI WEST DISTRICT, KENYA

JUSTINA SYONZI NDAITA

A Dissertation Submitted To the Faculty of Education, Department of Educational Administration and Planning in Partial Fulfillment of the Requirements of the Degree of Doctor of Philosophy of Educational Administration and Planning

The Catholic University of Eastern Africa

2013

DECLARATION

I, the undersigned declare that this Dissertation is my original work and that it has never been presented in any other university or institution for academic credit. All the information provided therein has been acknowledged.

_____   _____

Sr. Justina Syonzi   Ndaita   Date

This research dissertation has been submitted for examination with our approval as university supervisors.

_____   _____

Dr. Magdalene Dimba   Date

The Head of Academic programmes,

The Catholic University of Eastern Africa,

Nairobi Town Campus

_____   _____

Name: Prof. Maurice Amutabi   Date

The Director of Research,

The Catholic University of Eastern Africa

DEDICATION

I dedicate this work to my parents, my father Mr. Stephen Ndaita and late mother Alice Mbulwa(may God rest her soul in eternal rest for being my first teacher) for their wavering guidance and support. They were a source of inspiration to me as I grew up. I thank God for everything comes from Him.

ACKNOWLEDGEMENT

ABSTRACT

The main purpose of this study was to examine the influence of the principals' instructional quality assurance role on students' academic performance in Kitui West District, Kenya. The key parameters of the study included principals' pedagogical role, curriculum implementation role, teaching and learning supervisory role and teacher development role. The study also examined the challenges facing the principals in their role of instructional quality assurance and provided measures that can be taken to improve the principals' instructional quality assurance role.

This study employed a mixed research design, which included survey and naturalistic designs. The sample included nine (9) schools, one hundred and seventy six (n=176) students, fifty four (n=54) class teachers, nine (n=9) principals and three (n=3) District Quality Assurance and Standards Officers (DQASO). In total, they were two hundred and forty two (N=242) respondents out of whom two hundred and three (N=203) participated in the study. Data collection instruments included questionnaires for students and teachers and interview guides for the principals and DQASOs. The collected data was analyzed using both quantitative and qualitative data analysis approaches. Statistical Package for Social Science (SPSS, Version 17) aided the process of data analysis. The quantitative data was computed to produce frequencies and percentages. On the other hand, qualitative data analysis was conducted on the data which was collected using interview method and reported in narrative form along quantitative data. From the analysis, the study observed the following: the major pedagogical skills applied by principals to enhance teaching and learning and overall academic performance of students in public secondary schools in Kitui West District included constant monitoring of teachers and performing formative teacher pedagogical evaluation. The principals' curriculum implementation role that influenced students' academic performance included ensuring that the schools followed the prescribed syllabus, teachers prepared schemes of work and lesson plans, assessed textbooks and involved the members of school community in curriculum shaping. The study further found that there were no well equipped libraries, computer resource labs for e-learning and well equipped laboratory in schools. The role that principals played in relation to educational resources included evaluating the adequacy of instructional materials, advising teachers on the most current instructional resources and encouraging teachers to develop innovative teaching aids. The role of principals in meeting teacher training and development needs included giving induction program and orientation of new teachers, arranging regular workshops for teachers and refresher courses, encouraging and supporting teachers to undertake in-service training. The challenges that the principals faced in the execution of their role included lack of finances, inadequacy instructional resources, inadequate teaching staff, overloaded curriculum, vandalizing of resources lack of adequate government support and cooperation from school community. The study recommended an all inclusive collaboration with all stakeholders in education for creation of quality schools through sound instructional quality assurance leadership.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS AND ABBREVIATIONS

BOM   Board of Management

CDF   Constituency Development Fund

CISRET Centre for In-servicing Religious Education teachers

CUEA   The Catholic University of Eastern Africa

DQASO District Quality Assurance and Standards Officers

EPPSE   Effective Provision of Pre-School, Primary and Secondary Education

IMB SPSS International Business Machine Statistical Package for Social Sciences

INSET   In-service Education for Teachers

KCSE   Kenya Certificate of Secondary Education

NAC   National Assessment Centre

OECD   Organization for Economic Co-operation and Development

PTA   Parents Teachers Association

SQC   Statistical Quality Control

TQM   Total Quality Management

UNESCO United Nations Educational, Scientific and Cultural Organization

VET   Vocational Education and Training

WAEC   West African Examinations Council

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This section briefly provides the background of the study in relation to education and academic performance from the international, regional and to local perspective. The section further entails an overview of the instructional leadership and student performance and the principals' instructional quality assurance role before drawing the context of the study.

1.1.1 An Overview of Education and Performance from Global Perspective

The theme of students' performance has been a subject of scrutiny among not only parents and school administrators but also scholars. This section briefly examines the theme of education and general student's performance from international, regional to local perspective.

The problem of academic performance cuts across both developed and developing nations of the world. American educational progress for instance has continued to stagnate in the recent years. Kirsch, Braun, Yamamoto & Sumet (2007) observed that the graduation rate ranks of the US are near the bottom among developed nations belonging to the Organization for Economic Co-operation and Development (OECD). The authors continue to maintain that in virtually every international assessment of academic proficiency, American secondary school students' performance varies from mediocre to poor. The problem of students' poor

performance in America has been linked to failure of the American school system to mitigate certain barriers that are associated with heterogeneous population which consist of immigrant students (OECD, 2010). In the context of the current study, the question of academic achievement is however linked with the role that school principals play as instructional leaders and quality assurance role.

Education in the African continent has continued to make strides with provisions of Education for all (EFA) and Millennium Development goals interventions (MDG). The continent continues to face myriad of challenges which hinder the achievement of its objectives. The continent is not only dealing with the problem of access but also the quality of education in terms of academic achievement. Poor quality of education in the continent has been associated with a number of issues. The problem of insufficient schooling facilities and educators has been a key one (Novicki, 2011). Akpa (1990) pointed out that the professional training of principals of secondary schools has not been given any serious attention especially in Nigeria's educational policies. He further explained that there is the general belief that experienced teachers can be promoted to the rank of principals of secondary schools. The principals require professional training for lack of this leaves them to continue with the general administration of schools and to react to ongoing political pressures in education systems in Africa. The principals are not fully trained and this definitely affects the students' academic performance.

Consequently, in many African countries, the mechanism for recruiting teachers to become principals is unsystematic and not necessarily based on

professional criteria (De Grauwe, 2001). The appointment of principals is attached to some political and religious affiliations for these parties determine who to be the principal in their schools. In Kenya the introduction of free education challenges the principals to be trained in their role as the instructional quality assurance officers to cope with the overwhelming increased enrolment in secondary schools. Therefore, the aim of this study is to address the gaps in Kenya's educational systems by asking in what ways principals' instructional quality assurance role influences the students' academic performance. Another major challenge, is the conflict with families that were forced to flee to their neighboring countries where education is not readily available to them (Kamau, 2011) has also been cited among others. Corruption in education with parents nursing the feeling of being left out is another issue. For instance, In Uganda, only 50% of parents believe that they have the power to influence decisions regarding the education of their children. In Morocco, just 20% of parents believed that they held any sort of power (OECD, 2010).

The highlighted challenges are just but few among others which not only hinder the attainment of education for all but its very quality. Quality of education however may not be realized if the question of the instructional leadership and quality assurance is not examined. This study tried to examine the role that principals play in ensuring better academic achievement among students in Kenya's context.

Despite the numerous challenges facing education in Kenya, the country has witnessed remarkable growth in education sector especially with the introduction of free primary education in 2002 (UNESCO, 2005). However, the question of quality

which ensures better academic achievement among learners still remains poor. An assessment conducted by Uwezo Kenya (2009) in collaboration with National Assessment Centre (NAC) on the basic literacy and numeracy skills of children ages 6–16 showed a worrying trend. The report emphasised the following: literacy levels are low, and are substantially lower in certain regions, literacy levels are lower in public schools than private schools and embezzlement of public funds by school administrators and luck of accountability of the use of government grants and high levels of corruption in educational institutions. These challenges continue to affect students' performance not only in literacy and numeracy but also in all other subjects and at all levels of education; from primary, secondary to tertiary levels.

Moreover, without the much needed support and commitment from all the stakeholders in education, the realization of better academic results may not be visible. School principals form a crucial part of the members of schools community. The principals play a key role on students' academic performance for, without their commitment in achieving instructional objectives, the academic success of schools is likely to be compromised. Given this background, this study investigated the influence of the principals' instructional quality assurance role on students' academic performance in Kitui West District, Kenya's context.

1.1.2 Instructional Leadership and Students' Performance

The quality of education is evaluated in terms of the students' ability to pass the examinations and qualify to get jobs for sustainability. The students' academic performance depends on the leadership of the principal. Mugasia, Achoka & Musera

(2012) argued that the quality of education depends primarily on the way schools are managed rather than on the abundance of available resources. They also maintained that there exists a strong relationship between the quality of the leadership provided by the principal and the capacity of schools to improve teaching and learning. According to James (2011) education is the solid rock of socio-economic growth and development of every state in the world. The reason for this, is that it is expected that the educational system will produce the quality and quantity of human resources required for the economy's growth using the right mix of inputs. Sunil (1995) stressed that one service industry of paramount importance in the public sectors of nations is that of education. Therefore, the curriculum developers and implementers are expected to put the societal needs and demands into consideration. Instructional leadership of the principal is a key factor in the students' academic performance. The principal is the internal quality assurance officer and has the responsibility of monitoring and supervising the curriculum.

Instructional leadership refers to leadership that is indirectly and directly related to the teaching process, involving the interaction between teachers, students and the curriculum. A principal must play a major role in the teaching and learning of teachers in terms of supervision, assessment, staff development and training services (Acheson & Smith, 1986). Keefe & Jenkins (2002) define instructional leadership as the role of principal in providing directions, resources and support to teachers and students in order to improve the teaching and learning in schools.

According to Sergiovanni (1984), instructional leadership refers to the ability to develop educational programs. These include the abilities to interpret the curriculum and determine the objectives of teaching, the diversity of teaching methods, determine classroom management, provide learning climate, implement instructional innovation, able to influence and coordinate the teachers and students to achieve the goals of school education. Leithwood (2004) stated that instructional leadership includes identifying and articulating vision, fostering the acceptance of group goals, providing individualized support, intellectual stimulation, providing an appropriate model and high performance expectation. He further continuous to argue that all these dimensions of instructional leadership aims at improving classroom instruction. The instructional leadership role of the principal is to improve classroom instruction. He or she is expected to guide and direct teachers on curriculum implementation. The improved academic performance of students is a clear indicator that the principal is playing his or her instructional quality assurance role. The principals as instructional quality assurance officers work relentlessly to improve achievement by focusing on the quality of instruction. Therefore the principals have a responsibility to encourage teachers to train and develop their pedagogical skills to improve teaching and learning.

Strong instructional leaders are hands-on leaders, engaged with curriculum and instruction issues, unafraid to work directly with teachers, and often present in classrooms (Horng & Loeb, 2010). This latter idea, that good principals frequently

visit classrooms in walkthroughs or informal evaluations, has become a particularly popular identifier of instructional leadership (Eisner, 2002).

Rossow (1990) outlined seven positive behaviors of principal that directly or indirectly will positively influence the performance of the student. The seven behaviors according to Rossow are: priority to student performance, conducive school climate, clear goals, effective leadership, and evaluation of students' progress, support staff development and coordination of teaching and learning programs. It is in similar line of study that Andrews (1987) argued that teachers do have positive perceptions towards the effectiveness of instructional leadership when the classroom environment is good. In support of this Everard & Morris (1999) emphasized that the effectiveness of a school depends on the principal collaborating with the teaching staff to achieve a common and explicit vision, a timetable that is faithful to the official programme of study, and frequent evaluations of students' progress with a view to improving the programme of and student's achievement.

Research in educational administration suggests in particular that principals who focus their efforts on creating a school environment conducive to teaching and learning, so-called "instructional leadership" are most likely to facilitate school improvement (Robinson, Lloyd, & Rowe, 2008). School factors that comprise principal instructional leadership, classroom management, quality of teaching, classroom climate, student-teacher interaction and peers' influence have greater influence towards students' academic achievement (Wang, Haertel & Walberg, 1990).

Branch, Hanushek, & Rivkin (2012) estimate that a school with a principal whose effectiveness is one standard deviation above the mean will have student learning gains at 0.05–0.10 standard deviations greater than average, smaller than the typical effect size for teacher quality, unsurprisingly, but still educationally important, especially given that principal effects apply to every student in the school.

Researchers conjecture that principals who excel at supporting classroom teaching and student learning impact student performance indirectly by improving the quality of the instruction students receive from teachers (Marzano, 2005). Instructional leadership defines and communicates the school's mission; manages the school's instructional program by supervising and evaluating instruction, coordinates the curriculum, and acts as the monitor of student progress; and creates a learning climate by for example, protecting teacher instructional time and providing incentives for learning (Hallinger, 2005).

The role of the principal as instructional quality assurance leader on students' academic achievement is expressed on one hand in the delegated authority. Thus, the role of the teachers on the other hand is experienced in various ways which this study has explored. The role of the principal as instructional quality assurance officer, however, is very important if maximum output is to be achieved. Therefore, this study examined the influence of the principals' instructional quality assurance role on students' academic performance in Kitui West District, Kenya.

1.1.3 Components of School Quality

Today, more than ever before, the success of individuals is almost equated to education. It is the duty and responsibility of all stakeholders, government authorities and development partners to ensure that quality of education is offered. Education offers learners a chance to maximize on the opportunities present in their environment, whether social, economic, or political. The quality of education influences students' performance and offers them better life opportunities (Adams, 1993).

Education is a process; it has a systematic series of actions and is a continuous operation characterized by series of changes directed towards a specific end. The process of education cannot be measured quantitatively, and so the metrics used to determine the quality of education depend on efficiency, effectiveness, equity, and ability to produce the desired outcome (Adams, 1993). This section briefly examines indicators of school quality in relation to the principals' role in quality assurance.

At a national level, different schools usually perform at different levels of efficiency and effectiveness. This is an indicator that different schools have different quality levels based on their intended outcome, which is to carry out the educational process. The quality of schools affects the learning process both directly and indirectly.

There are a number of factors which affect school quality. These include but not limited to training and capabilities of the teaching force, classroom dynamics such as class size and discipline levels as well as the overall culture and atmosphere

that permeates the school (Mayer, Mullens & Moore, 2000). Figure 1.1illustrates these factors and links them to students' learning outcome.
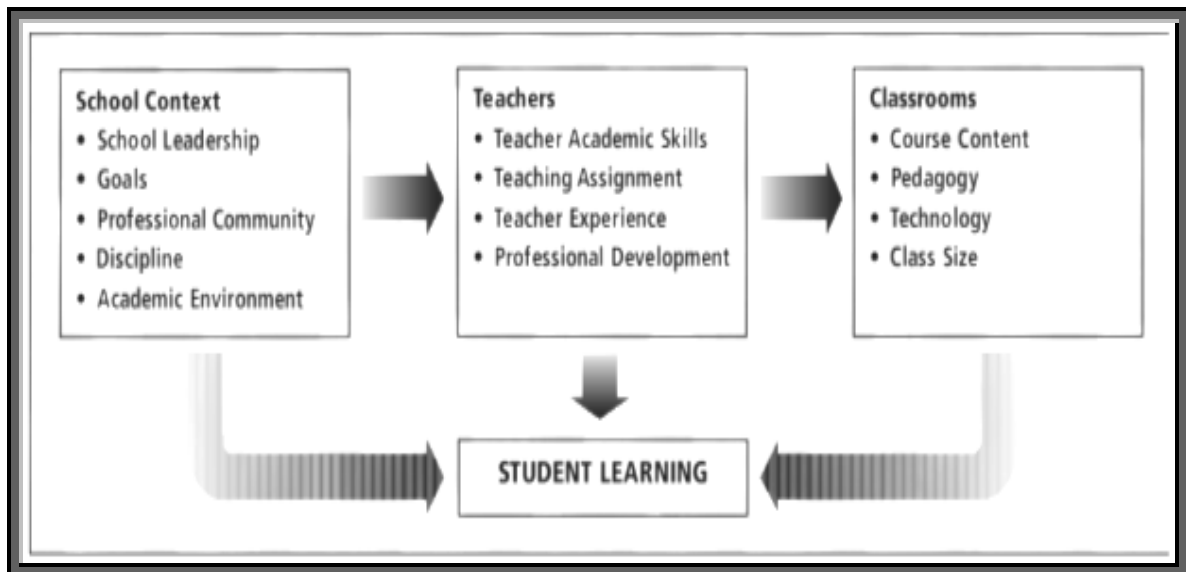
Figure 1.1 Components of School Quality
Source: Meyer, 2000

As the figure shows, the quality of schools is measured by their ability to nurture student learning for better educational outcome. School quality depends upon a number of factors which are likely to affect the learning process. These include school context factors such as school leadership, school goals, discipline and the general academic environment; teacher factors such as academic skills, teaching experience and professional development. Another factor is classroom related aspects which include course content (curriculum), pedagogy, technology and class-size.

School context

School quality is dependent on how schools approach the issue of educational leadership towards attaining school goals as well as developing and nurturing a healthy educational culture that minimizes discipline problems among students and encourages academic performance. The school must possess an academic environment conducive for effective teaching and learning, including academic resources and facilities such as gender-sensitive facilities, libraries, and work areas such as laboratories and workshops. Furthermore, the personnel involved must engage the educational process in a professional manner in order to maximize on its efficiency and effectiveness (Mayer, et al., 2000). Of all these factors that affect the quality of schools, school context is the most difficult to quantify since it is abstract in nature and is tied in to the other factors of school quality such as teachers and classroom dynamics.

School principals have an arduous task in providing the much needed school leadership for better academic output. They must be keen in providing the right school contexts in terms school educational goals, professionalism, discipline and the overall school academic environment. The principals' role of quality assurance in school is very much linked with these school context factors among others.

Teachers

Teachers exert an immense force in determining the quality of education. In order for a school to be considered a quality school, qualified and competent teachers must staff it. The teachers must be a mix of both experienced teachers who possess

intimate knowledge of the actual educational process as well as newer teachers who usually possess theoretical knowledge but avail energy, enthusiasm and innovation to the educational process (Darling-Hammond, 1997). The teachers must be able to assess the learning capabilities of the students through assignments. These assignments must be periodically reviewed to adapt themselves to learning needs of students. The teachers must have a positive attitude towards their career, learners, and the educational process in general since this will affect their output in and around the school. The possibility of career development to the teachers acts as a motivator that induces them to participate more actively in the educational process (Darling-Hammond, 1997).

For better academic performance, schools principals in their quality assurance role must ensure that teachers are up to date in terms of their academic qualifications and skills, teaching experience and professional development. It is also their role to ensure that new teachers are taken through induction program for better school preparedness. Such interventions serve to ensure quality in schools.

Classroom dynamics

Classroom dynamics include all the forces that come into play when a group of learners assembles under a competent teacher with the aim of carrying out the educational process (Mayer, et al., 2000). Classroom dynamics include course content (curriculum), pedagogy, technology and class-size.   The course content may affect the general attitude of the class and subsequently the learning process. For instance, a learner may perceive a certain subject as being easy

or hard which is likely to affect his or her performance. Attitudes towards course content depend on the skills and attitudes of teachers, availability of learning resources as well as students' past experience with course materials (Choy & Ross, 1998). Class size is another classroom aspect; it affects the ability of the student to interact with the teacher. Smaller class sizes have been shown to have higher performance output (Krueger, 1998). Technology, being another classroom dynamic has its role in influencing quality of education. It can be used to aid the educational process since learners can interact with teachers and other learners as well as get access to resources, which are not available by any other means (UNICEF, 2000).

School principals have a duty to ensure that various aspects of classroom are met. They should ensure that right curriculum content is followed in school, effective teaching and learning pedagogy is employed, classroom sizes are maintained with right teacher-student ratio and technology is effectively applied in teaching and learning process.

School principals in their instructional quality assurance role have a noble duty to ensure that quality education is provided in their respective schools. The quality of education available to learners mostly depends on the quality of the school that they attend during the educational process. There various factors that affect quality of education. The examined three factors are key towards ensuring quality of a school. These include the school context, teachers and classroom dynamics. When

all these and other factors are addressed, they bring about better educational outcome.

1.1.4 Principals' Instructional Quality Assurance Role

The principals' instructional role as the quality assurance officer in secondary schools is to make instructional quality the top priority of the school and an attempt to bring that vision to realization (Blasé & Base, 2000). Therefore, the principal as instructional quality assurance leader is to provide leadership to the school in order to achieve excellent academic performance.

As argued by Ayeni (2011) the main components of quality assurance process would be categorized as systematic monitoring and observation of the core activities of the school. The principal as the internal quality assurance officer must have sufficient knowledge to understand and evaluate curricular innovations and effective methods of teaching and learning. Further, Ayeni points out that, the objective of secondary education depends quite considerably on the quality of education it provides for its citizens. The realization of these objectives hinges on quality of teachers, infrastructure and learning environment, resource inputs, teaching process, classroom management, academic assessment, principals' supervision roles and students' commitment to learning.

The role of the principal is basically to organize the curriculum and supervises its implementation. He or she does this by seeing to it that teachers update curriculum documents such as schemes of work, lesson plans, and minutes of staff meetings, heads of departments, minutes and subject panels. More than the

principal's role of organizing and supervising the running of the school, the availability and use of teaching and learning resources, students work records and policy test items is expected to assist the principal to ensure that there is quality teaching and learning in the school. The maintenance of standards and assurance of quality is the key to the maintenance of a sustainable and competitive education system both nationally and globally. It is the work of the school principal as instructional leader to organize and control the staff, both teaching and non-teaching. In other words he or she is the immediate inspector of the school (Government of Kenya, 1987). More than providing curriculum documents the principal is also expected to supervise the quality of teaching standards by reference to schemes of work, lesson notes, and records of work and also by actual visits to the classroom to observe real teaching (Government of Kenya, 1999).

Although principals play the role of internal quality assurance, research has shown that principals have some shortcomings in certain areas. According to (Sang, 2009), these are: general administrative duties, planning and financial management, curriculum implementation and evaluation, personnel management and development. This creates an instructional gap in public schools since without basic internal quality assurance training the principals will remain less knowledgeable in elementary training practices and cannot readily grasp the provisions of Education Act. They only attend short courses on general management of schools. Greenfield, (1991) describes the principal as the person responsible for all the activities that occur in and around the school building. It is his/or her leadership that sets the tone of the school

climate for learning, the level of professionalism and morals of teachers and the degree of concern for what students may or may not become.

The principal being the officer on the ground has a professional and legal duty to provide instructional resources for effective teaching and learning in the school. The principal is the school internal quality assurance officer and sees to it that proper logistics of curriculum implementation are put in place. Good organizational skills without the support of other resources may not be enough to deliver academic excellence of a school. Therefore, resources in the form of material and non-material are necessary for the success of students' academic achievement.

The Government of Kenya noted that much attention has been given to the training of the top managers and especially the external quality assurance officers (Government of Kenya, 2004). Earlier, the government had stressed on the need to train the internal quality assurance officers who in this case would be the principals (Government of Kenya, 1999). Being the officer at the school level the principal is better placed in a position to assess the curriculum implementation in schools and that is why Kamunge report (1998) saw the need to strengthen the instructional role of the principals and to give appropriate in-service training to them. In an effort to have well trained principals the government has invested a lot on education and especially the training of principals on school management (Government of Kenya, 2010). The question that remains to be answered what is still lacking despite many efforts made by the government to improve the quality of school leadership. These realities provide the essence of the current study.

1.1.5 The Context of the Study

This study was taken in Kitui West district, in Kitui County, Kenya. The district is one of the six districts in Kitui County Eastern Region. The county borders the following counties: Tana River to the East and South East, Taita Taveta to the South, Makueni and Machakos to the West, Embu to the North West, and Tharaka and Meru to the North.

According to Ministry of State For Development of Northern Kenya and Other Arid Lands, (2009) the climate of the district is arid and semi- arid with very unpredictable and unreliable rainfall. It is a hot and dry climate making it challenging for cultivation. The annual rainfall ranges between 500-1050mm with 40 per cent reliability. The temperatures range from a minimum of 14°C to a maximum of 34°C. The water sources are very scarce due to limited rainfall. The major sources of surface water are seasonal rivers that form during the rainy seasons and dry up immediately after the rains. Other sources of water are dams and borehole projects still under implementation. Most of the dams however, dry up during the dry season due to the high evaporation rates. Spring water is generally found in the hilly areas namely Mutitu Hills, Endau hills and Mutha hills. Some of these springs dry up during the extended drought periods (Ministry of State For Development of Northern Kenya and Other Arid Lands, 2009). Temperatures in the arid districts are high throughout the year, thus making food security a challenge. Food affordability and access to education challenges in the arid and semi-arid areas are accelerated by the level of poverty where 74% - 97% of people live below the poverty line (Ministry of

State for Development of Northern Kenya and Other Arid Lands, 2010). Kitui West district being both arid and semi-arid faces poverty challenges which consequently affect affordability of education.

Education is a vital tool for combating poverty, empowering women, protecting children from hazardous and exploitative labour and sexual exploitation. Thus, promoting human rights and democracy, protecting the environment, and influencing population growth. Statistics in Kitui District show only 37 per cent of children who are of primary school entry age (6 years) are attending standard one of primary school. Children from families with good educational background and economic ability have more chance to receive education than those from poor families and whose parents have no education. Thirty seven per cent(37%) of children aged 6 years whose mothers have at least primary school education are attending the first grade compared with almost 30 per cent among those with mothers who have no education. Eighty seven per cent(87 %) of children at ages (6-13 years) are attending school (Ministry of State for Development of Northern Kenya and Other Arid Lands).

Whereas eighty five per cent (85%) of primary school age children are attending school, only 15 per cent of secondary school age children (14-17 years) are attending secondary school in Kitui district. Majority of the children are either out of school or still attending primary school. A report by Unicef (2010), shows that the

proportion of children in Kitui district attending secondary schools increases with increasing levels of the household wealth index

Table 1.1 shows an analysis of secondary schools KCSE performances in Kitui West District between 2009 – 2012. A considerable number of students fall attain a grade between B and D. Though C+ is considered as the average grade for university entry in Kenya, the cutline for those who get first places in public universities is between A and B+ for boys and B for girls. This shows that only few students from Kitui West District have a chance to join public university. A number of students cannot afford to pay for a place in private universities.

Kitui West District is placed at position 92 out of 281 Districts in the KCSE Examination Order of Merit of the whole country. The performance index of Kitui West District is 33.43 a distant far from Loima District in Turkana county with a performance index of 50.90. Kitui West District still performed poorly than Mwingi West, and Kisasi Districts at positions 78 and 87 respectively (Kenya National Examinations Council, 2012). The data reflected a wanting performance from Kitui district a problem that the current study sought to examine.

Table 1.1: Kitui West District KCSE analysis 2009 – 2012

SCHOOL	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	2009	2010	2011	DEV
Muthale Girls	105	6	15	25	17	26	12	4	0	0	0	0	0	9.105	9.321	9.0766	-0.216
Kyondoni Girls	99	0	2	6	13	22	22	23	9	2	0	0	0	7.232	6.9	6.061	0.332
Ilako Mixed	68	0	0	1	1	3	13	20	13	9	2	1	0	6	6.484	4.784	-0.484
Mutongoni Sec	103	0	0	0	6	17	19	17	23	11	10	0	0	5.964	6.14	6.136	-0.176
Katheka Boys	101	0	1	3	6	5	23	18	20	13	12	0	0	5.861	5.86	5.68	0.002
Muthale Mixed	18	0	1	1	1	1	2	4	1	3	2	2	0	5.722			
Kasue Mixed	116	0	0	3	3	10	13	21	28	18	13	7	0	5.336	4.54	3.793	0.795
Musengo Mixed	50	0	0	0	1	5	6	4	17	10	6	0	1	5.18	5.083	4.196	0.097
Mutini Mixed	60	0	0	0	3	3	4	7	17	12	10	2	2	4.754	5.22	4.28	-0.466
Katutu Girls	61	0	0	0	1	2	3	1	13	18	21	2	0	4.197	3.85	3.44	0.347
Muthamo Mixed	38	0	0	0	0	0	3	4	6	11	10	3	1	4.105	3.676	3.228	0.429
Kauwi Mixed	78	0	0	1	1	2	2	5	8	11	32	16	0	3.731	4.023	4.368	-0.293
Kakeani Mixed	41	0	0	0	0	0	1	5	2	7	10	14	0	3.487	4.207	3.714	-0.72
TOTALS	938	6	19	40	53	96	123	133	157	125	128	47	4	5.436	5.45	4.896	-0.014

Source: District Education Office (2012)

1.2 Statement of the Problem

Effective leadership is essential in all organizations, whether business, government, religious or educational. Organizations are established for the achievement of a set of goals and objectives and the success of an organization depends largely on the quality of its leadership (Owens 1991). Therefore a school that lacks instructional leadership, success in terms of performance is least expected.

Previous studies have identified several factors that influence student Performance including learning strategies and motivation (Pajares, 1996), quality of instruction (Marrett, 1987), classroom environment (Lamb & Fullarton, 2002) and school leadership (Leithwood, Louis, Anderson & Wahlstrom, 2004). In Kenya specifically, studies have shown that poor performance in mathematics in secondary schools is caused by poor teaching quality, harsh and unfriendly classroom environment. However, the loss of interest as students' progress through the school system, negative attitudes, and poor administration and management practices (Eshiwani, 1985; Kanja et al, 2005). These studies do not link the challenges to leadership of the school a problem that the current study investigated. These studies affirm the need to provide instructional leadership if good academic performance is to be achieved.

The developing world especially Africa shows a deficit in principals training, preparation and development (Ibrahim, 2011). Such a gap in principal preparedness to provide leadership in schools will consequently have an effect in general school management, student performance among many other factors.

Despite efforts by some studies to investigate school management and its effects on school performance, principal's instructional quality assurance role and students' academic performance has not been sufficiently investigated especially from the perspective of quality assurance. A number of the past studies have over-emphasized on various factors affecting students' academic performance on one hand without assessing the principals' role as instructional leader. On the other hand, others remain silent on the principals' instructional quality assurance role in enhancing academic achievement among students. This study therefore examined the influence of the principals' instructional quality assurance role on students' academic performance in Kitui West District, Kenya.

1.3 Research Questions

The proposed study was guided by the following specific questions:

i. To what extent does the principals' pedagogical role influence students' academic achievement in secondary schools in Kitui West District?

ii. To what extent does the principals' curriculum implementation role influence students' academic achievement in secondary schools in Kitui West District?

iii. To what extent does the role played by principals ensure adequate teaching and learning materials for an improved academic achievement among secondary schools Kitui West District?

iv. To what extent does the principals' role in meeting teachers' training needs for an improved academic achievement among secondary school in Kitui West District?

v. What are the major challenges facing the principals in their role of instructional quality assurance in secondary schools in Kitui West District?

vi. What measures can be taken to improve the principals' instructional quality assurance role for an improved academic achievement among secondary schools in Kitui West District?

1.4 Significance of the Study

The findings of the study are expected to be of significance to a number of stakeholders: school administrators, the heads of departments, teachers, students, parents and the Ministry of Education.

Principals

The findings of the study provided the administrators, principals and assistant principals with insights regarding the influence of the principals' instructional quality assurance role on students' academic achievement in Kitui West District in Kenya. The principals have a platform for reviewing their role in instructional leadership and therefore redesigning their approaches which would enhance performance.

Heads of Departments

The findings of the study gave heads of department more insights regarding what is required from them if they are to be effective instructional leaders in their

respective areas of designation. They will put the findings into practice thus improving learners' performance.

Teachers

The findings will be of great help to the subject teachers in general. They are in a better position to understand what it means to be an effective instructional leader especially as they assume leadership roles.

Students

If the findings of this study are implemented, the students are expected to be direct beneficiaries. They would benefit from the policy framework provisions meant to enhance the role of principals in quality assurance.

Parents

Parents being among the major stakeholders in education are expected to reap from the findings of the study if its recommendations are considered in the formulation and implementation of sound policy framework on the role of the principals as instructional leaders in schools.

Ministry of Education

The ministry officials will be informed on the challenges facing student academic performance in Kitui West District, therefore, highlighting a point for the ministry of education to work on in terms of policy framework and implementation, principals training and resources provision.

Contribution to knowledge base

The study is expected to contribute knowledge to an area not widely investigated on the influence of principals' instructional quality assurance role on

Students' academic achievement. The study is hoped to serve as an invitation for other researchers, practitioners and scholars to carry out more studies in this area.

1.5 Scope and Delimitation

The study focused on the instructional quality assurance role of principals. The key areas included principals' role in monitoring teachers' pedagogical skills, curriculum implementation role, teaching and learning resources role and teacher training and development role. The study was delimited to Kitui West District secondary schools indicating their KC.S.E results (mean scores) for the last three years of performance. The duration of time helped to evaluate whether the principals played their instructional quality assurance role effectively and its effect on students' academic performance. The study was based on the principals of girls and boys boarding schools, mixed day schools, mixed day and boarding schools in Kitui West District. This determined whether there was any relationship between the principals' instructional quality assurance leadership role in terms of supervising pedagogical skills, curriculum implementation, availability of teaching and learning resources and facilitation of teacher training and development needs in relation to students' academic performance in Kitui West District schools. The key respondents were principals, teachers and students. The study investigated on the principals' instructional quality assurance role and students' academic performance in secondary schools.

1.6 Theoretical Framework

This section examines the theoretical framework that the researcher used in this study, namely the Total Quality Management Theory and the Role Theory.

The Total Quality management theory advocates for continuous improvement in performance in any organization and in this case secondary school academic performance. Total Quality Management Theory according to Ngware, Wamukuru and Odebero (2006) cited in Craford and Shutler (1999) suggested a practical strategy for using Total Quality Management principles in education. They focused on the quality of the teaching system used rather than on student's examination results.

1.6.1 Total Quality Management (TQM) Theory

The theory traces its origin from the First World War. The quality assurance methods however, used over the course of time have evolved (Hall, 1987). Total Quality Management (TQM) was coined by Deming in the 1950's. It was to reduce the errors produced during the manufacturing or service process, increase customer satisfaction, streamline supply chain management, aim for modernization of equipment and ensure workers have the highest level of training (Hall, 1987).

Total Quality management theory was first applied in education 1987 in Mt. Edgecombe High school in Sitka, Alaska. This was the first school in the world which was attempting to apply Deming's ideas to the totality of education (Carson, 1996). The key principles of TQM are: a) Top management should act as the main driver for Total Quality Management and create an environment that ensures its success, b) Employees should receive regular training on the methods and concepts of quality, c) Improvements in quality should improve customer satisfaction d) Quality decisions should be made based on measurements, e) Use

of appropriate methodology and tools ensures that non-conformances are identified, measured and responded to consistently, f) Organizations should continuously work towards improving manufacturing and quality procedures, g) The culture of the company should aim at developing employees ability to work together to improve quality and h) Employees should be encouraged to be pro-active in identifying and addressing quality related problems.

The theory is one of the contemporary trends in organizational management which is applicable to the management of educational institutions (Amanuel, 2009). It can be applied to schools to provide the guiding principles needed for benefits to all members of the organization and to society (Robbins, 2001). Burnham (1997) came up with representational components derived from the theories and practices of Total Quality Management in educational reforms. The components are: services, physical environment, human resources, process and product (output). These components act as guiding tools for the principal in managing the school.

The components interrelate with each other and could be applied in a school setting. The school is a system which has very many interrelated elements namely; the teachers, students and parents. The principal as the internal quality assurance officer creates a conducive environment for teaching and learning. The principal as the internal quality assurance officer is expected to facilitate teaching and learning in the school. He or she has to be fully prepared to undertake the school leadership role. The principal has to lead by example and especially in classroom teaching. The Total Quality Management Theory guided this study to

investigate the principals' instructional quality assurance role on students' academic performance in secondary schools in Kitui West District, Kenya.

The Total Quality Management components can be enhanced by using the techniques of Total Quality Management such as quality circles, customer focus, bench marking, taking immediate action and continuous improvement. The principal is expected to use these techniques in assessing and inspecting the school instruction. The principal is the educational policy executor in the school and has the mandate to assess the classroom teaching and learning. Therefore, he or she as the internal quality assurance officer observes whether the teachers are capable of linking the components and Techniques of Total Quality Management in the curriculum implementation.
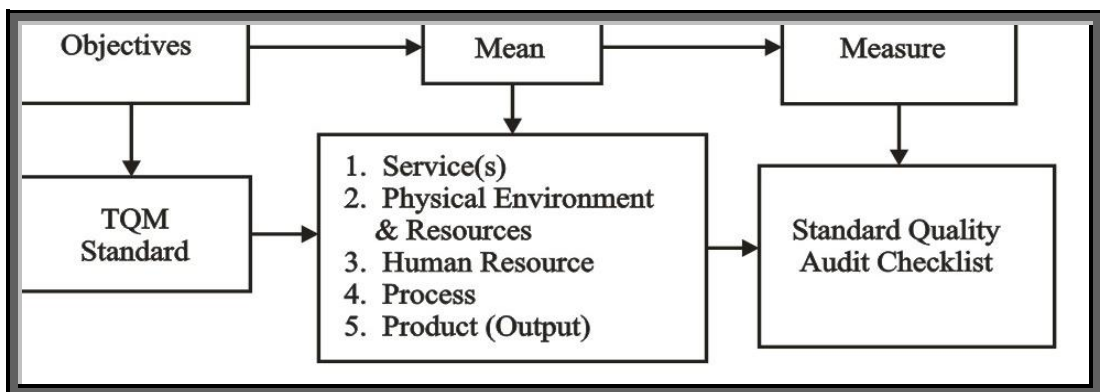
Figure 1.2 Diagrammatical Representation of the Total Quality Management Theory by Burnham (1997)

Total Quality Management is one of the contemporary trends in organizational management which is applicable, to the management of educational institutions. TQM involves long term dedication to improving of quality throughout the organization and active participations of all members at all levels to meet and exceed their customers' expectations (Amanuel, 2009).

Therefore, human resources development is a continuous activity for effective Total Quality Management. Teachers and other school employees require regular and systematic upgrading of their skills pace with the changing cultural institutional, legal, technological and environmental dynamics.

The theory of Total Quality Management has received critiques from some quarters. Marchesa (1991) critiques the theory with an analysis of its weaknesses. For instance, when applied in secondary schools quite a number of barriers show up. Marchese reviewed a number of these barriers and how they affect school management. The barriers included: résistance to viewing students as customers, resistance to the technical language of Total Quality Management, time requirements for implementing and monitoring Total Quality Management, aversion to change and difficulties in achieving a deep acceptance of Total Quality Management philosophy throughout the organization.

A further critique shows that the theory of Total Quality Management concentrates much on the students as customers whereas Total Quality Management in education should also focus on other areas of within the system. The education systems should put the societal needs first into consideration before even proposing the curriculum implementation. The type of education given to its members is reflected in its outputs and especially job availability for students after graduation (Marchesa, 1991). Therefore Total Quality Management should advocate for team spirit among the parents, teachers and all the educational stakeholders in achieving the school goals and objectives.

Total Quality Management theory focuses too much on task-accomplishment therefore task-oriented. One has to accomplish the assigned task

to satisfy the customer expectations. The principals have the responsibility of putting everybody into a task of producing performance in the organization. The idea of satisfying the customer needs in a school situation, however, is much more complex than in a business context. Carson (1996) argued that customer satisfaction in education is a tricky area and therefore there is a great discrepancy between espoused principles and practice. He further stated that attaining customer satisfaction is very complicated by subtle differences in parental expectations, new work force expectations and variations in classroom teachers.

Despite a few weaknesses the theory of Total Quality Management is applicable in the contemporary society and in education systems. Emphasis has been given to the improvement of quality services and products delivery. The educational planners and policy makers are concerned with continuous improvement in performance in educational institutions. Saitoti & Galabawa (2003) viewed Total Quality Management in terms of quality of the inputs, notably the quality of the learners themselves and teachers' qualifications. They further argued that the technique of continuous improvements in Total Quality Management is very relevant to any secondary school setting.

The principal as the internal quality assurance officer should encourage the teachers and students to work hard in aiming at improving the school academic performances. The principals need to consult Total Quality Management theory in order to efficiently and effectively execute their leadership role as instructional quality assurance leader. Academic results of the schools are the best indicators on principals' instructional role as the internal quality assurance officers in public secondary schools and to achieve this total quality management is expected. In

those schools whereby principals are committed in supervising teaching and learning, they tend to perform very well in both academics and non-academic activities (Saitoti & Galabawa, 2003).

In the context of this study, the relevance of this theory is based on its application on the role the principals play in instructional quality assurance. The principal as the educational policy executor in the school has the mandate to assess various schools aspects that influence academic performance. These include assurance of quality in terms of checking teachers' pedagogical skills, curriculum implementation, availability of teaching and learning resources and meeting teachers' training needs. The principal as the internal quality assurance officer observes whether the teachers are capable of linking the components and techniques of Total Quality Management in the curriculum implementation (Burnham, 1997). However, Burnham notes that teachers and other school employees require regular and systematic upgrading of their skills pace with the changing cultural institutional, legal, technological and environmental dynamics in order to deliver. Proper implementation of the Total Quality Management in the school setting will increase the output which in this case is the student performance. Total Quality management is appropriate in a school context in serving to steer the corporate body in the direction, whilst updating documents and procedures and creating efficiency in the organization (Carson, 1996).

1.6.2 Role Theory

Since no one single theory which is devoid of some weaknesses, the role theory is found appropriate in complementing Total Quality Management theory on the basis of its propositions and its relevance in the study. The theory became more prominent in sociological discourse through the theoretical works of George Herbert Mead, Jacob, Moreno, and Linton since 1930s. The theory stressed that the division of labour in society takes the form of the interaction among heterogeneous specialized positions, roles are based on 'appropriate' and 'permitted' forms of behavior, guided by social norms, which are commonly known and hence determine expectations. The role theory attempts to explain roles occupied by individuals, who are called "actors", when individuals approve of a role, they will incur costs to conform to role norms, and will also incur costs to punish those who violate role norms, changed conditions can render a role outdated, in which case social pressures are likely to lead to role change (Hindin, 2007).

This theory finds its relevance in the current study based on its very propositions. The principals are actors in school community who are assigned instructional quality assurance role. Since the role of the school principals is assigned, there are certain expectations. Principals are expected to play their role in terms of showing the direction on the application of pedagogical skills, in curriculum implementation, availing adequate teaching and learning resources and meeting teacher training and development needs. The ultimate expectation of the fulfillment of the assigned roles is to bring about better academic performance

in school. As per the tenets of the role theory, failure to meet these expectations would attract punishment; meeting expectations would lead to reward.

The Role theory has a hard time explaining social deviance when it does not correspond to a pre-specified role. Another limitation of role theory is that it does not and cannot explain how expectations came to be what they are. The role theory also does not provide a framework for sufficiently understanding the complexity involved in human subjectivity (Jackson, 1998).

1.7 Conceptual Framework

Principals are expected to play the role of instructional quality assurance. The key underlying concepts with this role include shaping teachers' pedagogical skills, taking lead in curriculum implementation process, availing teaching and learning resources, and meeting teachers' training and development needs. Fulfillment of this role is expected to bring about enhanced academic performance.
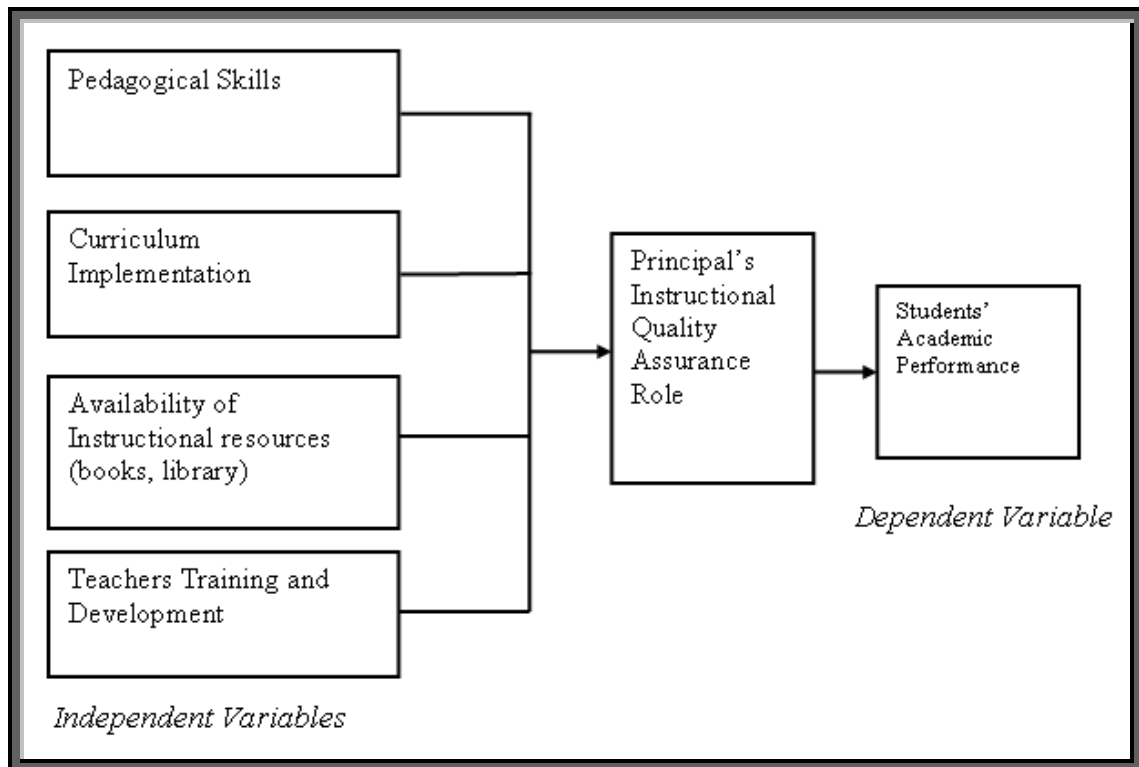
Figure 1.3: Principals' instructional quality assurance role on academic performance

1.7.1 Pedagogical skills

Instructional materials, curriculum implementation and teacher training are all factors that influence students' academic achievement. The role played by the principal as the instructional quality assurance leader has a positive or a negative impact because he or she is in a position to supervise the teachers' pedagogical skills, curriculum implementation, availability of instructional materials and teacher training needs.

One of the characteristics of good teachers is that they possess a substantial amount of specialized knowledge and skills generally referred to as pedagogical skills. Pedagogical knowledge is the ability of how to transform the content matter knowledge into meaningful learning outcomes for students. Skills

are gauged by how the teacher is able to understand a particular topic or subject and explain to the students. It is a process where skills are simply gauged by the ability of teacher to transfer knowledge to the students. According to Ball (2003), a teacher with good mathematical pedagogical content knowledge can break down mathematical knowledge into less polished and abstract forms, thus making it accessible to students who are at different cognitive levels.

1.7.2 Instructional Materials

On the instructional materials Wales (1975) says that, instructional materials would make discovered facts glued firmly to the memory of students. Savoury (1958) added that, a well- planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

1.7.3 Teachers Training and Development

Teachers training and development is another factor that has impact on students' academic achievement. Coombs (1970) observed that the problem of teacher supply is not one of simple numbers. It is first and foremost a problem of quantity and of getting the right quality. The quality of the teachers points to teacher training and development because this determines how they are going to facilitate learning and to some extent utilize the instructional materials. Fayemi (1991) observed that, it is a truism that teachers are the hubs of any educational system that upon their number, their quality and devotion depend on the success of any educational system.

Policy makers and principals play a great role in curriculum implementation because they act as the supervisors. Teachers too play a crucial role of interpreting and using written curriculum materials in a manner that will enhance learning in the classroom. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Therefore, pedagogical skills, curriculum implementation, availability of instructional materials, teacher training and development are fundamental determiners of students' academic performance but all depend on the instructional leadership provided by the principal. Indirectly the role of the principal in each of the factors influences the students' academic achievement. It is by guidance, monitoring and direction his/her role as the instructional quality assurance leader impacts positively or negatively on students' academic performance.

In support of this, Bell and Rhodes (1996) emphasized that the responsibility of the principal is to ensure that the curriculum is managed effectively through appropriate delegation to other teachers. This means that the principal is not only responsible for articulating the school curriculum and objectives, but also delegating and coordinating curriculum implementation as well as monitoring the implementation and evaluation, of the curriculum.

The combination of the principals' instructional and quality assurance roles are factors that influence students' academic performance in public secondary schools. The vision of the school guides its members to supervise the curriculum. In order for the curriculum to be properly implemented teachers and

learners need not only instructional materials but well equipped teaching and learning facilities like library.

1.8 Operational Definition of Key Terms

The following terms are key in the study; thus hereby operationally defined:

Academic performance: The term has been used interchangeably with the term academic achievement to mean how well students are doing in their studies.

Instruction: Refers to a process which knowledge is passed unto the minds of the students through the practice of teaching and learning.

Principal: Refers to a secondary school executive who is charged with the responsibility of leading and directing the school in the attainment of its goals.

Public schools: Refers to those institutions maintained or assisted using public funds of the government and local authority

Instructional Quality Assurance: This is a continuous process by which institutions can guarantee that standards and quality of its educational provisions are being maintained or enhanced. Instructional quality assurance is about ensuring that all students have access to high quality teaching and learning to achieve curriculum outcomes.

Role: Refers to the positions that are defined by a set of expectations about behavior of any job and they may be assigned by the society, institution or group of persons, represents the sum total of all various roles of an individual ,and determines what one does for the society and what one may expect from it.

Secondary school: In Kenyan system this is the post primary level of education and normally covers a duration of four years that is from Form One to Form Four.

Supervision: Refers to a professional service involving the relevant educational administrators for the purpose of interacting with teachers, non-teaching staff and students to maintain, Change and improve the provision and actualization of learning opportunities for students.

1.9 Organization of the Study

Chapter one presents the introduction to the study. It contains the background to the problem namely Influence of the Principals' instructional quality assurance role on students' academic achievement in secondary schools in Kitui West District. This chapter also examines: context of the study (location and education of the site of study), statement of the problem, research questions, significance of the study, the scope and limitations of the study, theoretical framework, operational definition of key terms, and organization of the study.

Chapter two contains review of the related literature, namely past studies that have been conducted in the area of instructional school leadership and factors that influence students' academic achievement.

Chapter three described the research design and methodology that the researcher used to conduct the study. It also comprises of research design, target population, description of the sample and sampling procedures, description of instruments, data collection and data analysis procedures.

Chapter four presents the results and discussion of the study on the influence of Principals' quality assurance role on students' academic performance in Kitui West District. The results of the study are presented based on the objectives of the study, namely influence of the principals' role in the application

of pedagogical skills in teaching and learning, influence of principals' role in curriculum implementation, role of principals in the provision of teaching and learning resources and role in meeting teachers' training needs. The second main part of the chapter presents the discussion of the findings.

Chapter five is the last chapter of the study. It provides the summary of the study, which provides the major findings. Further, the chapter presents the conclusions of the study which are drawn from the key finding. The last part gives the recommendations of the study in line with the findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents an up to date review of related literature on the principals' instructional quality assurance role. The literature was sourced from relevant professional educational journals, and published and unpublished thesis. The chapter helps to show what other researchers have found out about the role of instructional school leadership, their findings and their methodologies. These studies are geared towards helping the researcher to identify the knowledge gap and to justify the need to carry out the study. The chapter is organized according to the following subsections: The influence of pedagogical skills on students' academic achievement, influence of curriculum implementation on students' academic performance, influence of instructional materials on students' academic performance, teacher training needs, challenges faced by principals as quality assurance leaders. The last part of the chapter provides the summary.

2.2 Role of Principals in Developing Teachers' Pedagogical Skills

Pedagogy is the science of teaching. It is also described as the process of accompanying learners, caring for and about them, and bringing learning into life (McKenzie, 2000). Student performance however, is also contingent on instructor skill and level of effort or motivation. Specific instructor training and development is needed to keep pace with today's rapidly changing education in a global market. Instructor-identified skills require improvement on the

efficient and effective use of technology and the application of a collaborative, problem-based pedagogy (McKenzie, 2000). This study examines pedagogy in the light of the principal's role in ensuring that teachers employ the right pedagogy in the teaching and learning process.

In a school setting, it is the responsibility of the principal administrator to develop and maintain staff competence. The teachers require professional techniques and skills in the classroom setting. Thus, this would improve the quality of teaching and learning. The high school principals' instructional quality assurance role includes checking of teachers' lesson notes, scheme of work, checking of teachers' regularity in class and moderation of examinations. The improvement of the quality of teachers has been a major concern in the education sector.

From 1980s the trend in school administration has moved towards managerial and accountability imperatives (Johnson, 2002).The principal as the internal quality assurance officer should provide the teaching materials to facilitate effective teaching and learning in the school. The provision of teaching materials alone is not enough without considering the aspect of staff training and development for the purposes of improving teaching and learning pedagogical skills.

An ideal period for teachers to catch up and master the art of pedagogy is during internship training. Candidates should routinely apply and are assessed on their professional and pedagogical knowledge and skills by school principals. Teacher interns should be placed in a wide variety of settings from smaller, isolated rural schools to larger, urban schools. Candidates should then be expected

to exhibit leadership qualities and competence in any of these settings. Cooperating teachers within the school classroom can provide daily feedback to the principal on professional pedagogical knowledge and skill development. According to Anderson (2003) specific teachers appointed to guide and cooperate formally with the interns must submit intern evaluations as per administrational requirement. The submitted check list is used during the self-evaluation of interns, to ascertain their progress on pedagogy mastery.

Another effective approach of developing teachers' pedagogical skills that school heads should capitalize on is encouraging teachers to build a classroom culture. While the importance of emotions and the social aspects of learning are rarely addressed by stereo-type educational reforms, these aspects of classroom life are crucial. According to Mark (2009), if a teacher does not create a culture that is safe, comfortable, encouraging and supportive, sound learning may not occur. The art of teaching includes the nurturing of group norms that allow learning to thrive. School principals should insist that the teachers uphold classroom culture.

The school heads have a duty to support teachers in their effort in solving multiple problems that may arise during lessons presentation. This is an appealing way of ensuing pedagogy skills in practice. As Douwe (2005) observes, life in classrooms is ripe with surprises, and teachers must not allow these surprises to stall lesson progress. Teachers must focus and anticipate on possible means and backup plans ready just in case. School principals should provide the much needed support not only in addressing classroom pedagogical challenges but also in offering pedagogical training opportunities.

Application of effective teaching and learning methodology for teachers is a must and falls with pedagogical role of a school head. Teachers should ensure that the teaching is strategic to maximize results. According to Morrison et al., (2004), effective teachers possess rich abilities of instructional plans and techniques. They devote time to relating teaching and learning methodology or strategy to situation. But they should also understand the trial-and-error aspects of helping students untangle patterns of failure and frustration. Dedicated teachers make sure their efforts to match technique to students are guided by intuition, empathy and some of the softer aspects of human knowing. Principals should conduct individual teacher's delivery on methodology through academic departments once per term. Attention should be drawn by teachers to identify and conduct assessment on specific learning needs of students.

Effective teaching and learning strategies have positive influence on performance. Teachers have a duty therefore in figuring out what each student needs and which strategies will work to propel student learning patterns. As O'Donoghue, (2000) observes, teachers should be very good at diagnosis and the customization of instruction. They should keep tracking for understanding and they keep searching for the intervention that will enable each student to succeed. They should do everything possible to give students good reasons to stay in school. School heads should do their best in tracking not only students' progress but also the teaching and learning strategies employed by teachers and the outcome of the approaches.

Effective application of particular teaching and learning strategy requires training and experience. It is not enough to spend more time in classroom.

Spending more time in schools will not necessarily enhance the quality learning. Time spent in school should provide opportunities to engage with student learning, drawing on theoretical knowledge about teaching and learning, and reflecting on how theory can inform future classroom practice (Gay, 2002). This gives a call to school principals to encourage teachers to update their professional and pedagogical skills more often.

A number of studies have been done in relation to development of pedagogical skills. Iram et al (2005) conducted a study on the Effective Provision of Pre-School, Primary and Secondary Education (EPPSE) in England. The study followed the progress of 3000+ children since 1997 from the age of 3 to 16 years. Previous analysis identified significant variation in teachers' classroom practice and pupils' behaviour in year 5 classes and that this predicted children's later achievement. The study explored the differences between poor, average and excellent teachers, through observation of teaching practice and linking this to the effectiveness of schools. This involved additional analysis of observations in 82 year 5 classrooms which were originally observed during the Spring and Summer terms of 2004 and 2005. The study found out that there are significant differences in the strategies used by teachers in excellent, good and poor schools. There is a 'bundle' of behaviours that, taken together, can make a difference to children's development and progress and therefore their later life chances.

Year 5 teachers in excellent schools (defined as those which are academically effective with good quality pedagogy) were found to have the following qualities: good organizational skills, ability to establish a positive classroom climate, ability to personalize their teaching (sensitive to their needs

and interests of their pupils), Use dialogic teaching and learning (these teachers use analysis and Mathematics discourse, share Mathematics authority with the children and their pupils have greater depth of knowledge and understanding), make more frequent and better use of the plenary. Good pedagogical skills facilitate teaching and learning and therefore enhanced academic performance among learners.

The findings of a study by de Caprariis, Barman and Magee (2001) suggested that lecture method leads to the ability to recall facts, but discussion produces higher level comprehension. Further, research on group-oriented discussion methods has shown that team learning and student-led discussions not only produce favorable student performance outcomes, but also foster greater participation, self-confidence and leadership ability (Perkins & Saris, 2001). This study explored into the teaching methods that a teacher can apply to create better comprehension of the subject matter.

A study by Casado (2000) examined perceptions across six teaching methods: lecture/discussion, lab work, in-class exercises, guest speakers, applied projects, and oral presentations. Students most preferred the lecture/discussion method. Lab work, oral presentation, and applied projects were also favorably regarded. Involvement of students to group discussions and debates is a pedagogical skill that when applied facilitates a better understanding or grasping of the concepts by the student. The current study does more than highlighting pedagogical skills as factors that determine student performance when applied by the teacher. This study sought to investigate the role of principal in supervising the pedagogical methods applied by the teachers.

Australian research on Vocational Education and Training (VET) learning styles and preferences has shown that VET learners tend to vary significantly in the degree to which they are willing to engage in self-directed learning by comparison with learning under close teacher guidance. They also differ in how much they prefer to learn using a hands-on approach as opposed to learning through listening and reading (Smith, 2000). According to the research, some students are dependent while others are independent/self-directed. The reviewed study echoes the views of Brennan (2003), who argues that teaching approaches should differ according to the individual learner.

Although the study shows that the Pedagogical skills that a teacher applies in teaching must be informed by an analysis of the students learning behavior of an individual, it does not investigate the role played by the instructional leader in ensuring good pedagogical methods are applied. The current study investigated the role played by the principal in ensuring relevant pedagogical skills are applied in a classroom setting.

A study by Faraday et al (2009) on Effective teaching and learning in vocational education found that the repertoire and flexibility of vocational pedagogy is often too narrow and that while the setting and context may be engaging, the methods used can be too passive and uninspiring. The inquiry concluded that vocational pedagogies remain in their infancy and relatively little research has been undertaken into them.

The reviewed studies show that teaching and learning cannot be sustained by lectures which do not involve the recipients. The creativity of the teacher in terms of pedagogical skills is a requirement in teaching which would

consequently influence the performance of the students. Quality of teaching is the key factor in improving learner achievement. Barber & Mourshed (2008) argued that the quality of an education system cannot exceed the quality of its teachers. Therefore, the only way to improve learner outcomes is to improve instruction.

Conclusion

It is evident that a number of studies have been carried out in the field of teacher pedagogical development and the role it plays in students academic achievement. Thus, teachers should focus heavily on pedagogy, how to be a teacher, when the evidence cries out that what future teachers need most is a deeper understanding of the subject they'll be teaching, of how to monitor student progress, and how to help students who are falling behind. The burden of responsibility lies mainly with the school principals to evaluate, synthesize and recommend at the lead and in deed, on the integral parts of teaching methodology and non-classroom abilities of teachers. Such interventions can bring out the best out of the principals as instructional quality assurance leaders in schools.

2.3 Principals and Role of Curriculum Implementation in Schools

Curriculum is a guideline for the students and teachers that provide a time frame of work. This should be accomplished before one is done with high school or primary school. It is also defined as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school (Purita, 2008). Principals need to implement the curriculum with the help of teachers in an actual school setting and find out if the curriculum

achieved its goal. Implementation refers to the actual use of the curriculum or syllabus or what it consists of in practice. Implementation is a critical phase in the cycles of planning and teaching a curriculum. Implementing the curriculum does not focus on the actual use but also on the attitudes of those who implement it. These attitudinal dispositions are particularly important in educational systems where teachers and principals have the opportunity to choose among competing curriculum packages (Olga, 2013). It takes a number of stakeholders for the curriculum to be implemented effectively including students, teachers, parents, community and the government.

Curriculum is one component that distinguishes a principal's role from that of a chief executive in any other profession (Fullan, 2000). Although, Southworth (2002) pointed out that educational leaders must capably perform a dual role as chief executive and professional leader. Together with teachers, principals identify goals for the school's curriculum and establish curriculum design strategies that will meet these goals. Moreover, as the leader of the school, it is the principal's responsibility to make sure that teachers consistently implement curriculum that aligns with school goals (Mintrom, 2000).

The principal plays a major role coordinating curriculum change in the public schools. Communication between administrators, supervisors, teachers and principals is critical at the implementation stage. Techniques such as pre-service meetings, workshops, and bulletins help facilitate communication needs. The principal should have open communication lines with all school personnel. He should promote a strong staff development program to allow teachers the opportunity to successfully incorporate the curriculum change. The principal must

also transmit the interest and enthusiasm about the new curriculum by encouraging and helping faculty members on a daily basis. The school administrator is responsible for the success of the implementation process: without his direction the new curriculum is often neglected (Stephen, 1984).

There are numerous stakeholders that work with the principal in the curriculum implementation process. In education system, the most important stakeholders include principals, teachers, students, parents/family, community, private sector representatives, non governmental organisations, ministry of education and school advisory and management committee. In order to effectively implement the school curriculum, the principals have a sole responsibility in ensuring that all the stakeholders are involved. Since teachers are major immediate stakeholders in schools, principals must ensure that they follow the syllabus exactly and make sure that they do not miss any topic or component (Olga, 2013). When teachers diligently follow a prescribed syllabus in teaching a lesson, then they are considered to have fidelity of implementation. To promote fidelity of use, there is need to identify the topics or subjects that require more focus. These subjects are those that are more technical or more difficult. A structured approach to implementation is then followed, one on which teachers are provided clear instructions early on by the administration.

The principal is tasked with ensuring that the teachers are bound by the curriculum and that they follow each set procedure. According to Stoel & Krüger (2007), effective adherence by teachers to curriculum requirement can be achieved by the principal through the provision of sound instructional leadership. Leadership power is crucial for continuous nurturing and promotion of knowledge

and skills of teachers through curriculum and instructional leadership. Principals should use a number of instructional support strategies, such as making suggestions, giving feedback, modeling, using inquiry and soliciting advice and opinions from teachers, and giving praise in order to ensure effective implementation of curriculum.

Students, who constitute key stakeholders, are the biggest and main beneficiaries of a well implemented curriculum. Thus, the principal needs to mobilize them by explaining the curriculum to them. This ensures that the students are well versed with their curriculum and can report any discrepancies or neglect on the side of the administration and the teachers. Through getting feedback from the students, the principal can also better plan the curriculum to suit the students' learning needs.

Principals are responsible for facilitating their school's interactions with parents and others in the school community. This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. Principal should have more meetings with parents to inform them of the curriculum and what they plan to achieve within the given period of time (Jomae, 2012).

Mobilizing resources for effective curriculum implementation. Schools require numerous resources for them to function well. These resources include financial, human and physical resources. Principals can source for funds not only from the government but also from some of the stakeholders in the school. Some of this includes the community and business enterprises that have an interest in the education of the students. The main objective of any project that the principal

embarks on is aimed at the improvement of learning for the students. For the curriculum to be implemented properly, the school requires enough finances to hire the teachers to ensure that the teacher student ratio is lower. This means that the teachers are able to have access to each student and hence the enhancing an effective curriculum coverage. In essence, the whole idea of the curriculum is not to be finished in time but to enhance its efficiency.

The school principals should also provide any materials that the teachers may require to perform their work better. The principal should ensure that he/she gets the necessary teaching and learning resources for teachers by including the teaching resources in the school budget. This ensures that when the rest of the school materials are being procured, the teaching and learning materials are also given similar priority as being a necessity for the continuation of learning in the school.

A number of studies have been done in relation to curriculum implementation. A study by Saskatchewan Ministry of Education (2009) in northern Saskatchewan, Canada sought to explore factors affecting the implementation of an elementary science curriculum in three schools. Data gathered indicated that few teachers use the curriculum on a regular basis or possess detailed familiarity with its components. Tight timelines for implementation, as well as challenges such as class size, limited in-service availability, and frequent networking opportunities were identified as challenges. Many challenges were linked to the need to refine or acquire skills made more necessary by new curricula, as well as by other provincial and regional initiatives. Teachers in this study indicated that a greater degree of instructional leadership at

the school division and school level would assist them in their efforts to implement mandated changes. Concern was also expressed that little monitoring of the implementation process by either their school division or by the provincial government had taken place. The reviewed study explored at the challenges faced by teacher in curriculum implementation but the current study seeks to investigate the challenges of curriculum implementation under the supervision of the school principal and effect to student academic achievement.

A case study by Gross, Giacquinta, and Bernstein's (1971) in an attempt to measure the degree of implementation of an organizational change of an inner-city elementary school trying to implement a major change in the role of the teacher found that the overall quantity of innovation effort was very low. The quantity of innovation effort was about 16%; that is, teachers displayed behavior congruent with the innovation about 16% of the time. The study focused on how much innovative can the teacher(s) be in implementing change. The current study investigated the influence of the principal as instructional quality assurance leader on students' academic performance hence exploring on curriculum implementation as carried out by the teachers under the principal's supervision.

Some of the reviewed studies examined the challenges teachers face in curriculum implementation (Arnott, 1994) but the current study sought to examine the role of the principal in the curriculum implementation process. Curriculum serves as a map for any education system, therefore, its implementation is vital to achieving quality and good performance. The role played by the principal is worth investigation because he or she acts as the

supervisor in the process of curriculum implementation and therefore this role can influence students' academic performance.

Mugasia, Achoka and Musera (2012) argued that the performance of the academic institutions in meeting the goals and objectives of education relies heavily on the type of leadership that prevails in the institutions. They further observed that the increase in secondary education necessitates instituting responsible leadership in secondary education institutions. The principals' instructional quality assurance role is still wanting in Kenyan secondary schools. The principals are the officers on the ground and should direct and guide the teachers on the curriculum implementation. Many schools in Kenya have been registering dismal performance in KCSE results and this is alleged to be as a result of poor leadership.

A study in Kenya by (Malusu, 2012) sought to investigate the role of the Christian Church in curriculum development in Kenya with specific reference to the contribution of CISRET and CREATE In-service Teacher Education Programs to the teaching of Christian Religious Education in Primary Schools. The study focused on analysis of the Programs in relation to the implementation of the Primary Christian Religious Education curriculum in Kenya in order to establish their worth. The study sample was composed of two hundred and ninety-six graduates of the CISRET and CREATES In-service Programs who were selected through quota sampling method; two sponsors; six trainers; two Directors of the In-service Programs, and ten Field Officers, all selected through purposive sampling. Information was collected through questionnaires, interviews and observation checklists.

Three major themes that emerged in the study in relation to the research questions were: Needs assessment of the Graduates of CISRET and CREATE Curriculum Activities of the Graduates of CISRET and CREATE Curriculum Design and Implementation of CISRET and CREATE. The findings indicated that the main objective of the In-service Education Programs, that of providing the trainees with new knowledge, attitudes and skills to implement the Primary Christian Religious Education curriculum, has been sufficiently achieved. The conclusions reached show the importance of Continuous In-service Education for Teachers (INSET) Programs for curriculum implementation. This reviewed study sought to investigate the role of the Church in curriculum development while the current study investigates the role of the principal in curriculum implementation and how this influences students' academic performance.

The study reviewed the role of the institution in curriculum development while the current study investigated the role of a principal in curriculum implementation. The reviewed study focused on subject but the current study addressed students' academic achievement from a holistic perspective.

In Kenya, the quality assurance and standards officers advise the government on matters of quality teaching and learning in schools. They are the external quality assurance officers while the secondary school principal is the internal quality assurance and standards officer (Government of Kenya, 2004). This gave more the reason why it was important to investigate the role played by the principals in curriculum implementation within the individual schools.

Conclusion

While a number of studies have been done on the curriculum implementation in schools, the role of principals as quality assurance leader in curriculum implementation remains silent. Principals are expected to ensure that the curriculum is well developed and implemented based on the provisions of the Ministry of Education. All the stakeholders should be involved in the development and implementation of the curriculum. This involvement provides some sense of ownership of the entire curriculum implementation process. The students being the key stakeholders also need to have some input on the same because they understand better what they need and how the proposed curriculum can help them or frustrate them. Therefore curriculum implementation should be well planned by the school administration because its success its seen in the academic achievement of learners. The hallmark of the principals' instructional quality assurance role is deeply rooted in curriculum implementation. .

2.4 Influence of Instructional Materials on Students' Academic Performance

Most of the resources used by the teachers and the students are all aimed at improving the performance of the students. These resources make teaching and learning much easier and enjoyable hence there is greater retention by the students leading to better understanding and results (Holland, 2005).

Teaching and learning resources are important inputs in any educational level. This is mainly because they are the primary means through which students get an opportunity to gain access to knowledge and skills that the learners should acquire (Willms, 2000). School physical facilities and instructional resources

include textbooks, classes, playing grounds, learning equipment and technology (Oakes and Saunders, 2002). Effective use of these resources has a positive influence on learning achievement (Mcgowen, 2007). Without effective use and supervision of teaching and learning resources, there may no positive educational outcome. The school principals have a duty to ensure adequate and quality teaching and learning resources which do not include only books but also school facilities.

One of the most important resources in any quality school set up which must be in place is school library. Libraries are essential facilities in any school system; they provide the basis for acquisition of knowledge for the students. Library provides the students with premises to do their own studying and research. This facility also helps the students to explore further on things taught in class by reading more books and materials for better understanding. This in the long run improves the students' performance. Schools principals in their quality assurance role must therefore ensure that school library is well equipped and capable of meeting students learning needs in and outside set up. School library form the heart of every quality school.

Principals have a great role to play in the supervision of teaching and learning resources. Their main focus should be to develop and maintain effective educational Programs within his/her school and to promote the improvement of teaching and learning with his/her school. The Principal should strive to create an organization and or climate which foster student and teacher growth (Mattos, 2013). With this in mind, the principal gives the go ahead for what is to be procured in the school and the amounts that he deems necessary for his/her

school. Therefore, the principal should provide teachers with the learning materials that they require. Principals can examine the teachers and establish the most basic resources that they need to improve their teaching. The principals should also follow up on the teacher's activities and progress. This will help the teachers to be more accountable and use the teaching resources more efficiently.

Principals also need to follow up the performance of each teacher on their subjects. This will help determine whether the resource provided is essential and effective in its purpose. If even with the resources, the students performance doesn't improve, then the principal should re-evaluate to establish the reason why the resources are not effective. Students need constant supervision for them to be more productive in their studies. The principal is tasked with running the school, his main objective being the performance of the students. Although the resources may be provided, the principal needs to put mechanisms on the ground to ensure that the resources are properly utilized. The principal can also ensure that the library is always fully equipped with the latest reading materials for the students. The library can also have better facilities that can better accommodate more students with ease. Principal can also ensure that the school has enough text books not only for teachers but also for the students. The principal can ensure that the ratio of students to textbooks is lowered by buying more books for the school. The revision materials can be bought and stored in the library for borrowing out to the students for a short while.

The principal being an administrator in charge of the school should also ensure that he/she constantly holds meeting with the staff to have a recap on the progress of the students. Also the meetings can be used to address some of the

challenges present in the school. The principal can also follow up on the lesson plan of different teacher to ensure that the teachers are sticking to what is set based on the teaching and learning resources that are provided in the school.

The ultimate goal of the principal's role in monitoring teaching and learning resources is to bring about better academic performance. A number of studies have been conducted on influence of teaching and learning resources on academic achievement. A study by Abagi and Odipo (1997) examined issues of efficiency in the primary level of education in Kenya. The study established that primary schools that had good funding bases through active participation of the members of Board of Governors (BOG) were established to be performing well. Other sources of finances that were sought by fewer members of the BOG were through CDF funding. The BOG members on one hand were also involved in sourcing for funds to buy books that have been established numerously to help in curriculum implementation. Through provision of CDF assistance, there was no curriculum implementation while PTA funds and organizing harambee resulted to curriculum not being implemented. On the other hand, purchase of books ensured that there was implementation of curriculum. Teaching and learning materials are very essential for effective teaching, which are directly linked to the curriculum implementation. They help learners to achieve the specific objectives constructed for the content. Curriculum developers point out that no curriculum can be adequate and effectively implemented without adequate teaching and learning materials.

The study recommended that the role of the school principal as the head teacher is being responsible for teaching and learning within a school was

expanded with the addition of greater administrative responsibilities. Therefore the principal's role has become more focused on the management of the overall school, consistent with local school board and provincial policies and directions.

A study conducted by Mudulia (2012) on the relationship between availability of Teaching/Learning Resources and Performance in Secondary School Science Subjects found that availability of textbooks, revision books, lab chemicals and equipment was higher in the high performing schools than in the low performing schools. The findings show that 2 out of the 7 low performing schools did not have a laboratory. All the 5 low performing schools that had a laboratory lacked laboratory technicians and only one of them was fully equipped. Moreover, none of the low performing schools had a library, and all the high performing schools had more than one laboratory. As such, there were differences in availability of teaching/learning resources between the high performing schools and low performing schools.

The study recommended that the Ministry of Education should initiate more training programmes on provision, improvisation and utilization of teaching/learning resources. It should also help enhance the ongoing progammes. This study focused on the availability of learning resources without exploring what role the school leadership played in managing the resources. The current study investigated on both factors, that is, the availability of learning resources and the role played by the instructional leader in managing the resources.

Momoh (1980) carried out a research on the effects of instructional resources on students' performances in WASC examination in Kwara State, Nigeria. He correlated material resources with academic achievements of

students in ten subjects. Information was collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievements of students in examinations for the past five years were related to the resources available for teaching each of the subjects whereby he concluded that material resources have a significant effect on students' achievement in each of the subjects.

In the same manner, Moronlola (1982) carried out a research in Ilorin local government of Kwara State, Nigeria. She also used questionnaires to tap information on the material resources available for the teaching of ten subjects in ten secondary schools. She collected WASC examination results for the past five years and related these to students' achievements in each of the ten subjects and to the amount of resources available for the teaching of the subjects. She also reported a significant effect of material resources on the academic achievements of students in each of the subjects. The studies by Momoh and Moronla (1982) established the influence of instructional materials in students' academic achievement. However, resources require management and therefore the current study examined the role of the principal who manages the school resources thus influencing the students' academic achievement.

Popoola (1990) investigated the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for his study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected final examination results for five years and compared achievements of students in

schools with adequate material resources and achievements of students in schools with inadequate material resources where he found a significant difference in the achievements of the two sets of students. From the findings of Popoola it is evident that instructional resources are vital in determining students' academic performance. The current study goes further to investigate the role of the principal in managing the resources and his or her influence in students' academic performance.

A study done by Shiundu (2005) in Kenya on the effect of availability and use of teaching resources on student performance in biology reveals that there has been a lot of emphasis on the teaching of science so as to satisfy the country's demand for technologically skilled manpower. For the last five years or more, students' performance in biology (in the KCSE) has been poor, hence, the researcher embarked on trying to find out whether the poor performance is caused by unavailability and use of teaching resources. Using research questions that sought to determine the available teaching resources and their utility, the study looked into how these (resources available and utility) reflected performances in examination.

The findings of this study indicated that teaching resources such as textbooks, laboratory and its related facilities, audio visuals and printed media were generally inadequate in various schools. The teachers rated availability of resources as a major cause of poor performance. The findings also indicate that not only does adequacy of resources relate to performance, but that their use affects performance. Another factor is poor methods of teaching. A method of teaching is more often than not dictated by the resources available and the

methods teachers were found to use do not expose the students to instances where he/ or she can develop higher abilities. The study however did not look into the role of the principal in terms of providing and managing the teaching and learning resources. The study limited itself on the availability of resources that could enhance students' performance in biology unlike this study which is aimed in looking at the role of the principals as instructional quality assurance leaders in supervising, controlling and guiding the teachers in the whole process of teaching and learning. Mugasia, Achoki and Musera (2012) in Malusu (2007) stated that many schools still perform poorly due to poor leadership besides inadequate funds and poor facilities. Therefore the quality assurance role of the principal is very important.

Conclusion

From the observation of this study, it is evident that the role of teaching and learning resources in influencing academic performance cannot be underestimated. These resources are essential for any school. They provide reinforcement to the basic teaching and learning mechanisms and also provide the teachers and students with an added advantage in terms of efficiency. However, the role of the school principals in ensuring the quality and adequacy of the resources is also vital. Therefore principals should strive to ensure that students and teachers have adequate teaching resources that they may need for better academic achievement. Better performance is an added motivator for the school administrators as well as to both the teachers and students.

2.5 Influence of Teacher Development on Students Academic Achievement

The quality of education depends on the ability, hard work and dedication of the teacher. If a teacher fails to keep himself in touch with the rapid scientific and educational developments, then he would become inefficient and ineffective (Asu, 2004). Professional development is about the knowledge and expertise achieved for career advancement and personal development. There are different advancements towards professional development.

Teachers participate in professional development since their interest is based on a lifelong learning (Darling-Hammond, 1997). Professional development includes formal means of occupational education, usual post-secondary and polytechnic training important for qualification or credential necessary to acquire and for preserving employment. Other structures of professional development programs include in-service or pre-service. Either in form of groups or individuals these programs are formal or informal. Individuals are prone to practice professional development separately moreover human resource development may present the courses. Leadership skills can also be improved through professional development directed towards a certain job (Speck & Knipe, 2005).

Teacher's Professional development remains a core mechanism for advancement of classroom teaching and students' success. Several criteria can be followed for professional development to be considered as of great quality. Firstly, professional development should be sustainable, thorough and focused on content, therefore having a positive long lasting effect on classroom tutoring and performance of the teachers. Secondly, it must be aligned directly in relation to

the state standards dictating academic content, assessments and students performance, improving and accelerating teacher's familiarity of the subjects they coach (Birman et al. (2007). For example advancing the understanding of efficient instructional policies based on scientific based research, there should be a regular evaluation of the effectiveness of the teachers and the student's performance, a teacher should have the ability to apply new thoughts gained from the professional development, to classroom teaching, there must be high quality professional development in its action theory, arrangement, aim and execution (Ball & Cohen, 1999).

Professional development is associated with academic achievement. Teachers who have been well developed in terms of professionalism are associated with good student's performance. This shows how much it is important that teachers pass through various kinds of professional development stages. Such stages can be programs that go hand in hand with their normal course learning. Studies have proved that teachers who are well trained, there exists an intact relationship between their teaching and the students performance (Birman et al, 2007).

According to Birman et al (2007), student's performance is affected by professional development in three steps. First, the teacher's knowledge and skills are enhanced. Secondly, classroom teaching is achieved by the existence of better knowledge and skills. Third, student's achievement is raised by improved teaching. This is evident that, if one area is missing or has a weakness it affects the student's success in acquiring knowledge (Birman et al, 2007).

Apart from the normal teaching procedure and the curriculum being offered in learning institutions, there are more vital skills that need to be provided to students. Role of school heads in the process of professional development of teachers is paramount. In addition, principals have a responsibility in ensuring that teachers are professionally developed. They have duty to organize in-service teacher training programs. Such programmes could cover teaching and learning methodology, application of information and communication technology in teaching and learning process (Dettmer, 2005).

Principals, in their quality assurance role through teacher development interventions can bring about the best in school in terms of improving academic achievement among learners. There is however some hurdles that principals are likely to face in their role in trying to meet teacher development needs. Such include but not limited to lack of adequate financial support, lack of cooperation from the very teachers among others. Thus, there is need for school community to offer support to ensure that school quality is attained through effective teacher development interventions for enhanced educational outcome. Further, the school heads should ensure that there is a certain standard of qualification a teacher should have attained before being admitted in the learning institution. They should monitor the teachers well so as to record great success in the students' performance. A register containing an annual performance of teachers in relation to their respective students should also be thoroughly examined by the school heads, in determining each teacher's progress.

A number of studies indicated that there is an association between teacher professional development and students' academic achievement. Duke (1993) in

his study found that staff development program which is 'Student-Based Staff Development' held in Albermale County Public School, United States was able to improve academic performance by 50 percent among poor students. The findings of Duke seem to concur with Bushman and Bell (2001) findings on 118 schools in 24 different districts in California. The study by Bushman et a l (2001) was conducted to review the efforts used by principals to improve education among low performing students. The findings of Bushman, et al (2001) established that 84 percent of the principal's effort focused on individualized instruction that consequently influenced the student's performance. According to the findings the training of teachers especially in handling such cases is wanting and thus the need for more training.

A study in Islamabad by Rahman et al (2011) examined the ways in which teacher training was related to effective teaching in terms of student achievement. Sample of teachers comprised of 80 female teachers with 180 girl students of grade X. The instrument of the study was questionnaire for both the target groups. Examination score of grade nine was taken as student achievement. The findings of the study were that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general. Conclusion drawn from the study was that teacher training was positively related to effective teaching. The results of the study also indicated that there is a significant co-relation between teachers training and student test result.

Recommendations from the study were: (a) Teachers may be provided opportunities for professional development for instance in–service training, (b) quality training programs for teachers may be introduced as it has significant correlation with student performance, (c) Teacher training curriculum be reviewed and improved and teachers be given in-service training facilities, (d) Further studies be conducted on school environment, student self-concept, teacher job satisfaction, and their effects on student learning outcomes.

The sample used in this study does not reflect gender equity a factor that can influence the data collected and consequently findings. However, the recommendations would enhance the teachers' teaching skills a factor likely to influence the student's performance. The result affirms the correlation between teachers training and student test result as found by the study.

A study by Davis and Nicklos (1986) proved that the principal's role is indispensable in promoting staff development program to achieve the school's goals. The finding of David and Nicklos (1986) concurs with the study by Hall (1986) that principals' support in staff development programs indicated an increase in knowledge, communication skills and participation in decision making among teachers.

Nyamai (2003) carried out a study on the effectiveness of secondary teacher supervision in Nyamira district in Kenya. The findings of the study recommended that the university curriculum developers should develop and implement a course (s) on quality assurance in the undergraduate programme for bachelor of education students who are the future teachers and inspectors of this

country. However, based on the findings, the government should increase the numbers of inspectors (QASOs) per District to cope with the demand.

The teachers require further training on quality assurance and especially in curriculum instruction. The principals as instructional leaders have to be able to figure out what to do for a teacher, what kind of professional development will be best for that person at that time (Wanzare, 2012). Training for teachers will assist them to be equipped with skills and knowledge for better performance in schools. According to Armstrong (2005) all constructive training effort whether for managers or not are geared to meet current organizational objectives and needs. He maintained that the principal must introduce a planned training programme that will fall under the following phases namely determining the need, designing the training program and evaluating the development efforts.

Conclusion

As stated by studies, there are a number of areas that are potentially affected by teacher training program. These include Teacher knowledge, teacher attitudes and beliefs, teaching practice, school-level practice, and student achievement. Teachers' professional development remains a core aspect in the students' achievement and the school principals have a role to play in supporting teacher development.

2.6 Challenges Faced by Principals as Quality Assurance Leaders

The principals as the Quality Assurance leaders at school level face a number of challenges in ensuring that there is quality teaching and learning in

schools. The Government of Kenya, (2000) explained some of the problems with quality assurance inspection in secondary schools include: inspection visit is often poorly planned and lacks clear objectives, inspectors (Quality Assurance Officers) seem to be checking up on schools rather than trying to identify and improve standards, plans to visit schools are over-ambitious and seldom carried out, Focus is on buildings and administrative systems rather than teaching and learning. These are various other challenges that principals face. Leu & Bryner (2005) observed that the principal's role is a significant factor in determining overall quality and effectiveness of many schools worldwide. However, this important role is prone to a wide variety of challenges. This important leadership position can negatively be affected by such factors as: financial constraints, restrictive policies, mismanagement of resources, lack of stakeholder support among other factors.

Proper execution of the many functions bestowed upon principals would greatly contribute towards a high quality learning environment. On the other hand, poor quality could result from the myriad challenges faced in execution of such functions as:

School principals do face pedagogical related challenges in their quality assurance role. Their duties entail overseeing and evaluating the effectiveness of pedagogical skills of teachers in the schools. The ultimate aim of such supervision is to further enhance quality and productivity of the teachers in instructing students (Leu & Bryner, 2005). This therefore means that proper and adequate supervision would ensure high quality in the impartation of skills on the learners. Certain challenges such as inadequate managerial capacity of school heads and

poorly maintained facilities that hinder execution of the supervisory mandate would eventually lead to poor quality of the learning institution (Wango, 2009).

Another challenge that school principals are likely to face are related to availing adequate and quality teaching and learning resources. School Principals have to ensure that a school is well supplied with all the necessary learning materials for better educational outcome. A study carried out by Leu & Bryen (2005) analyzed the essential role played by a combination of appropriate teaching and learning materials with good pedagogical skills so as to enable students to fully grasp many abstract concepts that would otherwise be hard to understand. The study postulated that failure to provide adequate and quality teaching and learning resources would be detrimental to delivery of high education standards. Thus, school principals have a responsibility to ensure quality in terms of providing adequate teaching and learning resources. However, school principals face a number of challenges as they try to meet school teaching and learning resource needs. Lack of funds to acquire resources remains a major challenge to resource adequacy and quality.

The School principals in their quality assurance role are expected to ensure effective implementation of curriculum. However, hindrances such as financial constraints can impede execution of this mandate. A study by Atieno & Simatwa (2012) found that there are a number of challenges that school principals face in relation to curriculum implementation including lack of appropriate policies to enable effective curriculum implementation and poor or limited stakeholders' participation that contribute to insufficient implementation of the set curriculum.

Teacher development is another area of concern among school heads. Constant developments in the world necessitate a regular updating of teaching skills. This would mean provision of training workshops or even facilitating teachers to go for further academic courses to improve on their skills. Various constraints however are likely to hamper the principals' efforts in trying to meet teacher training needs. Such constraints include but not limited to finances and unsupportive polices that cannot sufficiently support constant teacher development.

Virtually every function to be implemented by school principals requires finances. Whether teachers need to be trained or learning resources have to be availed or curriculum effectively implemented for better education outcome, all such functions require financial resources so as to be carried out successfully. Therefore, the financial challenge is key in determining the effectiveness of the principals in their quality assurance role in schools.

Financial constraints

The issue of lack of financial resources and school quality has been a subject of studies. A study carried out by Wango (2009) analyzed the issue of inadequate finances in schools, especially those located in rural areas. The study found that the principals of schools situated in rural areas generally have inadequate finances as compared to their counterparts in better funded urban schools. The end result is that students are not able to access the necessary learning materials, teachers' development needs are not met and curriculum is not well implemented. This, as the study further established, results in poor educational outcome. From the findings, it is evident that sufficient funding

contributes to high quality learning while inadequate funding leads to poor quality standards of education for the learners.

Although the schools that have limited funds may try to compensate there inadequacies through implementation of various income-generating activities, there is need to develop more reliable sources of funding that would not interfere from the main purpose of the learning institution.

Poor Provision Challenge

According to a study carried out by Atieno & Simatwa (2012), there are various policy challenges that affect how proficiently and efficiently school principals can execute their mandate. Of particular interest are the inadequate provisions concerning selection of school principals. Having inexperienced and inadequately trained principals derails the prospects of an institution in offering top quality learning services. Thus, there is a dire need to have better guidelines and regulations on the requisite skills that principals must have in order to be hired for the job. This is especially so since the principal's role is largely a leadership one, hence the most appropriate candidates for the job would preferably have managerial skills. The prevailing state in which school heads are selected simply based on their capacity and performance as teachers means that they would not have the much needed skills in leadership which is necessary so as to ensure top quality of service delivery.

Various policies that have not been updated to cater for current developments in the education sector are also detrimental to achieving high quality in schools. A study by Bush and Oduro (2006) identifies such drawbacks to the education sector concerning inadequate policies that do not meet the

demands of today, especially with the call for Education for All. Thus, the role of principals continues to increase as the enrolment heightens. Policies must therefore evolve with changing roles, if school principals have to meet the demands of ensuring quality as instructional leaders in their schools.

Mismanagement of resources

Many schools that were initially well catered for in terms of learning resources end up losing these facilities due to mismanagement of the resources. A study carried out by Leu & Bryen (2005) observed that the prevalent issue of school resources being mismanaged either by the school principals, teachers or students. In the case of school principals, corrupt dealings in the process of procurement of learning materials were identified as a contributing factor for insufficient learning materials.

Lack of proper regulatory frameworks with strict oversight mechanisms means that teachers and students would take advantage of the situation to steal learning materials or destroy them. Cases of learners destroying books and other learning materials are common in schools. This means that learners are deprived of vital educational facilities and hence are ill-equipped and prepared for effective learning. The principals, in their quality assurance role paradoxically find themselves entangled with the issues of resource mismanagement thus affecting educational outcome in schools.

Lack of stakeholder support

The role of Parents Teachers Association cannot be overlooked in the quest for top quality learning. This is especially so in the rural public schools that have inadequate funds to run their operations. In such cases, parents, religious

institutions or the surrounding community are instrumental in helping sustain operations of the school (Mosomi, 2008). Absence of such vital assistance means that the operations of learning institutions would be hampered thus leading to poor quality in service delivery.

There are also a wide variety of regulatory issues that can be developed in conjunction with other stakeholders so as to ensue the smooth running of an institution. Such co-operation between the school principal and other stakeholders ensures that systems applied in operations of the school are appropriate and effective in ensuring a high quality learning environment. The study by Mosomi (2008) analyses cases in which stakeholders do not offer their valuable input to the running of school affairs which leads to unfavorable and lopsided decisions being made by the principal. Such a state makes it highly likely for the school heads to mismanage school resources since there would be less accountability. The overall effect is lowered quality standards of the learning institution.

Another study by Dadey & Harber (2009) carried out a study of 31 African countries concluded that only three of the countries had comprehensive training programs in educational planning, administration and management. The study found out that even where training programmes are provided, they are sometimes unsystematic and inadequate in content and coverage. According to the findings, Kenya trains the principals on general administrative and management roles and still the principal's capacity in terms instructional quality assurance preparedness is lacking. This is reflected by poor performances in public secondary schools.

A study in Nyamira District showed that forty percent (40%) of teachers had not been inspected nor supervised at all. Of the 70 (64%) who were inspected and /or supervised, 48(69%) were either inspected once or twice. This means that the frequency of teacher inspection in the district is relatively low and needed improvement. The findings showed that generally principals are more frequent in teacher supervision than inspectors. The researcher recommended that principals as the first supervisors be trained on teacher supervision and be provided with the necessary materials for teacher supervision (Oburu, 2010).

In Kenya, quality assurance is achieved through the inspections of educational institutions and reporting to the Ministry of Education. The objectives of quality assurance are to have regular reporting to the ministry of education on the general quality of education in Kenya at National, provincial, District and school levels with reports on specific aspects of education as required (Government of Kenya, 2000). The quality assurance and standards officers do a superficial assessment for a short-time in school and the rest of the responsibility is left with the principal as the internal quality assurance officer (Government of Kenya, 2004).

Watsulu and Simatwa (2011) investigated the opportunities and challenges for the Directorate of Quality Assurance and Standards in its endeavor to ensure quality education in secondary school education in Kakamega central district. They observed that Education examination analysis in Kakamega central district has continued to indicate that the quality of education is low with most schools showing stagnant or downward trends. The Directorate of Quality Assurance and Standards had many opportunities such as financial

records and observation of teachers in class to enhance quality education. The challenges faced in enhancing quality education included lack of co-operation from some teachers and incidents of unavailability of financial records.

Mobegi, Ondigi and Oburu (2010) conducted a study on secondary school principals' quality assurance strategies and challenges in Gucha District, Kenya. The research findings indicated that despite the efforts of the government to provide quality education, negative results continued to be registered. First the principals and teachers relied on written records to establish the quality of education delivered. Secondly, methods of teaching and learning employed in the sample public secondary schools were more teacher-centered and this failed to encourage students to learn by participation and experimentation. Thirdly, the financial constraints were the major challenge faced by principals and all other challenges such as inadequate facilities, student absenteeism, student transfers and indiscipline, unexploited resources and lack of in-service training also linked to them.

The study recommended that secondary school principals should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision. The principals' play their indirect role by delegating supervision to the Heads of Departments and at times they neglect it. In adopting an indirect form of instructional leadership principals would therefore capitalize on two main features. First, delegating the task or distributing curriculum leadership and secondly, by adopting a visionary and analytical approach to strategic curriculum leadership (Blase & Blase, 2000).

Review of studies has shown that there are various challenges that face school principals as quality assurance leaders at school level. The challenges cut across various domains of the principal's functions. However, the most critical challenge that affect every function of the principals' role is lack of adequate financial resources. This study examined various challenges that principals face in their quality assurance role in secondary schools in Kitui West District.

2.7 Measures to Address the Challenges Facing Principals in Quality Assurance Role

This section reviews literature on what can be done to address the challenges that principals are likely to face in quality assurance role. The measures reviewed include training needs, delegation of duty, government financial support, and policy framework.

Training Needs

School principals are expected to exemplify good leadership skills in order to achieve the objectives of basic and high education in the developing countries. The attributes and capabilities of such sound leadership can only be attained through quality training in financial management, human resource management and the global job marketing trends. It is evident that most head teachers are exposed to a myriad challenges in financial management as the existing preparation measures and support for head teachers in financial management are basically weak and do not sufficiently prepare potential head teachers for responsible financial management (Irungu, 2002). Some of these challenges that newly appointed principals face are therefore brought forth by the

means by which principals are identified, appointed and trained which do not prepare them to become effective managers. The dominant tradition for identification and appointment of heads has been based on good classroom teaching, active participation in co-curriculum activities and teaching experience which has resulted into ineffective leadership and subsequently a number of challenges in institutional management (Kamotho, 2008; Republic of Kenya, 1988). As Mosomi (2008) notes, their ill preparedness for managerial duties prior to their appointments have made school principals vulnerable to making blunders which sponsors capitalize on to demand for their removal.

In order to reinforce the principals in their quality assurance role, there is need therefore to offer more training interventions. Such training should include but not limited to management, pedagogy, curriculum implementation processes among other fields that contribute to better school achievement.

Delegation of Duty

Delegation implies assigning of certain responsibilities along with the necessary authority by a school principal to his /her subordinate departmental heads. It does not mean surrender of absolute authority by the school head (Sullivan & Decker, 2005). Delegation only means transfer of certain responsibilities to the subordinates and giving them the necessary authority, which is necessary to discharge the responsibility properly.

Delegation process involves four distinct stages. The process of delegation moves through these stages. The following figure shows the stages in the process of delegation of authority.
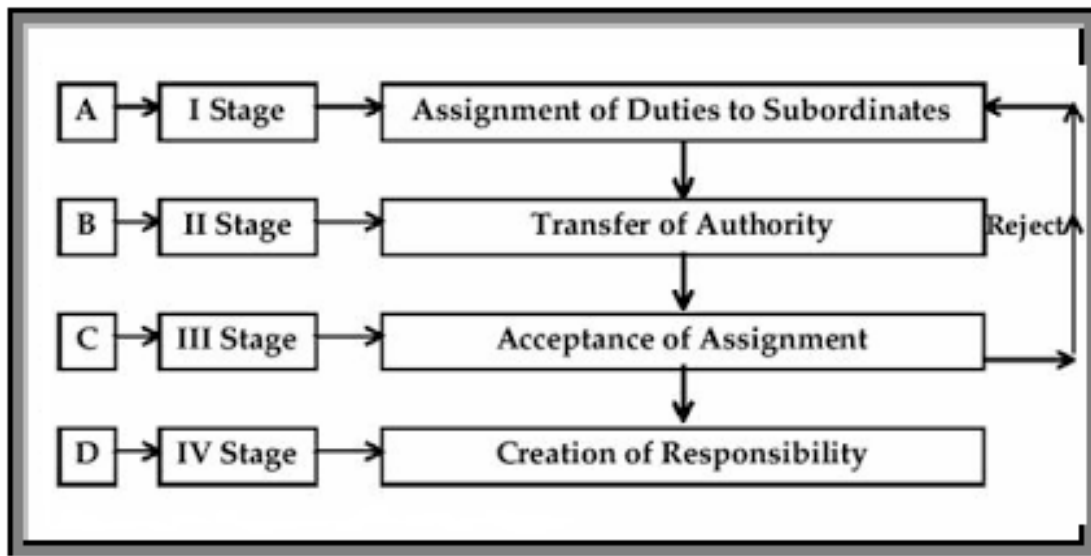
Figure 2.1 Process of delegation

Source: Kaplan, & Ura (2010)

As shown by Figure 2.1, stage I delegation process starts when the school principal assigns duties to the subordinate staff. The delegated duties are transferred through meetings and internal circulations to their various departments. At stage III, the delegate acknowledges receipt of delegated duties. Finally the delegate creates responsibilities for himself/herself, and on whose basis he/she is held accountable for future actions.

School heads who have been improving in quality assurance in services delivery know well how important it is to delegate duties to their subordinate staff. This transfer of authority to the lower level gives the head teacher an ample time to focus on administrative and managerial issues hence assuring quality. It also creates room for responsibility to those charged with delegated duties. It is easy to apply checks and balances in a delegated system of management in any organization, including learning institutions.

Financial Support of Education

Lack of adequate financial resources is the most critical challenge facing school principals. The challenge touches all the functions under principals' quality assurance role. In order to address this challenge, there is need therefore for the state to formulate and stimulate a policy action to strengthen the various channels of school funding (Barat, 2007). Government and all other stakeholders in education should take keen interest in effectively implementing school funding strategies, much especially in the rural set schools which are more deprived as compared in those in urban set up (Mosomi, 2008). Such interventions can help to improve the principals' quality assurance role in terms of pedagogical supervision, provision of quality teaching and learning resources, curriculum implementation processes and teacher development interventions (Digolo, 2003).

Parent Involvement and Quality Assurance at Schools

The government should ensure that the effective legislation on parent participation in school activities are empowered with ability of checks and balances. These bodies should also be protected from political interference. The acts of parliament which stipulates that schools must have a governing body that is a representative of all stakeholders should be amended and given more powers to probe school principals, and write a recommendation report to the ministry of education if they sense any breach of conduct. Such policies of democratic governance and the commitment to include parents as equal partners in education, when well defined by law and implemented help in quality delivery by principals (Naidoo, 2006).

Policy framework on the principals' quality assurance role

According to Jaiyeoba & Atanda (2005), education policy represents definite courses of action proposed by the government in power or an executive authority and adopted as expedient to the issues and problems of education. Education policies, which may take the form of ordinance, code or even an act, have been observed to change with changes in the political leadership. Principals of schools are often caught in this situation when government changes existing education policies, without first making a presumption on the likely outcomes. The inconsistencies in educational policies have been argued to be responsible for the poor service delivery in education system.

In Kenya, the introduction of Free Primary Education (FPE) and Free Secondary Education policy was noble but brought challenges. In 2000, prior to the introduction of the policy, the gross enrolment rate in primary school was 87%. However, the introduction of FPE led to a surge in enrolment, pushing the gross enrolment rate to just over 100% (World Bank, 2004). While enrolment has been high on average, the quality of education remains poor owing to resource constraints. There is also increased responsibilities of schools heads which further compromises school quality. Thus, certain policy interventions to address the gap in order to ensure quality and not just access should be formulated and implemented for better performance of schools in Kenya, and much more, in rural set up schools like Kitui West.

Conclusion

In order to ensure that school principals play their role in instructional quality assurance leadership, it is upon the government and other major players in education sector to ensure that there is provision of not only regular training but also financial resources, sound policy framework, curriculum implementation support and involvement of all members of school community, namely parents, teachers, students and all other stakeholders in the education. Such interventions can help in improving not only quality but also academic achievement among learners.

2.8 Summary

The studies reviewed explore various areas which the role of instructional leader in supervising the pedagogical skills applied by the teachers, curriculum implementation, availability of instructional materials and teacher training needs can influence students' academic achievement.

The conclusions drawn by Dadey & Harber (2009) on value of pedagogical skills in enhancing students' academic performance suggested group discussions as a way of enhancing participation of the students and thus better performance. However, they reported poor performance in many public secondary schools in Kenya. The current study investigated the role played by the principals in supervising the implementation of pedagogical skills by the teachers in order to enhance students' academic performance based on the fact that to achieve students' academic success many players are involved. The study therefore

examined the role of the principals as instructional quality assurance leaders on students' academic performance in secondary schools in Kitui West District.

The study by (Malusu, 2012) sought to investigate the role of the Christian Church in curriculum development in Kenya in Christian studies. The question about curriculum implementation remains worth to be investigated from the school perspective. The studies reviewed have over-emphasized on various factors affecting students' academic performance without assessing the principals' role as instructional leader; others remain silent on the principals' instructional quality assurance role in enhancing academic achievement among students. This study reviewed the role of the principal in reference to application of pedagogy, curriculum implementation, availability of teaching and learning resources, and facilitation of teacher training and development needs examining how these factors influence students' academic performance. While the reviewed studies have been conducted in other countries or different parts of Kenya the current study is conducted in secondary schools in Kitui West District Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter entails the procedures that were used to carry out this study. The chapter is organized according to the following sub-headings: research design, target population, description of sample and sampling procedures, description of research instruments, validity and reliability of research instruments, description of data collection procedures, description of data analysis procedures and ethical issues.

3.2 Research Design

Research design is a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answers to research questions (Kothari, 2004). This study employed mixed method approach.Two paradigms were used in the study, namely quantitative and qualitative approaches of data analysis. In qualitative approach, the research used naturalistic design, where interview method was used. The quantitative approach on the other hand, used particularly survey research design.

Survey research design was used for the following reasons: The design is useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant even when analyzing multiple variables, many questions can be asked about a given topic giving considerable flexibility to the analysis. The design also allows use of various

methods of data collection like questionnaire and interview methods. It also makes use of standardized questions where reliability of the items is determined. Further, the findings of the study can be generalized (Owen, 2002). Naturalistic research design on the other hand was used to interview the key informant, namely the principals based on their own lived experience in relation to instructional quality assurance role (Wengraf, 2001).

3.3 Target Population

The target population for a survey is the entire set of units for which the survey data were used to make inferences. It provided a solid foundation and first step upon which to building population validity of the study (Gall, Borg & Gall, 2003). Barton (2001) observed that any scientific research targets were given population through which questionnaires and interviews were distributed so as to get the desired or the required data for analysis. This study targeted schools, students, class teachers, principals and District Quality Assurance and Standards Officers (DQASO) in Kitui West.

Table 3.1: Target population

Targeted population	Population Estimate
Students	1775
Teachers	405
Principals	24
District Quality Assurance and Standards Officers (DQASO)	3
Total	**2207**

3.4 Sampling Procedures and Sample Size

3.4.1 Sampling Procedures

Sampling refers to a procedure, process or technique of choosing a sub-group from a population to participate in the study. It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Ogula, 2005). In this study, probability and non-probability sampling procedures was used to select students, teachers, principals and District Quality Assurance and Standards Officers. The probability sampling assisted the researcher to generalize the findings to the entire population for there were no biases in the selection of the subjects. However, the non-probability sampling enabled the researcher to select the key respondents to this study.

Stratified random sampling was used in selecting the students from different classes or forms. Schools were also stratified as explained below.

Selection of Schools

In order to arrive at a representative number of schools, all the schools in Kitui West District will be stratified into three strata namely National, Provincial and District schools. From each stratum, simple random sampling procedure will be used to select a representative number of schools (30%) (Gall, Borg and Gall, 2003). Table 3.2 shows the stratification of schools and their distribution in each stratum.

Table 3.2: Strata of Schools in Kitui West District

Strata	Boys Boarding schools	Girls Boarding schools	Mixed boarding schools	Mixed day Schools	Total	Sample Size
National	-	1	-	-	1	1
Provincial Schools	2	2	-	-	4	2
District Schools	2	3	6	8	19	6 (30%)
Total	4	6	6	8	24	9

As shown by Table 3.2, out of a total number of twenty four (24) schools, a representative number of nine (9) schools were selected.

Selection of Classes

Purposive sampling procedure was used to arrive at the sample of forms 3 and 4. These two classes were selected given that they were the most senior classes and understood the implications of the principal's instructional quality assurance role on students' academic achievement.

Selection of Students

Stratified random sampling procedure was used to select students from forms 3 and 4. Each of the selected class was stratified into 3 streams. From each of the stream, a representative number (10%) of students (Gay, 1996) were

selected. Table 3.3 shows the distribution of students in the respective classes in the 9 schools that were selected to participate in the study.

Table 3.3: Sample of Students

Class	Selected Schools	Estimated number students (3 streams)	of	Target Population Estimate	Sample Size (10%)
Form 3	9	105		945	95
Form 4	9	90		810	81
Total	9	195		1755	176

As shown in Table 3.3, in form 3, there are estimated one hundred and five (105) students from 3 streams, which translated to nine hundred and forty five (945) students in 9 schools. In form 4, there are estimated ninety (90) students from 3 streams in each of the selected schools. This translates to eight hundred and ten (810) students in 9 schools. The total student population was one thousand and fifty five (1755) students. One hundred and seventy six (n=176) students were selected to participate in the study from an estimated population of one thousand and fifty five (1755) students from the 9 selected schools in the district.

Selection of Teachers

Six class teachers were purposively selected from each of the nine schools selected in the study. This gave a total of fifty four (n=54) teachers. This procedure was used in order to specifically single out the class teachers whose contribution was valuable towards informing the objectives of the study.

Selection of Principals

The sample of school principals was arrived at through simple random sampling procedure that was used to select the schools. Thus, they were nine (n=9) principals in number, each from the nine selected schools in the district.

Sample Size

A sample is a smaller group or sub-group obtained from the accessible population. This subgroup is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject, respondent or interviewees (Mugenda & Mugenda, 1999). In this study, the sample included one hundred and seventy six (n=176) students, fifty four (n=54) teachers, nine (n=9) principals and three (n=3) Quality assurance officers. In total, there were two hundred and forty two (N=242) respondents. One hundred and thirty eight students (138) and two DQASOs responded. On the other hand, all teachers and the principals responded. In total, two hundred and three respondents (N=203) participated in the study). Table 3.4 shows the summary of the sample of respondents.

Table 3.4: Summary of the Sample Size

Respondents	Sample Size
Students	176
Teachers	54
Principals	9
District Quality Assurance and Standards Officers (DQASO)	3
Total	**242**

3.5 Description of the Research Instruments

In this study, different types of data collection instruments were used. These include questionnaire method, for the purpose of primary quantitative data and interview guides for qualitative data and document analysis.

3.5.1 Questionnaire for Students

The questionnaire was used for the following reasons: a) its potential in reaching out to a large number of respondents within a short time, b) able to give the respondents adequate time to respond to the items, c) offers a sense of security (confidentiality) to the respondent and d) it is objective method since no bias resulting from the personal characteristics (as in an interview) (Owens, 2002).

The questionnaire for students was semi-structured. It covered the following areas: Section A: Demographic characteristics of the respondents, section B: Role of the Principal in the application of Pedagogy, section C: The Role of the Principal in Curriculum Implementation, section D: The Role of the

Principal in the provision of Instructional Resources, section E: The Role of the Principal in Teacher training and development, Section F: Challenges facing Principals as Instructional quality assurance leaders and section G: Measures to improve the principals' role of quality assurance

3.5.2 Questionnaire for Teachers

The questionnaire for teachers was also semi-structured. It covered the following areas: Section A: Demographic characteristics of the respondents, section B: Role of the Principal in the application of Pedagogy, section C: The Role of the Principal in Curriculum Implementation, section D: The Role of the Principal in the provision of Instructional Resources, section E: The Role of the Principal in Teacher training and development, Section F: Challenges facing Principals as Instructional quality assurance leaders and section G: Measures to improve the principals' role of quality assurance.

3.5.3 Interview Guides for Principals and District Quality Assurance and Standards Officers

Interview guides was used to collect qualitative data from the principals and Quality Assurance and Standards Officers respectively. Interview method was used for the following reasons: a) generally yields highest cooperation, b) offers high response quality, c) takes advantage of the facilitators' presence. Another advantage is that the method combines questioning, cross-examination and probing approaches (Owens, 2002).

In this study, the interview guides for principals and District Quality Assurance and Standards Officers were open ended. The first part of the guides

covered the demographic characteristics of the respondents; the second part consisted of various items on the influence of the principals' quality assurance role on students' academic achievement. The items covered include the following areas: Principals' role in the application of Pedagogy, Principals' role in Curriculum Implementation, Principals' role in the provision of Instructional Materials, Principals' role in teacher training and development, challenges facing Principals as Instructional quality assurance leaders and measures to improve the principals' role of quality assurance.

3.6 Validity and Reliability of the Research Instruments

3.6.1 Validity of the Research Instruments

According to Mugenda and Mugenda (1999), validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study.

In this study, the research instruments were validated in terms of content and face validity. The content validation was expected to measure the degree to which the question items reflected the specific areas covered. The validation of the questionnaires and Interview guides were done through the following ways: the researcher requested experts in the field of education at the Catholic University of Eastern Africa to review the instruments to determine whether the set of items accurately represent the variables being examined. The experts were requested to read, judge, make recommendations and give feed back to the researcher. The suggestions given were incorporated to validate the instruments.

3.6.2 Reliability of the Instruments

Reliability of an instrument refers to the extent to which an instrument yields consistent results every time it is administered (Enon, 1998). In order to establish the reliability of the questionnaires used in the study, the researcher carried out a pilot test of the instruments. A similar group with the same characteristics as the main sample of the study was selected. In this case, one of the schools in Kitui West District which was not part of the final sample was randomly selected. The reliability of the questionnaires was computed using split half method, which involved separation of odd and even items. The computation was done with the help of IBM SPSS. Cronbach's alpha method was used to determine the reliability of the questionnaires (students' and teachers'). If the value found falls within the accepted levels from 0.5 and above, the questionnaires were held reliable (George & Mallery, 2003). If otherwise, the instruments would be improved to meet the accepted level of reliability.

3.7 Data Collection Procedure

After obtaining permission from the supervisors, the permit was obtained from the National Council of Science and Technology through The Catholic University of Eastern Africa (CUEA). Other permits were also obtained from County Director of Education, District Officer, and District Education Office. Upon acquisition of all essential documents, the researcher in person visited all the selected schools in Kitui West District. This was done with the aim of self-introduction, explaining the purpose of the study and seeking appointments with the schools principals and teachers. The DQASOs was also visited and

appointment for interviews booked. Based on the agreed date and time, the researcher distributed the data collection instruments in the selected schools. Before responding to the questionnaires, the respondents (students and teachers) were provided with the instructions on what to do. Their confidentiality was ensured by assuring them that their identity will not be disclosed. Numbers were used to identify the respondents. Completed questionnaires were collected immediately, where not possible, arrangements were made to pick them on a later date.

In regards to the interview, the researcher in person conducted face to face interviews. Interview with the principals were conducted during questionnaires distribution period. Interview with the District Quality Assurance Standards and Officers was conducted as per the agreed time, date and venue. The researcher ensured that the Interviews were conducted in a quiet environment with no distruction preferably in offices.

3.8 Data Analysis Procedure

The collected data was analyzed using both quantitative and qualitative data analysis approaches. Quantitative approach was descriptive, where simple frequencies and percentages were used. Data was presented in tables and figures. The quantitative data was derived from the students' and teachers' questionnaires. The data gathered information on the following areas: Principals' role in the application of Pedagogy, Principals' role in Curriculum Implementation, Principals' role in the provision of Instructional Materials, Principals' role in teacher training and development, challenges facing Principals as Instructional

quality assurance leaders and measures to improve the principals' role of quality assurance.

Qualitative data analysis approach was used to analyze data which was collected using interview method from the principals and District Quality Assurance and Standards Officers. The following steps were employed in the analysis: recording of data, with prior consent from the respondents. The recorded data was transcribed. This is conversion of taped or recorded data into a written or electronic text document. Representation of audible and visual data into written form is an interpretive process which is therefore the first step in analyzing qualitative data.

The second step involved grouping the responses according to their respective themes. The themes basically fell under respective research areas which were informed by research objectives. The key responses based on respective themes were cited verbatim. These, along with quantitative data, formed the basis of discussion in the light of the available literature.

3.9 Ethical Consideration

Ethical research is considered as one that does not harm and which gives informed consent and respects the rights of individuals being studied. Ethical issues form an important component of research as far as conduct of researchers is concerned. In this study, the following ethical considerations were considered: voluntary participation, anonymity, confidentiality and deception.

The principle of voluntary participation requires that people not be coerced into participating in research. This implies that research should be conducted with

one's consent. The participants in research must be informed of what the study is all about so as to make their own judgment on whether to participate or not (Trochim, 2006). In this study, the researcher ensured that the respondents willingly participated in the study. The purpose of the study was explained for them to make informed choice about their participation.

The principle of anonymity: This principle implies that the participant will remain anonymous throughout the study (Punch, 1994). In this study, the respondents were not required to provide their names. They were addressed according to their designation that is as students, teachers, principals and District Quality Assurance and Standard Officer. In order to protect the privacy of the participants, confidentiality was guaranteed by assuring the respondents the information provided would only be used for academic purpose.

Deception

According to Parton, (1990) unethical behaviour would occur if the researcher failed to disclose the real purpose of the research fearing participants' refusal to participate. In order to avoid the element of deception, the researcher explained the purpose of the study to the respondents. The data collected using interview method (from the principals and District Quality Assurance and Standards Officers) was taken back to the participants for validation or confirmation.

CHAPTER FOUR

RESULTS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents data analysis and discussion of the findings on the influence of principals' instructional quality assurance role on students' academic performance in Kitui West District, Kenya. The data was analyzed with the help of a computer program, namely SPSS version 17. This enabled the researcher to present the data in frequencies, percentages. The chapter is divided into two main sections, namely results and discussion of the findings.

4.2 Results

This section presents the findings that were obtained from the analysis of various parameters that are linked to the principals' instructional quality assurance role. The results were presented based on the following sub-sections: background information of the respondents, the influence of principals' pedagogical role on students' academic achievement, the principals' curriculum implementation role influence on students' academic achievement; principals' role in ensuring adequate teaching and learning materials for an improved academic achievement; the principals' role in meeting teachers' training needs for an improved academic achievement and the major challenges facing the principals in their role of instructional quality assurance in secondary schools in Kitui West District.

4.2.1 Background Information of the Respondents

Every study targets a given population which has its own characteristics (Gall *et al.,* 2003). This study targeted students, teachers, principals and District Quality Assurance and standards officers. The background information is meant to make use of the respondents' characteristics in cross tabulations in order to establish more trends on the respondents' responses on the principals' instructional quality assurance role.

This section first presents the response rate of the respondents. Secondly, it presents the general background information of the four categories of the respondents who took part in the study. These included the teachers, Students, Principals and District Quality and Standards Officers (DQASOs).

4.2.1.1 Response Rate of the Respondents

Table 4.1 presents a summary of the response rate of the respondents who took part in the study. These include teachers, students, principals and DQASOs.

Table 4.1: Response Rate of the Respondents

Participants	Expected Sample Size	Actual Sample Size	Return rates (%)
Teachers	54	54	100
Students	176	138	78.4
Principals	9	9	100
DQASOs	3	2	66.7
Total	242	203	83.9

There overall response rate was impressive at 83.9%. The high response rate is attributed to the personal follow up made by the researcher and the cooperation received from the respondents (teachers, students, principals and DQASOs) who were selected to participate in the study.

4.2.1.2 Background Information of the Students

The background characteristics of the students included gender, age and class. These characteristics were meant to show the distribution of students by gender, age and class and to establish the nature of their responses based on these characteristics.

Gender

The students were asked to indicate their gender, categorized as either male or female. Figure 4.1 shows the distribution.
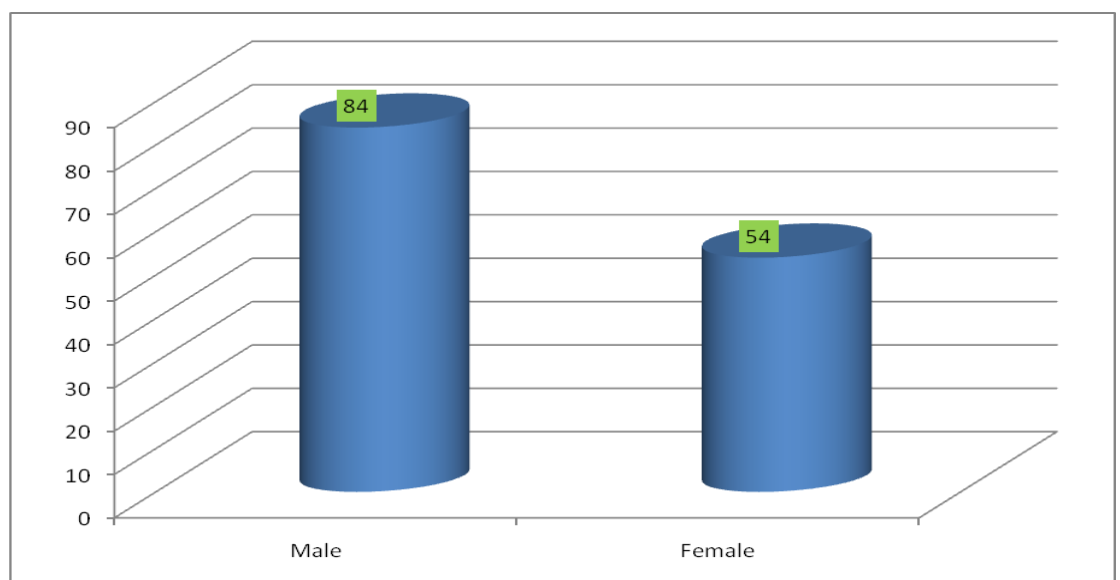
Figure 4.1 Distribution of the Students by gender

With regards to the distribution of students by gender, a majority of them 60.9% were male. Slightly over a third of them, 39.1% were female. The distribution of the students by gender was representative having considered at least 30% representation of either sex.

Age

Students were asked to indicate their age bracket, which was categorized as 15-17 years and 18 years and above. Figure 4.2 shows the distribution of students by their age bracket.
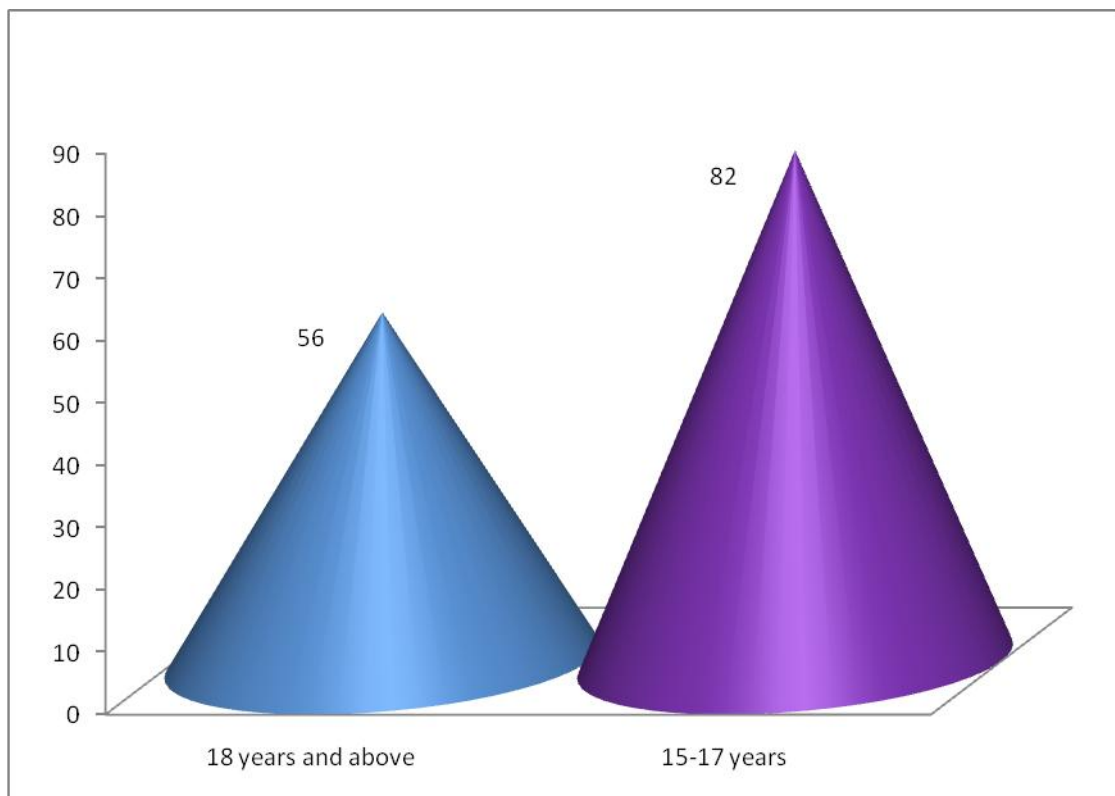
Figure 4.2: Distribution of the Students by their Age Bracket

Slightly more than a half of the students, 59.4% who took part in the study were between the ages of 15-17 years. There was equally a considerable number, 40.6% who were aged 18 years and above. This could be attributed to the fact that

only forms 3s and 4s were involved in the study, in which case their age bracket conventionally falls under the determined bracket.

Class

Two classes were involved in the study, namely forms 3 and 4. Figure 4.3 shows the distribution of students by their classes.
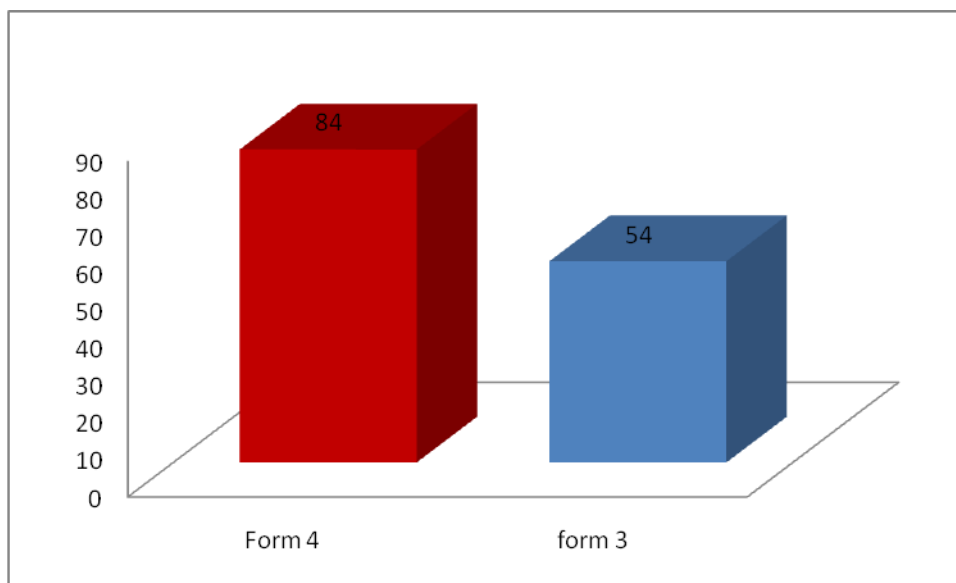
Figure 4.3: Distribution of the Students by their Class

Majority of the students, 60.9% in the study were from the form 4 class. Slightly over a third of them, 39.1% were form 3 students. These two classes were targeted being the most senior classes, and thus they were expected to have and provide reliable information about the principal's instructional leadership role and its influence on students' academic achievement.

4.2.1.3 Background Information of the Teachers

The teachers were also asked to indicate their background information. This included gender, age bracket and academic qualifications.

Gender

The teachers were asked to indicate their gender. The distribution of teachers by gender is as shown by Figure 4.4.
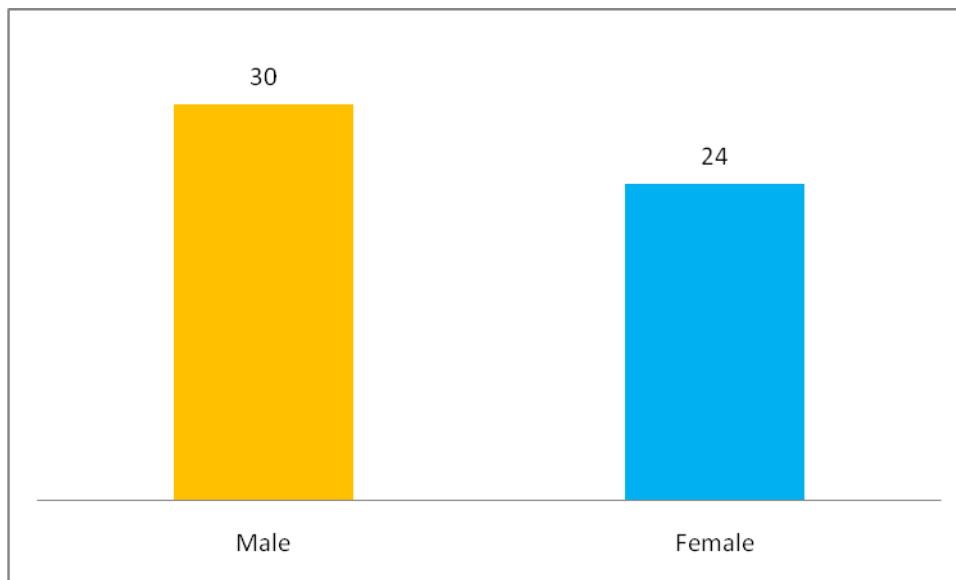
Figure 4.4: Distribution of the Teachers by Gender

As shown by the figure, slightly more than a half of the teachers, 55.6% who participated in the study were male. The remaining 44.4% of them were female. Both sexes were fairly distributed, thus showing a fair representation of male and female teachers in the study.

Age Bracket

The age bracket category of teachers was subdivided into the following: 20-25 years, 26-30 years, 30-35 years, 36-40 years and 41 years and above. Their distribution is as shown by Figure 4.5.
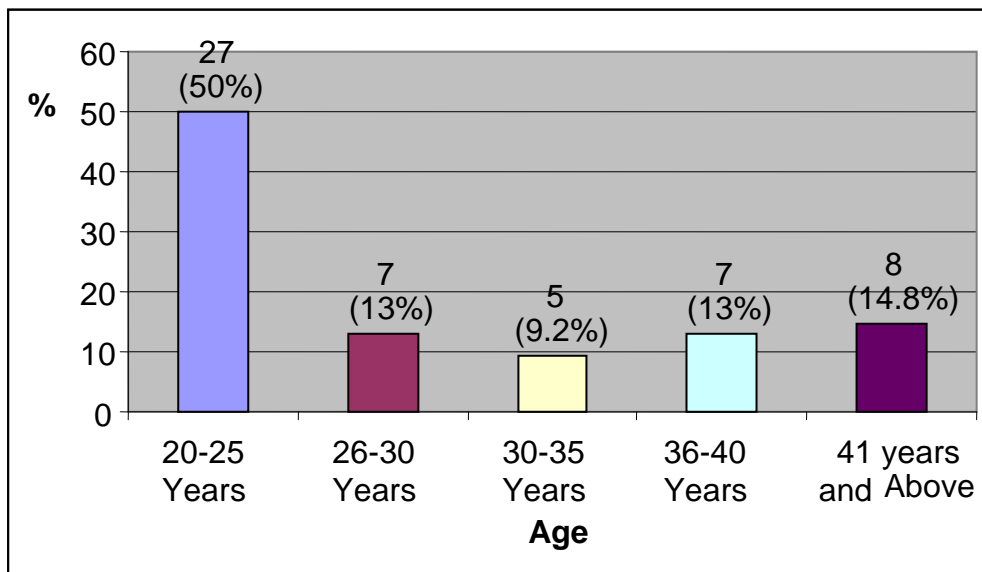
Figure 4.5: Distribution of the Teachers by Age Bracket

Half of the teachers, 50% were between the ages of 20-25 years. This showed a pretty youthful teaching force, who could be fresh graduates from the universities. Only 14.8% of teachers were aged 41 years and above. Thus, a vast majority of teachers who participated could be classified as youth. This could be due to teacher attrition among other factors which touch on age.

Educational Qualification

Teachers' qualifications were subdivided into Diploma, Bachelor's degree, Master's degree and PHD. Their distribution is as shown in Figure 4.6.
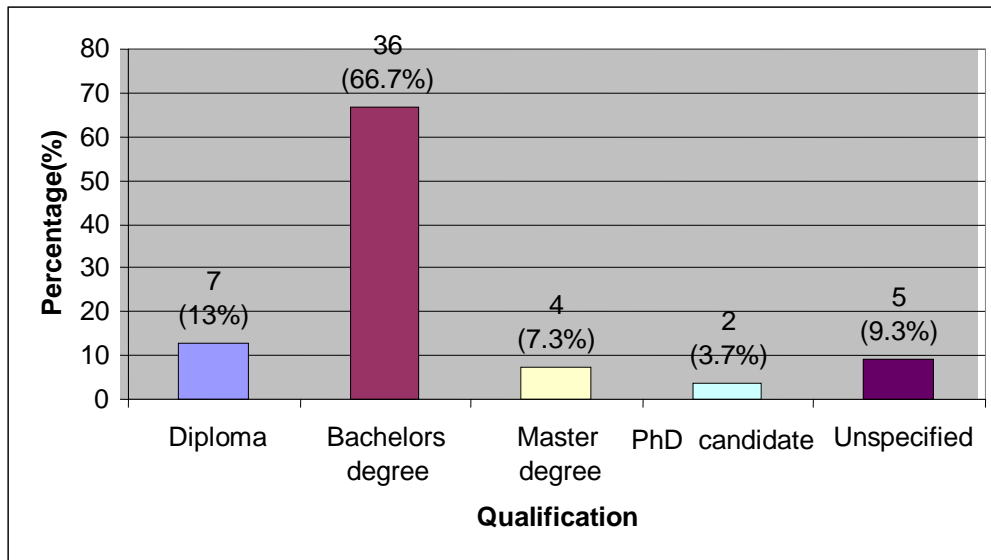
Figure 4.6: Distribution of the Teachers by Educational Qualification

With reference to teachers' educational qualifications, majority of them, 66.7% had a Bachelor's degree. The high number of teachers with this level of qualification is attributable to the government's educational requirement to qualify as a secondary school teacher. The study however showed a few teachers, 13% were diploma holders, an indication that there are still diploma teachers teaching in secondary schools. There were others with masters 7.3% and even some have registered for PhD studies 3.7% showing a different trend in educational arena where teachers are pursuing higher studies beyond basic government educational requirements.

4.2.1.4 Background Information of the Principals

The background information sought from the principals included gender, level of education and working experience. Table 5.2 presents a summary of the principals' responses on their demographic characteristics.

Table 4.2: Demographic Characteristics of Principals

Principals' Characteristics	Frequency (F)
Sex	
Male	7
Female	2
Level of Education	
Bachelor's degree	5
Master's degree	4
Working Experience as principals	
5 years and below	5
6 years and above	4

Out of the nine (9) principals who took part in the study, seven (7) were male. Only 2 were female. Five (5) of them had a Bachelor's degree and the remaining four (4) were Master's degree holders. Five of the principals had a working experience of five years and below and four (4) others had a working experience of 6 years and above.

4.2.1.5 Background Information of DQASOs

The background information of District Quality Assurance and Standards Officers (DQASOs) included gender, the level of education and working experience. All the two DQASOs who took part in the study were males. All were degree holders, specializing in education. They all had good working experience exceeding five years. One had a working experience of between 6 and 10 years

and the other had worked for a period of more than 10 years. This showed a good experience which was relevant in responding to the questions on the principals' quality assurance role.

4.2.2 Influence of Principals' Pedagogical Role on Students' Academic Achievement

This study was interested in examining how the principals' pedagogical role influenced students' academic achievement in secondary schools in Kitui West District. In order to address this objective, the respondents were asked o indicate whether principals conducted a number of pedagogical activities to enhance teaching and learning in their respective schools; and if yes, to what extent.

4.2.2.1 Whether principals conduct pedagogical activities to enhance teaching and learning in Schools

Teachers and students were asked to indicate whether principals conducted various pedagogical activities to enhance teaching and learning in their respective schools. The teachers were asked whether the principal, constantly monitored teachers in the learning process, provided opportunities for seminars on pedagogy, availed adequate teaching and learning resources in the school, performed formative teacher pedagogical evaluation and whether he or/she asked students to participate in evaluating teacher's teaching approaches. Table 4.3 shows the distribution of teachers and students responses.

Table 4.3: Distribution of the Teachers and Students on whether principals conducted pedagogical activities to enhance teaching and learning in schools

Statement	Teachers						Students					
	Yes		No		Not sure		Yes		No		Not sure	
	F	%	F	%	F	%	F	%	F	%	F	%
Constant monitoring of teachers in the learning process	40	74.1	8	14.8	6	11.1	126	91.3	10	7.2	2	1.4
Providing opportunities for seminars on pedagogy	48	81.5	4	7.4	6	11.1	100	72.5	12	8.7	26	18.8
Availing adequate teaching and learning resources in the school	48	88.9	_	_	6	11.1	_	_	_	_	_	_
Performing formative teacher pedagogical evaluation	41	75.9	5	9.2	8	14.9	_	_	_	_	_	_
Asking students to participate in evaluating teacher's teaching approaches	_	_	_	_	_	_	98	71	28	20.3	12	8.7

Majority of the teachers, 74.1% indicated that constant monitoring of teachers in the learning process was one of the major roles that the principals applied in enhancing effective application of pedagogical skills in classroom situation. There were however a small percentage of teachers, 14.8% who felt that the principals did not constantly monitor teachers. On the other hand, a vast majority of the students, 91.3% indicated that principals indeed were constantly involved in monitoring teachers in the learning process and this contributed to the effective application of pedagogical skills in classroom situation. A small percentage of students, 7.2% felt that principals did not monitor teachers as such.

Majority of the teachers 81.5% indicated that their school principals provided opportunities such opportunities in order to enhance effective application of pedagogical skills in classroom situation. This statement was further supported by 72.5% of the students who were in agreement with what teachers indicated. There were however some schools in which principals did not provide pedagogical learning opportunities for teachers. This was evident from what some teachers, 18.5% and students 8.6% indicated.

A vast majority of teachers, 88.9% agreed that the principals availed adequate teaching and learning resources in the school in order to enhance effective application of pedagogical skills in a classroom situation. A few of them, (11.6%) were however not sure about the role principals played in availing teaching and learning resources for effective teaching in schools.

Majority of the teachers 75.9% indicated that their principals carried out teacher formative teacher evaluation. However, almost a quarter of them, 24.1% felt that the principals did not carry out teacher pedagogical evaluation.

Majority of the students 71% agreed to the statement that they were being involved in evaluating teacher's teaching approaches. However, 20.3% of students indicated that their principals never asked them to participate in evaluating teacher's teaching approaches.

Other pedagogical related roles that teachers felt their school principals carried out so as to enhance effective teaching and learning include the following: motivating teachers and students, buying of teaching aids, counselling, advocating for student presentation, monitoring teachers and their relations with the students, allowing teachers and students to attend symposium, ensuring that discipline is maintained, giving regular exams and allowing students to get involved in co-curriculum activities.

Students on the other hand pointed out that the school principals played their pedagogical role in terms of motivating, monitoring teachers and their relations with the students, ensuring that discipline is maintained by the students, organizing regular students' assessments, providing students with co-curriculum activities. The students felt that the principals in their respective schools played these roles so as to facilitate application of pedagogical skills in classroom set-up.

4.2.2.2 The Extent to which Principals' Pedagogical Role Influenced Academic Performance in Schools

Having examined the various pedagogical roles that principals played with a view of enhancing performance in schools, the study further sought to establish the extent to which these roles influenced the academic performance among

students in public secondary schools in Kitui West District. Table 4.7 shows the distribution of teachers and students on the extent to which the principals' pedagogical role influenced students' academic performance.
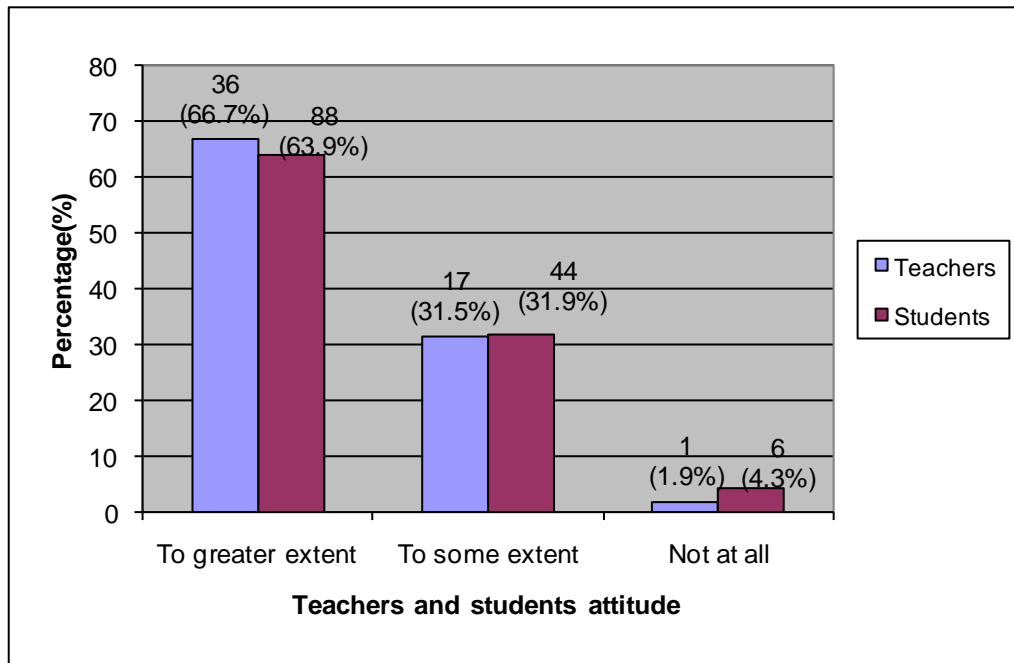
Figure 4.7: Distribution of Teachers and Students on the Extent to Which Principals' Pedagogical Role Influenced Academic Performance

As shown by the figure, the majority of teachers, 66.7% indicated that their principals' pedagogical role influenced their academic performance in the school to a greater extent. This was also echoed by the majority of the students, 63.9% who took part in the study. Additionally, slightly less than a third of teachers, 31.5% and students 31.9% respectively felt that their principals' pedagogical role influenced their academic performance in the schools only to some extent.

The principals had a number of responses regarding to the role they played in enhancing effective application of pedagogical skills by teachers in classrooms situation in their respective schools. They noted that they did so through conducting

teacher evaluation, monitoring teachers in the teaching and learning process and organizing teachers' seminars, contests and symposium.

One of the principals, prompted to explain his point more had the following to say:

> As a principal, my role in enhancing effective application of pedagogical skills by teachers in classrooms situation include but not limited to monitoring of teachers, organizing seminars and general in-service training, coordinating teacher induction program for new teachers, ensuring adequate provision of teaching and learning resources, and proving guidance on new pedagogical approach (Principal, school 1, 2013).

The above principal reported is basically what others highlighted. The explanation is also consistent with what teachers explained as the role of the principals in enhancing effective application of pedagogical skills by teachers in classrooms situation. Asked to what extent they thought their role helped to improve the students' academic performance in their respective schools, the principals were all in agreement that their approach worked. However, they reported that the enhancement of pedagogical skills was not enough to guarantee good academic performance among students as there are other contributing factors like the availability of adequate teaching and learning resources.

In response to the role the principals played in enhancing effective application of pedagogical skills by teachers in the classroom situation, one of the DQASOs reported that the 'principals delegated appropriately and also supervised and monitored teachers. Another one reported that the principals did reinforce pedagogical skills by arranging seminars and workshops for their teachers, although, because of financial problems it is difficult to allow all teachers to attend the seminars. Prompted further to explain whether the principals' pedagogical role had any influence in the students' academic performance, he explained that the students' academic

performance in public secondary schools in Kitui West District 'could only be termed as fair; thus there is still need to put more effort in the area of pedagogical supervision.'

4.2.3 Principals' Curriculum Implementation Role and Students' Academic Performance

Effective curriculum implementation in any school set-up requires the full attention and participation of school principals. Principals, along with other members of school community play a crucial role in identifying goals for the school's curriculum and at the same time, trying as much as possible to establish curriculum design strategies that meet the set goals. Mintrom (2000) observes that as the leader of the school, it is the principal's responsibility to make sure that teachers consistently implement curriculum that aligns with school goals for better academic output. This study sought to establish how the principals' curriculum implementation role influenced students' academic achievement among students in public secondary schools in Kitui West District.

4.2.3.1 Role of Principals in Curriculum Implementation

In order to establish the influence of principals' curriculum implementation role in academic performance among schools in Kitui West District, teachers and students were asked to indicate the roles that the school principals played with reference to curriculum implementation. Their responses are summarized in Table 4.4.

Table 4.4: Distribution of Teachers and Students on the Role of Principals play in Curriculum Implementation

	Teachers						Students					
	Yes		No		Not sure		Yes		No		Not sure	
Statement	F	%	F	%	F	%	F	%	F	%	F	%
Ensuring that the school is following the current syllabus	53	98.1	1	1.9	-	-	138	100	-	-		-
Ensuring that teachers prepare schemes of work and lesson plans	51	94.4	1	1.9	3	3.8	122	88.4	-	-	16	11.6
Assessing textbooks used	45	83.3	2	3.7	7	13	-	-	-	-	-	-
Availing the recommended teaching and learning resources from the M.O.E	47	87	3	5.6	4	7.4	124	89.9	4	2.9	10	7.2
Involving the Students, teachers and school community in curriculum shaping	40	74	7	13	7	13	188	85.2	12	8.7	8	5.8

Almost all teachers, 98.1% who took part in the study indicated that the principals ensured that the school followed the current syllabus. All students also agreed that the principals ensured that the school followed the current syllabus.

In terms of curriculum schemes and lesson plans, an overwhelming majority of the teachers, 94.4% agreed that the principals ensured that teachers prepared schemes of work and lesson plans. This was further reflected among the vast majority of students, 88.4% who agreed that the school principals followed up lessons.

Majority of teachers, 83.3% indicated that the principals ensured effective implementation of curriculum by assessing textbooks in the schools. The main aim of assessing the textbooks used was generally to ensure that the materials used were in line with the curriculum that was being implemented in the school. Assessment of text books is generally done to ensure that all the required educational resources are available and sufficient enough to cater for all the teaching and learning in the school. There were however 13% of teachers who were not sure of whether the principals assessed text books or not.

Majority of the teachers, 74% agreed that the school principals involved students, teachers and school community in the curriculum shaping. However, slightly more than quarter of them 26% were either in disagreement with the statement or were not sure about it. This raised some questions on whether the school principals effectively played their role in involving various members of school community in curriculum implementation. Still on the same issue of stakeholders' involvement in curriculum shaping process, 85.2% of the students agreed that their school principal involved students, teachers and the school

community in curriculum shaping. There were a few though 14.8% who felt that the principals did not effectively play their role in involving the members of school community in curriculum implementation.

Besides the pre-defined curriculum implementation roles of principals, teachers and students provided other roles that they thought principals played in curriculum implementation. Table 4.5 summarizes the key roles as generally pointed out by some teachers and students who took part in the study.

Table 4.5: Teachers' and students' responses on other principals' curriculum implementation roles

No.	**Other Principals' Curriculum Implementation Roles**
a)	Coordinating curriculum implementation
b)	Ensuring the syllabus is completed in time
c)	Monitoring and supervision of teachers
d)	Encouraging students to be involved in co-curriculum activities
e)	In-service training of teachers
f)	Involving stakeholders in setting curriculum requirements
g)	Listening to the views of students on curriculum issues
h)	Providing a conducive learning environment for curriculum implementation

Teachers and students felt that the school principals were also responsible for various curriculum implementation roles which touch not only the curriculum

itself but also the agents of the curriculum, namely teachers, students, stakeholders and school environment.

4.2.3.2 The Extent to which Principals Role in Curriculum Implementation has Helped to Improve the Students' Academic Performance

Teachers and students were further asked to indicate the extent to which the principals' role in curriculum implementation had helped to improve the students' academic achievement. Figure 4.8 shows the distribution of their response.
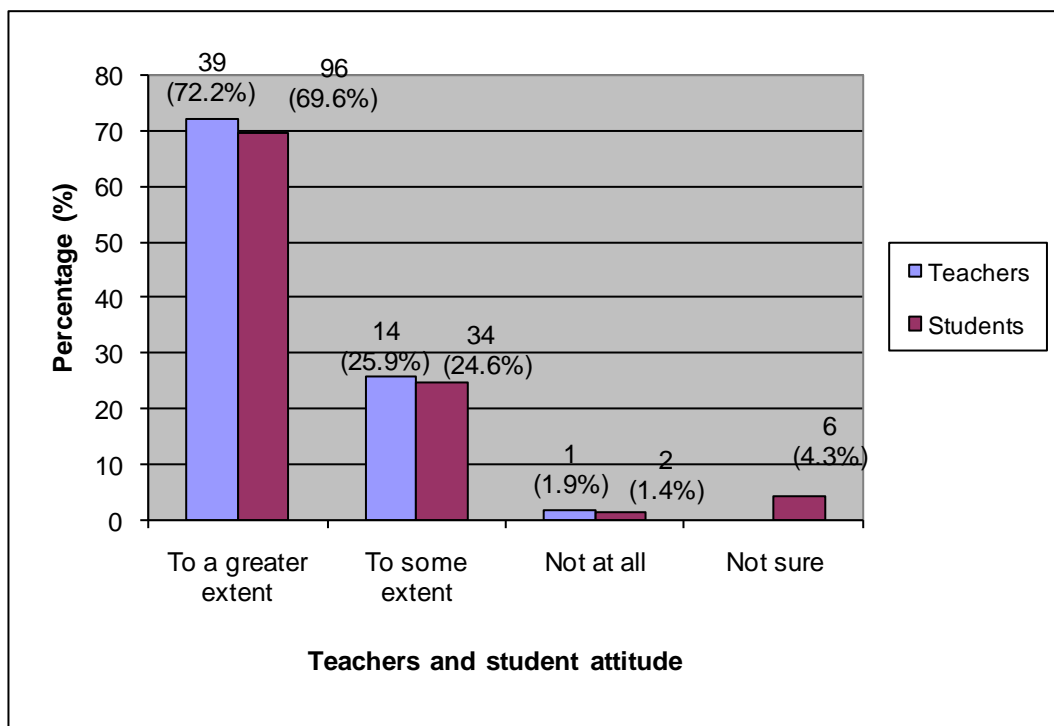
Figure 4.8: Teachers and Students response on the extent to which the principals' role in curriculum implementation had improved academic performance

As noted shown by the figure, majority of teachers, 72.2% indicated that to a greater extent, the principals' role in curriculum implementation had helped in improving students' academic performance in their respective schools. The same

was echoed by the majority of students 69.6% who took part in the study. There were other teachers 25.9% and students 24.6% who felt that the principals' role only helped improve academic achievement on to some extent.

On the other hand, principals gave various responses regarding the role they played in ensuring effective curriculum implementation in their respective schools. For instance, they reported that they were involved in ensuring that the syllabus is covered, inspecting schemes of work and lesson plans, assessing the textbooks being used in teaching and learning, availing the recommended teaching and learning materials and creating a conducive teaching and learning environment. One of the principals was keen to observe the following:

> As a principal, I know too well that I have a noble duty of safeguarding the implementation of curriculum. As a custodian of curriculum implementation at school level, my role is to make sure that most of the recommended teaching and leaning materials are available. Further, I ensure that I create a conducive environment for teaching and learning in the school and make sure that the professional documents as recommended by the Ministry are followed (Principal, school 3, 2013).

The observations provided by the principal were consistent with what other principals in other schools explained. The findings from teachers and students were consistent, although teachers had more points on their expectations on the role of the principals in ensuring effective curriculum implementation.

Further, all the principals agreed that their effectiveness in ensuring effective curriculum implementation in their respective schools translated to improved academic performance. However, one of them reported that there was much more that needed to be done to improve academic performances besides ensuring effective curriculum implementation.

When the DQASOs were interviewed on what role the principals played in ensuring curriculum implementation in schools, they explained that the principals updated themselves on the curriculum and organized seminars for teachers on capacity building. One of them observed that 'the principals do organize functional subject and departmental panels and supervise teaching and classroom instructions.

In terms of the extent to which the role the principals played influenced academic performance among students in the district, one of the officers reported that 'although the principals had this role, its influence on the academic performance cannot be measured since there are various other factors that influence performance. He went on to explain that although some schools in the district have registered improvement in their K.C.S.E examination, the general academic performance of schools in the district is just but fair.

4.2.4 The Role of the Principals in the Provision of Teaching and Learning Resources

Studies have shown that lack of adequate teaching and learning resources can adversely affect students' academic achievement. A study by Muhungi (2012) on the challenges of teaching and learning materials in public secondary schools in Tana River District in Kenya showed that teaching and learning materials were inadequate and this led to ineffective teaching and learning and also poor performance. Owing to the importance adequate provision of teaching and learning resources, this study sought to examine the role school principals played in the provision of teaching and learning resources in public secondary schools in

Kitui West District. Teachers and students were asked to indicate whether they agreed with various statements on the role of principals in the provision of teaching and learning resources and to indicate the extent to which the principals' role enhanced academic performance.

4.2.4.1 Availability of Teaching and Learning Resources

The availability of teaching and learning resources is vital for any meaningful teaching and learning in schools for it enhances better academic outcome. In order to find out the adequacy of resources, teachers and students were asked to indicate whether there were adequate instructional resources in their respective schools in the form of library, computer resource lab, and equipped laboratory.

Table 4.6: Teachers' and students responses on the availability of teaching and learning resources

Statement	Teachers						Students					
	Yes		No		Not sure		Yes		No		Not sure	
	F	%	F	%	F	%	F	%	F	%	F	%
Well equipped library	20	37	30	55.6	4	7.4	50	36.2	80	58	8	5.7
Computer resource lab for e-learning	23	42.6	26	48.0	5	9.4	54	39.1	72	52.2	12	8.7
Well equipped laboratory	35	64.8	16	29.6	3	5.6	80	58	42	30.4	16	11.6

The majority of teachers 55.6% indicated that there was no well equipped school library. This was also confirmed by the majority of students 58% who felt that their school libraries were not well equipped.

Teachers were sharply divided on whether the schools had computer labs for e-learning. Some, 42.6% indicated that there was. However, the remaining 47.4% either indicated there was not computer lab 48% or not sure 9.4%. On the other hand, slight more than half of students, 52.2% indicated that computer labs were inadequate to meet students' learning needs.

With reference to the availability of school laboratory, the majority of teachers 64.8% indicated that the labs were adequate. Another 29.6% of teachers indicated that the labs were no adequate. Almost the same number of students 30.4% felt the same; an indication that the labs could have been not as well equipped as they should.

Teachers and students further listed the following teaching and learning resources that they felt should be made available: revision materials and textbooks, organizing field trips and field studies, provision of adequate past papers, provision of learning facilities such as classes, availing projectors, having a well equipped dinning hall, ensuring that there is supply of clean water and electricity, hiring well trained teachers, providing solar panels that provide light at night, having Agricultural farm in-puts, and having workshops.

4.2.4.2 Teachers Responses on the Role Principals Play in Ensuring Adequate Teaching and Learning Resources in Schools

Teachers and students were asked to indicate the role the principals played in ensuring adequate provision of teaching and learning resources for effective learning in schools. They were provided with a number of statements related to the provision of teaching and learning resources. They were asked to indicate whether the principals: ensured the provision of teaching and learning resources, advised teachers on the most current textbooks to use in teaching and learning, provided teaching and learning aids, encouraged teachers to develop innovative teaching aids and evaluated the adequacy of teaching and learning resources. Table 4.7 shows the distribution of Teachers' and students' responses on the role the principals play in ensuring adequate provisions of instructional resources in schools.

Table 4.7: Teachers' and students' responses on the role the principals play in ensuring adequate provisions of instructional resources in schools

Statement	Teachers						Students					
	Yes		No		Not sure		Yes		No		Not sure	
	F	%	F	%	F	%	F	%	F	%	F	%
Ensuring teaching and learning resources(library, e-learning resources, laboratory) are readily available	36	64.8	17	31.4	2	3.8	90	65.7	40	29.2	8	5.7
Evaluating the extent to which the teaching and learning resources are adequate for effective teaching and learning in school	44	81.5	5	9.3	5	9.3	98	71	20	14.5	20	14.4
Advising teachers on the most current textbooks to use in teaching and learning	43	79.6	1	1.9	10	18.5	_	_	_	_	_	_
Encouraging teachers to develop innovative teaching aids	44	81.5	1	1.9	9	16.7	-	-	-	-	-	-

The majority of teachers 64.8% and students 65.7% indicated that the principals in their respective schools ensured that teaching and learning resources like library, e-learning resources and laboratory among others are readily made available. There were however another third of both teachers 31.4% and students 29.2% who indicated that the principals did not do enough to ensure adequate provision of teaching and learning resources in their respective schools.

The majority of teachers 81.5% indicated that the principals did perform their evaluation role on the adequacy of teaching and learning resources in schools. In the same vein, the majority of students 71% also felt that the principals evaluated the extent to which teaching and learning resources were adequate. There were a small percentage of students 14.4% who were not sure about the principals' evaluative role.

The majority of teachers 79.6% agree that the principals advised them on the most current textbooks to use in teaching and learning. The majority of teachers 81.5% also agreed that the principals encouraged the teachers to develop innovative teaching aids for better learning out. Thus, teachers were generally positive about the role principals play in enhancing effective learning through providing direction on the teaching and learning resources in schools.

Besides the discussed principals' role in the provision of teaching and learning resources, teachers and students further gave other roles they thought the principals played in relation to the provision of teaching and learning resources in schools. They reported the following roles: Purchasing the necessary resources that are up to date, Improving technology in the school, Improving technology in the school, supporting the sourcing of materials from K.N.E.C and other exam bodies

and offering external examination, liaising with Government for deployment of teachers or hiring, encouraging teamwork among teachers and students, ensuring proper use of teaching and learning resources, involving stakeholders in the acquisition of teaching and learning resources, encouraging teachers to use locally available teaching and learning resources, involving students in teaching and learning resource mobilization, ensuring that school facilities are well in place, encouraging field work and practical oriented learning.

4.2.4.3 The Extent to which the Principals' Role in the Provision of Instructional Resources Helps in Improving Academic Performance in Schools

In order to examine the extent to which the principals' role in the provision of instructional resources helped towards improving the students' academic performance among schools in Kitui West District, teachers and students in the study were asked to indicate whether they agreed to a greater extent, to some extent or not at all. The distributions of their responses are shown by Figure 4.9.
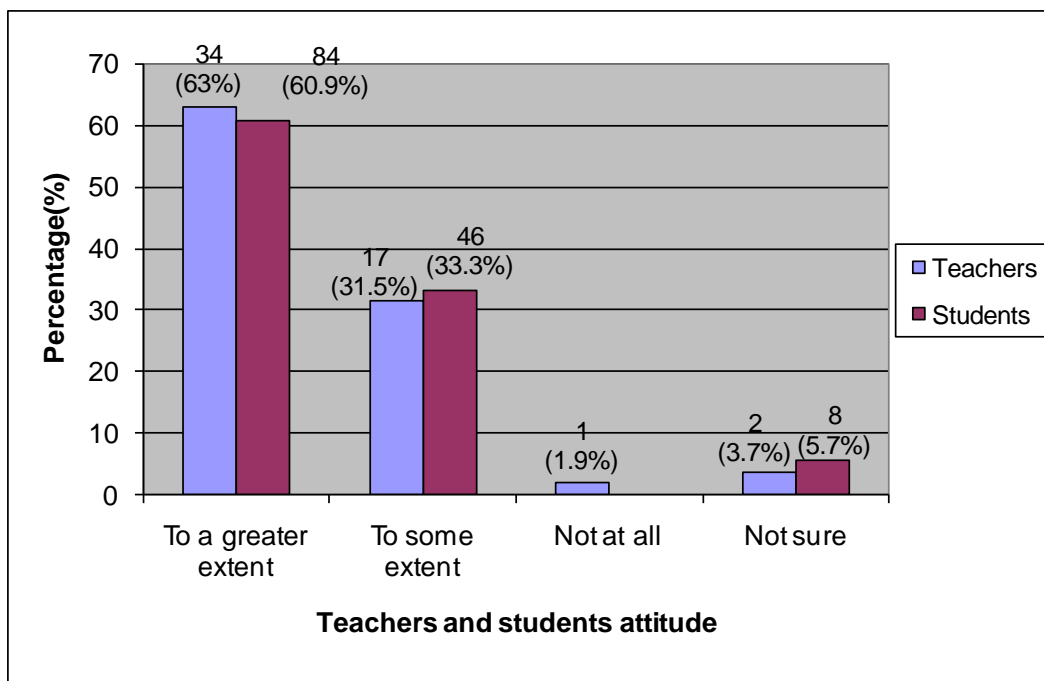
Figure 4.9: The Extent to which the Principals' Role in the Provision of Instructional Resources Helps in Improving Academic Performance in Schools

The majority of teachers, 63% indicated that the principals' role in the provision of instructional resources helped in improving academic performance in public secondary schools in Kitui West District to a greater extent. The majority of students, 60.9% also indicated that the principals' role helped the performance to a greater extent. Only 3.7% of teachers and 5.7% of students who were not sure about the extent to which the principals' role in the provision of instructional resources helped in improving academic performance in public secondary schools in Kitui West District.

The principals gave the roles they played in ensuring that there was adequate teaching and learning resources for effective teaching and learning in their respective schools. They reported that they regularly updated instructional materials and availed

the required materials and equipment, ensured that laboratory equipment and chemicals are available, equipping the library and provided e-learning. One of the principals who appeared not quite amused about state of teaching and learning resources reported that:

> I find my role as a principal in the provision of teaching and learning resources compromised due to various other factors like lack of adequate fund. I am committed to ensuring quality through provision of teaching and learning resources. However, I cannot realize my role without adequate financial support from the government and the members of school community. This challenge hinders my role of acquiring the best resources in terms of books and equipment for my school (Principal School 9, 2013).

Teachers and students also indicated that principals do play their role. However, there were other resource provision roles that they felt that the principals should play like involving all the stakeholders, including students in school resource mobilization. This could help in easing the problem of resources. In relation to the extent to which the principals' role in resource mobilization helped to influence students' academic performance, all the principals were in agreement that the hallmark of any effective, successive and a well performing school is based on its capacity to mobilize and use resources. They however noted that the school resources were not adequate to give the best academic output in terms of performance among the secondary schools in Kitui County.

The DQASOs explained that the principals were charged with the duties of equipping the laboratories, libraries, buying the referencing material and providing enough classrooms. They added that the principals were also charged with the duty of procuring materials, making some within the schools and also providing transport

to students to go for educational tours. Regarding the extent to which the role of providing teaching and learning resources enhanced academic performance in the district, one of the officers explained that the recent continued effort to equip public schools has seen remarkable improvement in the students' academic performance in the district.

4.2.5 The Role of the Principal Meeting Teacher Training and Development Needs

There is a substantial literature on the association between teacher training and development. Among the available literature, it is evident that there are certain teacher characteristics like education and continuous development that are more effective than others at increasing student performance (Jacob & Lefgren, 2002). This study was interested in examining the role school principals played in meeting teacher training and development needs. The first part deals with the role of principals in meeting teachers' training needs for an improved academic achievement among students in secondary school in Kitui West District, the second part examines the extent to which the principal's role in teachers' training enhances students' academic performance.

4.2.5.1 The Principals' Role in Meeting Teachers' Training Needs

The respondents were asked to indicate what role the principals played in meeting teachers training and development needs.

Table 4.8: Teachers and students responses on the role of principal in meeting teacher training and developmental needs

	Teachers					
	Yes		No		Not sure	
Statement	**F**	**%**	**F**	**%**	**F**	**%**
Teachers Responses						
Organizing regular refresher courses for teachers	29	53.7	10	18.5	15	27.8
Giving induction program and orientation of new teachers	47	87	1	1.7	6	11.1
Arranging regular workshops for teachers	39	72.2	9	16.7	6	11.1
Encouraging and supporting teachers to undertake in-service training	40	74.1	7	13	7	13
Organizing regular teaching methodology meetings for the teachers	33	61.1	12	22.2	9	16.7
Designing teacher development and in-service programs	29	53.7	12	22.2	13	24.1
Students Responses						
Organizing regular refresher courses for teachers	66	47.8	32	23.2	40	28.9
Giving induction program and orientation of new teachers	90	65.2	4	2.9	44	31.9
Arranging regular workshops for teachers	74	53.6	22	15.9	42	30.5
Encouraging and supporting teachers to undertake in-service training	-	-	-	-	-	-
Organizing regular teaching methodology meetings for the teachers	-	-	-	-	-	-
Designing teacher development and in-service programs	-	-	-	-	-	-

Slightly more than half of teachers, 53.7% agreed that the principals organized regular refresher courses for teachers. The majority of students however either disagreed 23.2% or were not sure 28.9% whether the principals organized refresher courses for teachers.

The majority of teachers, 72.2% indicated that the principals arranged regular workshops for teachers. The majority of students, 53.6% also agreed. There were however almost half of them, 46.4% who either disagreed or were not sure whether the principals played any role in organizing refresher courses for teachers.

A vast majority of teachers 87% agreed that the principals offered induction program and orientation of new teachers. Majority of students, 65.2% too agreed that orientation programs were offered. However, a considerable number of students, 31.9% were not sure whether the principals offered such courses to teachers.

Majority of teachers, 74.1% agreed that the principals encouraged and supported them to undertake in-service training. The majority of teachers 61.1% also agreed that the principals organized regular teaching methodology meetings for the teachers.

Although slightly more than a half of teachers, 53.7% felt that the principals played a crucial role in designing teacher development and in-service programs, 22.2% of teachers did not think so.

Teachers and students further indicated other roles performed by the principals in relation to meeting teacher training and developmental needs. A considerable number of teachers reported that the principals encouraged teachers to go for refresher courses and in-service training, organized retreats to discuss academic matters with the staff, provided materials to teachers showing changes in the teaching field, invited professional to talk to teachers. Students were not very keen about what role the principals performed in relation to meeting teacher training needs. However, a few of them were clear about the fact that teachers were sent for

certain refresher courses and in-service training. They also reported that the principals supervised and monitored teachers and allowed teachers to pursue further studies.

4.2.5.2 The Extent to which the Principal's Role in Teachers' Training Enhances Students' Academic Performance

Teachers and students were asked to indicate the extent to which principal's role of meeting teachers' training needs enhanced students' academic performance in schools. The distribution of their responses is shown by Figure 4.10.
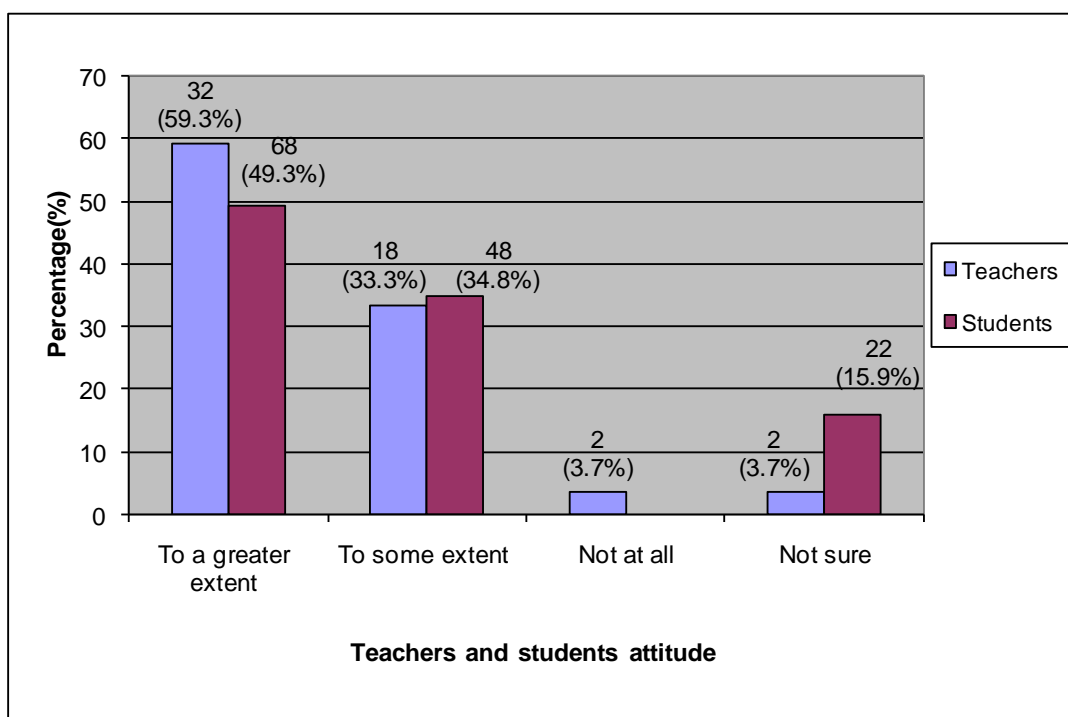
Figure 4.10: Teachers and students responses on the Extent to which the Principal's Role in Teachers' Training Enhances Students' Academic Performance

The majority of teachers, 59.3% reported that the principal's role of meeting teachers' training needs enhanced students' academic performance in schools to a greater extent. There was however 15.9% of students who were not sure about the principals' role enhanced students' academic performance in schools. The principals, in response to the role they played in meeting the teacher training and developmental needs in their respective schools, reported that they facilitated and organized seminar and workshops for teachers, organized induction courses for the newly employed teachers to fit in the system, organized regular training on teaching methodology, organizing regular refresher courses for teachers. One of the principals, upon being prompted further to explain herself, she noted that:

> In as much as I have a noble obligation to meet teacher training and developmental needs, I strongly feel that I cannot do that without adequate support from the members of my school community. The willingness of teachers to undertake certain in-service training is also an important factor. Otherwise, as far as I am concerned, I have continued to provide training opportunities for my teachers for better learning outcome (Principal School 9, 2013).

The principals further reported that better outcome in the schools are associated with teacher training and development. One of them was however quick to observe that teacher training in itself without other interventions cannot assure good academic performance in public schools.

The DQASOs also gave their responses on the role the principals played in ensuring teacher training and developmental needs. They reported that the principals encouraged those in the district and regional panels to team up with their colleagues

and organize seminars for self development. They also observed that the principals were responsible for arranging seminars for teachers to meet various training needs.

4.2.6 Challenges facing Principals as a Quality Assurance Leader

There are a number of challenges which face school principals generally face in school administration. This study was interested in establishing the kind of challenges facing school principals as quality assurance leaders in public secondary schools in Kitui West District. In this section, the challenges are presented under the following: Challenges Facing Principals in Ensuring Effective Application of Pedagogical Skills, Challenges Facing Principals in Curriculum Implementation, Challenges Facing Principals in Providing Teaching and Learning Resources, Challenges Facing Principals in Meeting Teacher Training and Development Needs.

4.2.6.1 Challenges Facing Principals in Ensuring Effective Application of Pedagogical Skills

The teachers and students were asked to indicate the challenges principals faced in ensuring effective application of pedagogical skills. Table 4.9 presents the summary of the key challenges.

Table 4.9: Teachers and students responses on the challenges facing principals in ensuring effective application of pedagogical skills in teaching and learning

Statement	Teachers		Students	
	F	%	F	%
Lack of learning resources and teaching	12	22.2	20	14.5
Lack of cooperation from and negligence by teachers and students	4	7.4	34	24.6
Heavy workload	6	11.1	-	-
Indiscipline among students	2	3.7	-	-
Qualified but incompetent teachers	2	3.7	-	-
Students don't evaluate teachers fearing the principal	-	-	4	2.9
Inadequate time to perform all pedagogical duties	-	-	12	8.7

Slightly less than a quarter of the teachers 22.2% indicated that principals faced the problem of lack of adequate teaching and learning resources and hence raising pedagogical concern. A considerable number of students, 14.5% also indicated that principals faced the problem.

A small percentage of teachers, 7.4% reported that the principals' pedagogical role was affected by lack of cooperation from and negligence by teachers and students. A considerable number of students, 24.5% also felt the role of the principals was affected by lack of cooperation from some teachers and students.

Regarding indiscipline among students, only 3.7% of teachers suggested that the principals faced the problem of indiscipline among students which hindered effective application of pedagogical skills in teaching and learning.

In terms of heavy workload, 11.1% of teachers indicated that the principals faced the problem of heavy workload hence finding it hard to effectively carry on their role of ensuring effective application of pedagogical skills in teaching and learning.

Indiscipline among some students, as indicated by 3.7% of teachers was another challenge the principals faced as they tried to effect effective application of pedagogical skills in schools.

A small percentage of students, 8.7% indicated that principals faced the problem of lack of adequate time to perform all pedagogical duties in ensuring effective application of pedagogical skills and hence raising a pedagogical concern.

The principals also pointed out the major challenges they faced in their quality assurance roles. Explaining about the challenges associated with ensuring effective application of pedagogical skills in teaching and learning, the principals reported that encountered the problem of lack of cooperation by some teachers, limited resources and heavy workload. Such issues, they reported, hindered their effort in trying to ensure effective application of effective pedagogical skills in teaching and learning in schools.

The DQASOs who were interviewed did report that there were a number of challenges that the principals faced with reference to the application of pedagogical skills in teaching and learning. They explained that the principals faced some level of resistance from some teachers and lack of supervisory personnel. Preparation of schemes of work and lesson plans and lack of teaching materials, were noted as

among key challenge facing the principals in their pedagogical skills enhancement role.

4.2.6.2 Challenges Facing Principals in Curriculum Implementation

Students and teachers were asked to specify the kind of challenges the principals faced in relation to curriculum implementation. Table 4.10 summarizes their response.

Table 4.10: Teachers and students' responses to challenges that the principal face in ensuring effective curriculum implementation

Statement	Teachers		Students	
	F	%	F	%
Lack of cooperation from stakeholders (students, teachers, parents)	3	5.6	12	8.7
Inadequate teaching staff	8	14.8	4	2.9
Inadequate provision of teaching and learning resources	14	25.9	46	33.3
Overloaded curriculum	7	13.0	12	8.7
Lack of adherence to the set syllabus	-	-	12	8.7

Regarding the challenge of lack of cooperation from stakeholders (students, teachers, and parents), some 5.6% of teachers indicated that the principals did face such a challenge. Another 8.7% of students also reported the same.

A few of the teachers 14.8% indicated that principals faced the problem of inadequate teaching staff for effective curriculum implementation. This was

supported by 2.9% of students 2.9%. Another related resource challenge was lack of adequate teaching and learning resources that the principals faced as indicated by 25.9% of teachers who took part in the study. A third of students 33% also indicated that principals did confirm that the principals faced such a challenge.

Overloaded curriculum was another key challenge that principals faced. Thirteen per cent 13% of teachers reported that the principals faced the challenge of an overloaded curriculum which is essential in ensuring effective curriculum implementation. Another 8.7% of the students also felt that principals faced the challenge.

The principals also reported that they encountered the problem of understaffing, failure of teachers to prepare the schemes of work in good time, poor time management by teachers and students, huge scope of the syllabus. One of them explained that 'failure to prepare schemes of work and records of work on time coupled with the poor time management by both teachers and students are the major curriculum implementation hindrances in my school' (Principal School 9, 2013).

DQASOs on the other hand pointed out that the principals faced a number of challenges in curriculum implementation process. They explained that the effective implementation of curriculum was hindered by a bloated curriculum, over-enrolment of students in schools, lack of adequate instructional resources and inadequate teaching staff.

4.2.6.3 Challenges Facing Principals in Providing Teaching and Learning Resources

The teachers and students were asked to indicate the challenges the principals faced in relation to the provision of teaching and learning resources in schools. Table 4.11 presents the summary of the key challenges.

Table 4.11: Teachers and students responses about the challenges that the principals faces in ensuring that there are adequate teaching and learning facilities

	Teachers		Students	
Statement	**F**	**%**	**F**	**%**
Lack of finance to acquire adequate resources	26	48.1	68	49.3
Frequent change in syllabus	6	11.1	6	4.3
Delay of funds by the government which affects the acquisition of teaching and learning resources	2	3.7	-	-
Vandalizing of resources by students	-	-	8	5.8
Poor knowledge of what resources the student need	-	-	4	2.8

Slightly less than a half of the teachers, (48.1%) indicated that lack of finance to acquire adequate teaching and learning resources was one of the key challenges facing the principals. This was confirmed by almost the same percentage of students 49.3%.

Frequent change of curriculum was another challenge that faced principals in their role of ensuring adequate teaching and learning resources in schools as indicated by 11.1% of teachers. Another 4.3% of students also indicated that the principals faced such a challenge.

Delay of funds by the government which affects the acquisition of teaching and learning resources was another challenge that the principals faced as reported by 3.7% of teachers who took part in the study.

Among the students who took part in the study, a few 5.8% reported that there was the problem of vandalizing of resources by students which posed a challenge to effective provision of teaching and learning resources. Another small percentage of students, 2.8% felt that effective provision of resources in schools was hindered by poor knowledge of what resources the students needed.

In response to the challenges faced by the principals while ensuring that there were adequate teaching and learning resources in schools, the principals reported that they encountered the problem of lack of adequate funds to acquire essential resources and delay of government in providing funds. There was also the problem of loss of books. DQASOs, on the other hand explained that there was lack of funds to buy the materials and inadequate school facilities.

4.2.6.4 Challenges Facing Principals in Meeting Teacher Training and Development Needs

The teachers and students were asked to indicate what kind of challenges the principals faced in relation to meeting the teacher training and development needs. Table 4.12 presents the summary of the key challenges.

Table 4.12: Teachers' and Students' Responses about the Challenges Facing Principals in Meeting Teacher Training and Development Needs

Statement	Teachers	
	F	%
Lack of adequate funds	31	57.4
Lack of time due to tight school schedule	19	35.2
Lack of adequate government support	3	5.7
Lack of cooperation from teachers	4	7.6

Lack of adequate funds was one of the key challenges facing the principals while trying to meet the teacher training and development needs as reported by 57.4% of teachers who took part in the study. Another challenge that the principals faced was lack of time due to tight school schedule as indicated by 35.2% of teachers. Thus the principals are not able to strike the balance between time and the teacher training gaps.

A couple of teachers, 5.7% reported that there was also lack of adequate government support for the principals to be able to meet teacher training and

development needs. Another problem that the principals faced as reported by 7.6% of teachers was lack of cooperation from teachers.

When the principals were asked about the challenges they faced in trying to meet teachers' training and developmental needs, they reported that they experienced such problems as lack of adequate funds, tight teaching schedule which is not flexible for training and development. These challenges were also key among teachers and students who took part in the study.

DQASOs on the other hand reported that the school principals lacked adequate fund and lacked a well laid teacher training and development policy provisions to be able to meet teacher training and development needs.

4.2.7 Measures to Improve the Principal' Instructional Quality Assurance Role

This study sought to establish the main measures which can be adopted to improve the principals' instructional quality assurance role. The respondents (teachers, students, principals and QDASOs) were asked to suggest the key measures based the principals' key role parameters, including the application of pedagogical skills, curriculum implementation, provision of the teaching and learning resources, meeting teacher training and development needs.

4.2.7.1 Measures to Improve the Principals' Role of Ensuring Effective Application of Pedagogical Skills

The respondents gave a number of measures that can be put in place to improve the principals' instructional quality role for better students' academic performance in their respective schools. For instance, teachers suggested that this

role can be improved by enhancing cooperation with teachers, reducing workload for the principal, incorporating e-learning, offering regular in-service training for teachers, providing principals with adequate physical and human resources, enhancing teacher-student, student-parent relationship, ensuring adequate provision of teaching and learning resources.

Some of the students' suggestions were related to those suggested by teachers. However, there were additional suggestions, including ensuring discipline among learners, ensuring that there are enough teachers that are qualified and seeking government support for teacher pedagogical skill development.

4.2.7.2 Measures to Improve the Principals' Curriculum Implementation Role

Asked what measures could be used to improve the principals' curriculum implementation role, the teachers who participated in the study suggested that: government and other development partners should provide funding, regular Inspection of the schools, ensuring that there is provision of adequate teaching and learning resources, adequate staffing and frequent in-service training, using current teaching and learning resources as instructed by the ministry, monitoring syllabus coverage, working towards the reduction of workload, involving all stakeholders (students, teachers and parents), avoiding disruption of school calendar.

When students were asked the same question, they further suggested that there was need to: ensure adequate supply of the teaching staff, have proper management of resources, provide adequate funding, involve all the stakeholders. Most of their suggestions were related to those provided by teachers.

4.2.7.3 Measures to Improve the Principals' Role of Provision of the Teaching and Learning Resources

Regarding what measures should be put in place to improve the principals' role of ensuring adequate provision of the teaching and learning resources in public secondary schools in Kitui West District, teachers suggested that school libraries, laboratories and computer labs should be well equipped, putting in place efficient resource management systems to take stock of all available and needed resources, meeting staffing needs, putting up adequate school facilities, seeking financial support from the stakeholders.

On the same question, students suggested almost similar measures. They reported that there was need to equip the schools' libraries, supply relevant teaching and learning resources, work with other members of school community to ensure that there is adequate supply of teaching and learning resources and carrying out needs assessment to establish students' resource gaps.

4.2.7.4 Measures to Improve the Principals' Role of Meeting Teacher Training and Development Needs

The respondents were asked to suggest what could be done to improve the principals' role in ensuring that the teacher training and development needs are met. Teachers who took part in the study suggested that teachers should regularly be taken for refresher courses; workshops and in-service training, there should also be constitution of regional subject panels. They further suggested that the government should set aside some funds to meet teacher training and development needs, teacher

development strategy should be put in place, setting teacher training endowment fund based on the contribution of the members of school community, providing training time, government to introduce teacher training and development subsidy.

Student's suggestions were more or less related to what the teachers suggested. Most of them reported that teachers should be send more regularly for refresher courses, workshops and in-service training, government and schools to set aside funds to train teachers and considering both the teachers and students views on training needs.

4.3 Discussion of the Findings

The discussion is based on the key findings of the study as established under the objective areas. These include the discussion of the findings on the principals' role of ensuring the application of pedagogical skills in teaching and learning, the principals' curriculum implementation role, the principals' role of ensuring the provision of the teaching and learning resources and the principals' role in meeting teacher training and development needs.

From the conceptual framework of this study, it was conceptualized that there were various factors that affected the overall student's academic performance. Among these factors, pedagogical skills were highlighted as being a major factor. This study was set to establish how principal's Pedagogical role influenced students academic performance.

From the findings of this study, majority of the teachers and students indicated that the major pedagogical skills that the school principals played in

facilitating quality assurance in the school included constant monitoring of teachers and availing of adequate teaching and learning resources. These findings concur with those of Oburu (2010) who found that principals are more frequent in teacher supervision than inspectors.

There were however a few challenges that were indicated to hinder the principals in executing their pedagogical skills effectively so as to enhance the overall academic performance of the students. For instance a study conducted by Watsulu and Simatwa (2011) indicated that lack of co-operation from some teachers and incidents of unavailability of financial records posed challenges in enhancing quality education. This finding is inline with that of this study whereby a few of the teachers 7.4% and students 24.6% indicated that lack of cooperation from and negligence by teachers and students did pose a challenge among principals in ensuring effective application of pedagogical skills in teaching and learning. However, there are other challenges that were raised these include lack of learning resources and teaching, heavy workload and inadequate time to perform all pedagogical duties and qualified but incompetent teachers.

According to Mintrom (2000), it is the responsibility of school principals to ensure that teachers consistently implement the curriculum that aligns with school goals. This finding was in line with that of this study whereby most of the respondents were in agreement that the school principals had a role to play in ensuring that the curriculum implemented aligned to the goals of the school. Moreover, a further finding from this study was that some of the roles played by school principals included: ensuring that the teachers prepared schemes of works and

lesson plans that were in line with the curriculum being implemented and continually monitoring and supervising the teachers to ensure that the curriculum has been implemented fully.

Additionally, the key roles that school principals play in the implementation of curriculum in the school so as to enhance students' academic performance include assessing the teaching and learning materials that are available and ensuring that they adhere to the curriculum being implemented and involving all the concerned stakeholders i.e. teachers, students and the school community in the curriculum implementation process.

There are certain challenges that hinder the school principals in exercising their roles in curriculum implementation for enhanced academic performance. A study carried out by Saskatchewan Ministry of Education (2009) in northern Saskatchewan, Canada on the factors affecting the implementation of an elementary science curriculum in three schools found that tight timelines for implementation, as well as challenges such as class size, limited in-service availability, and infrequent networking opportunities affected negatively the role of school principals in implementing the curriculum. Besides these challenges, this study also found that factors such as inadequate teaching staff, overloaded curriculum, lack of adherence to the set syllabus and lack of cooperation from stakeholders (students, teachers, and parents) did affect the overall curriculum implementation process in the schools.

The roles that school principals play in ensuring that instructional materials are available so as to improve the overall academic performance of students include the following ensuring teaching and learning resources (library, e-learning resources,

laboratory) are readily available, evaluating the extent to which the teaching and learning resources are adequate for effective teaching and learning in school, advising teachers on the most current textbooks to use in teaching and learning and encouraging teachers to develop innovative teaching aids.

The challenges raised that affected negatively the influence of instructional materials on students' academic performance include lack of finance to acquire adequate resources, frequent change in syllabus, vandalizing of resources by students, poor knowledge of what resources the student need and delay of funds by the government which affects the acquisition of teaching and learning resources. This concurs with those of Mobegi, Ondigi and Oburu (2010) who found that financial constraints, inadequate facilities, indiscipline and unexploited resources affected the overall academic performance of students in schools and the availability of instructional materials in the school.

Teacher training needs are very critical especially with relevance to the overall academic performance of students in schools. If teachers, lack adequate training this may also be translated in to how they provide their teaching services to the students. Hall (1986) observed that staff development among teachers in schools leads to an increase in their knowledge, communication skills and participation in decision making. However, if their training needs aren't met they may not be able to increase the above mentioned elements.

During any academic period, it is the responsibilities of the school principals to ensure that the staff members receive adequate training that they require so as to be effective. In support thus, Davis and Nicklos (1986) noted that the principal's role

is indispensable in promoting staff development program to achieve the school's goals. To ensure that teachers training needs are met so as to facilitate better academic performance, majority of the teachers 87% and students 65.2% were in agreement that the principals gave induction program and orientation of new teachers.

School principals as found in the study executed various roles so as to ensure that teacher training needs were met. Some of the roles that they played as indicated by a representable number of the teachers and students included but may not be limited to arrangement of regular workshops for teachers, organizing regular refresher courses for teachers, encouraging and supporting teachers to undertake in-service training and organizing regular teaching methodologies for teachers. All these roles as noted are deemed enough to promote teacher development in any given school and thus improve the students' academic performance to some extent. These findings concur with those of Rahman et al (2011) who found that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general.

However, despite the fact that the school principals played various roles in meeting the training needs of the teachers so as to facilitate the improved academic performance among students, still there were a couple of challenges that were being faced. On the same note, Dadey and Harber (2009) observed that even where training programmes are provided so as to meet the training needs of staff members, they are

sometimes unsystematic and inadequate in content and coverage challenges. In addition to these findings, a good number of the students and teachers who participated in this study indicated that lack of adequate funds, lack of time due to tight school schedule, lack of adequate government support and lack of cooperation from teachers were among the key challenges that the school principals faced in relation to meeting the teacher training needs.

From the discussion, it is evident that the role of school principals in instructional quality assurance remains critical. Most of the respondents agreed that school principals in public secondary schools in Kitui West District played important quality assurance role with a view of trying to achieve the overall improved academic performance in their respective schools. They influenced the academic performance of students based on their ability to enhance pedagogical skills among teachers, monitor effective implementation of curriculum, oversee the adequacy and quality of teaching and learning materials. However, despite their effort, all the principals agreed that they faced myriad of challenges in trying to achieve their objectives in quality assurance role.

Linking the Findings with the Theoretical Framework

This study was informed by two theories namely, Total Quality Management (TQM) theory and role theory. The theory of Total Quality Management holds that the top management should act as the main driver for the overall quality management and should create an environment that ensures success. However, in relation to this study, the principals were found not to have effectively exercised their roles in the

provision of conducive environment that ensures improved academic performance of students due to a number of challenges. Some of these challenges as it was presented by majority of respondents included lack of finance to acquire adequate teaching and learning resources, frequent change in educational policies and curriculum and lack of cooperation from and negligence by teachers and students.

Another principle of the TQM theory is that the employees should receive regular training on the methods and concepts of quality. Despite the provisions of the theory on the need for regular training for quality, this study found that the principals faced a number of challenges in trying to meet teachers' training needs. A majority of the respondents indicated that a key challenge that was facing the school principals was qualified but incompetent teachers. Moreover, this study also found that there were still a number of challenges which limited the principals from meeting teacher training and development needs. These challenges included lack of adequate funds, lack of time due to tight school development needs, lack of adequate government support and lack of cooperation from teachers.

In ensuring quality of services provided, the TQM provides that the employees in a given institution should be encouraged to be pro-active in identifying and addressing quality related problems (Kurtus, 2001). In line with this, majority of the respondents indicated that in curriculum implementation, the school principals in Kitui West were pro-active in terms of carrying out a number of roles. These included coordinating curriculum implementation, ensuring syllabus is completed in time, monitoring and supervision of teachers, encouraging students to be involved in co-curriculum activities, provision of in-service training, involving stakeholders in

setting curriculum requirements, listening to the views of students on curriculum issues and providing a conducive environment for curriculum implementation.

The theory of TQM provides a sound ground upon which sound quality assurance should be based. Despite the fact that the school principals played various quality assurance roles as the theory provides, the outcome in terms of academic performance in the District met various challenges. Thus, there is need for resource provision for the school principals to be able to effectively perform their quality assurance role in schools in the District.

Role Theory

This was another theory that formed the basis of the current study. The theory is holds that roles are occupied by individuals, who are called "actors". The theory holds that when individuals approve of a role, they will incur costs to conform to role norms, and will also incur costs to punish those who violate role norms. The theory posits that changed conditions can render a role outdated, in which case social pressures are likely to lead to role change. In the case of this study, principals as quality assurance officers have been assigned various roles which address on issues such as monitoring the implementation of school curriculum in the school and also offering supervisory role on the teaching and learning materials, monitoring curriculum implementation and teacher development. The principals become actors after being assigned these roles.

The position of school principals as actors, as the theory posits, brings about certain expectation and therefore pressure. The introduction of Education for All programs, school principals not only in the primary school level but also in the

secondary school have experienced increased roles and duties. This in general has not given them ample time to coordinate other roles that they are supposed and expected to implement in the long run. As such, increased roles and duties have also contributed to their poor performance in the school in terms of fulfilling their instructional quality assurance role. This in the long run has had an adverse effect on the academic performance of students in the district.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study. The summary mainly contains the key findings. Conclusions and recommendations on the other hand, are based on the research objectives and the key findings of the study respectively.

5.2 Summary

The main purpose of this study was to examine the influence of the principals' instructional quality assurance role on students' academic performance in Kitui West District, Kenya. It was guided by the following research questions: How does principals' pedagogical role influence students' academic achievement in secondary schools in Kitui West District? How does the principals' curriculum implementation role influence students' academic achievement in secondary schools in Kitui West District? What role do principals play in ensuring adequate teaching and learning materials for an improved academic achievement among secondary schools Kitui West District? What is the principals' role in meeting teachers' training needs for an improved academic achievement among secondary school in Kitui West District? What are the major challenges facing the principals in their role of instructional quality assurance in secondary schools in Kitui West District? And what measures

can be taken to improve the principals' instructional quality assurance role for an improved academic achievement among secondary schools in Kitui West District?

This study employed a descriptive survey research design. In this study, the sample included nine (9) schools, one hundred and seventy six (n=176) students, fifty four (n=54) class teachers, nine (n=9) principals and three (n=3) District Quality Assurance and Standards Officers (DQASO). In total, there will be two hundred and forty two (N=242) respondents. Data collection instruments included: questionnaires for students and teachers and interview guides for the principals and DQASOs.

The collected data was analyzed using both quantitative and qualitative data analysis approaches. SPSS was used to analyze the quantitative data collected using questionnaires. Quantitative approach was descriptive, where simple frequencies and percentages were used. On the other hand, qualitative data analysis was conducted on the data which was collected using interview method. From the analysis the following findings were made:

The major pedagogical skills as observed by a majority of the teachers and students include constant monitoring of teachers, availing adequate teaching and learning resources, performing formative teacher pedagogical evaluation, asking students to participate in evaluating teacher's teaching approaches.

Other roles include Motivating both teachers and students, monitoring teachers and their relations with the students, ensuring that discipline is maintained by the students and giving regular exams and allowing students to get involved in co-curriculum activities.

The major roles played by principals in curriculum implementation include ensuring that the school is following the current syllabus, teachers prepare schemes of work and lesson, assessing textbooks and Involving the Students, teachers and school community in curriculum shaping.

Other roles of principals in Curriculum Implementation include Coordinating curriculum implementation, ensuring the syllabus is completed in time, monitoring and supervision of teachers, encouraging students to be involved co-curriculum activities, In-service training of teachers, involving stakeholders in setting curriculum requirements, listening to the views of students on curriculum issues and providing a conducive learning environment for curriculum implementation.

Majority of the teachers and students indicated that there are no well equipped libraries, computer resource lab for e-learning and well equipped laboratory

The major roles that principals play in ensuring adequate teaching and learning resources in schools include: ensuring teaching and learning resources (library, e-learning resources, laboratory) are readily available, evaluating the extent to which the teaching and learning resources are adequate for effective teaching and learning in school, advising teachers on the most current textbooks to use in teaching and learning and encouraging teachers to develop innovative teaching aids.

Majority of the teachers 87% agreed that the principals gave induction program and orientation of new teachers. This was also agreed upon by majority of students, 65.2%.

The majority of teachers, 72.2% indicated that the principals arranged regular workshops for teachers. The majority of students, 53.6% also agreed.

Slightly more than half of teachers, 53.7% agreed that the principals organized regular refresher courses for teachers. The majority of students however either disagreed 23.2% or were not sure 28.9% whether the principals organized refresher courses for teachers.

Majority of teachers, 74.1% were in agreement that principals encouraged and supported teachers to undertake in-service training.

Majority of teachers 61.1% also agreed that the principals organized regular teaching methodology meetings for the teachers.

Majority of the teachers and students indicated that the key challenges facing principals in ensuring effective application of pedagogical skills include: Lack of learning resources and teaching, heavy workload, Lack of cooperation from and negligence by teachers and students, Inadequate time to perform all pedagogical duties and qualified but incompetent teachers

It was indicated by a representative number of teachers and students that the major challenges facing principals in Curriculum Implementation included: Inadequate provision of teaching and learning resources, inadequate teaching staff, Overloaded curriculum, Lack of adherence to the set syllabus and lack of cooperation from stakeholders (students, teachers, parents)

Majority of the respondents (teachers and students) indicated that the major challenges which faced principals in providing teaching and learning resources included: lack of finance to acquire adequate resources, frequent change in syllabus, vandalizing of resources by students, Poor knowledge of what resources the student

need and Delay of funds by the government which affects the acquisition of teaching and learning resources

The major challenges facing principals in meeting teacher training and development needs include: lack of adequate funds, Lack of time due to tight school schedule, Lack of adequate government support and Lack of cooperation from teachers

5.3 Conclusion

The study makes the following conclusions based on the major objectives and the key findings:

As quality assurance leaders, the study found that the principals played a number of key pedagogical roles. These included constant monitoring of teachers in the learning process, providing opportunities for seminars on pedagogy, availing adequate teaching and learning resources in the school, performing formative teacher pedagogical evaluation. Despite the fact that the principals had an immense role to play as custodians of pedagogy, enhancement of pedagogical skills in teaching and learning is not enough to guarantee good academic performance among students as there are other contributing factors that influence achievement.

The study showed that the main roles of principals in curriculum implementation include but not limited to ensuring that the school is following the current syllabus, ensuring that teachers prepare schemes of work and lesson plans, assessing the teaching and learning resources used, availing the recommended teaching and learning resources and involving the students, teachers and school

community in curriculum shaping. These roles can only translate into tangible academic output with an integrated approach to quality assurance which encompasses involvement of all stakeholders in education.

The study showed that the principals have an enormous role to play in ensuring that there are adequate teaching and learning resources in schools. These included ensuring that teaching and learning resources such as library, e-learning resources, laboratory are availed, evaluating the extent to which the teaching and learning resources are adequate for effective teaching and learning in school, advising teachers on the most current textbooks to use in teaching and learning and encouraging teachers to develop innovative teaching aids. Although the continued effort to equip public secondary schools has seen remarkable improvement in the students' academic performance in Kitui West District, the school principals have other quality assurance roles that can contribute towards better educational outcome such as teacher professional development, curriculum implementation and pedagogical interventions.

Despite the critical role that the principals play in meeting teachers training needs in terms of organizing regular refresher courses for teachers, giving induction program and orientation to new teachers, arranging regular workshops for teachers, encouraging and supporting teachers to undertake in-service training, lack of adequate resources to meet the training needs and overload issues cannot guarantee better educational output.

In terms of the challenges being faced by the principals, it may be concluded that inadequacy of teaching and learning resources, lack of cooperation from

teachers, lack of adequate funds and government support have been the major challenges hampering principals' instructional quality assurance on students' academic performance in Kitui West District. These challenges are road blocks to the role of principals as quality assurance leaders in terms of providing pedagogical directions, curriculum implementation, provision of teaching and learning resources and meeting teachers training needs. Thus, without deliberate effort to enhance the principals' quality assurance role, it will be hard to realize quality education and enhanced academic performance in public secondary schools.

5.4 Recommendations

The recommendations provided in this section are based on the key areas of study. It's subdivided into the following sections:

5.4.1 Pedagogical Skills

Role of School Administration

In terms of improving pedagogical skills among the principals so as to enhance their roles in improving the academic performance of students, the school administration needs to come up with school based programs which are centered towards enriching the relationships between and among various stakeholders that happen to form the school community. These programs may be structured in a manner that all stakeholders get an opportunity to interact and share with each other outside the classroom set-up. This will play a great role in improving the relationship among them.

The Role of Government

The government through the ministry of education should also formulate policies which will be geared towards reliving principals from work overload and too many responsibilities. These policies should be structured in a manner that they provide guidelines on how the school principals may delegate duties and responsibilities to his/ her staff members and thus have more time at disposal to exercise their role in guiding on pedagogical skill application in teaching and learning for better educational outcome.

The government through the ministry of education should also come up with educational programs and seminars which will be geared towards improving and developing appropriate pedagogical skills among teachers in general so as to enhance the academic performance among students.

The Role of School Community

There is need for awareness creation among the members of school community on the critical roles that they can play in facilitating the overall development of pedagogical skills among teaching staff for improved academic performance. The school administration may decide to hold a forum within the school and educate parents on their participation and concern in the overall day-to-day running of the school, including contributing towards in-school teacher training and continuous teacher development.

5.4.2 Recommendations to Improve the Principals' Curriculum Implementation Role

For the purpose of improving principals' curriculum implementation role, the government through the Ministry of Education should try as much as possible to ensure that schools are provided with current instructional materials that are up-to-date and consistent with current curriculum. This will help in trying to avoid the inadequacy of resources in the school.

The government in collaboration with the school administrations should come up with programs that are geared towards providing in-service training on the various aspects of curriculum being implemented. These trainings should be able to guide teachers and principals in general on how they may be effective in implementing curriculum in the school so as to enhance the overall academic performance of the students.

The government through the ministry of education should also try to provide adequate Quality Assurance Officers who will be able to go around all the schools and check whether the schools are using the current teaching and learning resources that are as instructed by the Ministry of Education. These Quality Assurance Officers should also be able to make a follow up of schools in the region by conducting some frequent and random inspections on the schools.

Further, it may be recommended that all the institutions of learning should not only focus on training school principals as supervisors but they should also reinforce them as school-based quality assurance officers. Such a move has an impact towards empowering school principals as quality assurance officers. As school based quality

assurance officers, principals will be able to conduct the quality assurance practices by regular monitoring and evaluation of curriculum requirements at school level.

5.4.3 Recommendations to Improve Principals' Role of Ensuring the Provision of the Teaching and Learning Resources

From the findings of this study, it was observed that there are no adequate instructional materials in most of the schools. Thus as a recommendation, all the concerned stakeholders, that is parents, government and the school administration should come together and device a formula through which these resources can be sourced out to meet school resource needs. Moreover, the school administration should organize funding drives that can mobilize all the stakeholders to come together and raise funds to facilitate the construction of laboratories and libraries in the school and at the same time, collect more funds to purchase and equip the libraries with not only adequate educational resources but also current.

The school administration should also device management strategies that will facilitate the monitoring of the usage of teaching and learning resources in schools. These interventions should be able incorporate information systems that are able to resource records. This plays an important role in preventing loss of materials in the school and people having no accountability. Stock management systems should also be adopted in the schools so as to facilitate easy and fast monitoring of all the educational materials and their adequacy in the school set up.

The school administration should also ask the parents in their respective schools to at least purchase instructional materials that may be used for the classroom purposes. With this strategy, various stakeholders may be asked to support in providing certain school resources to fill school resource gaps. This will most definitely improve the students' knowledge base and at the same time improve their overall academic performance.

The school administration in collaboration with the government through the Ministry of Education should conduct need assessments so as to establish the students' resource gaps. This will provide a platform whereby they may be able to have clues on what exactly is required by students and teachers in terms of educational resources so as to enhance their academic performance.

5.4.4 Recommendations to Improve Principals' Role of Meeting Teacher Training and Development Needs

For better academic performance, teacher development is very critical. As from the findings it was observed that the role of principals in meeting teacher training and development needs was hampered by lack of adequate funds, tight school schedules, lack of government support and lack of cooperation among teachers. Based on these findings, the study recommends the following:

The government through the Ministry of Education should formulate policies that provide rules and guidelines that after a given period of time, all teachers and principals are expected to attend workshops or training so as to be equipped with information and education on the educational requirements and expectation based on

the changing educational trends. Further these policies should be designed to provide guidelines on the exact roles that the government is expected to play in meeting teacher training and development needs of all the teachers in public schools.

During the process of designing school calendars, the school administration should also be able to fix days of workshops and trainings within the calendar. This should help the school in allowing the teachers to attend the workshops and seminars for their skills and knowledge development without necessarily tampering with the overall day-to-day activities of the schools.

The government should also come up with educational loans for teachers who are willing to get back to school as part time students so as to improve their teaching and skills. This will encourage the teachers in enrolling for training and development courses so as to meet the ever changing demands in education.

5.5 Recommendations for Further Investigation

This study examined the principals' instructional quality assurance role and its influence on the students' academic achievement. The study did not address or examine other principals roles that could influence academic performance of students. Thus, another study on the principals' general roles and its influence on academic performance could be conducted.

With the introduction of free primary and secondary education in Kenya, there has been emerging roles of school heads in Kenya. A study of the effect of the emerging roles of school heads on academic achievement could also be conducted. The study emphasized that there is a need to train principals as the instructional

quality assurance and standard officers. The instructional quality assurance role of the principals lacks policies and procedures.

The curriculum implementations required some quality assurance roles therefore further research is recommended to evaluate the principals instructional quality assurance role.

REFERENCES

Abagi, O. & Odipo, G. (1997). *Efficiency of primary education in Kenya: Situational analysis and implications for educational reform.* Nairobi: Institute of Policy Analysis and Research.

Acheson KA, Smith SC (1986). It is time for principals to share the responsibility for instructional leadership with others. OSSV Bulletin Series. University of Oregon: Oregon School Study Council

Adams, D. (1993). Defining educational quality. Improving educational quality project. *Biennial Report.* Publication No. 1. Arlington, VA: Institute for International Research.

Akpa, G. O. (1990). What principals do to enhance quality? In S.U Udoh & G.o Akpa (Eds). *Management in Nigeria*, pp.95-100 Jos: Ehindero (Nig). Ltd.

Amanuel, T. (2009). Management education. *A handbook for students, teachers, trainers and School Principals.* Nairobi: CUEA Press.

Anderson, D. (2003).The profession of teaching. The report of a longitudinal study, 1967-2004, prepared for the ACE Foundation. Australian College of Educators, *Occasional Paper* No. 8. Deakin ACT: Australian College of Educators.

Andrews, D. (1987). On leadership and student achievement: A conversation with Richard Andrews. *Educational Leadership*, *45*(1):9-16.

Armstrong, T. (2003). Human resources management practices, tenth edition, London, Kogan pope limited.

Asu edu. (2004). *Professional development.* Retrieved on March 15, 2013 from www.asu.edu

Ayeni, A. J. (2010). *Teachers' Instructional task performance and supervisory roles as corretes of Quality assurance in secondary schools in Ondo state.* Unpublished doctoral dissertation, Obafemi Awolowo University, Ile-Ife, Nigeria.

Ball, D. L., & Cohen, D. K. (1999). Developing practices, developing practitioners: Toward a practice-based theory of professional development. In G. Sykes & L. Darling-Hammonds (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 30–32). San Francisco, CA: Jossey-Bass.

Ball, D.L. (2003). Mathematical Proficiency for All Students. Toward a Strategic

Research and Development Program in Mathematics Education. *RAND Mathematics Study Panel*. Santa Monica, CA: RAND.

Barber, M. & Mourshed, M. (2008). *How the World's Best Performing School Systems Come out on Top*. Retrieved March 10 2013 from http://www.mckinsey.com/App_Media/Reports/SSO/Worlds_School_Systems_Final.pdf

Barton, K. (2001). *Introduction to Scientific Research Method*. New York: Griaef Publishers.

Bell, L. & Rhodes, C. (1996). *The skills of Primary School Management.* London: Routledge.

Birman, B., LeFloch, K. C., Klekotka, A., Ludwig, M., Taylor, J., Walters, K., Wayne, A., & Yoon, K. S. (2007). *State and local implementation of the No Child Left Behind Act, volume II—Teacher quality under NCLB: Interim report*. Washington, D.C.: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service.

Blasé, J. & Base, J. (2000). Effective Instructional Leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130-141.

Branch, G.F., Hanushek, E.A. & Rivkin, S.G. (2012). *Estimating the Effect of Leaders on Public Sector Productivity: The Case of School Principals*, NBER Working Paper 17803.

Brennan, R. (2003). *One size doesn't fit all: Pedagogy in the online environment* Volume 1 & 2, NCVER, Adelaide.

Burnham, J.W. (1997). *Managing quality in schools: Effective strategies for quality based School improvement.* London: Pearson.

Bushman, J., Goodman, G., Brown-Welty, S., Dorn, S. (2001). California testing: How principals choose priorities. *Educational Leadership, 59*(1):33-36.

Bush T., & Oduro, G.K.T. (2006). New principals in Africa: Preparation, induction and practice. *Journal of Educational Administration*, 44(4), 359-375.

Carpenter, T. P., Fennema, E., Peterson, P.L., Chiang, C. P., & Loef, M. (1989). Using knowledge of children's mathematics thinking in classroom teaching: An experimental study. *American Educational Research Journal*, 26(4), 499–531.

Carson, D. & Coviello, N. (1995), *Qualitative research issues at the marketing/entrepreneurship interface, Market Intelligence and Planning*, Vol. 14 No. 6, pp. 51-9.

Casado, M. (2000). Teaching methods in higher education: A student perspective. *Journal of Hospitality & Tourism Education*, 12, 65-70.

Choy, S.P., & Ross, M.(1998). *Toward Better Teaching: Professional Development in 1993–94* . U.S.Department of Education. Washington, DC: National Center for Education Statistics.

Cotton, K. (2003). *Principals and student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Coombs, P.H. (1970). *The World Educational Crisis: A system Analysis*. New York. Oxford University Press.

Cochran-Smith, M. (2004).*Walking the road: Race, diversity, and social justice in teacher education*. New York, NY: Teachers College Press.

Crawford, L. E. D. & Shutler, P. (1999). Total Quality Management in education: problems and issues for the classroom teacher. *The International Journal of Educational Management* 13, 2, 67-72

Dadey, A. and Harber, C. (1991). *Training and professional support for headship in Africa*.London: Commonwealth Secretariat Education Programme

Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence.* Education Policy Analysis Archives, 8(1). Retrieved from http://olam.ed.asu.edu/epaa/v8n1/ and Stronge,

Davis, L.E, Nicklos, R.E. (1986). Instructional problem solving in staff development: The Principals' role as an instructional leader. *Paper presented at the NASSP annual meeting.*

De Caprariis, P., Barman, C., & Magee, P. (2001). Monitoring the benefits of active learning exercises in introductory survey courses in science: An attempt to improve the education of prospective public school teachers. *The Journal of Scholarship of Teaching and Learning,* 1(2), 1-11

De Grauwe, A. (2001). *School Supervision in four African countries, challenges and Reforms*, Volume1.Paris: UNESCO, IIEP.

Dettmer, P., Thurston, L.P., & Dyck, N.J. (2005). *Consultation, collaboration, and teamwork for students with special needs.* Boston: Pearson Education, Inc.

Digolo, O. D. (2003). Response to the paper entitled: Education Sector Review: How far have we come since independence and what still needs to be done to meet the education needs of all Kenyans. *Paper presented in Education conference*. Nairobi: Government Press.

Douwe B. S., (2005). *Teacher Professional Development in Changing Conditions*

Duke D.L (1993). How a staff development plan can rescue at risk students. *Educational Leadership, 50*(4):28-33.

Eisner, E. (2002). The kind of schools we need. *Phi Delta Kappan*, 83(8), 576-583.

Enon, C. J. (1998). *Educational Research, statistics and measurement: Educational psychology*. (2ndEd). Kampala: Department of Distance Education.

Eshiwani, G. S. (1985). Research into methods of teaching mathematics: some results from Kenya. *International Journal of Mathematical Education in Science and Technology*, 16 (4), 479 – 488.

Everard, K. & Morris (1999). *Effectiveness school management*. London: Paul chapman.

Faraday. S, Overton. C., & Cooper, S. (2009). *Effective teaching and learning in Vocational Education.* London: LSN

Fayemi, T.A. (1991). *The effects of Instructional Resources on the Learning of History in Selected Secondary Schools in Ogbomoso Local Government*. An Unpublished B.Ed Thesis.

Gall, M. D., Borg, W. R. & Gall, J. P. (2003). *Educational research: An introduction*. (7th Edition). White Plains, New York: Longman.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116.

Gay, L. R. (1996). *Educational Research: Competencies for Analysis and Application*. (5th Ed). New Jersey: Prentice-Hall Inc.

Geijsel, F.P., Sleegers, P.J.C., Stoel, R. & Krüger, M.L. (2007). *The effect of psychological, organizational and leadership factors on professional learning in schools*. Retrieved from http://magnet.cdrb/Techpaper2.html

George, D. & Mallery, P. (2003).*SPSS for Windows step by step: A simple guide and reference.* (4th ed.). Boston: Allyn and Bacon.

Government of Kenya. (1987). *A Manual for Heads of Secondary Schools in Kenya Revised* edition. Nairobi, Government Printer.

Government of Kenya (2004). *Directorate of Quality Assurance and Standards*. Nairobi: Government printer.

Government of Kenya (2010). *Kenya Education Sector Support Programme*. Nairobi: Government Printer.

Government of Kenya (1998). *A Report of the presidential working party on education and manpower training for the next decade and beyond* (Kamunge Report).Nairobi: Government printer.

Government of Kenya (1999). *Totally Integrated Quality Education and Training*, Koech
Report. Nairobi: Government printer.

Greenfield, W.D. (1991). *Towards a Theory of school leadership, paper presented at the annual Meeting of the American Educational Research Association.* Chicago

Gross, N., Giacquinta, J. B., & Bernstein, M. (1971). *Implementing organizational innovations: A sociological analysis of planned educational change*. New York: Basic Books.

Hall, R. (1987). *Attaining Manufacturing Excellence.* Burr Ridge: Dow-Jones Irwin.

Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools,* 4(3), 221–239

Hindin, M.J. (2007). Role Theory in George Ritzer (ed.) *The Blackwell Encyclopedia of Sociology*, Oxford: Blackwell Publishing.

Holland, H. (2005). Teaching teachers: Professional development to improve student achievement. Research Points: Essential Information for Educational Policy, 3(1), 1–4. Washington, DC: American Educational Research Association.

Horng, E., Klasik, D. & Loeb, S. (2010). Principal's Time Use and School Effectiveness. *American Journal of Education,* 116 (4), 491-523.

Ibrahim, N. (2011). Preparation and development of public secondary schools principals in kenya. *International Journal of Humanities and Social Science.* Vol. 1 No. 9. The Aga Khan University retrieved from

http://www.ijhssnet.com/journals/Vol._1_No._9_Special_Issue_July_2011/33
.pdf

Iram. S.B., Shepherd, D. L., Melhuish. E., Taggart, B., Sammons, P. and Sylva, K.
(2005)
Effective Primary Pedagogical Strategies in English and Mathematics in Key
Stage 2: *A study of Year 5 classroom practice drawn from the EPPSE 3-16
longitudinal study*: London. Institute of Education.

Irungu JM (2002). Headteachers' preparation and support in financial management:
A study of public secondary schools in Nakuru unicipality, Kenya.
Unpublished M.Ed. Thesis, Kenyatta. University,Nairobi

Jackson, J. (1998).Contemporary Criticisms of role theory. *Journal of occupational
Science*, August 1998, vol 5 No.2, pp 49-55.

Jacob, B.A., & Lefgren, L. (2002). *The Impact of Teacher Training on Student
Achievement: Quasi-Experimental Evidence from School Reform Efforts in
Chicago*. Retrieved from http://sitemaker.umich.edu/bajacob/files/training.pdf

Jaiyeoba, A.O. & Atanda, A. I. (2010). *University Education Expansion and
Relevance of Graduates in the Labor Market: Way Forward for Sustainable
Development: Education for Sustainable Development*. Ibadan: Faculty of
Education. 112-126.

James, H. (2011). *The school principal as leader: Guiding schools to Better Teaching
and Learning*. Toronto. Wallace Foundation.

Johnson, J. (2002). Staying ahead of the game. *Educational Leadership*, 59(8), 26-
30.

Jomae, E. (2012) The Roles of Stakeholders in Curriculum Implementation.
Retrieved 06, 2012, from http://www.studymode.com/essays/The-Roles-Of-
Stakeholders-In-Curriculum-1028438.html

Kamau, W. (2011). *Catching Up Program.* Retrieved from
http://www.encore.org/wanjiru-kamau-0

Kamotho K (2008 June, 25). *The path to headship*. The Standards Newspaper, p. 3.
Nairobi: The Standards Media Group

Kangethe, K.D. (2012). *Challenges of teaching and learning materials in public
secondary schools in Tana river District, Kenya. Unpublished thesis.
Kenyatta University*. Retrieved from http://ir-
library.ku.ac.ke/etd/handle/123456789/2726

Kanja, C., Iwasaki, H., Baba, T., & Uenda, A. (2001). For the reform of mathematics education in Kenyan secondary schools. *Journal of International Development and Cooperation*, 7 (1), pp.67– 75

Kaplan, B., & Ura, D. (2010). Use of multile patient simulators to enhance prioritizing and delegating skills for senior nursing students. *Journal of Nursing Education*, 49 (7), 371-377.

Keefe, J.W, Jenkins, J.M (2002). Personalized instruction. *Phi Delta Kappan, 83*(6):440-456.

Kenya National Examinations Council (2012). *KCSE Examination Order of Merit*. Nairobi: Kenya National Examinations Council.

Kirsch, I., Braun, H. Yamamoto, K. & Sum, A. (2007). America's Perfect Storm Three Forces Changing Our Nation's Future. *America's Perfect Storm report.* http://www.ets.org/Media/Education_Topics/pdf/AmericasPerfectStorm.pdf.

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*.(2nd Ed.). New Delhi: New Age International limited.

Krueger, A.B. (1998). *Experimental Estimates of Education Production Functions*. Princeton, NJ: Princeton University Industrial Relations Section.

Kurtus, R. (2001). *Basic Principles of Total Quality Management (TQM)*. Retrieved from http://www.school-for-champions.com/tqm/principles.htm

Lamb, S., & Fullarton, S. (2002). Classroom and school factors affecting mathematics achievement: A comparative study of Australia and the United States using TIMSS. *Australian Journal of Education,* 46.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *Review of research How leadership influences student learning*. New York: The Wallace Foundation.

Leu, E., & Bryner, K. (2005). Recruiting, Retaining and Training Secondary School Teachers and Principals in Sub Saharan Africa. *Working paper series - The World Bank, AED Global Education Centre* 6(8), 29-40.

Malusu. J. (2012). *The role of the Christian church in curriculum development in Kenya: A case study of cisret and create in service teacher education programs.* Nairobi: Kenyatta University.

Marrett, C. B. (1987). Black and Native American students in precollege

mathematics and science. In D. Linda, *Minorities: Their underrepresentation and career differential in science and engineering*. Washington, D.C: National Academy Press.

Marchese, T. (1991). *Total Quality Management Amches the Academy*. AAHE-Bulletins.

Mark, G., (2009) *Teaching Research Methods in the Social Sciences.* Ashgate Publishing, Ltd.,

Marzano, R., Waters, T. & McNuity, B. (2005). School Leadership that works from Research to Results. Alexandria, VA: Association for Supervision and curriculum Development. *National Policy on Education (Revised)*. Federal Government of Nigeria.

Mattos, M. (2013). How Do Principals Really Improve Schools? Washington, D.C. Retrieved from http://www.ascd.org/publications/educational_leadership/apr13/vol70/num07/How_Do_Principals_Really_Improve_Schools%C2%A2.aspx

Mayer, D., Mullens, J., & Moore, M. (2000). *Monitoring school quality: an indicators report.* Washington D.C.: National Center for Educational Statistics (NCES).

Mcgowen, R. S. (2007). *The Impact Of School Facilities On Student Achievement, Attendance, Behavior, Completion Rate And Teacher Turnover Rate In Selected Texas High Schools*. Evening Bay Lane League City, Texas: M.S., University of Houston, Clear Lake Retrieved from http://repository.tamu.edu/bitstream/handle/1969.1/85819/McGowen.pdf

McKenzie, B, K. (2000). Needs, Concerns and Practices of Online Instructors. *Online Journal of Distant Education Administration*, Fall 2000, Volume 3, Number 3; State University of West Georgia, Distance Education Center. Retrieved from http://www.westga.edu/~distance/ojdla/fall33/mckenzie33.html

Ministry of Education, Singapore. (2013). Stakeholders in Education. Singapore Retrieved from http://www.moe.gov.sg/compass/resources/stakeholders-in-education/

Ministry of State for Development of Northern Kenya and Other Arid Lands (2009). *Arid Lands Resource Management Project II*. Nairobi: Ministry of State for Development of Northern Kenya and Other Arid Lands

Mintrom, M. (2000). *Leveraging local innovation: The case of Michigan's charter*

schools. East Lansing, MI: Michigan State University.

Mobegi, F.O., Ondigi, A.B. & Oburu, P.O. (2010). Secondary school head teachers' quality assurance strategies and challenges in Gucha district, Kenya, *Education Research and Reviews,* 5(7), 408-414.

Momoh, S. (1980). *A study of the relationship between Instructional Resources and Academic Achievement of Students in Ilorin Local Government Kwara State*. An Unpublished M.Ed Thesis.

Morrison, E. H., Rucker L, Boker JR, Gabbert CC, Hubbell FA, Hitchcock MA,Prislin MD.,(2004). *The effect of a 13-hour curriculum to improve residents' teaching skills.* Ann Intern Med 141:257–263.

Moronfola, B. (1982). *Effects of Instructional Resources on the Academic Achievements of Secondary school Students in Ilorin Local Government of Kwara State*. Unpublished M.Ed Research Thesis.

Mosomi, B. M. (2008). Religious sponsors and emerging conflicts in the management of public secondary schools in Nandi South district, Kenya [unpublished M.Ed. Thesis] Maseno University, Maseno

Mudulia A. M. (2012). The Relationship between Availability of Teaching/Learning Resources and Performance in Secondary School Science Subjects in Eldoret Municipality, Kenya. Eldoret: Scholarlink Research Institute Journals, *Journal of Emerging Trends in Educational Research and Policy Studies.* 3(4): 530-536

Mugasia,E.,Achoka,J.K.S.&Musera,G.(2012).Perception of secondary school Teachers on the Principals' Leadership styles in school management in Kakamega Central District, Kenya: Implications for Vision 2030.International Journal of Humanities and social science.vol 2 No.6 / special Issue-march 2012.

Mugenda, G. A. & Mugenda, M.O. (1999). *Research Methods: Quantitative & Qualitative Approaches*. Nairobi: Acts Press.

Naidoo, D. (2006). The impact of the quality management system on school leadership. *Unpublished masters dissertation*. Johannesburg: University of Johannesburg

Nyamai, K.V. (2003). *The Effectiveness of Secondary Teacher Supervision in Nyamira District-Kenya.* Nairobi: Unpublished M.Ed Thesis, Catholic University of EasternAfrica.

Ngware, W.M., Wamukuru, K.D, & Odebero, O.S. (2006).Total Quality Management in secondary schools in Kenya: Extent of practice. *Emerald/Elusive search for quality education.* Emerald Group publishing limited.

Novicki, M. (2011). Boosting basic education in Africa. *Africa Recovery*, Vol.11. 4 Retrieved from http://www.saide.org.za/resources/Conf%202010/Maharaj,_Pravin_ODL_The _importance_of_self_learning_materials.pdf.

Oakes, J., Quartz, K. H., Ryan, S., & Lipton, M. (2000). *Becoming good American schools: The struggle for civic virtue in education reform.* San Francisco: Jossey-Bass.

O'Donoghue, J. (2000). IT Developments and Changes in Customer Demand in Higher Education. *ALN Magazine*, October 2000, Volume 4, Issue 1. Retrieved from http://www.aln.org/alnweb/magazine/Vol4_issue1/odonoghue.htm

OECD, (2010). Viewing Education in the United States Through the Prism of PISA. Retrieved from http://www.oecd.org/unitedstates/46579895.pdf.

Ogula, P. A. (2005). *Research Methods.* Nairobi: CUEA Publications.
Olga, C. (2013). Curriculum Implementation. Retrieved from http://olga-curriculum.blogspot.com/2009/02/curriculum-implementation.html

Owens, G. R. (1991). *Organizational Behaviour in Education*. Englewood Cliffs, New Jersey: Prentice-Hall.

Owens, L.K (2002). *Introduction to Survey Research Design. SRL Fall 2002 Seminar* Series. Retrieved March 10, 2013 from http://www.srl.uic.edu/seminars/Intro/introsrm.pdf

Pajares, F. (1996). Self-efficacy beliefs in achievement settings. Review of Educational Research, 66, 543-578.

Parton, M. (1990). *Qualitative Evaluation and Research Method.* New Bury Park London: Professional Publishers.

Perkins, D. & Saris, N. (2001). A jigsaw classroom technique for undergraduate statistics courses. *Teaching of Psychology*, 28 (2), 111-113.

Popoola, A. (1990). *Curriculum: Theory and Practice in Kenya*. Nairobi: Oxford University Press.

Punch, M. (1994). Politics and ethics in qualitative research. In N. Denzin and Y. Lincoln (Eds.) *Handbook of Qualitative Research,* Thousand Oaks: Sage, 83-97.

Purita P., Lucido, Paz I., (2008). Curriculum Development. Quezon City: Lorimar Publishing, Inc.

Rahman, M.N.A., M.A. Shokshok and D.Z. Wahab, (2011). Barriers and Benefits of Total Quality Management Implementation in Libyan Manufacturing Companies. *Middle-East Journal of Scientific Research*, 7(4): 619-624

Republic of Kenya (1988). Report of the Commission of Inquiry into the Education and Manpower Training for the Next Decade and Beyond. *Sessional Paper* No. 6 (Kamunge Report). Nairobi: Government Printer

Robbins, P.S. (2001). *Organization behavior, 9th edition*. San Diego: Prentice Hall International, Inc.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on school outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.

Rossow, L.F. (1990). *The principalship: Dimension in instructional leadership.* New Jersey: Prentice Hall, Englewood Cliffs.

Saitoti, G. & Galabawa, J. (2003). *Enhancing efficiency, improving quality and relevance in education and training*, Reporting of the National Conference on Education and Training.

Sang, K. J. (2010). *The preparedness of secondary school Head Teachers as Leaders and managers of schools in Kenya*. Retrieved on 20th September 2011, from http//www.mu.ac.ke

Saskatchewan Ministry of Education (2009). *Education Indicators Report*. Saskatchewan: Saskatchewan Ministry of Education.

Savoury, N. J. (1958). Visual aids in teaching History. *West African Journal of Education.* (1) 5 – 9.

Sergiovanni, T.J. (1984). *Handbook for effective department leadership*. Massachusetts: Allyn and Bacon, Inc.

Shiundu, J. & Omulando, S. (1992). *Curriculum: Theory and Practice in Kenya*. Nairobi: Oxford University Press.

Smith, P. (2000). Preparedness for flexible delivery among vocational learners.

Distance Education, 21 (1), .29–48.

Southworth, G. (2002) Instructional Leadership in Schools: Reflections and Empirical Evidence, *School Leadership and Managemen*t 22(1): 73–92.

Speck, M. & Knipe, C. (2005). *Why can't we get it right? Designing high-quality professional development for standards-based schools* (2nd ed.). Thousand Oaks: Corwin Press.

Stephen, J. (1984). The Role Of The Principal In Curriculum Implementation. *Academic Journal.* Retrieved from http://connection.ebscohost.com/c/articles/4727500/role-principal-curriculum-implementation

Sullivan, E.J., & Decker, P.J. (1992). Effective Management in Nursing (3rd ed). Redwood City, CA: Addison-Wesley.

Sunil, B. (1995). Applying total quality management to educational instruction: A case study from a US public university. *International Journal of Public Sector Management*, 8, (7). 35-55.

Trochim, W.M.K. (2006). *Research Methods Knowledge Base.* Natorp Boulevard Mason: Atomic Dog. Retrieved March 10, 2013 from http://www.socialresearchmethods.net/kb/reltypes.php

UNESCO. (2005). Challenges of implementing Free Primary Education in Kenya: Assessment report. UNESCO: Nairobi Office. Retrieved from http://unesdoc.unesco.org/images/001516/151654.co.pdf on 16/07/2009

United Nations Children's Fund (UNICEF) (2000). *Defining Quality in Education.* New York: UNICEF.

Unicef (2010). *Multiple Indicator Cluster Survey, Kenya Eastern Province Kitui District: Monitoring the situation of children and women.* Nairobi. Unicef.

Uwezo Kenya (2009). *Are Our Children Learning? Annual Learning Assessment Kenya.* Nairobi: Women Educational Researchers of Kenya.

Wales, J. (1975). The Place of Teaching aids in Nigerian Education, *West African Journal of Education*, Vol. 3 No. 2.

Wang, M.C., Haertel, G.D, Walberg, H.J (1990). What influence learning: A content analysis of review literature. *Journal of Educational Research, 84*(1):30-43.

Wango, G. (2009). *School administration and management: Quality assurance and standards*. Nairobi: Jomo Kenyatta Foundation.

Wanzare, Z. (2012*). Instructional Supervision in Public Secondary Schools in Kenya*. Teller Road, Thousand Oaks,: SAGE Publications.

Watsulu, B. & Simatwa, W. (2011). Quality education in secondary schools: challenges and opportunities for quality assurance and standards in Kenya: Acase study of Kakamega central district. *Internal Research Journal,* 2(7), .1281-1298.

Wengraf, T. (2001). *Qualitative Research Interviewing Biographic Narrative and Semi-Structured Methods.* London: Sage Publications.

Willms, J. D. (2000). *Standards of Care: Investments to Improve Children's Educational Outcomes in Latin America.* Paper presented at the Year 2000 Conference of Early Childhood Development" sponsored by the World Bank, Washington, D.C., April, 2000.

World Bank. (2004). Strengthening the Foundation of Education and Training in Kenya: Opportunities and Challenges in Primary and General Secondary Education. *Report* No.28064-KE

APPENDICES

Appendix 1: Questionnaire for Students

Dear Respondent,

I am a student at The Catholic University of Eastern Africa pursuing my Doctoral Studies. As a requirement or part of the programme, I am carrying out a study on the following topic;**The Influence of the Principals' Instructional Quality Assurance Role on Students' Academic performance in Kitui West District in Kenya.** You have purposively been selected to participate in this study owing to your position as a student. All the information given will be exclusively for the purpose of this study and will therefore be treated as confidential, so please answer honestly.
Thanking you in advance for your cooperation

Yours faithfully,
Ndaita Justina.

Section A: Background Information
1. Gender
   a) Male   [_____]
   b) Female   [_____]

2. Age
   a) 12 – 14   [_____]

   b) 15 – 17   [_____]

   c) 18 and above [_____]

3. At what level are you?
   a) Form 3   [   ]
   b) Form 4   [   ]

Section B: Role of the Principal in the Application of Pedagogy

4. Does your school principal conduct the following pedagogical activities meant to enhance teaching and learning?

	Yes	No	Not sure
Constantly monitoring of teachers in teaching and learning process			
Providing teachers with opportunities for training through seminars			
Asking students to participate in evaluating teacher's teaching approaches			
Any other pedagogical role (specify)			

5. To what extent do you think your principal's pedagogical role influences your academic performance in the school?
    a) To a greater extent   [   ]

    b) To some extent   [   ]

    c) Not at all   [   ]

Section C: The Role of the Principal in Curriculum Implementation

6. Do you think your principal effectively plays his/her curriculum implementation role in your school in terms of the following?

	Curriculum implementation roles	Yes	No	Not sure
i)	Ensuring that the school is following the current syllabus			
ii)	Ensuring that teachers prepare lesson plans			
iii)	Involving the students, teachers and school community in curriculum shaping			
iv)	Availing the recommended teaching and learning resources			

7. What other role does your principal play to ensure effective implementation of curriculum in your school?

_____
_____
_____
_____
_____
_____

8. To what extent do you think your principal's role in curriculum implementation helps to improve the students' academic achievement in your school?

a) To a greater extent   [   ]

b) To some extent   [   ]

c) Not at all   [   ]

d) Not sure   [   ]

Section D: The Role of the Principal in the Provision of Teaching and Learning Resources

9. Are the following teaching and learning resources available in your school?

	Teaching and learning resources	Yes	No	Not sure
i)	Well equipped library			
ii)	Computer resource lab for e-learning			
iii)	Well equipped laboratory			
iv)	Other teaching and learning resources (specify)			

10. What role does your principal play in ensuring that there are adequate teaching and learning resources for effective learning in your school?

	Roles of the Principal	**Yes**	**No**	**Not sure**
i)	Ensuring teaching and learning resources (library, e-learning resources, laboratory) are readily available			
ii)	Involving students in evaluating the extent to which the teaching and learning resources are adequate for effective teaching and learning in the school			

11. What other role does your principal play to ensure that there are adequate teaching and learning resources in the school?

_____
_____
_____
_____
_____
_____

12. To what extent do you think your principal's role of ensuring that there are adequate teaching and learning resources helps to improve the students' academic achievement in your school?

a) To a greater extent   [   ]

b) To some extent   [   ]

c) Not at all   [   ]

d) Not sure   [   ]

Section E: The Role of the Principal in Teachers Training and Development

13. Are you aware whether your principal conducts any of the following activities that are meant to meet teachers' training and development needs for effective learning in your school?

	Teachers Training and Development Role	**Yes**	**No**	**Not sure**
i)	Organizing regular refresher courses for teachers			
iii)	Arranging regular workshops for teachers			
vii)	Giving induction program orientation to new teachers			

14. What other role does your principal play in order to meet teacher training and development needs for better student's academic performance?

_____
_____
_____
_____
_____

15. To what extent do you think your principal's role of meeting teachers' training and development needs helps to improve the students' academic achievement in your school?

a) To a greater extent   [   ]

b) To some extent   [   ]

c) Not at all   [   ]

d) Not sure   [   ]

Section F: Challenges facing Principals as Instructional quality assurance leaders

16. What challenges do you think your principal face in terms of the following?
i) Ensuring effective application of pedagogical skills in teaching and learning

_____
_____
_____
_____

ii) Curriculum implementation process

_____
_____
_____
_____

iii) Ensuring that there are adequate teaching and learning resources in the school

_____
_____
_____
_____

iv) Meeting teacher training and development needs

_____
_____
_____
_____

Section G: Measures to Improve the Principals' Instructional Quality Assurance Role

17. What measures do you think can be put in place to improve the principals' instructional quality assurance role for better students' academic performance in your school?

i) Measures to ensure effective application of pedagogical skills in teaching and learning

_____
_____
_____
_____

ii) Measures to ensure effective curriculum implementation process

_____
_____
_____
_____

iii) Measures to ensure that there are adequate teaching and learning resources in the school

_____
_____
_____
_____

iv) Measures to ensure that teacher training and development needs are met

_____
_____
_____
_____

Thank you for your cooperation

Appendix 2: Questionnaire For Teachers

Dear Respondent,

I am a student at The Catholic University of Eastern Africa pursuing my Doctoral Studies. As a requirement or part of the programme, I am carrying out a study on the following topic: **The Influence of the Principals' Instructional Quality Assurance Role on Students' Academic performance in Kitui West District in Kenya.** You have purposively been selected to participate in this study owing to your position as a teacher. All the information given will be exclusively for the purpose of this study and will therefore be treated as confidential, so please answer honestly. Thanking you in advance for your cooperation

Yours faithfully,
Ndaita Justina.

Section A: Background Information

1. Gender
    a) Male   [_____]
    b) Female   [_____]

2. Age
    a) 20 – 25 [_____]
    b) 26 – 30 [_____]
    c) 30 – 35 [_____]
    d) 36 – 40 [_____]
    e) 41 and above [_____]

3. What is your qualification?
    Diploma   [   ]   Bachelor's degree   [   ]
    Masters degree [   ]   Any other specify _____

Section B: Role of the Principal in the Application of Pedagogy

4. What role does your principal play in enhancing effective application of pedagogical skills by teachers in classroom situation in your school?

	Yes	No	Not sure
Constant monitoring of teachers in teaching and learning process			
Providing opportunities for seminars on pedagogy			
Availing adequate teaching and learning resources in the school			
Performing formative teacher pedagogical evaluation			
Any other pedagogical role (specify)			

5. To what extent has your principal's pedagogical role influenced better academic performance in your school?

    a) To a greater extent   [ ]

    b) To some extent   [ ]

    c) Not at all   [ ]

Section C: The Role of the Principal in Curriculum Implementation

6. What role does your principal play in ensuring effective curriculum implementation in your school?

	Curriculum implementation roles	Yes	No	Not sure
i)	Ensuring that the school is following the current syllabus			
ii)	Ensuring that teachers prepare schemes of work and lesson plans			
iii)	Assessing text books used			
iv)	Involving the teachers in curriculum shaping			
v)	Availing the recommended teaching and learning resources from the MOEST to the teachers and learners			

7. What other role does your principal play to ensure effective implementation of curriculum in your school?

_____
_____
_____

8. To what extent has your principal's role in curriculum implementation helped to improve the students' academic achievement in your school?

    a) To a greater extent   [ ]

    b) To some extent   [ ]

    c) Not at all   [ ]

    d) Not sure   [ ]

Section D: The Role of the Principal in the Provision of Teaching and Learning Resources

9. Are the following teaching and learning resources available in your school?

	Teaching and learning resources	Yes	No	Not sure
i)	Well equipped library			
ii)	Computer resource lab for e-learning			
iii)	Well equipped laboratory			
iv)	Other teaching and learning resources (specify)			

10. What role does your principal play in ensuring that there are adequate teaching and learning resources for effective learning in your school?

	Roles of the Principal	**Yes**	**No**	**Not sure**
i)	Ensuring teaching and learning resources (library, e-learning resources, laboratory) are readily available			
ii)	Advising teachers on the most current text books to use in teaching and learning			
iii)	Providing teaching aids			
iv)	Encouraging teachers to develop innovative teaching aids			
vi)	Evaluating the extent to which the teaching and learning resources are adequate for effective teaching and learning in the school			

11. What other role does your principal play to ensure that there are adequate teaching and learning resources in the school?

_____
_____
_____

12. To what extent has your principal's role of ensuring that there are adequate teaching and learning resources helped to improve the students' academic achievement in your school?

    a) To a greater extent   [ ]

    b) To some extent   [ ]

    c) Not at all   [ ]

    d) Not sure   [ ]

Section E: The Role of the Principal in Teachers Training and Development

13. What role does your principal play in meeting teachers' training and development needs for effective learning in your school?

	Teachers Training and Development Role	**Yes**	**No**	**Not sure**
i)	Organizing regular refresher courses for teachers			
ii)	Encouraging and supporting teachers to undertake in-service training			
iii)	Organizing regular teaching methodology meetings for the teachers			
iv)	Arranging regular workshops for teachers			
v)	Designing teacher development and in service programs			
vi)	Giving orientation to new teachers			

14. What other role does your principal play in order to meet teacher training and development needs for better student's academic performance?

_____
_____
_____

15. To what extent has your principal's role of meeting teachers' training and development needs helped to improve the students' academic achievement in your school?

    a) To a greater extent   [   ]

    b) To some extent   [   ]

    c) Not at all   [   ]

    d) Not sure   [   ]

Section F: Challenges facing Principals as Instructional quality assurance leaders

16. What challenges do you think your principal faces in his/her role as an instructional quality assurance leader?

	Challenges	Yes	No	Not sure
i)	Lack of quality assurance preparedness			
ii)	Inadequate training on effective teacher supervision and inspection			
iii)	Poor cooperation and communication within the school administration			
iv)	Inadequate financial resources and facilities to cater for teacher development and training			
v)	Increased responsibilities and duties among school principals			

17. What other challenges do you think your principal faces in terms of the following?

i) Ensuring effective application of pedagogical skills in teaching and learning

_____
_____
_____
_____

ii) Curriculum implementation process

_____
_____
_____
_____

iii) Ensuring that there are adequate teaching and learning resources in the school

_____
_____
_____
_____

iv) Meeting teacher training and development needs

_____
_____
_____
_____

Section G: Measures to Improve the Principals' Instructional Quality Assurance Role

18. What measures do you think can be put in place to improve the principals' instructional quality assurance role for better students' academic performance in your school?

i) Measures to ensure effective application of pedagogical skills in teaching and learning

_____
_____
_____
_____

ii) Measures to ensure effective curriculum implementation process

_____
_____
_____
_____
_____

iii) Measures to ensure that there are adequate teaching and learning resources in the school

_____
_____
_____
_____

iv) Measures to ensure that teacher training and development needs are met

_____
_____
_____
_____

Thank you for your cooperation

Appendix 3: Interview Guide for Principals

Dear Respondent,
I am a student at The Catholic University of Eastern Africa pursuing my Doctoral Studies. As a requirement or part of the programme, I am carrying out a study on the following topic; **The Influence of the Principals' Instructional Quality Assurance Role on Students' Academic performance in Kitui West District in Kenya.** You have purposively been selected to participate in this study owing to your position as a principal. All the information given will be exclusively for the purpose of this study and will therefore be treated as confidential, so please answer honestly.
Thanking you in advance for your cooperation
Yours faithfully,
Ndaita Justina.

Section A: Background Information
1. Gender
    a) Male   [ ]
    b) Female   [ ]

2. Age Bracket
       25-35 years [ ]
       36-45 years [ ]
       46-55 years [ ]
       56-65 years [ ]

3. Working experience and a principal
       Below 5 years   [ ]
       6-10 years   [ ]
       11 years and above [ ]

4. Level of education
    Diploma   [ ]   Bachelor's degree [ ]
    Masters degree [ ]   PhD   [ ]

Section B: Principal's Instructional Quality Assurance Role

4. What role do you play in enhancing effective application of pedagogical skills by teachers in classroom situation in your school? (Probes: monitoring of teachers in teaching and learning process? organizing teacher seminars? pedagogical evaluation?)

_____
_____
_____
_____

5. To what extent do you think your pedagogical role has influenced better academic performance in your school? (to a greater extent, to some extent, not at all)

_____
_____
_____

6. What role do you play in ensuring effective curriculum implementation in your school? (Probes: In terms of syllabus, schemes of work, lesson plans, Assessing text books, availing recommended teaching and learning materials)

_____
_____
_____
_____

7. To what extent has your role in curriculum implementation helped to improve the students' academic achievement in your school? (To a greater extent, to some extent, not at all)

_____
_____
_____

8. What role do you play in ensuring that there are adequate teaching and learning resources for effective learning in your school? (Probes: availing teaching and learning resources – equipping library, e-learning resources, laboratory, updating instructional resources)

_____
_____
_____
_____

9. To what extent has your role of ensuring that there are adequate teaching and learning resources helped to improve the students' academic achievement in your school? (To a greater extent, to some extent, not at all)

_____
_____
_____
_____

10. What role do you play in meeting teachers' training and development needs for effective learning in your school? (Probes: organizing regular refresher courses for teachers, in-service training, workshops, teaching methodology, orientation/ teacher induction program)

_____
_____
_____
_____

11. To what extent has your role of meeting teachers' training and development needs helped to improve the students' academic achievement in your school? (To a greater extent, to some extent, not at all)

_____
_____
_____
_____

12. What challenges do you face as a principal in terms of the following?
i) Ensuring effective application of pedagogical skills in teaching and learning?

_____
_____
_____
_____

ii) Curriculum implementation process?

_____
_____
_____
_____

iii) Ensuring that there are adequate teaching and learning resources in the school?

_____
_____
_____
_____

iv) Meeting teacher training and development needs?

_____
_____
_____
_____

13. What measures do you think can be put in place to improve the your instructional quality assurance role for better students' academic performance in your school?

i) Measures to ensure effective application of pedagogical skills in teaching and learning

_____
_____
_____
_____

ii) Measures to ensure effective curriculum implementation process

_____
_____
_____
_____

iii) Measures to ensure that there are adequate teaching and learning resources in the school

_____
_____
_____
_____

iv) Measures to ensure that teacher training and development needs are met

_____
_____
_____
_____

Thank you for your cooperation

Appendix 4: Interview Guide for Quality Assurance and Standards Officers

(DQASO)

Dear Respondent,
I am a student at The Catholic University of Eastern Africa pursuing my Doctoral Studies. As a requirement or part of the programme, I am carrying out a study on the following topic; **The Influence of the Principals' Instructional Quality Assurance Role on Students' Academic performance in Kitui West District in Kenya.** You have purposively been selected to participate in this study owing to your position as a District Quality and standards officer. All the information given will be exclusively for the purpose of this study and will therefore be treated as confidential, so please answer honestly.

Thanking you in advance for your cooperation

Yours faithfully,
Ndaita Justina.

Section A: Background Information

1. Gender
    a) Male   [ ]
    b) Female   [ ]

2. Age Bracket
        25-35 years   [ ]
        36-45 years   [ ]
        46-55 years   [ ]
        56-65 years   [ ]

3. Working experience as a Quality Assurance and standards officer
        Below 5 years   [ ]
        6-10 years   [ ]
        11 years and above   [ ]

4. Level of education
    Diploma   [ ]   Bachelor's degree   [ ]
    Masters degree [ ]   PhD   [ ]

Section B: Influence of Principals' Instructional Quality Assurance Role on Students' Academic Achievement

5. What role do principals play in enhancing effective application of pedagogical skills by teachers in classroom situation? (Probes: monitoring of teachers in teaching and learning process? organizing teacher seminars? pedagogical evaluation?)

_____
_____
_____
_____

6. To what extent do you think the principals play their role in ensuring proper pedagogical skills are applied for better academic performance among schools in Kitui West District? Explain your answer

_____
_____
_____
_____

7. What role do principals play in ensuring curriculum implementation in schools in Kitui West District?

_____
_____
_____
_____

8. To what extent do you think the principals play their role in the curriculum implementation? Explain your answer

_____
_____
_____
_____

9. In what ways do you think the role of the principals in curriculum implementation influences students' academic performance?

_____
_____
_____
_____

10. Do you think the principals play effective roles in ensuring that there are adequate teaching and learning resources for effective learning in the schools in Kitui West District, and in what ways?

_____
_____
_____
_____

11 To what extent do you think the provision of teaching and learning resources by the principals help to improve the students' academic achievement in schools in Kitui West District? (To a greater extent, to some extent, not at all)

_____
_____
_____
_____

12. What role do the principals play in ensuring teachers training and development needs are met in schools in Kitui West District?

_____
_____
_____
_____

13. In what ways do you think the principals role in ensuring the teacher training and development needs are met influence students' academic performance in Kitui West District?

_____
_____
_____
_____

14. What challenges do you think the principals are facing in terms of the following?
i) Ensuring effective application of pedagogical skills in teaching and learning?

_____
_____
_____
_____

ii) Curriculum implementation process?

_____
_____
_____
_____

iii) Ensuring that there are adequate teaching and learning resources in the school?

_____
_____
_____
_____
_____

iv) Meeting teacher training and development needs?

_____
_____
_____
_____

15. What measures do you think can be put in place to improve the role of the principals as instructional quality assurance leaders for better students' academic performance in the schools?

i) Measures to ensure effective application of pedagogical skills in teaching and learning

_____
_____
_____
_____

ii) Measures to ensure effective curriculum implementation process

_____
_____
_____
_____

iii) Measures to ensure that there are adequate teaching and learning resources in the school

_____
_____
_____
_____

iv) Measures to ensure that teacher training and development needs are met

_____
_____
_____

Thank you for your cooperation

Appendix 5: Introduction Letter from the Catholic University of Eastern Africa

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Educational Administration and Planning

6th May, 2013

TO WHOM IT MAY CONCERN

Ref: Sr. Justina Ndaita Reg. No. 1015686: PhD Dissertation Research

I am writing to introduce to you **Sr. Justina Ndaita**, a final year PhD Degree student at the Catholic University of Eastern Africa, Nairobi – Kenya; and to request you to assist her to accomplish her academic research requirements.

Sr. Justina's PhD Degree specialization is Educational Administration and Planning. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final year of studies.

Accordingly Sr. Justina's proposal for research has been approved. She will conduct research on the following topic:

"The influence of the Principals' instructional quality assurance role on students' academic performance in Kitui West District, Kenya"

Thanking you in advance for any assistance you will offer to Sr. Justina.

Sincerely,

Dr. Sr. Marcella Momanyi
Head of Department,
Educational Administration and Planning

06 MAY 2013

Appendix 6: Research Authorization Letter

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/743**

Date: **21st May 2013**

Justina Syonthi Ndaita
The Catholic University
of Eastern Africa
P.O Box 62157-00200
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **8th May, 2013** for authority to carry out research on *"The influence of the principals'' instructional quality assurance role on students' academic performance in Kitui West District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Kitui West District** for a period ending **31st December, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Kitui West District** 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.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kitui West District

Appendix 7: Research Permit