

**PRINCIPALS' MONITORING OF INSTRUCTIONAL PRACTICES ON LEARNING
OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN MARSABIT TOWN,
MARSABIT COUNTY, KENYA**

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DECLARATION

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DEDICATION

This research thesis is dedicated to my mother Esther Terundu Adagba for her constant support and inspiration.

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ABSTRACT

The role of principals as instructional leaders greatly impacts educational quality, highlighting the importance of examining their monitoring practices and how these practices affect student learning outcomes. The study objectives were; to investigate the principals' involvement in monitoring teachers' preparation of instructional practices, to examine the principals' monitoring of teachers' instructional methodologies, to analyze principals' monitoring of instructional assessments, and to evaluate principals' utilization of monitoring feedback on learning outcomes in public secondary schools in Marsabit Town, Marsabit County, Kenya. The study was guided by instructional leadership theory. The study used a convergent parallel mixed methods design. The target population was 8 principals, 3,756 students, and 143 teachers across ten public secondary schools in Marsabit Town. Purposive sampling was adopted to select 4 principals out of 8 principals. Simple random sampling was applied to collect data from 240 out of 3756 students, and simple random sampling also to select 40 out of 143 teachers. The study used questionnaires to collect data from teachers and students, and an interview guide for principals. Reliability was tested using the Cronbach alpha coefficient, with scores of 0.8. Quantitative data was analyzed using descriptive statistics in SPSS version 26, presented in tables, graphs, and charts. The qualitative data was analyzed thematically and reported through narratives and direct quotations. Findings revealed that principals' monitoring of instructional preparation, teaching methodologies, assessments, and feedback had a moderately significant influence on learning outcomes in Marsabit Town's public secondary schools. The study concluded that principals' monitoring practices need improvement to enhance learning outcomes. It recommends that the government should establish implementation mandating principals to consistently monitor instructional preparations and methodologies. Additionally, the Teachers Service Commission (TSC) should organize regular workshops and training sessions for teachers and principals to enhance instructional practices, assessments, and feedback, contributing to higher learning outcomes.

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ABBREVIATIONS AND ACRONYMS

CATs: Continuous Assessment Tests

HODs: Head of Departments

ILT: Instructional Leadership Theory

KCSE: Kenya Certificate of Secondary Education

TSC: Teachers' Service Commission

TPAD: Teacher Performance Appraisal and Development

UK: United Kingdom

UNESCO: United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE: CONTEXTUALIZING THE STUDY

1.0 Introduction

This study explored how principals' monitoring of instructional practices influence learning outcomes in public secondary schools within Marsabit County, Kenya. This chapter outlines the introduction, the background of the study, the statement of the problem, the objectives and research questions, and the significance and scope of the study. It also presents the theoretical and conceptual frameworks and operational definitions of key terms.

1.1 Background of the study

School principals play a pivotal role not only in the daily operations of the schools but also in terms of desired learning outcomes (UNESCO, 2022). For instance, principals have the mandate of providing the required resources and services whose effectiveness are realized through good academic performance of students. In this way, the school principals influence effective learning outcomes. In most schools globally, principals have the responsibility to ensure that effective learning outcomes are achieved. This means principals play a fundamental role in ensuring that teachers use the most appropriate instructional practices that enhance positive learning outcomes in schools (UNESCO, 2022).

Principals' monitoring of instructional practices entails frequently checking teachers' professional documents, visiting classrooms during the instructional process, observing teachers' instructional methods, and providing feedback to teachers to establish activities that enhance learning outcomes (Fan, 2022). Principals monitor instructional practices in schools through various methods that include reviewing teachers' lesson plans and notes, checking schemes of work, assessing students' notes, evaluating teacher punctuality, conducting classroom observations, and overseeing the administration of assessments (Loyce & Victor, 2021).

Further, as the instructional leader, the school principal plays a key role in enhancing

the learning outcomes by ensuring sufficient supervision of teachers (Loyce & Victor, 2021). By ensuring regular and timely supervision, along with providing professional support, guidance, and feedback, principals can reduce instructional time wastage and promote efficient time management within the school. This supervision also encourages better time management within the school environment (Adams & Periasamy, 2023).

The effectiveness of the teaching and learning process largely hinges on the instructional methods employed by the teacher. The approach teachers use in delivering lessons directly impacts students' learning outcomes (Kazi, 2021). As such, it is evident that monitoring of instructional practices by principals increases effective learning outcomes in schools. To ensure that learning is effective, the principal is required to oversee various aspects of teaching such as lesson preparations and methodology, classroom management and activities, and assessment methods that promote learning outcomes (Shava & Heystek, 2021).

Furthermore, the ability of principals to monitor instructional practices is an important factor in schools because it aims at providing support, guidance and feedback to teachers. Such approaches by the principal help to refine teachers' teaching techniques and create a conducive learning environment that positively impacts students' academic achievements (Iqbal, 2021). On monitoring practices, Mbithe et al. (2021) argues that principals' monitoring of instructional practices help school principals to check the professional documents of teachers such as lesson preparations, lesson presentations, and assessments, and provide feedback to teachers for further improvement on learning outcomes.

In the USA, Urick et al. (2022) stated that principals' monitoring of instructional practices significantly improves learning outcomes in schools. This proactive engagement enables timely adjustments and cultivates a culture of improvement among educators and students. However, most principals spend more time on student achievement rather than on teacher planning and delivery process (Urick et al, 2022). In a similar study, Bellibaş (2023)

asserted that principals' monitoring of instructional practices offers a platform for the school principals to provide feedback for fostering teachers' professional growth and student learning. While Thessin (2023) confirmed that principals' roles as instructional leaders are expected to improve instruction and produce improvements in learning outcomes. However, most principals rarely monitor the instructional practices of teachers which results in poor academic performance (Thessin 2023).

In the UK, Munna (2023) stated that principals who monitor the instructional practices can achieve higher quality teaching and learning outcomes. However, most of the school principals put little effort in checking teachers' instructional processes. Putri et al. (2023) established that instructional practices in education contribute to establishing a common belief about instruction and the learning process which enhances academic performance. Morphy (2019) stressed that most of the school principals are overwhelmed with a range of other administrative duties like managing finance, school infrastructure, meetings, and neglect the aspect of monitoring teachers' professional documents, which can result in lower learning outcomes.

Curtis and Murphy (2020) confirmed that school principals have the responsibility to oversee the instructional practices employed by teachers to offer mentorship, feedback and professional development that promote effective teaching and learning outcomes. However, some school principals put more attention on teacher autonomy and neglect concerns like inadequate instructional time, inappropriate timelines, little supervision and lack of meaningful feedback to teachers on professional documents (Curtis & Murphy, 2020).

In China and Thailand, Hallinger et al. (2019) conducted a study to know to what extent does principal leadership makes a difference in teacher professional learning. The study confirmed that there is a relationship between principals' monitoring of instructional practices and teacher instructional processes, which can enhance teaching and students' achievement. A

related study in China by Shengnan et al. (2021), revealed that the school principals who monitor the instructional practices significantly achieved high-quality teaching and outcomes in schools. However, some school principals lack competence and need serious training on how to effectively monitor teachers' instructional process (Hou & Zhang, 2019).

In South Africa, Mataboge and Mahlangu (2023) conducted a study on principals' knowledge and experiences in executing instructional roles in schools. The study found that when principals actively monitor teaching, they provide helpful feedback that improves learning results. However, the way the management team oversees teaching and learning is often careless and indecisive. Similarly, Emsley and Thaba-Nkadimene (2020) found out that heads of departments are charged with the responsibility of monitoring teachers' instructional practices.

However, some department heads lack the required skills, dedication, and teaching expertise needed to effectively oversee how teachers are conducting their lessons. Additionally, some heads of departments also have minimal time dedicated to monitoring teachers' instructional practices due to their workload. This has contributed to poor student performance in literature in English subjects. However, this study focused only on the role of Heads of Departments (HoDs) and the subject of literature in English (Emsley & Thaba-Nkadimene, 2020).

In Uganda, studies have shown that some teachers in high schools rarely make lesson plans or schemes of work, and it negatively affects learning outcomes (Malunda, et al, 2019; MoES, 2021). This shows that making a lesson can have significant improvement on learning outcomes. Studies in Nigeria, studies also shown that most school principals give little attention to monitoring teachers' instructional practices leading to poor learning outcomes (Loyce et al., 2021).

Further, it was revealed that some school principals need more training on the

dimension related to developing a positive monitoring strategy that can foster learning outcomes in school (Bada et al., 2020). In addition, it was revealed that some school principals exercised a low level of monitoring instructional practices in schools leading to poor learning outcomes (Loretta et al., 2023).

In Kenya, studies have established that principals' monitoring of instructional practices plays a key role in ensuring that the school curriculum is used effectively. This role of the school principals helps in achieving the school's goals and objectives by promoting high standards of teaching and learning (Gathondu & Kagema, 2023). According to Juma et al. (2023) found that most school principals involve their deputies, department heads, and directors in overseeing daily teaching activities in schools. In addition, some of the school principals neither monitor instruction nor go through teachers' professional documents and work assigned to learners. It further indicates that when school principals fail to monitor teachers' instructional practices, the quality of tests and exams administered by teachers may lack originality, clarity, and standardization, which in turn can lead to poor learning outcomes (Wambua & Macharia, 2023).

However, there are limited studies on principals' monitoring of instructional practices and their contribution towards positive learning outcomes particularly in Marsabit County. It also points out that the secondary school principals in Marsabit County seem to pay little attention to monitoring of instructional practices. It is therefore against this background the present study sought to examine whether principals' monitoring of instructional practices is likely to influence learning outcomes.

1.2 Statement of the Problem

The principals' monitoring of instructional practices guides and shapes learning outcomes. It intends to help school principals to constantly monitor teachers' instructional preparation, lesson delivery, assessments and provide feedback to enhance positive learning

outcomes (Kumari, 2023). In Kenya, the Teachers' Service Commission (TSC), through the MoE introduced a monitoring tool "*Teacher Performance Appraisal and Development*" (TPAD) to strengthen the principals' monitoring role in schools. Despite its good intentions, some schools are still faced with the challenges of principals in implementing monitoring of instructional practices. Some high school principals have little or no time to monitor teachers' instructional practices. This has led to low learning outcomes in some public secondary schools including Marsabit County (MoES, 2020). The low learning outcomes is evident in KCSE performance results (RoK, 2020). On average, Marsabit's town performance was 4.862, which translates to D+. When compared to the minimum university qualification grade of C+, Marsabit town academic achievement was below the expected standards (MoEST, 2020).

Some studies by Michael et al. (2022), revealed that principals are not frequently involved in monitoring teachers' instructional preparation. The school principals rarely monitor teachers' use of lesson plans and checking of learners' notebooks (Juma et al., 2023). This suggests a similar case among public secondary schools in Marsabit County, where principals appear to show minimal interest in monitoring instructional practices. Despite the findings in other regions, there is still a gap in research specifically addressing the role of principals' monitoring of instructional practices in public secondary schools in Marsabit County. This study, therefore, sought to address this gap by investigating the role of principals' monitoring of instructional practices, aiming to provide insights that can inform improvements in educational policies and practices, ultimately fostering learning outcomes in public secondary schools in Marsabit County.

1.3 Purpose of the Study

The purpose of this study is to establish the influence of principals' monitoring of instructional practices on learning outcomes in public secondary schools in Marsabit County, Kenya. Understanding this influence will enable school principals to improve their monitoring

of teacher instructional practices that enhance positive learning outcomes.

1.4 Specific Objectives of the Study

- i. To investigate the principals' involvement in monitoring teachers' preparation of instructional practices on learning outcomes in public secondary schools in Marsabit County.
- ii. To examine the principals' monitoring of teachers' instructional methodologies on learning outcomes in public secondary schools in Marsabit County.
- iii. To analyze principals' monitoring of instructional assessments on learning outcomes in public secondary schools in Marsabit County.
- iv. To evaluate the utilization of monitoring feedback by principals on learning outcomes in public secondary schools in Marsabit County.

1.5 Research Questions

- i. How does the principals' involvement in monitoring teachers' preparation of instructional practices influence learning outcomes in public secondary schools in Marsabit County?
- ii. To what extent does principals' monitoring of teachers' instructional methodologies affect learning outcomes in public secondary schools in Marsabit County?
- iii. How does the principals' monitoring of instructional assessments impact learning outcomes in public secondary schools in Marsabit County?
- iv. To what extent does the utilization of monitoring feedback by principals' influence learning outcomes in public secondary schools in Marsabit County?

1.7 Significance of the Study

The findings of this study will benefit the school principals in adopting effective monitoring of instructional practices that improve learning outcomes in schools and the

educational sector. Teachers will also benefit as they will be able to evaluate and understand the school principals' leadership role in the implementation of monitoring instructional practices. The research findings will also contribute to developing training initiatives and professional programs for both principals and teachers that positively enhance instructional practices that foster a culture of continuous improvement in schools. The findings will benefit both students and parents as better academic results may be registered.

Furthermore, the research findings will contribute to policies making in schools and the ministry of education at local, regional, and national levels. If the study demonstrates a strong correlation between effective monitoring and improved learning outcomes, policymakers will integrate monitoring practices as a standard component of school leadership responsibilities and offer it as a course or program for school principals. In addition, the study's outcomes will contribute to the scholarly discourse on principals' monitoring of instructional practices and its impact on student achievement. The current study also enriches the existing body of research by offering context-specific insights into the dynamics of instructional monitoring and its effects on educational outcomes.

1.8 Scope and Delimitations of the Study

The study focused on the principals monitoring of instructional practices on learning outcomes. The study was conducted only in selected public secondary schools in Marsabit County. The choice of public secondary schools was deliberate because private schools are more of personal schools which lead based on higher competition. The target population was restricted to principals, teachers and students.

1.9 Theoretical Framework

The study was anchored on Instructional Leadership Theory (ILT) whose proponents are Hallinger and Murphy (1985). This theory was adopted by private and public schools' leaders to enhance teaching effectiveness and students' achievement in schools. The main

objective of ILT is to attain better and sustainable results. The theory is believed to have been widely used because as it is considered accurate and dependable. It focuses on three key areas: planning lessons, managing how teaching happens and creating a positive learning environment. This helps the school principals to plan, monitor, guide, support and provide feedback to teachers to improve students' achievement in schools (Hallinger & Murphy, 1985).

Most recent studies found that school principals have the responsibilities of planning, managing the curriculum and instructions, promoting a positive learning environment, monitoring instructional practices and student progress, observing and assessing classroom management and assessments, providing support and feedback to teachers to enhance learning outcomes (Weber, 1996).

In a similar study, Alig-Mielcarek (2003) found three key things that were common across the three models discussed by Hoy and Miskel (2012). It showed that good instructional leaders need to: clearly define and share goals, keep track of teaching and learning and give feedback, and support teachers' professional growth to improve student learning. ILT is a strategy used in planning and monitoring of instructional practices to achieve better results in schools. This theory is based on clearly defined responsibilities that principals, teaching and non-teaching staffs, and learners should undertake. It also emphasizes on constant monitoring, and self-assessment for sustained outcomes and results (Munna, 2023).

1.9.1 Strengths and Weaknesses of Instructional Leadership Theory

Instructional Leadership Theory lies in its holistic perspective on educational leadership. Unlike traditional administrative roles that merely manage operations, this theory recognizes that principals are key drivers of instructional innovation. ILT empowers school principals to shape, support and guide teaching in establishing best instructional practices that improve learning outcomes in schools. Further, learners have a wide range of needs, and ILT as an instructional theory, focusses on teaching that addresses individual needs. It also looks at

real, practical issues related to each student and their learning environment. (Daing & Mustapha, 2023). ILT also helps principals as instructional leaders to focus on achieving better and more sustainable results through defined responsibility, emphasis on continuous planning, managing instructional programs, monitoring, assessments, promoting positive learning culture and feedback that focuses on improvement of students' achievement (Munna, 2023).

However, critics of Hallinger and Murphy's ILT, such as Thien et al. (2023), argued that this theory puts much focus on the principal as the main expert and decision-maker. They believe this approach overlooks other important factors and can unfairly place too much responsibility on the principal, which most a time affect learning outcomes. It can also result in a more bureaucratic and lead to less room for teachers' creativity and innovation in the planning of instructional practices.

Furthermore, Hamad and Darge (2021), argue that the ITL failed to point out teachers' cooperation in the school activities. It did not state the time to perform instructional activities, and there is lack of support from principals toward instructional activities. A similar study by Demozie and Dessie (2023), revealed that the principals also faced difficulties in their administrative tasks, increased demands and time constraints. Kilag and Sasan (2023) also noted that ILT does not fit every situation because it only covers a few factors that affect learning outcomes. It does not take into account the psychological, social, or institutional aspects of learning. They also argue that people's learning styles can change depending on the time and situation.

1.9.2 Justification and Application of Instructional Leadership Theory

This theory is appropriate for this study because it empowers school principals to shape, support and guide teaching in establishing best instructional practices that improve learning outcomes in schools. Further, the theory elements are also related to the variables in this study. This includes the monitoring of teachers' preparation of instructional practices, monitoring of

teachers' instructional methodologies, assessments processes and use of monitoring feedback for the purpose of improving learning outcomes.

Furthermore, the theory's collaborative philosophy provides a blueprint for fostering an environment where educators collectively contribute to the evolution of student outcomes. By applying the ILT, educational institutions can cultivate a culture of effective leadership that translates to the improvements of students' achievement. Therefore, the ILT theory provides a blueprint to school principals in establishing best instructional practices that shape, support, guide and improve the learning outcomes in schools. The ILT theory is therefore considered to be relevant to examine principals' monitoring of instructional practices on learning outcomes in public secondary school, Marsabit County.

1.10 Conceptual Framework

A conceptual framework is a visual diagram that illustrates how different variables are connected, including the independent, intervening, and dependent variables in the study. It depicts how the variables are related to one another (Rustamov et al., 2023). The current study's methodological structure focused on the idea that principals' monitoring of instructional practices affects learning outcomes. Figure 1 shows the relationship among the variables.

Figure 1

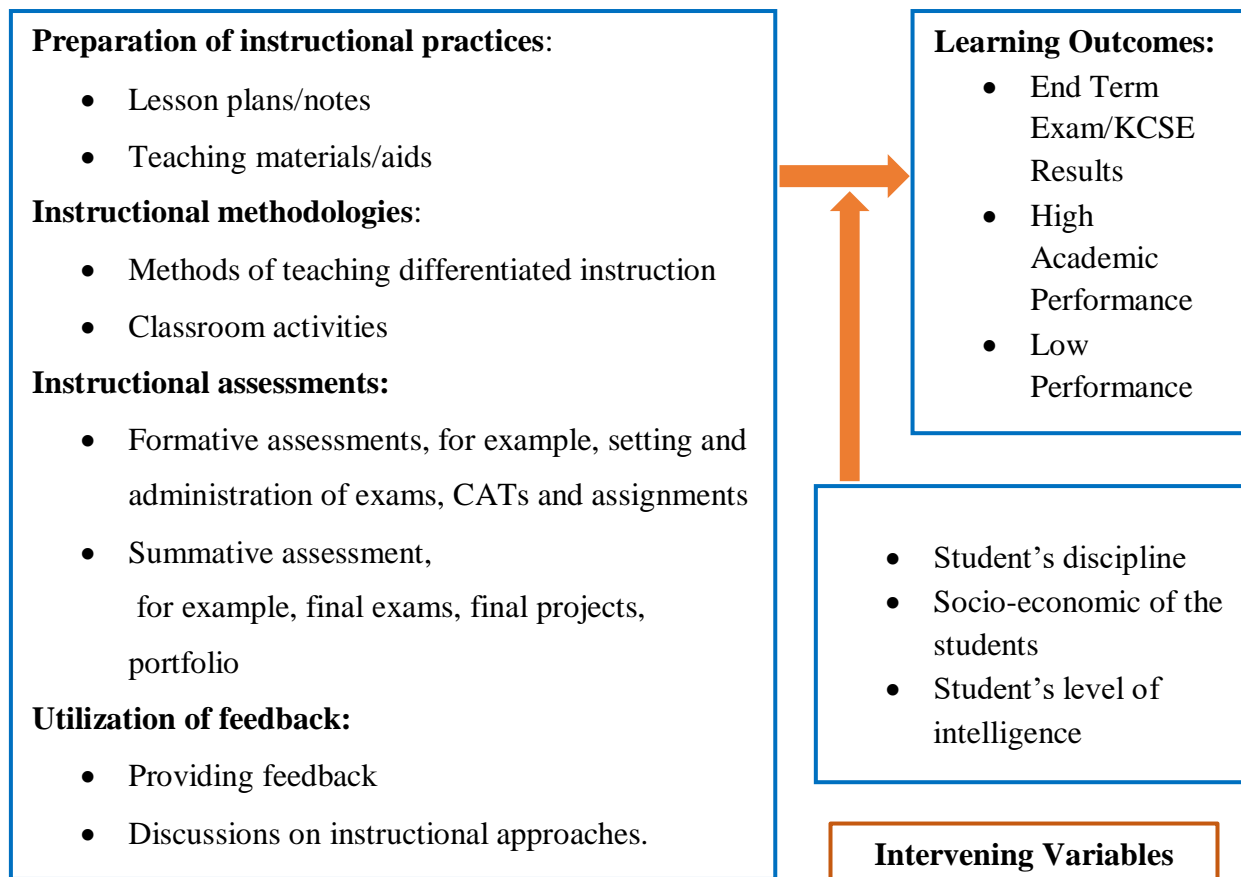
Conceptual Framework Showing Relationship between Independent and Dependent Variable

Independent Variable

Principal Monitoring of Instructional Practices

Dependent Variable

Learning Outcomes



Source: *Researcher, 2024*

Figure 1, the independent variable is the principals' monitoring of instructional practices. The indicators of the independent variables include; the preparation of instructional practices which involves monitoring of scheme of work, lesson plans, notes and teaching materials towards enhancing learning outcomes. Instructional methodologies involve methods of teaching and classroom activities that aim at fostering learning outcomes in schools. Instructional assessments consist of setting and administration of exams, CATs and assignments to achieve high students' academic performance. Fourth, the utilization of feedback involves providing feedback and discussions on instructional approaches.

The dependent variable is learning outcomes, the indicators are measured in terms of end-term exam/KCSE results, high academic performance and low performance among students. This suggests that when school principals monitor instructional practices consistently, it is likely to enhance positive students' academic achievement in schools. However, the connection between independent and dependent variables might be influenced by other factors like student discipline, socio-economic status, and intelligence, which this study does not take into account.

1.11 Operational Definition of Key Terms

Instructional Assessment: involves evaluating and gauging student learning and performance within the classroom. It serves several key purposes, such as directing instruction, offering feedback, and assessing educational results.

Instructional methodologies: refer to the strategies and techniques that teachers employ to deliver content and facilitate learning in the classroom. These methods are selected based on the subject matter, lesson objectives, and the needs of the students. Different instructional methodologies can enhance student engagement, comprehension, and retention of information.

Instructional practices: refer to the various strategies, techniques, methods, and approaches that educators use to facilitate quality learning outcomes in the actual classroom.

Learning outcomes: refer to the measurable achievements and results that emerge from the educational process.

Monitoring: refers to regularly and systematically watching and checking on activities or processes to make sure they're working correctly, making progress, and meeting set goals or standards.

Principal monitoring: refers to the process by which school principals oversee and assess various aspects of teaching and learning in their schools. This monitoring involves

evaluating instructional practices, providing feedback, and supporting teachers to improve educational outcomes for students.

Principal: refers to the Kenyan secondary school teacher who is in charge of the management of the school's day-to-day operations.

Quality education: refers to an inclusive and equitable educational experience that promotes lifelong learning and holistic development. It encompasses the provision of an environment, curriculum, and teaching methods that enable students to gain knowledge, skills, values, and attitudes necessary for personal fulfillment, social and economic well-being, and active citizenship.

Strategy: refers to educational methods that are specifically intended to aid instruction within a diverse special education demographic.

Student achievement: refers to student academic performance as measured by a mean grade attained in Kenya Certificate of Secondary Education (KCSE).

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of studies of selected literature related to principals monitoring of instructional practices and its effect on learning outcomes in schools. The researcher reviewed research studies according to the objectives of the present study. In doing this, the chapter puts into perspective studies conducted globally, regionally, and locally. Subsequently, the chapter identifies gaps or/and contributions in the studies reviewed. This in turn advanced the argument in this study.

2.1 Concept of Monitoring of Instruction

Monitoring in a school set up involves observation of every aspect adopted for a better learning process. This is a vital component that if implemented appropriately leads to good academic performance of students. Monitoring helps the school principal to collect relevant data, information, or feedback at regular intervals to track progress, identify any deviations or issues, and make informed decisions (Giordano, Quqa, & Limongelli, 2023). Furthermore, monitoring provides a real-time insight into the performance of a process or system, allowing for timely interventions and adjustments to optimize better results. This means effective monitoring requires clear objectives, appropriate metrics, and a structured approach to gathering, analyzing, and interpreting data (Xin et al., 2023).

In education, monitoring can involve various aspects such as assessing teaching methods, tracking student progress, evaluating program effectiveness, and ensuring alignment with curriculum standards. In the context of the current study, monitoring can be described as an active and consistent supervision of how teachers plan and deliver instruction and how those methods impact student learning outcomes. This helps the school principals monitor teachers' instructional practices such as lesson plans and methodologies, assessment methods, and provide feedback to teachers to enhance positive learning outcomes (Komar et al., 2019).

2.2 Principals' Monitoring of Teachers' Instructional Preparation Practices

The principal involvement in monitoring teachers' instructional preparation fosters consistency in lesson design, delivery and evaluation methods. In addition, this creates activities such as visualization, developing graphic organizers, multimedia presentations, design hands-on activities and simulations and interactive games or quizzes to assess student knowledge and promote retention for positive learning outcomes in high schools (Amajuoyi, 2022).

Phumphong et al. (2022) conducted a study on educational quality assurance and school management standards according to international. The findings highlight several benefits linked to effective principals' monitoring preparation of instructional practices. These include enhanced teacher professionalism, lesson planning, pedagogical skills, improved student engagement, increased high-quality instruction, reduced achievement gaps and enhanced student learning outcomes. Additionally, monitored preparation leads to a more focused and student-centered approach to instruction. This fosters a culture of collaboration between teachers and administrators (Lucas & Vicente, 2023).

Carter et al. (2023) conducted a study on educator preparation: A multi-discipline analysis of standards to promote critical thinking in the USA. The study found out that when teachers are properly monitored, they make a more active learning lesson plan that engages students in activities such as group discussions, presentations, problem-solving tasks and hands-on activities. However, the study focused on educator preparation rather than the role of principals' monitoring of teachers' preparation instructional practices. A similar study by Flynn et al. (2023) found that differentiated instruction aims at meeting the diverse needs of students, considering their learning styles, prior knowledge, and cultural backgrounds, which improve quality teaching and learning outcomes. However, most principals neglect to monitor this aspect leading to poor and learning outcomes.

Byrd and Alexander (2020) conducted a study on investigating special education teachers' knowledge and skills: preparing general teacher preparation for professional development. The study revealed that equipping educators, they develop the expertise to create inclusive lesson plans, lesson notes and materials that enhance students' achievement. However, this study focused more on special education than the role of principals' monitoring of teachers' instructional preparation. Pressley and Ha (2021) argue that by monitoring the use of teaching aids, principals can assess the effectiveness of strategies that cater to diverse learning styles, improve inclusive classrooms and promote effective teaching strategies that foster active student participation, deeper comprehension and higher levels of academic achievement in schools.

In the United Kingdom, Tortorelli et al. (2021) conducted a study on examining teacher preparation for code-related reading instruction. The study revealed that when teachers are not properly prepared for a lesson, they lack adequate knowledge and skills to effectively deliver the lesson. Further, the core competencies of Competency-Based Curriculum (CBC) need to be well established in a lesson plan to promote comprehensive growth of the students and enable them to develop into versatile individuals both within educational settings and in their personal lives. Through CBC, learners acquire critical thinking abilities, empowering them to assess challenges and devise inventive resolutions. However, most public secondary schools neglect this aspect leading to poor performance in schools (Jones et al., 2021).

Murphy (2021) conducted a study on testing teachers in high schools. The study established that most principals put more attention on classroom inspection to enhance positive learning outcomes in high schools. In addition, the study revealed that most teachers also put more attention on summative assessment hence putting less attention on formative assessment leading to poor performance in the school. However, this study focused on high school teachers' evaluation and classroom observation by the head-teachers. The current study

focused on principal's monitoring practices in public secondary schools in Marsabit County, Kenya.

In South Africa, Lekhu (2023) conducted a study on pre-service science teachers' preparedness for classroom teaching. The study revealed that effective learning in the classroom required teachers to prepare lesson plans that include an active learning process, differentiated learning, integrated competency-based activities and formative assessment process to enhance learning outcomes in the school. However, the study focused more on science teachers' preparedness for classroom teaching. Mestry (2023) conducted a study on strategies for monitoring teaching and learning. The study found that principals' monitoring of instruction as a strategy helps in improving learning outcomes. However, the monitoring practices are characterized by laxity and lack of decisiveness.

Mandikonza and Kawai (2023) states that monitoring teachers' preparation of instructional practices prepares teachers to adequately prepare an active learning lesson plan, which delivers high-quality instruction. Nkonki-Mandleni (2023) argues that monitoring activities such as lesson plans, assessing teaching materials and students' notes can promote instructional consistency, enhance teacher professionalism, and ultimately improve student learning outcomes in schools. However, most school principals do not frequently check teachers' preparation of instructional practices in schools.

Studies in Uganda also found the preparation of lessons, instructional notes, and scheme work by teachers enhance learning outcomes in schools. However, most teachers do not prepare lessons, instructional notes, and scheme work leading to poor learning outcomes (Atuhaire & Turyagyenda, 2023). According to Shiellah (2023), the high usage of instructional strategies such as group discussion, hands-on skills, role play, problem-solving activities and the use of technological tools can enhance positive learning outcomes (Ahabwe, 2022). Teachers who used instructional materials such as chalkboards, teachers' guides, textbooks, charts, atlas, and

real objects improved the high performance of student's academic achievement (Serunjogi, 2022). However, the study indicates that some high school teachers don't often create lesson plans or detailed outlines for their lessons, and this lack of preparation negatively affects learning outcomes.

In Nigeria, Sule, Eyiene and Egbai (2023) conducted a study on principal's appraisal of teachers' effectiveness in public high schools. The study revealed that principals regularly checking teachers' lesson plans/notes improves learning outcomes. This means that if teachers aren't correctly checked, it can lead to poor results or outcomes. Ilavbare (2023) argued that principals who adopt time planning, and scheduling practices achieve better learning outcomes in schools. However, the study focused more on how principals' planning and scheduling practices affect effective instructional supervision in public secondary schools in Delta State, Nigeria.

In Kenya, Otieno and Magoma (2022) conducted a study on principals' role in monitoring instructional assessment and its influence on teaching and learning outcomes in secondary schools in Kajiado County, Kenya. The study found that principal monitoring of instructional practices significantly influenced performance in schools. However, most of the school principals were inconsistent in monitoring instructional assessments, which resulted in poor students' academic achievement. Another gap is that the study was conducted in Kajiado County, and the current study was conducted in Marsabit Town, Marsabit County, Kenya.

Ibrahim and Benson (2020) carried out a study on how monitoring and evaluating teachers' performance using the TPAD tool (Teacher Performance Appraisal and Development) impacts teacher effectiveness in public high schools in Nyandarua South Sub-County. The study discovered that checking on teachers at the start of the term helps them stay on track with the syllabus and leaves enough time for review before exams. However, the study did not mention specific instructional practices that the principal should monitor to enhance

learning outcomes. Mutisya, Kimeu and Nyamboga (2022) revealed most of the school principals do not monitor teachers' preparation of instructional practices due to lack of learning materials in the schools.

Mbaka (2022) asserted that principals perform multiple roles such as their administrative duties, and many do not pay much attention to monitoring instruction practices resulting in poor learning outcomes. Namuhisa and Ndiku (2023) state that proper monitoring of instructional practices produces learning outcomes. However, the study did not explain how principals are involved in monitoring teachers' preparation of lesson plans and other teaching materials.

2.3 Principals' Monitoring of Teachers' Instructional Methodologies

Teacher instructional methodologies refer to the strategies, techniques, and approaches that educators employ to deliver content and facilitate student learning in the classroom. This means principals' monitoring of teachers' instructional methodology is central to the success of education in schools. It influences how teachers present the lesson in class, engage students, promote classroom activities like group discussion, classwork, student's presentation and foster students' critical thinking in order to achieve positive learning outcomes in schools (Onafowo, Egwunyenga & Oweikpodor, 2023). Numerous studies such as Bellibaş et al. (2022) and Chan et al. (2019) indicated a positive correlation between principals' monitoring of teachers' instructional methodologies and learning outcomes. This suggests that the supervision that principals provide aids in identifying and addressing instructional gaps, which in turn leads to more effective professional development initiatives.

Firmansyah et al. (2022) conducted a study on transformational leadership's effect on teacher performance in the USA. The study found that transformational school leaders influence teachers' commitment and value to use more effective methods of teaching lessons leading to quality outcomes. For example, when teachers use direct instruction, they are able

to structure lessons, state clear learning objectives, demonstrate and explain concepts step-by-step to students ensuring clear progression and building upon prior knowledge to enhance learning outcomes. However, the study focused only on transformational leadership, while the current study explored the role of principals' monitoring of instructional practices on learning outcomes.

Franco (2023) revealed that principals who monitor teachers' instructional methodologies can identify activities like inquiry-based learning, problem-based learning, differentiated instruction, project-based learning, and inductive and deductive learning. This inclusion in the teachers' instruction fosters learning outcomes. In addition, inquiry-based learning provides students with an opportunity to investigate problems and discover knowledge through guided exploration. Problem-based learning assists students in solving real-world problems, developing critical thinking and collaboration skills in their studies. This in turn improves student academic achievement in the school (Franco, 2023).

According to DeMink and Olofson (2022) revealed that teachers who use differentiated instruction are able to tailor instruction to individual student needs and learning styles. This helps to improve students' academic achievement. In addition, project-based learning also provides students with opportunities to work on extended projects, applying knowledge and skills to real-world scenarios that increase student achievement in the school (DeMink et al., 2022).

In the UK, Retnowati et al. (2020) carried out a study on innovative teaching and learning methods in educational systems. The study revealed that school principals who practice innovative teaching and learning methods achieved high student academic achievement in schools. Özdemir (2019) conducted a study in Turkey examining how principals' leadership influences student achievement; it focused on the role of professional communities and teachers' teaching practices as key factors. The study found that school

principals have an impact on how teachers teach and on students' success in mathematics. However, the study put more emphasis on student's achievement in mathematics. Because of this, the current study explores the principals' monitoring of instructional practices on learning outcomes in public secondary school in Marsabit. Bellibaş et al. (2022) established that principals who monitor instructional practices bring about a significant change in several diverse components of classroom instruction. This includes group discussion, questions, classwork, and class presentations that improve learning outcomes in schools.

In Bangladesh, Shrestha (2022) conducted a study on primary English language teaching: classroom practices and teacher identities. The study revealed that teachers adopt methods of teaching English which is below standard because the school principals do not frequently check the lesson preparation process. However, the study focused only on methods of English as a subject, while the current study examined how principals' monitoring of teaching practices affects learning outcomes in public secondary schools in Marsabit. Sattar (2021) conducted research on the implementation of classroom monitoring methods. The study found that some teachers agreed that classroom monitoring is necessary for improving teaching and learning outcomes. However, the study did not establish the principals' role in monitoring instructional methodologies, which the current study aimed at investigating.

Siddique and Azim (2020) conducted a study on teachers' perceptions of monitoring the English in Action (EIA) program in primary schools in Bangladesh. The study found that teachers perceive monitoring as a key factor in ensuring positive learning outcomes. Some teachers also confirmed that regular monitoring of teachers' teaching instructions helps them to be more prepared for class delivery. However, the study examined teachers' perceptions of monitoring in primary schools. Bada, Tengku, and Nordin (2020) conducted a study on teachers' effectiveness in Nigerian secondary schools: the role of instructional leadership of principals in Nigeria. The study used a quantitative research design; a sample size of 18

secondary schools with a total population of 420 participants in the study. The study found that the instructional leadership role allows principals to monitor teachers' teaching methodologies, and provide feedback to enhance learning outcomes in schools. However, the study was done in Nigerian secondary schools and adopted a quantitative research design, while the current study used a mixed-method research design in Marsabit County, Kenya.

Arop et al. (2020) revealed that regularly observing and visiting classrooms are fundamental for managing how instruction is delivered. During class observation, the principal checks at how teachers plan their instructional content, and teachers' methodologies used in teaching and learning. However, the study focused on Nigerian secondary schools while the current study was conducted in public secondary schools in Marsabit County in Kenya. Akporehe and Asiyai (2021) found that principal monitoring of teachers' activities such as utilization of curriculum, scheme of work, lesson plan/notes, use of instructional methodologies and classroom discipline enhanced learning outcomes in schools.

Ibrahim et al. (2023) conducted a study on the assessment of classroom management techniques used by teachers learning in some selected junior secondary schools in Gombe State of Nigeria. The study revealed that when classroom discipline is properly managed, it affects the teaching methods used and the student's success. However, it was found that this approach was not effective and therefore had only a little impact on students' achievement. The study suggested that improving how classroom discipline is managed could lead to better results. It also recommended that principals should not only check lesson plans and attendance records but also make impromptu visits to classrooms to ensure that what's planned is being taught in the classroom. It further stated that the school principals should benchmark with successful counties to learn about effective teaching methods and improve learning outcomes in schools.

In South Africa, Naidoo (2019) studied how teachers and school management teams view the leadership roles of principals in public schools. The study established that teachers

perceive monitoring by the school principals as a way of improving teaching instruction methodology and becoming more prepared for class delivery. However, some teachers resist monitoring practices leading to low learning outcomes in some subjects. A related study by Mataboge and Mahlangu (2023) found that when principals monitor teaching, they provide useful feedback that improves learning outcomes. However, the management team's approach to monitoring is often marked by neglect and indecision.

Another study was conducted by Nkonki-Mandleni (2023) on monitoring and evaluation of university community impact in driving the transformation agenda in South Africa. The study claimed that monitoring and evaluation help school leaders put resources together towards shaping students to be graduates with the prerequisite attributes that can address societal challenges. This is achieved through purposeful lesson plans, assessment, instructional methodologies, and materials that improve student achievement. However, the study examined monitoring and evaluation at the higher educational level while the current study focused on public secondary schools in Marsabit County.

Studies in Ethiopia, Tanzania and Uganda found out that principal monitoring of teacher instructional processes was high and it has positively improved teacher effectiveness in lesson delivery and high students' achievement in secondary schools (Demozie & Dessie, 2023). It also revealed that teacher appraisal positively affects teachers' instructional effectiveness which enhances learning outcomes in schools (Zadock, 2023). However, a number of school principals do not follow up on teachers' lesson delivery and instructional methodologies in the classroom leading to cases of poor performance in some schools (Kabarata, 2023).

In Kenya, Kilwake, Okemasisi, and Aringo (2023) studied how principals manage teachers and its impact on students' academic performance in public secondary schools in Kilifi Sub-County. They used a descriptive survey and applied total quality management theory for

their research. The study pointed out that there were limited opportunities for teachers' professional development, exclusion of teachers in decision-making, and poor teamwork between teachers and principals negatively impacted student learning outcomes. However, the study used a descriptive survey and total quality management theory, while the current study employed a mixed-methods approach and instructional leadership theory to explore how principals' monitoring of teaching practices affects learning outcomes in public secondary schools in Marsabit County, Kenya.

Chemagosi (2020) asserts that teacher preparedness significantly influences learning outcomes in schools. This means when teachers are not well prepared, it affects learning outcomes. Kerkhoff and Makubuya (2022) argue that schools should continually invest in professional development for teachers, emphasizing that ongoing training is crucial for improving how teachers deliver instructional content. This means teachers need to keep refining their teaching techniques to better engage and educate their students. On the other hand, Wambua and Macharia (2023) highlight another key aspect: the importance of preparation. They point out that teachers should plan their instructional strategies ahead of time to ensure smooth and effective lesson delivery. In other words, knowing what and how to teach before stepping into the classroom is essential for successful teaching.

According to Juma Ndwiga and Nyaga (2023), classroom visits and observation have a significant influence on student learning outcomes. This suggests that principals' monitoring of teachers' instruction such as classroom management, class participation, group discussion activities and assignments can improve student academic achievement in schools. In addition, the school principals should carry out regular classroom visits to ensure appropriate content delivery and hence improve learning outcomes. However, the study did not specify the role of principals in monitoring teachers' instructional methodology in schools (Kuviyo et al., 2022).

2.4 Principals' Monitoring of Instructional Assessments

Principals' monitoring of instructional assessments is a vital role in maintaining the excellence of education and supporting teachers in their efforts to promote learning outcomes in schools. The school principals have the responsibility to monitor instructional assessment components such as quizzes, tests, projects, presentations, and portfolios to evaluate student learning and understanding from different perspectives and formats. This helps the school principals to actively oversee, evaluate and manage the assessment methods, strategies, and tools employed by teachers to improve student achievement (Makhamadj, 2023).

In Canada, Pastore and Andrade (2019) conducted a study on teacher assessment literacy: a three-dimensional model. The study revealed that teachers use their professional knowledge to develop different forms of assessments such as CATs, examinations, classwork, homework, group presentations, questions and answers to effectively foster a positive assessment culture that promotes learning outcomes. However, the study failed to indicate the position of principals' monitoring of teacher instructional assessments in schools. As such, the current study will fill this gap in research by examining how principals' monitoring of teacher instructional assessment influences learners' academic performance. DeLuca et al. (2020) found that monitoring of instructional assessment by school principals influences teachers' competence and commitment to developing quality assessment strategies that improve high learning outcomes.

In Sweden, Haglund and Glaés-Coutts (2023) conducted a study on how principals view their role as educational leaders in schools, focusing on their leadership and support tasks. The study revealed that school principals are required to demonstrate leadership qualities and provide guidance to teachers in developing professional programs that enhance their skills in creating effective instructional assessments that contribute to high learning outcomes in schools. However, this study was conducted in Sweden and may not represent the same reality

in public secondary schools in Marsabit County.

Nawaz, Hussain and Imad (2019) conducted a study on classroom assessment, literacy, and practices of teachers in Pakistan. The study established that most teachers lack the knowledge and skills needed to select and create effective assessment tools. The study looked at the assessment and practices of educators while the current study focused on principals' monitoring of instructional assessments in public high schools in Marsabit County. A related study by Ara and Saeed (2022) showed that student academic achievement is highly influenced by teachers' assessment literacy. However, most teachers' instructional assessment strategies lack quality and standards leading to poor learning outcomes in schools.

In Malaysia, Singh et al. (2020) conducted a study on the assessment methods of tutors and lecturers in higher institutions of learning. The study found that tutors and lecturers use various assessment methods, such as oral questioning, continuous assessments, assignments, and peer evaluations. However, it didn't address how administrators oversee these assessment methods. As such, this study sought to fill this gap by focusing on how principals monitor these assessment practices. Khan, Hassan and Ali (2023) investigated the implementation of formative assessment in Malaysia: teachers' viewpoints. language testing in focus. The study established that some teachers implemented different components of formative assessment such as CATs, assignments, classwork, peer-teaching, quizzes, and group presentations that foster learning outcomes in schools. However, other teachers use minimal assessment strategies leading to low students' academic achievement.

Figa, Tarekegne and Kebede (2020) examined how formative assessments are used in the implementation of secondary school curricula in the West Arsi zone of Ethiopia. The study revealed that secondary school teachers occasionally use formative assessment methods and give feedback to the students and this helps students to make progress in their studies. However, there was a lack of instructional materials, laboratory equipment, insufficient teacher

skills, large class sizes, and not enough instructional time leading to poor learning outcomes.

Zelege and Irku (2023) conducted a study on language assessment of the literacy level of Ethiopian instructors: a focus on south west Ethiopian public universities. The study established that school teachers as English instructors must possess a strong grasp of language assessment literacy to effectively design assessments, precisely evaluate student progress, cover all course content comprehensively, and allocate appropriate weightage to each content area when creating mid and final exams. These practices contribute to enhancing students' learning outcomes. However, this study did not specify the role of the school principals in the instruction assessment practices in schools.

In Ghana, Nyaaba et al. (2023) conducted a study on how ongoing professional development for teachers affects their satisfaction, achievement, and engagement at Colleges of Education in Northern Ghana. The study found that continuing professional development for teachers significantly impacts students' academic performance. It also highlighted that teachers' methods and students' learning strategies posed additional challenges leading to poor learning outcomes. It further stated that colleges of education should put more resources into teachers' professional development to continue improving students' learning outcomes. However, the study was conducted in Ghana and focused on higher education than public schools. The current study focused on investigating principals' monitoring of instructional practices on learning outcomes in Marabi Town, Marabi County. Baidoo-Anu (2023) established that teachers use different classroom assessment strategies to improve learning outcomes in schools.

In Nigeria, Akporehe and Asiyai (2021) explored principal management strategies in monitoring instruction towards goal attainment in public high schools in Delta State. The study pointed out that principals monitor teachers' instructional assessment emphasizing on continuous assessments such as tests, assignments, classwork, practical work and examination

to improve learning outcomes. Obineme, Ugwu and Mbonu (2023) conducted a study on approaches to improve teachers' attitudes and commitment to continuous assessment in secondary schools in Anambra state. The study revealed that teachers' positive attitudes influence students' achievement. However, most teachers have negative attitudes, such as poor time management and lack of preparation, which result in poor learning outcomes.

Bolarinwa et al. (2020) examined the principal classroom visitation practice and teachers' task performance in public secondary schools in Ekiti State. The study found that principals' classroom visitation made a significant contribution to the teachers' task performance in public high schools. However, some school teachers exhibited a high level of poor time management and inadequate preparation.

Studies in Tanzania and Uganda found that teachers' administration of continuous assessment as a tool aimed at evaluating learners' performance enhances the learning process. According to Mashingia (2023), assessment is crucial and teachers need to be well-equipped to develop effective assessment strategies that enhance students' achievement in schools (Mashingia, 2023). Mpapalika's (2020) research established that head teachers' supervision and teachers' assessment improve students' learning outcomes. However, there were some challenges facing some schools such as shortage of qualified teachers and insufficient teaching resources which impede students' learning outcomes (Wakutile, 2019). Some teachers also exhibit inadequate knowledge on how to implement formative classroom assessment strategies leading to low performance in schools. These studies focused on high schools in Tanzania and Uganda (Michael, 2022).

In Kenya, Otieno (2020) conducted a study on assessment for learning and mathematics attainment in public high schools. The study pointed out that few teachers use the appropriate assessment results to improve teaching and student learning achievement in mathematics.

However, the study focused on student's achievement in the mathematics department rather than the principals' monitoring of instructional assessments.

Lumadede et al. (2020) explored how teachers perceive the role of examinations in students' academic success in public secondary schools in Kakamega County, Kenya.

The study found that teachers' perceptions of the role of exams directly affect students' academic success. However, the study failed to identify the principals' function in the monitoring of instructional assessments. Januori (2020) explored on how teachers use assessment records in secondary schools in Kenya. The findings revealed that teachers utilize assessment data for various purposes, including identifying struggling students for remedial support, informing parents of student's academic progress, and aiding in career decisions to improve learning outcomes. However, teachers take advantage of government initiatives such as information and communications technology (ICT) in-service training, to enhance the effective use of assessment data and foster learning outcomes in schools.

Wafubwa and csăkos (2022) examined how using formative assessment in teaching affects students' achievements in mathematics and their awareness of their learning processes. The study used quasi-experimental with a sample population of 164 (84 boys) grade 11 learners and four mathematics instructors from four high schools in Kenya. The findings indicated that students who received instruction through a formative assessment approach performed more effectively in both mathematics and reading comprehension compared to those who were taught using traditional methods. However, the present study used a mixed-method research design to investigate the role of principals' monitoring of instructional practices on learning outcomes in public high schools in Marsabit County.

Kipkorir, (2021) researched on classroom assessment practices used by high school mathematics instructors in Nandi Central Sub-County. The study found that assessments were mainly used for giving students grades or marks, identifying their learning problems, and

allocating them to different tasks. However, the study did not focus on the principals' role in monitoring assessments, which is the gap that the current study aims to address.

2.5 Principals Utilization of Monitoring Feedback on Learning Outcomes

Principals' utilization of monitoring feedback on learning outcomes can be seen as actions and processes taken by school principals to make productive use of feedback gathered through classroom observations, assessments, teacher evaluations, and other forms of assessment to improve students' achievement. Utilizing this feedback involves analyzing the data, identifying areas for improvement, and taking concrete steps to enhance student learning outcomes (Bautista-Quispe et al., 2023).

Several studies, for instance, Glover et al., (2023) indicated a positive correlation between principals' utilization of monitoring feedback and students' learning outcomes in schools. This means when teachers receive constructive feedback and support based on the monitoring process, they are more likely to adapt and refine their instructional practices that enhance positive learning outcomes (Knoop et al., 2023).

Wieczorek et al. (2019) conducted a study on principals' instructional feedback practices during the race to the top in the USA. The study findings show that principals use teaching-practice rubrics to give teachers constructive feedback on their instruction. This approach helped principals provide more effective guidance and specific suggestions for improving teaching. However, the feedback was mainly focused on student engagement and did not address specific subject areas or content-related teaching methods.

Lochmiller (2020) found that feedback makes teachers concentrate on pedagogy in contrast to their comprehension of content, and feedback given by the principals' influences learning outcomes. Herbert-Smith (2020) argues that for feedback to be effective, principals need to give teachers timely feedback to ensure high academic outcomes.

In Indonesia, Suwandi (2023) examined the roles of teachers and schools in conducting

effective classroom assessment. The study established that teachers and school's proactive involvement in conducting classroom assessments enhance students' learning outcomes. However, teachers and schools need to increase their role in implementing class assessments that can promote high learner outcomes in schools. This is related to the current study, which aims at principals monitoring of the teacher assessments to promote effective learning outcomes. When teachers are accountable and transparent in their assessments, it ensures that all students are treated fairly and given equal chances to succeed. This fairness helps create a more equitable learning environment where students feel confident that their efforts will be judged accurately and impartially. As a result, this leads to more effective learning outcomes in schools (Sofyan et al., 2022). According to Zulaiha et al. (2020), when teachers have appropriate knowledge about assessment strategies and apply such knowledge to classroom practice, it promotes student achievement. However, there is a gap between what teachers know and how they apply that knowledge in the classroom leading to poor student learning.

In China, Wang et al. (2023) explored the Chinese EFL teachers' writing assessment feedback literacy. The study found that writing is a crucial language skill that requires teachers to be knowledgeable, and to provide effective feedback during instruction and assessment. This teacher feedback fosters students' learning outcomes. However, the study focused on teacher literacy and feedback to students but did not specify the role of principals' monitoring of instructional assessments in schools. Komar, et al., (2019) examined the implementation of a monitoring system in the educational process in primary education in Ukraine. The study findings indicated that feedback from colleagues and principals are often seen as disappointing, and it has a negative impact on learning outcomes.

Ibrahim, Hussaini and Muhammad (2023) conducted a study on assessment of classroom management techniques used by teachers in the selected junior high schools in Nigeria. The study found that principals' supportive feedback to teachers boosts teachers' and

students' morale and hence improves learning outcomes. However, this study was conducted in Nigeria. Ampofo, et al (2019) assessed the effect of school heads' direct supervision on teacher role performance in public senior high schools in Ghana. The study established that the school principals usually discussed the performance of learners with teachers in whole staff meetings and within the departments. The study confirmed that principals' feedback discussions with teachers on learners' performance positively influence teachers' instructional teaching methodology. However, there is a lack of exploration into the specific strategies and techniques used by school heads during their direct supervision and feedback discussions. The current study aimed on exploring the school principals monitor teachers' assessment in schools (Ampofo, et al, 2019).

In Kenya, Asewe, Origa and Mulwa (2020) conducted a study on how giving feedback affects students' performance in mathematics at secondary schools in Nairobi County. The study used quasi experimental with a sample size of 80 from three participants. They found that providing effective feedback positively impacts both teaching and students' success in mathematics. However, the study focused on feedback provision and learner achievement in mathematics. Matere (2022) investigated how teachers use feedback in teaching integrated English and its impact on developing language skills, focusing on public high schools in Bungoma County. The study stated that teachers' use of feedback in teaching integrated English has a major impact on students' success in developing language skills in public schools. However, many teachers did not utilize feedback effectively, which resulted in lower language skill development among students.

Haji (2023) explored on how principals' communication practices influence the performance of students in the Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Mandera West Sub-County, Mandera County. The study revealed that most school principals use one form of communication feedback, and do not regularly prioritize

communication feedback to teachers on the issue of instructional practices leading to low student achievement. Oyaro (2020) found that most school principals do not give instant feedback to teachers after performance appraisal and it has affected teachers' attitudes towards performance appraisal. A study by Atieno (2019) established that direct feedback and assistance strategy is most effective when giving meaningful feedback to teachers, and hence improve learning outcomes in schools. However, the study lacks an investigation into the effectiveness of different types of communication feedback from principals to teachers. Therefore, given this context, the current study focused on investigating how school principals monitor teachers' assessments that improve learning outcomes (Atieno, 2019).

2.6 Summary of the Key Research Gaps

Addressing the research gaps is essential for advancing an understanding of how principals can effectively monitor instructional practices to promote student learning outcomes in public high schools. The study identified several related studies to the current study; however, several gaps are identified in the studies reviewed. For instance, the researcher noticed that some studies showed geographical gaps, especially those conducted in other countries. There is also a notable gap in understanding the specific strategies employed by principals to monitor instructional practices effectively. Further research is needed to explore the methodologies, tools, and frequency of monitoring utilized by principals in different school contexts. (Franco, 2023).

Additionally, there is a lack or few research studies examining the effect of principals' monitoring efforts on learning outcomes. Understanding how monitoring practices influence instructional effectiveness, student engagement, and academic achievement is essential for informing evidence-based leadership practices (Firmansyah et al., 2022). Furthermore, investigating how contextual factors influence the effectiveness of monitoring initiatives can provide valuable insights into the complexities of educational leadership (Kilwake, Okemasisi

& Aringo, 2023). Lochmiller (2020) did a study to examine administrators' use of instructional feedback in the USA. Some studies found the preparation of lessons, instructional notes, and scheme work by teachers enhance learning outcomes in schools (Atuhaire, 2023). However, most teachers do not make lesson preparation, instructional notes, and scheme work leading to poor learning outcomes (Ahabwe, 2022).

However, despite numerous studies indicating a positive influence of monitoring instructional practices on learning outcomes, some of them did not clearly show how principals' monitor instructional practices and provide feedback to teachers to improve students' learning outcomes. Some other studies revealed a methodological gap because they adopted other research designs that are different from what the current study will adopt.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter outlines the research methodology used in the study. It covers the research design, study area, target population, and sample. It also describes the sampling methods, research tools, data collection process, data analysis, and ethical considerations.

3.1 Research Design

The study used a convergent parallel mixed method approach. This design allowed the researcher to apply both qualitative and quantitative paradigms in the collection and analysis of data hence enabling the researcher to draw the strength of each paradigm. Creswell (2014) explains that the convergent parallel mixed method involves using both quantitative and qualitative approaches simultaneously, giving equal importance to each within a single phase of research. The convergent mixed methods approach enabled the researcher to analyze the principals' monitoring of instructional practices on learning outcomes. It also helps the researcher to collect data from various respondents namely: principals, teachers and students. These assist in getting a broad opinion and richer understanding of the research problem.

3.2 Description of the Study Area

The study took place in selected public high schools in Marsabit town, located in Marsabit County, northern Kenya, within the Eastern Africa region. Marsabit County shares borders with Ethiopia to the north, Wajir to the northeast, Isiolo to the southeast, Samburu to the southeast, and Turkana to the west. The county spans an area of 70,961.2 km², situated between latitudes 1° 58'N and 2° 1'S, and longitudes 38° 34'E and 41° 32'E.

Marsabit County is divided into four sub-counties, namely North Horr, Moyale, Saku, and Laisamis. As of the 2009 census, the county had a total population of 343,636, and this figure was projected to grow to 348,262 by 2018. Among the population, 21.3% consists of women of reproductive age, while 19.5% comprises children under the age of five (County

Government of Marsabit, 2013). The Marsabit County has a total number of 207 Early Childhood Development (ECD) centers, 129 primary schools, 16 secondary schools, out of which are 8 public secondary schools and four youth polytechnics. The county comprises four main livelihood zones: pastoralists, agro-pastoralists, fisheries, and urban areas, divided as follows: 81% pastoralists, 16% agro-pastoralists, and 3% in other activities such as formal employment, casual labor, petty trade, and fisheries. Pastoralists are the predominant group across most areas of the four sub-counties, while agro-pastoralists are primarily found in Saku and parts of Moyale. The remaining groups are concentrated in urban centers, including county and sub-county capitals (County Government of Marsabit, 2013).

3.3 Target Population

The target population is a large group from which the sample is taken. This population includes people or objects depending on what the study intends to use (Kombo & Tromp, 2017). There are over eight (8) public secondary schools in Marsabit but this study decided to carry out the research in four (4) public secondary schools in Marsabit Town. This is because the researcher believes that Marsabit Town is a representation of other sub-counties of Marsabit. This means many people come from different sub-counties to settle in Marsabit town and hence make it a rich place for this study. The target population of this study was 3,919 participants comprising of 8 public secondary schools, 8 principals, 143 teachers and 3756 students in Marsabit town, Marsabit County.

3.4 Sampling Technique and Sample Size

Research sampling is a method used by researchers to select a specific number of subjects from a target population to represent the entire group (Berndt, 2020). According to Pandey and Pandey (2021), sampling involves selecting a few or small units from the larger population for study, with the expectation that these units will accurately represent the entire population.

3.4.1 Sampling of Schools

The study used a simple random sampling method to select four (4) public secondary schools of 8 schools in Marsabit Town from which the research data was drawn. In every school there is a principal, hence the study used purposive sampling to select four (4) principals out of 8 for the data collection of the study. There are 143 teachers in 10 public secondary schools in Marsabit Town, therefore, this study used simple random sampling to select 10 teachers each in the selected 4 schools for the data collection of the study. Also, there are 3756 students in 8 public secondary schools in Marsabit Town, therefore, this study used simple random sampling to select 60 students, 30 students each from 3 and 4 in the selected 4 schools for the data collection of the study.

Table 1

Sample, Sampling Techniques and Sample Size

Category	Target Population	Sampling Techniques	Sample Size	Sample Size (%)
Principals	10	Purposive sampling	4	40%
Teachers	143	Simple random sampling	40	30%
Students	3756	Simple random sampling	240	35%
Total	3,909		280	100%

Source: *Researcher, 2024*

3.5 Research Instruments

The study used questionnaires and interview guides to collect data from the students, principals, and teachers in the selected schools for the study. The researcher used these two types of instruments for reasons of triangulation and converging of qualitative and quantitative data. A questionnaire was adopted because it can be distributed to a large number of participants simultaneously, allowing the researcher to collect data from a diverse range of individuals. The interview guide was used for qualitative data because it offers important information and allows respondents to give a detailed and in-depth description of their

personal experiences. Questionnaires was designed to obtain information from the teachers and students, while the interview guide was designed to obtain information from principals in the selected schools for the study.

3.5.1 Teacher's Questionnaires

The questionnaire was divided into five sections. Section 1 contained demographic data of the teachers; section 2 collected data on the status of instructional preparations; section 3 gathered information on instructional methodologies, section 4 gathered data on instructional assessment, and section 5 collected data on principals' utilization of instructional feedback in schools. Sections 2 to 5 used a Likert Scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

3.5.2 Student's Questionnaires

The student questionnaire was divided into two sections. Section 1 contained demographic information and sections 2 to 4 contained data on principals' monitoring of instructional practices using a Likert Scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

3.5.3 Interview Guide

The interview schedule was another form of data collection instrument. The researcher used the interview schedule to plan the best time to meet the principal in charge of the school to gather spontaneous responses and clarity in detail. This helped the researcher to have first-hand information and also gain an understanding of the topic. A guide for the interview was given before the actual day of the interview. This was to help the respondents to be ready on time. The study took notes of the data and also use an audio recorder to collect the information for retrieval purposes.

The interview guide for the principals contained two sections. The first section includes demographic information. This inquired about age, gender, academic qualification, duration in

that school, and the experience of the principal. This provides valuable context and insights into the factors influencing principals' monitoring of instructional practices in public secondary schools. The second to fourth section focused on the aspects of principals' monitoring of instructional practices on teaching and learning outcomes following the study order of objectives.

3.6 Pilot Study

Pilot testing was carried out to identify any flaws in the design and instruments used (Cooper & Schindler, 2018). This allowed the researcher to assess the accuracy of the research tools. For this study, pilot testing was done in two schools located in Marsabit Town, Marsabit County. The respondents in the pilot study comprised of one principal, 10 teachers and 20 students. According to Mugenda and Mugenda (2019), 10% of the sample size should comprise the study pilot group. The questionnaires and the interview schedules were tested on the potential to elicit the right responses, and ease of completion.

3.7 Validity of the Research Instrument

Research validity refers to how effectively a study measures what it intends to measure and how accurately it represents the reality it seeks to reflect. It ensures that the findings and conclusions are supported by reliable evidence and can be trusted. Coleman (2022) states that validity is the extent to which an instrument measures what its design is for. According to Sangosen, Hellman and Hill (2013), face validity is the clarity, conciseness and completeness of a research instrument whereas content validity measures how well the items of the tool align with the topic and the test's objectives. To ensure validity, content validity was assessed using expert judgment from individuals well-versed in the subject being studied. The researcher used the feedback of experts to refine the research instrument. The researcher also sought input from supervisors and experts to ensure that the questionnaire tests what it is designed to assess.

3.8 Reliability of the Research Instruments

Reliability of measurements is the repeatability or replication of findings of a particular measuring procedure which gives equivalent results when the study is done over a number of repeated trials or conditions. It means if a study is repeated under the same conditions, it should produce a similar result. Reliability ensures that the research findings are not just a fluke but are stable and repeatable (Orodho, 2009). The instrument test consistently measures whatever it measures using the same re-test method. This involves giving the same instrument to the same group of respondents twice, with a two-week interval between the tests., and one month and the same procedure yield consistent across these administrations would indicate stability in the phenomenon that was measured, suggesting that monitoring practices and their perceived impact on teaching and learning outcomes remain relatively unchanged over the specified timeframe.

3.9 Reliability of Qualitative Research Instruments

The level of confidence in the data interpretation and methods used to ensure the quality of a research study (Connelly, 2016). Gunawan (2015) explains that trustworthiness is evaluated based on four criteria: credibility, dependability, transferability, and confirmability. In this study, triangulation was used as one way of ensuring the trustworthiness of data. According to Stahl and James King, (2020) triangulation is the use of numerous sources of data from the field to establish recognizable patterns. Specifically, data triangulation was used. Data triangulation involves use of data collected from multiple sources. In addition, the researcher used member checking by asking the supervisors and experts to validate the researchers' explanations and also by returning the report to the participants to confirm if the findings were accurate.

3.10 Data Collection Procedure

The researcher obtained an approval letter from the Directorate of Postgraduate Studies

and Research at Tangaza University College authorizing the undertaking of data collection. The researcher used the letter and the signed research proposal to apply for the research permit from National Commission for Science Technology and Innovation (NACOSTI). After getting the research permit, the researcher used it to have access to the County Director of Education for permission to do a study in Marsabit County public secondary schools. After obtaining permission from the school authority, the questionnaires were distributed to students in two separate classrooms, while teachers were in the staff room, and principals were interviewed from their offices. This arrangement was designed to minimize disruptions to the school's routine activities. The questionnaires were collected immediately after the participants are done.

3.11 Data Analysis and Procedures

The study used both quantitative and qualitative techniques to analyze the data collected from both the questionnaires and interviews. To analyze quantitative data from the questionnaires were coded using Statistical Packages for Social Scientists (SPSS Version 26). The researcher used descriptive statistics (frequencies and percentages) in the analysis of quantitative data, which were presented in the form of tables, graphs, bars and pie charts. For analysis of qualitative data gathered from the interviews and open-ended questions, the researcher read through to remove any ambiguities. The qualitative data was organized into themes and presented in direct quotations. Both qualitative and quantitative data was analyzed following the four research objectives as presented in appendix vii. The researcher also ensured that participants' identities are protected throughout the data analysis process, thus maintaining the confidentiality and integrity of the study.

3.12 Ethical Consideration

The researcher obtained a letter from the Department of Post-graduate Studies at Tangaza University. This introduction letter was used together with the signed copy of the

research proposal to obtain the research permit from NACOSTI. The researcher presented the research permit to the County Director of Secondary Education in Marsabit County to be allowed to conduct research in the sampled public schools.

The researcher further sought authorization from principals before collecting data from the teachers and students of their respective schools. Further, the participants were informed about the study and they have a choice concerning their participation or withdrawal from the study. The participants were requested to acknowledge their acceptance to freely take part in the research or withdraw freely by signing the consent form. The research study also ensured the protection, respect, and dignity of all participants throughout the research process.

On consent for minors, the researcher provided a form and seek consent of the parents/guardians or teachers to sign for the minors before participating in the research data collection. All data collected were be kept confidential and only used for the intended research purpose only. The researcher explained to the participants how the use of the obtained data. Further, during data analysis and reporting, the researcher ensured that there is no falsification, fabrication and manipulation of data and the findings were reported without bias. The researcher also acknowledged the data sources of information to avoid plagiarism. In addition, the researcher followed the American Psychological Association (APA) format.

CHAPTER FOUR: PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the study's data analysis, presentation and discussion of the findings from the field. The findings are analyzed and presented according to the research objectives. The study first presents the response rates, and participants' demographic information, followed by the presentation of the results of the objectives. The findings of the study are presented in bar charts, pie charts and tables as shown in the discussion that follows below.

4.2 Response Rate of the Participants

The researcher distributed research instruments to different participants for the study. These included questionnaires given to both teachers and students to gather quantitative data. Additionally, an interview guide was used to collect qualitative data from principals at the selected schools. Table 2 summarizes the response rates from the different participants in the study.

Table 2
The Response Rate of the Participants

Category	Targeted participants	Response rate	Percentage (%)
Principals	4	4	100%
Teachers	40	40	100%
Students	240	240	100%
Total	288	288	100%

Source: Field data, 2024

As shown in Table 2, the researcher distributed 40 questionnaires to teachers across 4 selected public high schools in Marsabit Town, Marsabit County. All 40 questionnaires were completed and returned, resulting in a 100% response rate, deemed sufficient for analysis. Similarly, 240 questionnaires were given to students, with all 240 completed and returned,

also achieving a 100% response rate. Additionally, all 4 principals selected for interviews participated, resulting in another 100% response rate. This became possible because the researcher was in the field and the research assistant was also committed to ensuring that all questionnaires were duly completed and collected before leaving the venue. Mugenda and Mugenda (2019) state that a response rate of 50% is sufficient for data analysis and reporting, 60% is considered good, and a rate of 70% or higher is excellent. Thus, following the recommendation of Mugenda, the response rate of 100% for teachers, students and principals respectively was excellent for data analysis and reporting.

4.3 Demographic Information of the Participants

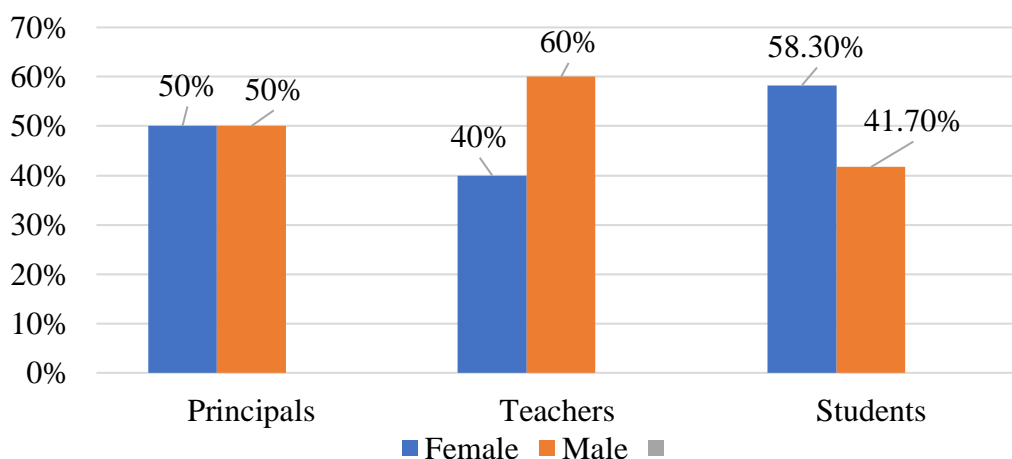
The respondents were asked to share personal details, including their gender, age, class, school category, professional qualifications, and experience. The researcher intended to explore how these personal characteristics affect the way principals monitor instructional practices and influence learning outcomes.

4.3.1 Distribution of Gender of the Principals, Teachers and Students

The participants were asked to specify their gender to identify any differences in participation rates between males and females. The results are shown in Figure 2.

Figure 2

Distribution of Gender of the Principals, Teachers and Students



Source: Field data, 2024

As indicated in Figure 2, 50% of the principals who responded were female while 50% were male. Similarly, 60% of the teacher respondents were male and 40% were female. On the other hand, 58.3% of the students who participated in the study were female while 41.7% were male. This implies that although both genders were represented in public secondary schools in Marsabit Town, Marsabit County, male educators were more than female teachers, and female students were more than male students.

This highlights the subject of gender imbalance, which may bring issues such as stereotypes and biases related to learning outcomes. It is crucial for schools to prioritize gender balance, as diverse genders can bring unique insights, approaches, and ways of addressing various educational challenges. Having teachers of different genders exposes learners to a wider variety of ideas, problem-solving approaches, and perspectives. This diversity helps enrich their learning experience and supports better educational outcomes by offering various approaches and viewpoints.

4.3.2 Distribution of Age of the Principals, Teachers and Students

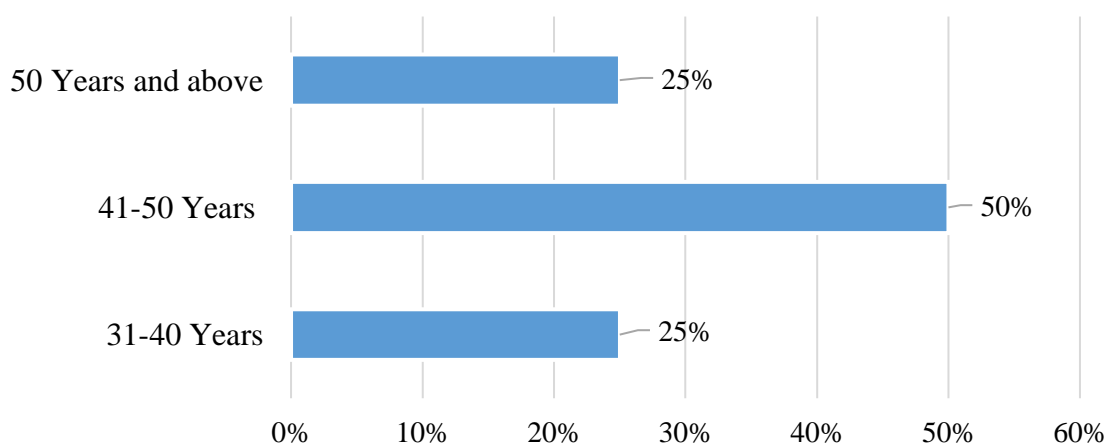
The researcher sought to establish the age bracket of the participants. This included the age of the principals, teachers, and students to establish whether age influenced principals'

monitoring of instructional practices on learning outcomes. The study findings are presented below.

4.3.2.1 Age of the School Principals

The age of the respondents who participated in the study was analyzed as recorded in Figure 3.

Figure 3
Age of the Principals



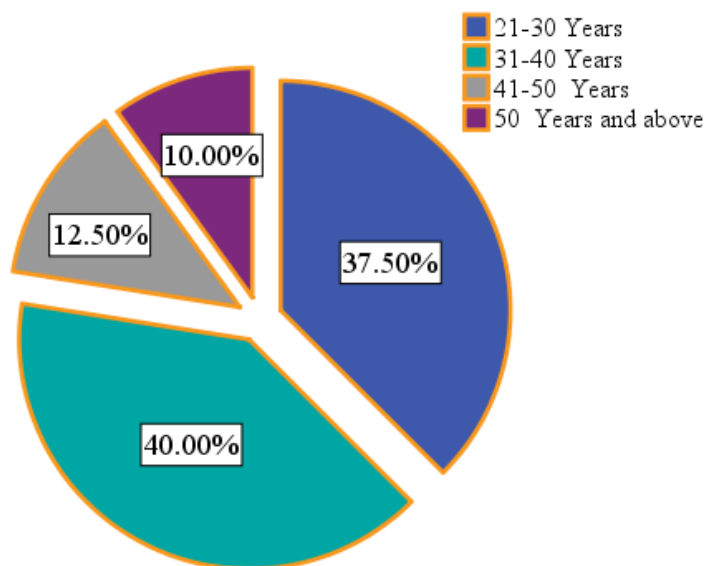
Source: Field data, 2024

Figure 3 shows that the majority of principals were in the age range of 41-50 years which translated to 50%. This implies that principals in the age range of 41-50 years may bring a wealth of experience and knowledge in monitoring instructional practices on learning outcomes. This age bracket could further demonstrate that they are likely to possess a deep understanding of school policies, practices and procedures required for effective monitoring of instructional practices. However, there may be a risk of resistance to change or reluctance to adopt new monitoring approaches due to entrenched traditions or perspectives shaped by years of experience. As noted by Abonyi (2023), older principals may face challenges in relating to the evolving needs and behaviors of contemporary teachers and students. Such a resistance may lead to a generational gap in monitoring of instructional practices on learning outcomes.

4.3.2.2 Age of the Teachers

The age of the respondents who participated in the study was analyzed as recorded in Figure 4.

Figure 4
Age of the Teachers



Source: *Field data, 2024*

As seen in Figure 4, majority of the teachers were in the age bracket of 31-40 years 40% and 21-30 years (37.50%) respectively. On the same, some teachers were aged 41-50 years (12.50%) and others were above 50 years with 10%. The findings indicate that most teachers were below 40 years old, which can be considered young teachers. This can be seen as an advantage to the teaching workforce in that with the advancement of technology and the increasing use of Information and Communication Technology (ICT) in education, young teachers can be highly effective in teaching competency-based curricula.

Young teachers tend to be more comfortable using various digital tools and platforms. This makes them more skillful at integrating technology into their teaching practices and leveraging it to enhance positive learning outcomes. They also often exhibit greater flexibility and adaptability in incorporating new teaching methodologies and assessments.

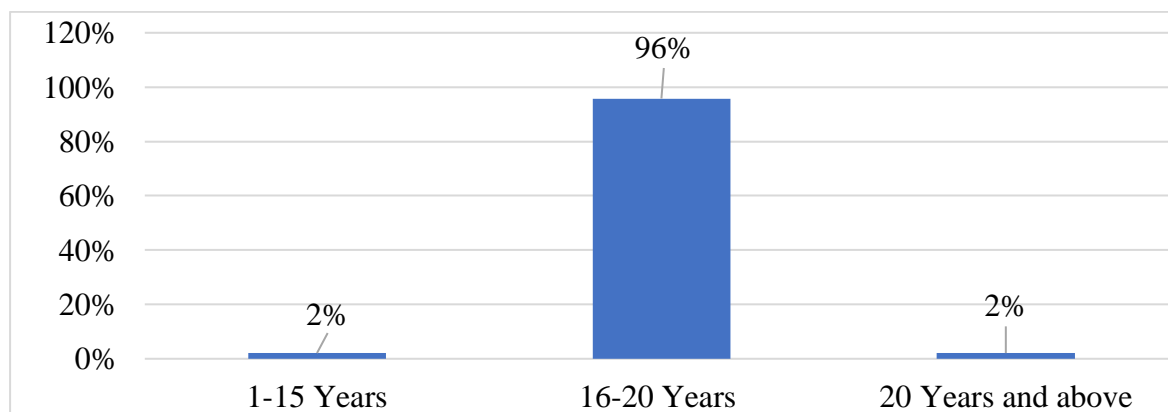
Al-Mekhlafi (2023) suggests that novice teachers need supervision of their instructional methods and ongoing professional development to enhance their teaching skills and improve educational outcomes. This indicates that school principals have the responsibility to constantly monitor young teachers' instructional practices to achieve positive learning outcomes in schools.

4.3.2.3 Age of the Students

Students were asked to provide their age for the study, and the results are shown in Figure 5.

Figure 5

Age of the Students



Source: Field data, 2024

Figure 4 shows that 96% of the students were aged between 16 and 20 years. The remaining 4% were either between 1-15 years and 21 years and above with 2% respectively. This indicated that 16 to 20-year-old students were the majority who took part in the study. The students involved in this research were primarily from Form 3 and Form 4, indicating they had been in school long enough to have a thorough understanding of the principals' monitoring of instructional practices. Their advanced level in school suggests they have experienced various teaching methods and administrative oversight, making their insights particularly valuable for this study. Additionally, the age and grade level of these students means they are likely to be more mature and capable of providing more accurate and reflective

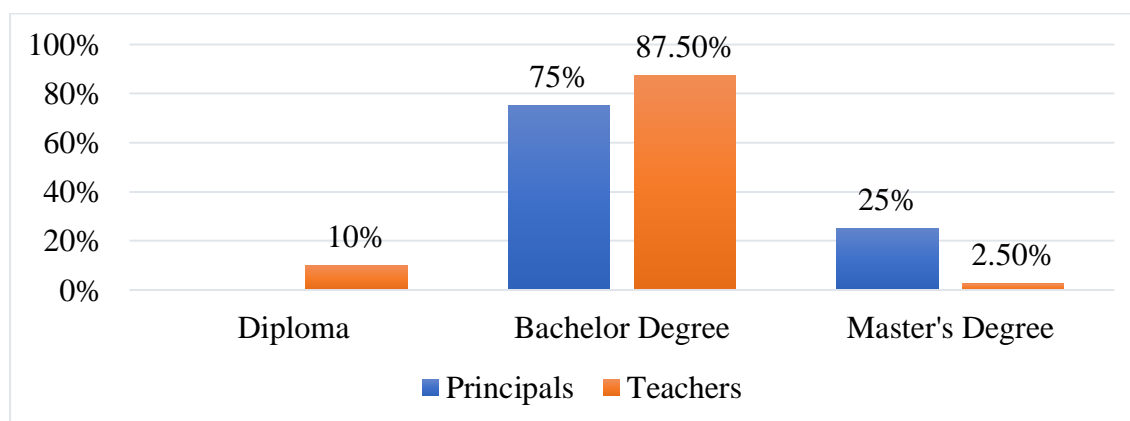
feedback on the instructional practices and their effects on learning outcomes.

4.3.3 Distribution of Principals and Teachers According to Academic Qualification

The participating principals and teachers were asked to indicate their academic qualifications to assess their capability to manage and improve the monitoring of instructional practices on learning outcomes. This level of training helps principals monitor and support instructional practices more effectively, ultimately leading to better learning outcomes. It further demonstrates that qualified principals would bring essential leadership skills and experience to effectively monitor instructional practices to enhance learning outcomes. These results are shown in Figure 6.

Figure 6

Distribution of Principals and Teachers According to Academic Qualification



Source: Field data, 2024

Figure 6 shows that 75% of the principals had a bachelor's degree and 2.5% had a master's degree qualification. Among the teachers, 10% had diploma qualifications, and only 2.50% had master's degree qualifications, with the majority 87.50% holding bachelor's degree qualifications. These findings indicate that most principals and educators working in Marsabit Town's public high schools are bachelor's degree holders. This suggests that they have acquired the necessary knowledge and skills to effectively implement instructional processes that can achieve higher learning outcomes. According to Lee et al., (2020) school principals and teachers with higher qualifications are likely to significantly influence the quality of

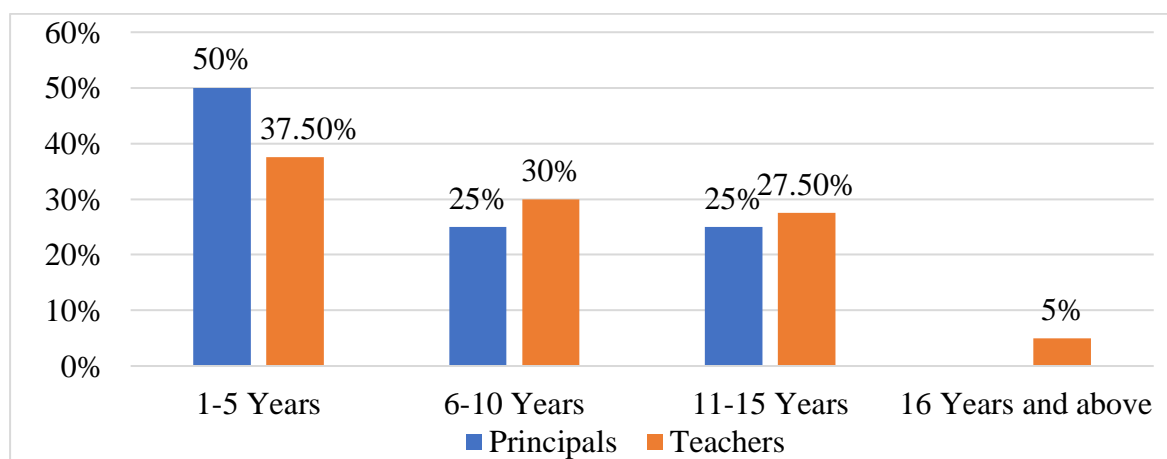
learning outcomes both in schools and in the national examinations.

4.3.4 Distribution of Principals and Teachers According to the Experience

Under this item, the principals and educators were asked to provide their years of service in schools as a measure of their professional experience. This was to help find out whether they had acquired more knowledge and skills over the period of their service. This was done to establish whether their experience could have helped them, apply various monitoring techniques that enhance learning outcomes. Figure 7 shows the summary of the results.

Figure 7

Distribution of Principals and Teachers According to the Experience



Source: Field data, 2024

As seen in Figure 7, the results show that teachers and principals have varied experiences and are at different career growth levels. It indicates that the majority 37.50% of the teachers have experience ranging between 1-5 years, while 30% of teachers are in service between 6-10 years. On the same, 27.5% work for 11-15 years, and 5% work for 16 years and above. Having teachers with varied levels of experience in teaching offer multiple benefits. For example, teachers with different levels of experience bring diverse perspectives to the learning environment. Newer teachers might introduce fresh ideas and innovative teaching methods, while seasoned teachers often possess a profound understanding of instructional

practices. This range of perspectives enrich the educational experience for students and aid teachers in developing instructional practices that enhance positive learning outcomes.

Additionally, Figure 7 shows that the majority (50%) of the principals have been in the leadership position for 1-5 years. On the same, 25% of principals had worked for 6-10 years, and 25% had been principals for 16 years and above. These findings suggest that most principals in public secondary schools in Marsabit Town have enough experience to effectively oversee and improve the monitoring of instructional practices. This means their skills and expertise is likely to produce positive learning outcomes in schools.

It is also important for school principals to have significant experience because they hold important leadership positions in schools, and their experience plays a crucial role in their ability to effectively manage and lead schools. Over time, these principals have developed and refined their leadership skills, encountering numerous challenges that provide them with valuable experience in effectively monitoring instructional practices in schools. This familiarity allows them to stay informed about educational sector changes, successfully implement new initiatives, and adapt to evolving educational trends, thereby supporting teachers in enhancing positive learning outcomes.

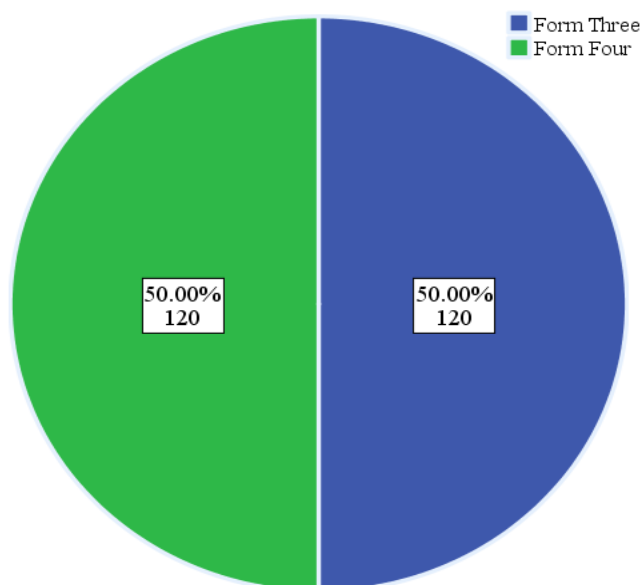
With limited experience, principals may lack an effective understanding of various monitoring of instructional practices and techniques that come with time and exposure. They might struggle to effectively navigate complex situations, such as poor lesson preparation and delivery, or lack of teacher cooperation during lesson supervision, and may find it challenging to use appropriate monitoring strategies and feedback. Additionally, their ability to mentor and guide less experienced teachers in the monitoring process could be compromised. Welsh (2023) argues that experience comes from practical knowledge gained through working with teachers and learners in various situations over time. Therefore, principals need a wide range of experience to monitor teachers' instructional practices in enhancing learning outcomes.

4.3.5 Distribution of Class Level of the Students

The respondents' class that took part in the study was analyzed as shown in Figure 8.

Figure 8

Distribution of Class Level of the Students



Source: Field data, 2024

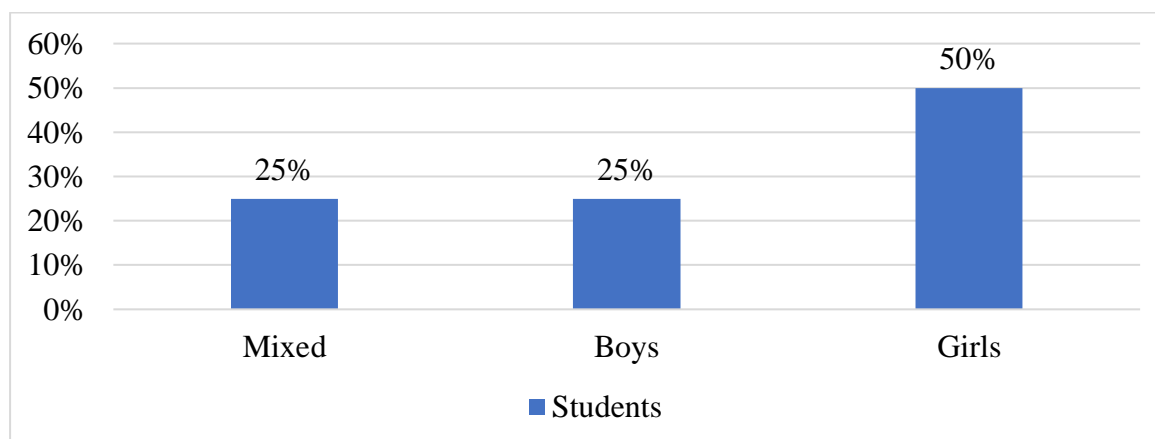
Figure 8, shows the class level of the participants, 50% (n=120) were in Form 3 and 50% (n=120) were in Form 4. The statistics of the study indicated that both classes were fairly represented in the study. The researcher purposively selected Form 3 and Form 4 for the study because they had been in school long enough to have a thorough understanding of the principals' monitoring of instructional practices. Their advanced level in school suggests they have experienced various teaching methods and administrative oversight, making their insights particularly valuable for this study. Additionally, the age and grade level of these students means they are likely to be more mature and capable of providing more accurate and reflective feedback on the instructional practices and their effects on learning outcomes.

4.3.6 Distribution of the Category of Schools

Respondents were asked to identify the category of schools they attended in the survey. Figure 9 presents the results obtained.

Figure 9

Distribution of the Category of Schools



Source: Field data, 2024

As shown in Figure 9, majority 50% of the respondents were from girls' schools, 25% were from boys' schools, and 25% were from mixed schools. The diverse selection of schools aimed to assist the study in collecting a broad range of perspectives and experiences that accurately represent the overall student population. By including different types of schools, the study can also gain gender-specific insights and compare different learning environments of the learners. This approach helps create a more complete understanding that addresses the unique learning outcomes of girls, boys, and mixed schools, all intending to improve learning outcomes in schools.

4.4 Principals Monitoring of Teachers' Preparation of Instructional Practices

The first objective of this study was to investigate whether principals are involved in monitoring teachers' preparation of instructional practices on learning outcomes in public secondary schools in Marsabit Town. Teachers and students were asked to select, on a five-point Likert scale, the response that best reflected their beliefs while principals were interviewed. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) was the rating scale. The results are shown in Table 3.

Table 3***Principals' Monitoring of Teachers' Preparation of Instructions Practices***

Statements	SA		A		UD		D		SD	
	f	%	f	%	F	%	f	%	F	%
Principal check teachers' lesson preparation weekly	2	5.0	20	50.0	-	-	16	42.5		2.5
Principal ensures that teachers make scheme of work	4	10.0	17	42.5	3	7.5	13	32.5	3	7.5
Principal monitoring of teachers' preparation of instructional practices is essential for improving quality of teaching and learning outcomes	4	10.0	30	75.0	2	5.0	2	5.0	2	5.0
Principal monitoring teachers' preparation of instructional materials/teaching aids contributes to better classroom outcomes	2	5.0	29	72.5	-	-	5	12.5	2	5.0
Principal establish clear guidelines and expectations for teachers regarding instructional preparation.	7	17.5	9	22.5	-	-	21	52.5	3	7.5
Principal check students' class notes	3	7.5	10	25.0	-	-	21	52.5	6	15.0
Students										
Principal checks the student's lesson notes weekly	2	0.8	17	7.1	2	0.8	160	66.7	59	24.6
Principals check teachers' learning materials during teaching in the classroom	22	9.2	65	27.1	5	2.1	144	60.0	4	1.7
The school principals visit my class and observes my teachers' teaching	21	8.8	80	33.3	3	1.3	130	54.2	6	2.5

Source: Field data, 2024

Table 3, indicates that the majority 50% of the teachers agreed with the statement that the principal checks teachers' lesson preparation weekly. On the same, 42.5% of the teachers disagreed with the assertion. This indicates that to some extent principals monitor teachers' lesson preparation weekly but more needs to be done for effective learning outcomes in schools. Principals frequently checking of teacher's lesson plan/notes, scheme of work, record of work, and students' progressive reports contribute to enhancing positive learning outcomes. On checking of professional documents, Mandikonza and Kawai (2023), point out that monitoring teachers' preparation of instructional practices prepares teachers to adequately

prepare an active learning lesson plan, which delivers high-quality instruction and learning outcomes. On the same, Tortorelli et al. (2021) argue that when teachers are not properly prepared for a lesson, they lack adequate knowledge and skills to effectively deliver the lesson. Principals were interviewed and one of them said:

It is my responsibility to monitor teachers and ensure that the standards of learning outcomes and education meet the required benchmarks set by the government and educational authorities. I do monitor teachers' instructional preparation such as lesson plans/notes, scheme of work, record of work, and students' progressive reports to ensure effective learning outcomes (Interview, 10th June 2024).

Principal B in the interview said:

In as much as I monitor teachers' lesson plans, most teachers do not make lesson plans due to workload. Sometimes, I do not also have much time to follow up with each teacher to make a lesson plan but the scheme of work is very necessary for all teachers. In addition, I often delegate duties to my Deputy principal and department HODs to handle matters of instructional practices and give a report for improvement (Interview, 10th June 2024).

Results in Table 3 also show that the majority of the teachers 42% agreed and 10% strongly agreed that the principal ensures that teachers make the scheme of work while 32.5% disagreed with the assertion. This shows that most principals ensured that teachers make schemes of work to foster positive learning outcomes. The scheme of work is an important document required by the government and educational authorities as a tool that fosters learning outcomes. Studies in Uganda by Atuhaire et al. (2023) established that the preparation of schemes of work by teachers enhance learning outcomes in schools. Further, 75% of the respondents agreed that principal monitoring of teachers' preparation of instructional practices is essential for improving positive learning outcomes. This response confirmed the assertion made by Mestry (2023), which stated that principals' monitoring of instruction as a strategy helps in improving learning outcomes.

Table 3 shows that the majority of teachers 72.5% agreed with the statement that the principal monitoring teachers' preparation of instructional materials/teaching aids contributes to better classroom outcomes. On the other hand, 60% of the students disagreed with the assertion that principals check teachers' learning materials during teaching in the classroom. This indicates that to some extent, principals monitor teachers' instructional materials in schools. Pressley et al. (2021) stated that principals monitoring teachers' use of teaching materials/aids can cater to diverse learning styles, improve inclusive classrooms, and promote effective learning outcomes. In this study, Principal C was interviewed and stated:

I ensure that all teachers create a scheme of work at the start of each term. This scheme of work serves as the foundation from which teachers develop their lessons, ensuring effective learning outcomes. Also, sometimes I delegate the deputy principal and HODs to ensure all teachers are properly monitored in following the scheme of work for effective learning outcomes. I also monitor other documents such as records of work, learner progress reports, TPAD records, and records of marks as required by the Ministry of Education. Sometimes, I have lots of workloads and at the same time meetings, and hence find it challenging to constantly monitor teachers' activities, especially the professional documents. Further, I continue to make an effort to adopt various monitoring practices to support teachers in getting the resources needed for effective learning outcomes (Interview, 10th June 2024).

Table 3 also shows that the majority (52.5%) of the teachers disagreed with the statement that principals establish clear guidelines and expectations for teachers regarding instructional preparation. On the same, 22.5% and 17.5% of the respondents agreed and strongly agreed with the statement respectively. This implies that school principals need to put more effort into guiding teachers to improve instructional preparations. Regarding the statement that the principal checks student's class notes, the majority 52.5% of the teachers disagreed, and 25% agreed with the assertion. In addition, the majority 66.7% of the students disagreed with the statement that principals check students' lesson notes weekly.

The finding shows that most of the school principals in Marsabit Town do not frequently monitor students' class notes. Sule et al. (2023) state that principals regularly checking students' notes can improve learning outcomes. Accordingly, Gatama et al. (2023) argue that most principals neither monitor instruction nor go through teachers' professional documents and work assigned to learners. This implies that when principals monitor students' class notes, teachers become more active in making lesson notes that promote high learning outcomes in schools.

Well-prepared lesson notes for students can lead to improved learning outcomes both at the school and national examinations level, especially Kenya Certificate of Secondary Education (KCSE). Regarding the school principal visiting my class and observing my teachers' teaching, the majority (54.2%) of the students disagreed while 33.3% agreed with the sentiment. This implies that most school principals do not frequently visit classes when teaching is going on. For instance, principals were interviewed and one of them said:

I delegate teachers to monitor students' notes and report any challenges. This delegation occurs because I have many responsibilities requiring my attention. As a result, I rarely monitor students' class notes directly. Additionally, I visit classes when teachers are teaching once in a while and offer guidance for further improvement (Interview, 10th June 2024).

Principals' monitoring of instructional practices is an educational strategy focused on enhancing teachers' lesson development and improving learning outcomes. According to the findings in Table 3 school principals monitor teachers' instructional preparation of professional documents to a certain degree. However, there is need for increased efforts in areas such as lesson preparation, class observations, and guiding teachers to create more active, learner-centered lesson plans that foster positive learning outcomes.

4.5 Principals' Monitoring of Teachers' Instructional Methodology

The second objective of this study was to examine principals' monitoring of teachers'

instructional methodologies on learning outcomes in public secondary schools in Marsabit County. The study used an interview guide for the school principals while teachers and students were asked to select, on a five-point Likert scale, the response that best reflected their beliefs. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) was the rating scale. The results are shown in Table 4.

Table 4

Principals' Monitoring of Teachers' Instructional Methodology

Statements	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Principal monitor methodology that the teachers use to deliver content in the classroom	1	2.5	22	55.0	-	-	13	35.5	2	5.0
Principal checks teachers' level of classroom management	3	7.5	18	45.0	-	-	15	40.0	3	7.5
Principal ensures that teachers employ the most effective and research-based instructional methods	2	75.0	14	40.0	-	-	19	47.5	3	7.5
Effective monitoring of teachers' instructional methodologies is crucial for enhancing teaching and learning outcomes	7	17.5	26	65.0	2	5.0	3	7.5	2	5.0
Teachers make use of group discussion and class presentation as an instructional methodology	2	5.0	16	42.5	-	-	20	50.0	1	2.5
Principal checks teaching and learning instructional resources	-	-	19	47.5	2	5.0	17	42.5	2	5.0
Principal checks teachers' syllabus coverage	4	10.0	23	57.5	3	7.5	7	17.5	3	7.5
Students										
Principals monitor our group discussion and class presentation during learning in the classroom	24	10.0	48	24.2	-	-	158	65.8	-	-
Principals monitor what teachers teach in the classroom	21	8.8	128	53.3	3	1.3	86	35.8	2	0.8
Principals frequently supervises my teachers in the classroom	20	8.3	68	28.3	3	1.3	146	60.8	3	1.3
There is enough teaching and learning resources	25	10.4	118	49.2	3	1.3	91	37.9	3	1.3

Source: Field data, 2024

As seen in Table 4, the majority of teachers (55%) agreed with the statement that the principal monitors the methodology that the teachers use to deliver content in the classroom. On the same, 35.5% of the participants disagreed with the statement. This finding suggests to a large extent that principals monitor the methodology that the teachers use to deliver content in the classroom. On this, Bellibaş et al. (2022) argue that principals who monitor instructional practices bring about a significant change in diverse components of lesson instructional delivery leading to positive student learning outcomes. Despite 55% of teachers having agreed that principals monitor the methodology used to deliver content in the classroom, 40% disagreed with the assertion. This indicates that some schools still require principals to increase their efforts in monitoring teachers' instructional methods to enhance learning outcomes.

Further, 45% of teachers agreed that the principal checks their level of classroom management, while 40% disagreed. On the other hand, 53.3% of the students agreed, while 35.8% of the respondents disagreed with the statement that the principals monitor what teachers teach in the classroom. In addition, 60.8% of the students disagreed while 28.3% agreed with the assertion that principals frequently supervise teachers in the classroom. These results are similar to Sattar (2021) study that found out that some teachers agreed that principals monitoring classroom management are necessary for improving learning outcomes. Arop et al. (2020) point out that classroom observations and visits are basic management for instructional delivery.

However, the findings suggest that while some principals actively monitor classroom management, a significant portion of teachers feel that this aspect is not adequately addressed. This discrepancy indicates a need for more consistent monitoring practices across schools to ensure effective classroom management and improved learning outcomes. Concerning the statement that the principal ensures teachers use the most effective and research-based

instructional methods, 40% of teachers agreed, while 47% disagreed. The findings indicate a slight difference in perception, highlighting that almost half of the teachers feel that principals are not adequately ensuring the use of effective instructional methods, pointing to a need for principal improvement. Four (4) principals were interviewed on how they monitor teachers' instructional methodology. One principal had this to say:

It is my responsibility to ensure that teachers use appropriate methodologies in delivering lessons. Therefore, I check teachers' lesson methodologies and advise them to incorporate class discussions, presentations, and group work in pairs of five to enhance learning outcomes. (Interview, 10th June 2024)

On answering the same question, another principle noted:

I visit classrooms during lessons and recommend the use of ICT, such as video clips, to teach subjects like English, biology, and history. I always emphasized integrating ICT, debates, and role play to help students better master the content. Due to my heavy workloads and other urgent duties, I often delegate monitoring tasks to the deputy principal and heads of departments, who report any issues beyond their scope. Sometimes, some teachers also show resistance and some truly have too much workload due to the shortage of teachers in the schools (Interview, 10th June 2024).

Additionally, results in Table 4 also indicated that 65% of the teachers agreed that effective monitoring of teachers' instructional methodologies is crucial for enhancing teaching and learning outcomes. These findings are in line with Siddique and Azim (2020) study which stated that teachers perceive monitoring as a key factor in ensuring positive learning outcomes. Accordingly, Naidoo (2019) established that teachers perceive monitoring by school principals as a means to enhance their teaching methods and improve their preparedness for class. However, some teachers resist these monitoring practices, which can result in lower learning outcomes. Further, 50% of the teachers agreed, while 42.5% disagreed, with the assertion that teachers use group discussions and class presentations as instructional methodologies.

On the other hand, majority 65.8% of the students agreed, while 24.2% disagreed with the statement that the principals monitor our group discussion and class presentation during learning in the classroom. Onafowope et al. (2023) state that monitoring of teachers' instructional methodology influences how teachers present the lesson in class. Such monitoring promotes classroom activities like group discussion, classwork, and student presentations. In addition, the same fosters students' critical thinking to achieve positive learning outcomes. These results suggest that there is a notable division among teachers, indicating that while a majority employ group discussions and presentations, a significant portion do not, implying variability in instructional practices. On the same, one Principal said:

I ensure teachers employ various instructional strategies such as group discussions, presentations, debates, and role-playing. Additionally, I encourage teachers to incorporate new and innovative teaching methods to enhance student engagement and learning outcomes. However, it is not easy to monitor teachers to embrace different forms of teaching methodologies. Some teachers are resistant, while others complain of the workload (Interview, 10th June 2024).

The majority of teachers, as indicated in Table 4, 47.5% agreed with the statement that the principal reviews teaching and learning instructional materials, while 42.5% disagreed. However, the vast majority of students 49.2% agreed while 37.9% disagreed with the statement that there is enough teaching and learning resources. This implies that most principals provided instructional resources but at the same time, some schools still lack resources perhaps due underfunded. The results align with the findings of Ismail (2023), who reported a correlation between teacher performance and principal monitoring measures with regard to the usage of instructional resources that might lead to favorable learning outcomes. In addition, the majority of the participants 57.5% agreed with the statement that principals check the syllabus coverage by teachers. This implies that most school principals monitor teachers' syllabus coverage to improve learning outcomes in schools. Similarly, Ibrahim

(2020) agreed that principal-teacher support mainly through monitoring improves teachers' syllabus coverage and learning outcomes. Principals were interviewed on monitoring the syllabus coverage and one Principal said:

I often emphasized that syllabus coverage is a top priority because students who experience thorough and timely coverage tend to perform better in exams than those with incomplete or delayed coverage. The Ministry of Education also strongly emphasizes syllabus coverage. However, the syllabus is bulky and not easy to frequently monitor (Interview, 10th June 2024).

Responding on the same, another Principal said:

I check the record of work and lesson attendance and visit classes to ensure teachers keep track as per the scheme of work. Although, sometimes I delegate my Deputy Principal and HODs to hold departmental meetings to evaluate and improve syllabus coverage. This helps teachers stay on schedule. Additionally, if some teachers fall behind, they are called for a meeting or given a letter to ensure they catch up with the syllabus coverage timeline. These responses imply that most principals do not directly monitor teachers' instructional methodology (Interview, 10th June 2024).

Based on the above, we note that monitoring of instructional delivery is an essential process that largely depends on principals for effective policy implementation to improve student learning outcomes. Further, the above results revealed that to some extent, school principals do monitor teachers' instructional methodologies. Some school principals monitor teachers' methodology only to comply with Ministry of Education policies. Additionally, the results indicate that a significant portion (43%) of schools still need principals to increase their efforts in monitoring teachers' instructional methods. Teachers are not frequently or thoroughly monitored on better techniques for delivering lessons, which contributes to low learning outcomes.

4.6 Principals' Monitoring of Instructional Assessments

The third objective of this study was to analyze the principals' monitoring of

instructional assessments on learning outcomes in public secondary schools in Marsabit County. The study used an interview guide for the school principals while teachers and students were asked to select, on a five-point Likert scale, the response that best reflected their beliefs. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) was the rating scale. The results are shown in Table 5.

Table 5
Principals' Monitoring of Instructional Assessments

Statements	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Principals monitor teachers' setting of assessments	3	7.5	18	45.0	-	-	14	37.5	12	12.5
Principals monitor teachers' assessments to ensure that CATs and exams are aligned with teaching and learning objectives	2	5.0	16	40.0	2	5.0	20	50.0	-	-
Principals check teacher's administration of continuous assessments and marking scheme	4	10.0	15	37.5	-	-	17	42.5	4	10.0
Principals monitor assessment processes to ensure fairness and unbiased assessment practices	2	5.0	12	30.0	2	5.0	19	47.5	5	12.5
Effective monitoring of instructional assessments contributes to improved teaching and student learning outcomes	2	5.0	27	67.5	1	-2.5	7	25.0	-	-
Principals ensures that teachers adhere to deadline for submission of exams and final marks	3	7.5	26	65.0	2	5.0	6	15.0	3	7.5
Principals ensures that teachers keep records of continuous assessments.	5	12.5	29	72.5	-	-	4	10.0	2	5.0
Students										
Teachers' assessments are free and fair to all students	3	1.3	177	73.8	0.8	3.3	51	21.3	1	0.4
Principal monitor learners' assignments	4	1.7	26	10.8	3	1.3	184	76.7	23	9.6
Effective monitoring of assessments contributes to improved learning outcomes	15	6.3	207	86.3	-	-	7	2.9	11	4.6
Principals check on student's class performances	12	5.0	132	55.0	3	1.3	90	37.5	3	1.3

Source: Field data, 2024

Table 5 shows that the majority (45%) of the teachers agreed, while 37.5% disagreed with the statement that the principals monitor teachers' setting of assessments. This implies that to some extent; principals monitor teachers' setting of assessments. Also, this indicated that principals' monitoring of instructional assessments plays a crucial role in maintaining the quality of education and supporting teachers in their efforts to promote learning outcomes. This finding concurred with Makhamadja (2023) who stated that school principals have the responsibility to monitor instructional assessment components such as quizzes, CATs, exams, projects, and presentations to evaluate student learning and understanding from different perspectives and formats. This helps the school principals to actively oversee, evaluate, and manage the assessment methods, strategies, and tools teachers employ to improve student learning outcomes. Despite the majority (45%) of teachers having agreed that principals monitor the methodology used to deliver content in the classroom, 37.5% disagreed with the assertion. This indicates that some schools still require principals to increase their efforts in monitoring teachers' setting of assessments to enhance effective learning outcomes.

Results in Table 5 show the majority (50%) of teachers agreed, and 40% disagreed with the statement that the principals monitor teachers' assessments to ensure that CATs and exams are aligned with teaching and learning objectives. These results imply that to some extent, the principals monitor teachers' assessments and offer some recommendations for improved learning outcomes. This is similar to DeLuca et al. (2020) who stated that principals' monitoring of instructional assessment can influence teachers' competence and commitment to developing quality assessment strategies that enhance high-learning outcomes. However, the results show that 40% of respondents disagreed, indicating that a significant portion of teachers' assessments are not adequately monitored by the principals. This suggests that while there is some level of oversight, it may not be consistent or thorough enough to meet the expectations or needs of all teachers.

Regarding the statement that the principals check teachers' administration of continuous assessments and marking schemes, the majority 42.5% of teachers disagreed and 37.5% agreed with the statement. These results show that principals do not adequately monitor teachers' administration of continuous assessments and marking schemes. This means principals' lack of adequate monitoring administration of continuous assessments and marking schemes can result in poor learning outcomes. This is seen in the study of Ara and Saeed (2022), which showed that most teachers' instructional assessment strategies lack quality and standards leading to poor learning outcomes in schools. This also suggests that principals monitoring teachers on the administration of continuous assessment and making schemes can foster positive learning outcomes in schools. data from interviews show that most of the principals engaged their deputy principals and heads of departments to monitor teachers' assessments. For instance, one Principal said:

I delegate my Deputy Principal and HODs to monitor the setting of assessments and how teachers administer them to students. I charged my deputy principal and HODs to report back about progress and challenges encountered in the monitoring process for further improvement (Interview, 11th June 2024).

Table 5 also indicates that most of the teachers 47.5% disagreed with the assertion that principals monitor assessment processes to ensure fairness and unbiased assessment practices. On the same, 30% of the teachers agreed with the statement. On the other hand, most of the students 73.8% agreed and 21.3% disagreed with the statement that teachers' assessments are free and fair to all students. The results concur with studies done by Loyce et al. (2021) who noted that some high school principals have little or no time to monitor teachers' instructional practice, which leads to low performance in learning outcomes. Furthermore, Wambua and Macharia (2023) argue that when school principals fail to practice monitoring, tests and examinations given by instructors typically lack creativity, justice, clarity of language, and standards. Therefore, these results indicate that school principals to a large extent do not

monitor assessment processes to ensure fairness and unbiased assessment practices.

Regarding the statement that effective monitoring of assessments contributes to improved learning outcomes, most of the teachers 67.5% agreed, while 25% disagreed with the statement. On the other hand, the majority 86.3% of students agreed, while 2.9% and 4.6% disagreed and strongly disagreed with the assertion. This implies that both teachers and students 67% and 86.3% agreed that principals' effective monitoring of instructional assessments can contribute to improved student learning outcomes. According to Wakutile (2019), some teachers also exhibit inadequate knowledge of how to implement formative classroom assessment strategies leading to low performance in schools. Otieno (2020) established that few teachers use the appropriate assessment results to improve student learning achievement. In this regard, principals need to adopt the most effective methods for monitoring instructional assessments to improve learning outcomes. The study interviewed 4 principals and one principals said:

I take part in the assessment process, first as a teacher and administrator. I also set the CATs and exams as required by the school standards and the Ministry of Education. I call meetings in the staff room and give guidance and directions on the standard of the assessments (Interview, 11th June 2024).

Responding on the same, another Principal said:

I often delegate my Deputy Principal and Heads of departments to sit and moderate all assessments to meet the standards required by the school and the Ministry of Education. This is done to also eliminate ambiguous questions and biases in the assessments. Further, making of exams are done at the department level and also in groups to improve efficiency. Concerning revision of assessments, I always emphasized that revisions should be done at the beginning of the term with opening exams. Teachers are also encouraged to do personal revisions during their CATs (Interview, 11th June 2024).

In Table 5, the results show that the majority (65%) of the teachers agreed, while 15% disagreed with the statement that principals ensure that teachers adhere to the deadline for

submission of exams and final marks. The majority (72.5%) of teachers agreed and 10% disagreed with the statement that principals ensure that teachers keep records of continuous assessments. On the other hand, the majority (55%) of the students agreed and 37.5% disagreed with the assertion that the principals check on students' class performances. The findings indicate that school principals place significant importance on the timely submission of exams and final grades and maintaining accurate records of teachers' continuous assessments. The findings are similar to Akporehe (2021) who established that principals monitor teachers' instructional assessment emphasizing on continuous assessments such as tests, assignments, classwork, practical work, and examination to improve learning outcomes. One principal noted:

Teachers are required to submit the exams in the 2 weeks before the examination time and final marks are submitted before the school closing time. Regarding continuous assessment records, this document is essential when the Ministry of Education conducts supervision. Parents are also interested in seeing their children's academic performance in school (Interview, 11th June 2024).

This research finding shows that principals monitor instructional assessments to some extent to enhance learning outcomes. However, most principals delegate monitoring responsibilities to Deputy Principals and Heads of Departments (HODs). This delegation may contribute to poor results in some schools. This is an indication that more direct involvement from the principals is beneficial.

4.7 Principals' Utilization of Monitoring Feedback on Learning Outcomes

The fourth objective of this study was to evaluate the utilization of monitoring feedback by principals on learning outcomes in public High schools in Marsabit County. Teachers and students were asked to select, on a five-point Likert scale, the response that best reflected their beliefs while principals were interviewed. Strongly Agree (SA), Agree (A),

Undecided (UD), Disagree (D), and Strongly Disagree (SD) was the rating scale. The results are shown in Table 6.

Table 6

Principals' Utilization of Monitoring Feedback on Learning Outcomes

Statements	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Principals provide feedback to teachers after lesson inspection	2	5.0	19	47.5	1	2.5	18	45.0	-	-
Regular feedback sessions between principals and teachers can foster a culture of continuous improvement	7	17.5	22	55.0	2	5.0	6	15.0	3	7.5
Principals' ability to use monitoring feedback positively influences the overall learning outcomes	3	7.5	24	60.0	-	-	11	27.5	2	5.0
Principals lack of instant feedback discourage teachers	4	10.0	26	65.0	2	5.0	6	15.0	2	5.0
Regular feedback on assessment practices can assist teachers in refining their evaluation methods	4	10.0	31	77.5	-	-	3	7.5	2	5.0
Principals give both verbal and written feedback to teachers	2	5.0	2	5.0	2	5.0	25	62.5	9	22.5
Regular feedback on instructional preparation helps teachers refine their teaching methods.	3	7.5	31	77.5	2	5.0	2	5.0	2	5.0
Teachers have a negative attitude towards principals' feedback due to the manner in which it is communicated	2	5.0	11	27.5	-	-	16	40.0	11	27.5
Students										
Teachers give feedback to students after administering tests and examination for improvement	1	0.4	132	55.5	1	0.4	112	42.0	4	1.7
Teacher's feedback motivates students to improve learning.	23	9.6	164	68.3	3	1.3	47	19.6	3	1.3
Teacher's use of monitoring feedback can positively influence the overall school environment	28	11.7	188	78.3	3	1.3	19	7.9	2	0.8
Teachers lack of instant feedback discourage students	78	32.5	119	49.6	4	1.7	39	16.3	-	-

Source: Field data, 2024

According to Table 6 results, 47.5% of teachers agreed and 45% disagreed with the statement that principals give feedback to teachers during lesson inspections. Additionally, 67.5% of students disagreed with this principal-related statement. Further, 55.5% of the

students agreed and 42% disagreed with the statement that the teachers give feedback to students after administering tests and examinations for improvement. This indicates a slighter difference regarding whether principals provide feedback to teachers after lesson inspection. It also implies most teachers are not consistent in giving feedback to students after administering tests and examinations.

The findings also indicate that almost half of the respondents are of the view that principals do not provide adequate feedback after lesson inspection. This shows that there is a lack of consistent communication and support from principals regarding instructional practices, which could imply that principals are either not regularly monitoring teachers or are not following up with constructive feedback when they conduct lesson inspections. Similarly, the study of Haji (2023), revealed that most school principals rely on just one type of communication feedback, and do not regularly prioritize giving feedback to teachers on the issue of instructional practices leading to low student achievement. The study interviewed principals and one of them said:

I value giving feedback to teachers because it is important for the improvement of learning outcomes. After lesson observation, I give feedback to teachers and advise them to use the most effective instructional practices that improve learning outcomes. However, I only provide feedback to teachers twice per term due to the administrative workload ((Interview, 11th June 2024).

In answering on the same, another Principal noted:

I provide feedback to teachers only once a term after lesson inspections because there are numerous responsibilities that constantly demand my attention. Sometimes, I delegate the task of inspecting lessons to the Deputy Principal and Heads of Departments (HODs), who then assist teachers in developing the necessary competencies to achieve better learning outcomes in the school. I only get reports on progress or any concern that needs my intervention for further improvement (Interview, 11th June 2024).

Table 6 also shows that the majority 55% of the teachers agreed while 15% disagreed

with the statement that regular feedback sessions between principals and teachers can foster a culture of continuous improvement. This suggests that many teachers are of the view that consistent feedback from principals is beneficial for ongoing development and enhancement of instructional practices. These results align with Ibrahim et al. (2023) who stated that the principals' supportive feedback to teachers boosts teachers' and students' morale and hence improves learning outcomes.

In addition, the principals' ability to use monitoring feedback positively influences the overall learning outcomes, 60% of teachers agreed and 27.5% disagreed with the statement. Additionally, 7.5% of teachers strongly agreed and 5% strongly disagreed with the statement. Similarly, 78.3% of students agreed, and 7.9% disagreed that teachers' use of monitoring feedback can positively influence the overall school environment. These results suggest that a significant majority (60%) of teachers view that when principals effectively use monitoring feedback, it can enhance learning outcomes.

Results in table 6 indicated that most of the students (78.3%) believe that the positive use of monitoring feedback by teachers can improve learning outcomes. These results align with Glover (2023) who revealed that there is a positive link concerning principals' utilization of monitoring feedback and students' learning outcomes in schools. This means that when principals give teachers constructive feedback and support based on the monitoring process, they are more likely to adapt and refine their instructional practices that enhance positive learning outcomes. All the sampled principals also acknowledged that constructive feedback assists teachers in putting more effort into developing better lessons that promote high learning outcomes. One of the principals in the interview said:

Principal D said that constructive feedback motivates teachers to do more, and I always have one-on-one meetings to dialogue with the teacher about strengths and areas that need further improvement. I also charge my Deputy Principal and

HODs to always consider using constructive feedback on the teachers' strengths rather than weaknesses (Interview, 11th June 2024).

Results in Table 6 also illustrate that most of the teachers (65%) agreed and 15% disagreed with the statement that the principals' lack of instant feedback discourages teachers. On the other hand, the majority (49.6%) of the students agreed and 16.3% disagreed with the assertion. This implies that both teachers and students view that the absence of immediate feedback from principals can be demotivating and consequently lead to poor learning outcomes. This result aligns with Herbert-Smith (2020) who argues that for feedback to be effective, principals need to give teachers timely feedback to ensure high academic outcomes. However, a study conducted by Oyaro (2020) established that most school principals do not give instant feedback to teachers after performance appraisal. This has affected teachers' attitudes towards performance appraisal. One Principal said:

I give timely feedback because it helps teachers adjust their instructional practices on time and enhance learning outcomes. We usually meet immediately after the lesson to discuss together on strengths of the lesson and areas needed for progress. However, occasionally this does not happen because, after the lesson, the teacher has another class and by the time he/she is done with the class, as a principal, I also have other engagements that require us to schedule a meeting time to discuss the feedback of the lesson (Interview, 11th June 2024).

Table 6 also shows that the majority (77.5%) of teachers agreed and 7.5% disagreed with the statement that regular feedback on assessment practices can assist teachers in refining their evaluation methods. This indicates that the school principals play a crucial role in providing this feedback, which in turn supports teachers in enhancing their assessment strategies. These results are in line with Haglund and Glaés-Coutts (2023) who states that principals' regular feedback to teachers on instructional assessments helps guide teachers in developing effective instructional assessments that contribute to high learning outcomes in schools. Similarly, Mashingia (2023) observes that teachers need to be equipped to develop

assessment strategies that provide learners with practical skill activities leading to higher learning outcomes.

In addition, the majority (62.5%) of teachers disagreed and 22.5% strongly disagreed with the statement that principals give both verbal and written feedback to teachers. This implies that principals use only one form of giving feedback to teachers after lesson supervision. This result is similar Haji's (2023) study that revealed that most school principals rely on just one type of feedback, and do not regularly prioritize communication feedback to teachers on the issue of instructional practices leading to low student achievement. One of the principals in the interview said:

Regular feedback to teachers on the instructional assessment is key to improving students' learning outcomes. I always try to give feedback to teachers on the performance of students. I also organize departmental meetings to help strengthen teachers' assessment strategies aimed at improving student learning outcomes. I usually make use of teacher appraisal and school incentives to motivate teachers to improve their teaching and assessment skills for better learning outcomes. I also use both verbal and written feedback; however, verbal feedback is mostly preferred (Interview, 11th June 2024).

In Table 6, the majority (77.5%) of teachers agreed with the statement that regular feedback on instructional preparation helps teachers refine their teaching methods. This indicates that regular feedback from principals help teachers refine their instructional methodology that improves learning outcomes. This finding is similar to a study conducted by Lochmiller (2020) who established that regular feedback by principals help teachers in their preparation of lessons, instructional notes, schemes of work, and assessments that enhance learning outcomes in schools. Similarly, Adams and Periasamy (2023) reveals that regular and timely supervision of teachers offers professional guidance, support, and feedback that can improve learning outcomes.

Bada et al. (2020) also established that the instructional leadership role allows

principals to monitor teachers' teaching methodologies, and provide feedback to enhance learning outcomes. In addition, 40% of teachers disagreed and 27.5% agreed with the assertion that teachers have a negative attitude toward principals' feedback due to how it is delivered. On the other hand, the majority 68.3% of the students agreed and 19.6% disagreed with the assertion that teacher feedback motivates students to improve learning. These results imply that, to a large extent, most teachers are satisfied with the way school principals provide feedback following instructional supervision. One Principal said:

I understand that regular feedback to teachers is essential because it helps teachers not only to improve the assessment process but also to evaluate their teaching methodologies. Therefore, I try to create time as much as possible to give feedback to teachers on how to refine their instructional methodologies like ICT integration, role play, group discussion, and assignments, which contribute to higher learning outcomes in schools (Interview, 11th June 2024).

Based on the findings, school principals provide feedback to teachers following instructional supervision. Additionally, many principals assign the responsibility of monitoring teachers' instructional assessments and providing feedback to their deputies and heads of departments (HODs) to improve learning outcomes in schools. These results align with Juma et al. (2023) who stated that most of the school principals engaged their deputies, heads of department, and directors of studies to monitor day-to-day instructional practices in schools. This study shows a similarity with the current study in that school principals engage their deputies in monitoring instructional practices in schools.

Further, Gatama et al. (2023) states that most principals neither monitor instruction nor go through teachers' professional documents and work assigned to learners. However, a study conducted by Thaba-Nkadimene (2020), stated that heads of departments are charged with the responsibility of monitoring teachers' instructional practices. These heads of departments lack capacity, commitment, and pedagogical, and they have minimal time dedicated to monitoring teachers' instructional practices, which can lead to poor learning

outcomes. Therefore, there is a need for school principals to take a more operational position in monitoring teachers' instructional practices and assessments to ensure better educational and learning outcomes in schools.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings and the conclusion of the research study. It also presents the recommendation based on the study's findings and suggestions for further studies.

5.2 Summary of the Findings

The purpose of this study was to investigate the principals' monitoring of instructional practices on learning outcomes in Marasbit Town, Marsabit County. In this section, the study uses each of the four objectives to summarize the findings.

The first objective of this study was to investigate the principals' involvement in monitoring teachers' preparation of instructional practices on learning outcomes in public secondary schools in Marsabit County. Under this objective, the findings revealed that most teachers agreed that to some extent, the school principal monitors teachers' lesson preparation. The findings also indicated that most of the teachers agreed that principals ensure that teachers make a scheme of work. However, it was found that principals do not thoroughly monitor teachers on the implementation of the scheme of work.

The results further reveal that most teachers agreed that principal monitoring of teachers' preparation of instructional practices is essential for improving the quality of learning outcomes. However, it was outlined that most principals do not frequently monitor teachers' preparation of instructional practices. Additionally, the findings indicate that most teachers disagreed that principals established clear guidelines and expectations for teachers regarding instructional preparation.

These findings further confirmed that most students agreed that principals do not check the students' lesson notes weekly. Also, the findings show that the majority of students agreed that principals do not visit the classroom during teaching. Additionally, the findings

indicate that the majority of the students disagreed that principals check student learning materials during teaching in the classroom. The study results also revealed that some principals delegate deputy principals and HODs to monitor teachers' instructional preparations due to the administrative workload. This further revealed that deputy principals and HODs monitor teachers' professional documents such as lesson plans/notes, schemes of work, records of work covered, and students' progressive reports.

The second objective was to examine the principals' monitoring of teachers' instructional methods on learning outcomes in public high schools in Marsabit County. The findings show that most teachers agreed that principals do monitor the teaching methods used in the classroom. However, some teachers disagreed, stating that principals rarely oversee instructional methods, which can lead to poor learning outcomes. Additionally, the findings suggest that most teachers agreed that principals do not evaluate teachers' classroom management, which can negatively affect student learning outcomes.

Furthermore, most of the teachers disagreed that the principal ensures that teachers employ the most effective and research-based instructional methods. This suggests there might be a gap in leadership or support at the school. This could also imply that principals are not actively monitoring and guiding teachers to adopt better teaching strategies, which might affect the overall learning outcomes in schools. As a result, this highlights the need for principals to actively monitor teachers' instructional methods to improve student learning outcomes.

The findings further confirmed that most teachers agreed that effective monitoring of teachers' instructional methodologies is crucial for enhancing teaching and learning outcomes. However, most principals do not frequently monitor teachers' instructional methodologies, which can lead to poor learning outcomes. The results also show that most teachers disagreed that teachers make use of group discussion and class presentations as an instructional

methodology. It was found that most teachers complain of workload and hence limited time but focus more on content coverage. Also, most students agreed that principals do not monitor our group discussion and class presentation during learning in the classroom. This implies that when principals do not monitor students' group discussions, it can lead to teachers putting less effort into organizing and facilitating these group activities in the classroom.

The findings also reveal that most teachers agreed that principals do not check teaching and learning instructional resources. In addition, the study results show that most teachers agreed that principals check teachers' syllabus coverage. However, it was found that some principals delegate deputy principals and HODs to monitor teachers' syllabus coverage due to the demanding nature of their administrative functions in and out of the school. The findings also confirmed that most students agreed that principals do not frequently monitor what teachers teach in the classroom. The results also shown that most students agreed that to some extent, there were enough teaching and learning resources in schools. However, some schools indicated a lack of resources, which can contribute to poor learning outcomes.

The third objective was to analyze how principals monitor instructional assessments and their impact on learning outcomes in public secondary schools in Marsabit County. Under this objective, the findings reveal that some teachers agreed that the school principal monitors teachers' setting of assessments. However, almost half of the teachers agreed that the school principal does not monitor teachers' setting of assessments. This suggests there might be a lack of oversight in this area. It could also mean that some assessments are not properly checked to ensure they are fair and aligned with the curriculum. This further suggests that without the principal's involvement, there is a risk that assessments might not fully support students' learning or accurately measure their progress. This also points out the need for better monitoring and support from the principal to maintain high standards in testing and evaluation, and hence improve learning outcomes.

Furthermore, the findings indicated that the majority of teachers disagreed that principals monitor teachers' assessments to ensure that CATs and exams are aligned with teaching and learning objectives. This suggests there might be a lack of oversight in this area, which could lead to poor learning outcomes. The findings of the study further highlight that teachers agreed that the principals check teachers' administration of continuous assessments and marking schemes. However, it was found that almost half of the respondents disagreed with this assertion. This suggests the need for school principals to actively monitor teachers' administration of continuous assessments and marking schemes to enhance positive learning outcomes in schools.

The findings also revealed that the majority of the teachers agreed that principals do not monitor assessment processes to ensure fairness and unbiased assessment practices. However, it was found that deputy principals and HODs conduct monitoring assessments of teachers. Additionally, the findings of the study revealed that most of the students agreed that teachers' assessments are free and fair to all students. The findings also show that most of the teachers and students agreed that effective monitoring of assessments contributes to improved learning outcomes. However, it was found that most school principals rarely embrace monitoring of instructional assessments, leading to poor learning outcomes.

Furthermore, the findings show that most teachers agreed that principals ensure teachers meet the deadlines for submitting exams and final grades. This implies that there's strong organizational oversight and that important academic tasks are completed on time. In addition, the findings show that most teachers agreed that principals ensure that teachers keep records of continuous assessments. This level of management helps maintain order and consistency in the school's academic processes, which can contribute to more accurate grading and better learning outcomes for students. Regarding students' performance, the results of the study confirmed that most students agreed that principals do not monitor learners' assignments.

Also, the findings revealed that most students indicated that the principals do not check on student's class performances. However, it was found that deputy principals and HODs conduct monitoring of students' performance.

The further objective aimed to evaluate the utilization of monitoring feedback by principals on learning outcomes in public secondary schools in Marsabit County. The findings revealed that almost half of the teachers agreed that the principals provide feedback to teachers after lesson inspection. However, it was also discovered that nearly half of the teachers did not agree with this statement. This highlights the need for principals to provide feedback to teachers to enhance student learning outcomes. This means when principals give constructive feedback, it helps teachers refine their teaching methods, address any gaps, and ultimately improve learning outcomes.

The findings of the study illustrate that most of the students disagreed that teachers give feedback to students after administering tests and examinations for improvement. The findings indicated that most of the teachers agreed that regular feedback sessions between principals and teachers can foster a culture of continuous improvement. However, it was found that most school principals rarely give feedback to teachers after class inspection. This happens mostly when teachers transition to the next lesson right after their class supervision. This can also have a negative impact on learning outcomes because the teacher might be thinking about the feedback made during the supervision, which can influence how they approach the next lesson.

In addition, the findings revealed that most teachers agreed that principals' ability to use monitoring feedback positively influences the overall learning outcomes. Additionally, the findings show that most teachers agreed that principals' lack of instant feedback discourages teachers. Also, it was revealed that most of the students agreed that teachers' lack of instant feedback discourages students. This suggested that a lack of instant feedback by the principals to teachers can lead to poor learning outcomes. Furthermore, the findings indicated that most

of the teachers agreed that regular feedback on assessment practices can assist teachers in refining their evaluation methods. However, principals often delegate this task to deputy principals and heads of departments, who may struggle with their workload and lack of competency, leading to poor learning outcomes.

Furthermore, the results show that most teachers agreed that principals give both verbal and written feedback to teachers. However, interviews with principals revealed that verbal feedback is the most preferred form of feedback for teachers. This suggests that verbal feedback is valued because it provides direct communication between teachers and principals to interact and clarify issues more effectively, which can lead to effective learning outcomes. In addition, the findings also revealed that most teachers agreed that regular feedback on instructional preparation helps teachers refine their teaching methods. However, it was found that most often principals delegate deputy principals and HODs to carry out monitoring feedback. This further revealed that most times deputy principals and HODs do not thoroughly monitor instructional assessments due to their workload and lack of competency leading to poor learning outcomes.

In addition, the findings indicated that most of the students agreed that teacher feedback motivates students to improve learning. This points out that students feel that feedback from teachers helps them stay engaged and enhances learning outcomes. Further, the findings also show that most of the students agreed that teacher's use of monitoring feedback can positively influence the overall school environment. The findings of the study confirmed that most of the teachers disagreed with the assertion that educators have a negative attitude toward principals' feedback due to the way it is delivered. This suggests that teachers generally do not have a negative attitude toward principals' feedback, indicating that the way feedback is communicated is not an issue. This implies that constructive feedback is well-received and contributes positively to both student motivation and the school environment.

5.3 Conclusions of the Study

The study has several conclusions established on the findings of the study. Regarding principals' monitoring of teachers' instructional preparation, it was concluded some principals monitor teachers' instructional preparation. This means that in some schools, principals check teachers' instructional preparation. This includes professional documents such as lesson plans/notes, schemes of work, records of work covered, and students' progressive reports.

However, based on the findings most teachers indicated that principals do not monitor teachers' instructional preparation but delegate their deputy principals and HODs to carry out monitoring of instructional preparation. This further concluded that most times deputy principals and HODs do not thoroughly monitor instructional preparation due to their workload and lack of competency leading to poor learning outcomes. It was also concluded that principal monitoring of teachers' preparation of instructional practices is essential for improving the quality of learning outcomes. The study further concluded that principals need to increase effort in monitoring teachers' instructional preparation, especially in areas of lesson preparation, class observations, and guiding teachers to create more active, learner-centered lesson plans that foster positive learning outcomes.

In terms of principals' monitoring of teachers' instructional methodology, it was revealed that some teachers agreed that principals monitor the teaching methodologies to some extent, however, some teachers noted that principals do not frequently check classroom management or ensure the use of effective, research-based instructional methods. This means, there is a need for principals to increase efforts in monitoring teachers' instructional methodology to improve learning outcomes in schools.

It was also concluded that effective monitoring is crucial for enhancing teaching and learning outcomes, yet most principals do not consistently monitor instructional methodologies. Furthermore, the findings revealed that some teachers often focus on content

coverage due to workloads, neglecting group discussions and class presentations, which principals also fail to monitor. Additionally, principals were found to delegate syllabus coverage monitoring to deputy principals and HODs due to their administrative duties. The study concluded that most principals do not frequently check instructional resources or what is taught in the classroom. This can contribute to poor learning outcomes at the local and national examination levels.

Concerning principals monitoring of instructional assessment, it was concluded that to a large extent, the school principal does not monitor teachers' setting of assessments. It was further concluded that principals do not monitor teachers' assessments to ensure that CATs and exams are aligned with teaching and learning objectives. Also, the study concluded that school principals do not directly check teachers' administration of continuous assessments and marking schemes. Principals do not also monitor assessment processes to ensure fairness and unbiased assessment practices.

However, in some schools, principals delegate monitoring assessment duties to their deputy principals and HODs. This further concluded that monitoring of teachers' assessment by deputy principals and HODs most times lacks efficiency due to workload, and level of skills and experience. This study concluded that effective monitoring of assessments contributes to improved learning outcomes. This indicated that principals need to increase efforts in monitoring assessments setting of CATs and exams. This also includes teacher administration of CATs and exams, student assignments, and performance to foster positive learning outcomes. It was further concluded that principals ensure that teachers adhere to the deadline for the submission of exams and final marks, and teachers keep records of continuous assessments. However, it was revealed that principals also delegate assessment tasks to deputy principals and HODs due to the nature of their administrative work.

Lastly, regarding principals utilization of monitoring feedback, it was concluded that

the principals provide feedback to teachers after lesson inspection. However, half of the teachers revealed that some school principals do not provide feedback after lesson inspections. This further raised the need for school principals to put more effort into providing feedback to teachers after lesson inspection to improve learning outcomes. It was concluded that regular feedback sessions between principals and teachers can foster a culture of continuous improvement.

The findings of the study conclude that principals' lack of instant feedback discourages teachers. This suggested that lack of instant feedback by the principals to teachers can lead to poor learning outcomes. It was further concluded that regular feedback on assessment practices can assist teachers in refining their evaluation methods and instructional preparation. However, principals often delegate this task to deputy principals and heads of departments, who may struggle with their workload and lack of competency, leading to poor learning outcomes. The study also concluded that principals do not give both verbal and written feedback to teachers. It was concluded that principals' genuine feedback motivates teachers and students and hence enhances learning outcomes. It was further concluded that principals need to intensify the use of monitoring feedback to foster instructions and improve student's learning outcomes in schools and national examinations (KCSE).

5.4 Recommendations

Based on the study's findings, the researcher provided recommendations for policy, theory, practice, and offered suggestions for future research.

5.4.1 Recommendations for Policy

Based on the findings, it was revealed that school principals do not thoroughly monitor teachers' instructional practices, often delegating this responsibility to deputy principals and heads of departments (HODs). It is recommended that the government establish school policies mandating that principals consistently oversee teachers' instructional preparations

and methodologies in the classroom.

Additionally, the government, through the Teachers Service Commission (TSC), should organize regular workshops and training sessions for teachers and principals to improve instructional preparation, teaching methodologies, assessment, and feedback that contribute to higher learning outcomes. Furthermore, the government should also arrange workshops and training for deputy principals and HODs to equip them with the necessary knowledge and skills on monitoring of instructional practices as they help the principals in performing this task.

5.4.2 Recommendations for Theory

Instructional Leadership Theory (ILT) whose proponents are Hallinger and Murphy (1985) identifies three main objectives that principals have to fulfill. These objectives are: planning, managing and instructional programs that promote positive learning outcomes. This helps the school principals to plan, monitor, guide, support, and provide feedback to teachers to improve students' achievement in schools. While this role advocates for the monitoring of teachers' instructional practices, it has not been effectively implemented in the context of the current study.

This is evident in the fact that most school principals rarely conduct monitoring of teachers' lesson preparation and lesson delivery in the classroom. Additionally, they hardly monitor assessments and provide timely feedback to teachers. Therefore, it is essential for school principals to be attentive to the monitoring of instruction roles as role models and figureheads, as advocated by ILT, to enhance students' learning outcomes in school.

5.4.3 Recommendations for Practice

The study recommends that principals of public secondary schools should regularly monitor teachers' instructional methods to improve performance. Principals should also engage in discussions with teachers about assessment methods and feedback to foster positive

learning outcomes. Additionally, school principals should ensure that teachers have the necessary teaching and learning resources to help students achieve high academic performance.

5.4.4 Recommendations for Further Studies

The study suggests that similar research on principals' monitoring of instructional practices on learning outcomes should be conducted in other counties in Kenya. Comparing these findings with the current study could provide the government with valuable insights on how to improve student performance in public secondary schools across the country.

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APPENDICES

APPENDIX I: COVER LETTER

TANGAZA UNIVERSITY
SCHOOL OF EDUCATION
(Christ the Teacher Institute for Education)
P.O. Box 15055
Nairobi, Kenya

Dear Sir/Madam

I am a post-graduate student in Educational Leadership and Administration at Tangaza University. I am researching on “**Principals monitoring of instructional practices on learning outcomes in public secondary schools in Marsabit County.**” Therefore, I am requesting you to participate in my research study and to respond to the given research questions. Please be confident that the information you provide will be kept confidential.

I thank you for your co-operation.

Yours Sincerely,

Shirsha Nenge Vitalis

APPENDIX II: Consent Form

I am Shirsha Vitalis, Masters student at Tangaza University. I am inviting you to participate in a research study about: “Principals monitoring of instructional practices on learning outcomes in public secondary schools in Marsabit County”. Participation in this study is entirely voluntary. You have the right to refuse to participate, to withdraw at any time, and to skip any questions that you do not wish to answer. Refusing or withdrawing from this study will not affect your current or future relationship with the researcher or the institution. There are no known risks associated with participating in this study, and there are no direct benefits to you from participating in this study, but your participating may contribute to advancing knowledge in this field.

Your identity and personal information will be kept confidential to the fullest extent possible. Your name will not be included in any publications or reports resulting from this study. Your data will be coded and stored securely, and only the researcher and authorized personnel will have access to it. If you have any questions about this study or any concerns about your rights as a research participant, you can contact Shirsha Vitalis (*shirshavitalis@gmail.com*).

Consent

I have read and understood the information provided in this consent form. I understand that my participation in this study is voluntary and that I may withdraw at any time without penalty. I agree to participate in this study and allow the researcher to use my data for research purpose.

Signature: _____

Name: _____

Date: _____

Thank you for your co-operation.

APPENDIX III: Assent Form

Dear Parents/Guardians,

RE: Request for Assent - Participation in Research Study

I am Shirsha Nenge Vitalis, a master’s student at Tangaza University. I am writing to seek your permission for your child to participate in a research study titled Principals’ Monitoring of Instructional Practices on Learning Outcomes in Public Secondary Schools in Marsabit Town, Marsabit County, Kenya. The purpose of this study is to explore how principals’ monitoring instructional practices influence teaching and learning outcomes in school. Your child’s participation in this study will greatly contribute to our understanding of this important issue and may help inform monitoring strategies to support effective teaching and learning outcomes.

As minors, I understand that your child may not be able to make an informed decision regarding participation in this research study. Therefore, I am seeking your assent as parents/guardians to allow your child to take part. Participation in this study is voluntary, and your child may withdraw at any time without consequence. Be assured that all information provided will be kept confidential, and the findings will be used for academic purposes only. I kindly request that you review the attached information sheet, which provides more details about the study. If you agree to allow your child to participate, please sign the attached assent form and ensure that your child returns this form to the school where it will be picked up at your earliest convenience. If you have any questions or concerns, please do not hesitate to contact the researcher at 0798596828. Thank you for considering this request and your support is appreciated in advancing our understanding of this important topic.

Name of the students:..... **Date:**.....
Parent’s signature:..... **Date:**.....

APPENDIX IV: Questionnaire for Teachers

Section One: Demographic Information

Please indicate your response by ticking (✓) the appropriate answer

1. Gender

Female [] Male []

2. What is your age bracket?

21-30 years [] 31-40 years [] 41-50 years [] 50 years and above []

3. What is your level of education?

Diploma [] Bachelor’s degree [] Master’s degree [] Doctoral degree []

4. How long have you been a teacher?

1-5 years [] 6-10 years [] 11-15 years [] 16 years and above []

Section Two: Principals’ Monitoring of Teachers’ Preparation of Instructions Practices

Principals’ monitoring of teachers’ preparation of instruction practices is said to improve students’ learning outcomes. Using the key, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD), rate the extent to which the principal’s monitoring of teachers’ preparation of instructions practices influences learning outcomes in schools by ticking (✓) where appropriate.

S/NO	Statements	SA	A	UD	D	SD
1	Principal check teachers’ lesson preparation weekly					
2	Principal ensures that teachers make scheme of work					
3	Principal monitoring of teachers' preparation of instructional practices is essential for improving quality of teaching and learning outcomes					
4	Principal monitoring teachers' preparation of instructional materials/teaching aids contributes to better classroom outcomes.					
5	Principal establish clear guidelines and expectations for teachers regarding instructional preparation.					
6	Principal checking students’ class notes					

Any other comment.....

Section Three: principals’ monitoring of teachers’ instructional methodology

Principals’ monitoring of teachers’ instructional methodology influences learning outcomes.

Please indicate the extent of agreement or disagreement with the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD).

S/NO	Statements	SA	A	UD	D	SD
1	Principal monitor methodology that the teachers use to deliver content in the classroom.					
2	Principal checks teachers' level of classroom management.					
3	Principal ensures that teachers employ the most effective and research-based instructional methods.					
4	Effective monitoring of teachers' instructional methodologies is crucial for enhancing teaching and learning outcomes.					
5	Teachers make use of group discussion and class presentation as an instructional methodology.					
6	Principal checks teaching and learning instructional resources.					
7	Principal checks teachers' syllabus coverage.					

Any other comment.....

Section Four: Principals' Monitoring of Instructional Assessments

Using the key, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD), rate the extent to which principals' monitoring of teachers' instructional assessment influences learning outcomes. in schools by ticking (✓) where appropriate.

S/NO	Statements	SA	A	UD	D	SD
1	Principals monitor teachers' setting of assessments.					
2	Principals monitor teachers' assessments to ensure that CATs and exams are aligned with teaching and learning objectives.					
3	Principals check teacher's administration of continuous assessments and marking scheme.					
4	Principals monitor assessment processes to ensure fairness and unbiased assessment practices.					
5	Effective monitoring of instructional assessments contributes to improved teaching and student learning outcomes.					
6	Principals ensures that teachers adhere to deadline for submission of exams and final marks.					
7	Principals ensures that teachers keep records of continuous assessments.					

Any other comment.....

Section Five: Principals’ Utilization of Monitoring Feedback Influences Learning

Outcomes

Please indicate the extent of agreement or disagreement to the following statements. Tick (√) appropriately: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD).

S/NO	Statements	SA	A	UD	D	SD
1	Principals provide feedback to teachers after lesson inspection.					
2	Regular feedback sessions between principals and teachers can foster a culture of continuous improvement.					
3	Principals' ability to use monitoring feedback positively influences the overall learning outcomes					
4	Principals lack of instant feedback discourage teachers.					
5	Regular feedback on assessment practices can assist teachers in refining their evaluation methods.					
6	Principals give both verbal and written feedback to teachers.					
7	Regular feedback on instructional preparation helps teachers refine their teaching methods.					
8	Teachers have a negative attitude towards principals feedback due to the manner in which it is communicated.					

Any other comments: _____

Thank you!

APPENDIX V: Questionnaire for Students

Section One: Demographic Information

Please indicate your response by ticking (✓) the appropriate answer

1. Gender
Female [] Male []
2. What is your class.
Form three [] Form four []
3. What is your age bracket?
10-15 years [] 16-20 years [] 20years and above []
4. Category of schools. Mixed [] Boys [] Girls []

Section Two: Principals' Monitoring of Instructional Practices Influences Outcomes in Schools

Principal's monitoring of instructional practices is said to improve students learning outcomes. Using the key, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD), rate the extent to which principal's monitoring of teachers' preparation of instructions practices influences teaching and learning outcomes in schools by ticking (✓) where appropriate.

S/NO	Statements	SA	A	UD	D	SD
	Monitoring of teachers' preparation of instructions practices					
1	Principal checks the student's lesson notes weekly					
2	Principals check students learning materials during teaching in the classroom.					
3	The school principals visit my class and observes my teacher's teaching.					
	Monitoring of teachers' instructional methodology					
1	Principals monitor our group discussion and class presentation during learning in the classroom					
2	Principals monitor what teachers teach in the classroom.					
3	Principals frequently supervises my teachers in classroom.					
4	There is enough teaching and learning resources					
	Principals' monitoring of instructional assessments					
1	Teacher's assessments are free and fair to all students					
2	Principal monitor learners' assignments					

3	Effective monitoring of assessments contributes to improved learning outcomes.					
4	Principals check on student's class performances.					
	Utilization of monitoring feedback					
1	Teachers give feedback to students after administering tests and examination for improvement.					
2	Teacher's feedback motivates students to improve learning.					
3	Teacher's use of monitoring feedback can positively influence the overall school environment.					
4	Principals lack of instant feedback discourage teachers.					

Any other comments:

Thank you

APPENDIX VI: Interview Guide for Principals

1. Can you indicate your age and academic qualification?
2. For how long have you worked as a principal?
3. Describe how you are involved in monitoring teachers' lesson preparation.
4. Do you believe that a teacher's lesson preparation affects how well they deliver lessons in the classroom?
 - *If yes or no, can you elaborate more on this?*
5. Do you check teachers' professional documents and how often?
 - *Can you explain more about how you check teachers' professional documents?*
6. How do you engage in monitoring teachers' instructional methodologies?
7. What teaching methods do you consider important when supervising a teacher's instructional delivery?
8. How do learning outcomes change as a result of your efforts to monitor the use of teaching and learning resources?
9. Does the principal have any role to play in the setting, marking, and revision of the internal exams? Please elaborate.
10. Do principals take part in setting, marking, or revising the internal tests?
 - *If yes or no, can you elaborate more on this?*
11. How does the principal provide feedback to teachers after class supervision?
12. Do you think teacher feedback improves learning outcomes?
 - *If yes or no, can you elaborate more on this?*
13. Is the feedback provided by the principal considered motivating for teachers, in your opinion?
 - *If yes or no, can you elaborate more on this?*

APPENDIX VII: Data Analysis Matrix

No	Title of the Research Objective	Data Collection Tools	Data Analysis Techniques
1	To investigate principals' involvement in monitoring teachers' preparation of instructional practices on learning outcomes in public secondary schools in Marsabit County.	Questionnaires and Interview Guide	The study used quantitative and qualitative approach. Quantitative data was analyzed using descriptive statistics (presents in tables, charts and graphs) quantitative data was coded using SPSS version 26. Qualitative data were organized into themes and presented in direct quotations and narratives.
2	To examine principals' monitoring of teachers' instructional methodologies on learning outcomes in public secondary schools in Marsabit County.	Questionnaires and Interview Guide	The study used quantitative and qualitative approach. Quantitative data was analyzed using descriptive statistics (presents in tables, charts and graphs) quantitative data was coded using SPSS version 26. Qualitative data were organized into themes and presented in direct quotations and narratives.
3	To analyze f principals' monitoring of instructional assessments on learning outcomes in public secondary schools in Marsabit County.	Questionnaires and Interview Guide	The study used quantitative and qualitative approach. Quantitative data was analyzed using descriptive statistics (presents in tables, charts and graphs) quantitative data was coded using SPSS version 26. Qualitative data were organized into themes and presented in direct quotations and narratives.
4	To evaluate the utilization of monitoring feedback by principals on learning outcomes in public secondary schools in Marsabit County.	Questionnaires and Interview Guide	The study used quantitative and qualitative approach. Quantitative data was analyzed using descriptive statistics (presents in tables, charts and graphs) quantitative data was coded using SPSS version 26. Qualitative data were organized into themes and presented in direct quotations and narratives.



TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

DIRECTORATE OF RESEARCH, INNOVATION & EXTENSION

E-mail: dir.rie@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: DRIE/ISERC2024/01/0016

Date: 14th May 2024

The Commission Secretary,
National Commission for Science, Technology and Innovation
P.O. Box 30623,
Nairobi – Kenya.

Dear Sir/Madam,

Re: Recommendation for Research Permit – Shirsha Nenge Vitalis

This is to confirm that **Shirsha N. Vitalis** is a PI in a researcher protocol which was submitted to TU-ISERC for review. The protocol was reviewed and approved for research permit.

Shirsha wishes to carry out research under the title *"PRINCIPALS' MONITORING OF INSTRUCTIONAL PRACTICES ON LEARNING OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN MARSABIT COUNTY, KENYA"*.

I strongly recommend Shirsha N. Vitalis to the Kenya National Commission for Science, Technology and Innovation for issuance of a research permit. The permit will enable him to proceed to data collection for his study. Thanking you in advance for your cooperation.

Yours sincerely,

Dr. Daniel M. Kitonga (Ph.D.)
Director, Research, Innovation & Extension
Chairperson, TU-ISERC



Appendix XIII: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 517439	Date of Issue: 05/June/2024
RESEARCH LICENSE	
	
This is to Certify that Mr.. Shirsha NENGE Vitalis of Tangaza University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in on the topic: PRINCIPALS' MONITORING OF INSTRUCTIONAL PRACTICES ON LEARNING OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN MARSABIT COUNTY, KENYA for the period ending : 05/June/2025.	
License No: NACOSTI/P/24/36478	
517439 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	

Appendix XIV: Research Letter



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
State Department for Internal Security and National Administration

Email: ccmarsabit@gmail.com
cc.marsabit@interior.go.ke

Office of the County Commissioner,
Marsabit County,
P.O. Box 1 - 60500,
Marsabit

When replying please quote

Ref.No: CC/MC/EDU.I/VOL.II/120

10TH JUNE, 2024

County Education Officer
Marsabit County

RE: RESEARCH AUTHORIZATION: MR.SHIRSHA NENGE VITALIS OF TANGAZA UNIVERSITY COLLEGE.

Reference is made to Tangaza University college letter Ref. No. DRIE/ISERC2024/01/0016 dated 14th May, 2024 for Shirsha N. Vitalis and further to National Commission for Science, Technology and Innovation letter Ref No. 517439, License No. NACOSTI/P/24/36478 dated 5th June/2024

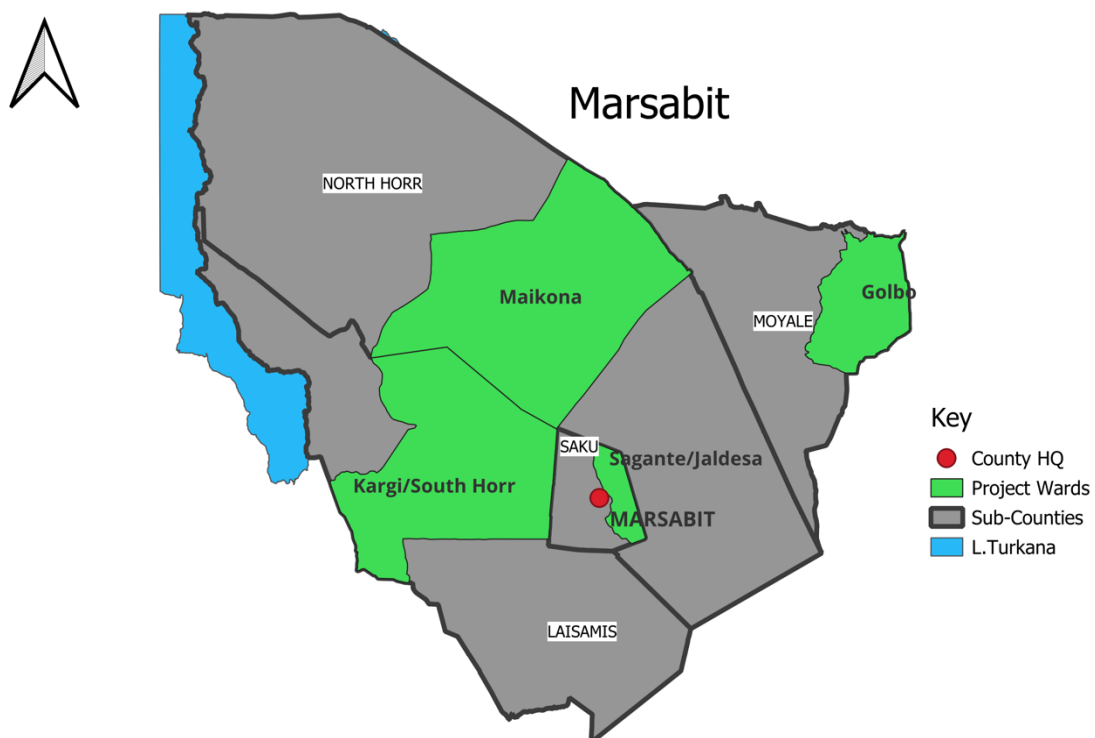
Authority is hereby granted to the organization to carry out research on the topic: **Principals' monitoring of instructional practices on learning outcomes in Public Secondary Schools in Marsabit County, Kenya for the period ending: 05/June/2025**

Kindly, therefore, accord him the necessary support in undertaking the research activities in Marsabit County.


D.N. SARUNI
Ag. COUNTY COMMISSIONER
MARSABIT COUNTY



APPENDIX X: The map of the Marsabit County



APPENDIX XI: Plagiarism Report



Page 2 of 94 - Integrity Overview

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