

**INFLUENCE OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP ON
ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY
SCHOOLS IN BUURI EAST, MERU COUNTY, KENYA**

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Requirements for the Award of the Masters Degree of education in
Educational Management of Chuka University**

CHUKA UNIVERSITY

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DECLARATION AND RECOMMENDATION


Declaration

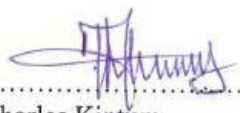
This research thesis is my original work and has not been submitted for the award of diploma or conferment of a degree in any university or institution.

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Recommendation

This research thesis was examined, passed and submitted with our approval as University Supervisors

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DEDICATION

This thesis is dedicated to my parents, spouse, my siblings, my amazing colleagues who motivate me and my dear daughter Natasha Natalia.

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ABSTRACT

The importance of instructional leadership in students' academic performance has assumed great interest in education today as stakeholder's demand greater accountability. This study sought to ascertain how students' academic performance in public secondary schools in Buuri East Sub-County, Meru County, Kenya, was impacted by the instructional leadership of principals. The study focused on how support of staff professional development programs, development of school culture, supervision of instruction and provision of teaching and learning resources influence students' academic performance. This study used both the theory of academic performance and system theory. A total of 23 public secondary schools in Buuri East Sub-County provided the 374 study participants, which included 23 principals, 162 heads of departments, 188 teachers, and one Quality Assurance and Standards Officer. Twelve schools were chosen at random to participate in the study using simple random sampling. A sample size of 190 respondents were included in the sample. One QASO Buuri East Sub-County, 12 principals, 82 Heads of Departments, and 95 teachers were selected from the target population using a proportionate sample technique. The survey design used in the study was descriptive. Questionnaires were used to gather data from department heads, teachers, principals and the QASO Buuri East sub-county were interviewed. The pilot study was conducted in two schools selected from Tigania East Sub-County. The reliability of the instruments was measured by Cronbach's alpha and a correlation coefficient greater than 0.7 was attained and accepted. The face validity was ensured by reviewing the measurement technique by an expert in the Department of Education Chuka University, while the content validity was ensured by evaluating each individual question on the instruments to ensure each target characteristic was covered by the instrument. The study found a statistically significant and positive association between principals' promotion of staff development, principals' development of school culture, principals' supervision of instruction, principals' provision of teaching learning resources and academic performance of students in public secondary schools in Buuri East Sub-County, Meru County, Kenya. The study's conclusions are expected to be very helpful to principals, ministry of education and other stakeholders in designing mechanisms to improve the academic performance of students and to enable them see where their instructional leadership abilities are lacking, which could enhance students' academic performance. The study could provide valuable insights to the Ministry of Education regarding the importance of staff inservice training programs and the Teacher Service Commission regarding the value of adequate teaching and learning resources in public secondary schools. Academics can also contribute to the body of existing knowledge and aid in the formulation of a set of educational policies.