

African Journal of Education and Practice (AJEP)

Principal's Role of Managing Curriculum and Instruction and its effect on Teachers' Role Performance in Public Secondary Schools in Nakuru and Narok Counties, Kenya

Gikonyo Esther Wachinga, Otieno Daniel Okech and Onyango George Adino

Principal's Role of Managing Curriculum and Instruction and its effect on Teachers' Role Performance in Public Secondary Schools in Nakuru and Narok Counties, Kenya



¹Gikonyo Esther Wachinga

Department of Educational Management and Policy and Curriculum Studies, Kenyatta University



²Otieno Daniel Okech

Department of Educational Management and Policy and Curriculum Studies, Kenyatta University



³Onyango George Adino

Department of Educational Management and Policy and Curriculum Studies, Kenyatta University

Article History

Received 24th April 2026

Received in Revised Form 25th May 2026

Accepted 22nd June 2026



How to cite in APA format:

Wachinga , G., Okech, O., & Adino, O. (2026). Principal's Role of Managing Curriculum and Instruction and its effect on Teachers' Role Performance in Public Secondary Schools in Nakuru and Narok Counties, Kenya. *African Journal of Education and Practice*, 12(3), 27–45. <https://doi.org/10.47604/ajep.3838>

Abstract

Purpose: This study examined principals' role in the management of curriculum and instruction and how it affects teacher role performance in public secondary schools in Nakuru and Narok Counties, Kenya. The study sought to determine how management of instructional programs such as provision of teachers and learning, class observation, promotes student's innovativeness and creativity to facilitate classroom teaching, student mentoring, and assessment practices.

Methodology: The study was anchored on Weber's (1996) Instructional Leadership Model and adopted a convergent parallel mixed-method design. The target population consisted of principals and teachers drawn from public secondary schools in the two counties. Data were collected using questionnaires and interview schedules and analyzed through descriptive statistics and thematic analysis. The quantitative data and qualitative data collected was then triangulated and interpreted for the results.

Findings: The findings revealed that generally that principals executed their roles in the management of instruction effectively as indicated by the average scores of the teachers and principals. The study concludes that the principal's role of managing curriculum and instruction is essential for improving teacher role performance and overall school effectiveness.

Unique Contribution to Theory, Practice and Policy: The study recommends that TSC in collaboration with KEMI should enhance the capacity building of principals as a way of enhancing their knowledge and skills in schools. If training of school managers is effectively implemented this can assist the principals perform instructional program management roles effectively and improved teacher role performance in public secondary schools.

Keywords: *Educational Leadership, School Management, Instructional Supervision, Public Secondary Schools, Teacher Role, Performance, Curriculum Management*

©2026 by the Authors. This Article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0>)

INTRODUCTION

Principals play a crucial function in instructional leadership and development of policies, document storage, provision of curriculum materials, professional development of teachers and creating positive climate within the school environment (Cooley & Shen, 2000). These administrative roles are meant to enhance provision of curriculum materials which include the mentoring and acquisition of knowledge materials which make certain that the teachers perform their duties appropriately; professionally develop teachers through in-service training and seminars and all these will lead to the teachers performing their roles better hence enhanced teacher role performance.

Rigby et al. (2019), explained that there should be a structured approach to instructional leadership exercises which facilitates a team in the school community for the better teacher role performance and students' achievement. Damanik (2014) noted that the principal's instructional leadership behaviors were interpreted to be critical for school good performance which was reflected on improved teacher role performance in terms of curriculum and instruction, student mentoring, student assessment and professional development. Principals' Instructional leadership could foster better management of the instructional program and maintaining positive attitudes towards instructional supervision. (Jawas, 2014). The studies by Hariri, H., Monypenny, R., & Prideaux, M. (2014), suggested that the role of the principals in Indonesia has changed from management of the school to leadership of education. This was meant to facilitate continuous school improvement through improved teacher role performance practices.

Principal's goal in instructional leadership is the promotion of teachers' role performance which is reflected in student academic achievement. (Carraway & Young, 2014). Giving support to teachers to improve role performance by provision of curriculum materials, guiding and advising, provision of professional development chances is key in the advancement of student enlightenment.

Teachers are very key in schools, associating alongside learners. Principals' instructional leadership indicates teachers are supported in their role performance in terms of professional development and curriculum resources provision (Hansen & Lárudsóttir, 2015). Moreover, principals should possess instructional skills (Mauricio, D.2015). In order to support teachers and inspire them to upgrade their role performance, this is because school heads who act as instructional leaders influence student academic achievement. For teachers to provide clear instructions, they should possess the necessary skills through continuous in-service trainings and workshops. Best performing schools principals facilitate teachers in in-service trainings regularly. (Kaparou & Bush, 2015). This is important as it has an impact on the student acquisition of new knowledge, skills and attitudes. (duPlessis, 2013). School leader motivates teachers in their role performance leading to high student academic performance. Properly coached teachers practice the additional expertise and implement counseling in their spaces (Carraway & Young, 2014). Other than the curriculum materials, teachers require knowledge and skills on how to deliver the content to the learners, hence the school Principal should be an instructional resource to their staff who embraces and keeps abreast on the new trends in teaching and learning (Mauricio, D. 2015). Principals should participate in their individual career advancement, where they become important resource persons to the teachers (duPlessis, 2013). The support provided can be in terms of opportunities for advancement for teachers, provision of curriculum resources, providing guidance, and the principal becoming an instructional resource person. This will motivate teachers to upgrade their role performance

since they will feel supported in their endeavors, enhancing better performance in the teaching and learning process.

School principals are trained on improved school management in Kenya Education Management Institute (KEMI), the school management involves routine running of the learning institution, education plans and policies instrumentation, curriculum programs within the institution. Through this training the school leaders can improve their instructional leadership skill which furthermore is translated in better role performance by the teachers working under them.

Principals in Kenyan secondary schools rarely practice instructional leadership skills (Osman and Mukuna, 2013). Capacity building of the school principal is essential since it improves instructional leadership in schools. According to Nkoroi (2017) principals not only need an additional training in instructional leadership management but they should also have a chance to network with education experts as well as other principals during participation and to find clarifications to the many challenges in instructional leadership management. This confirms that training is vital in enhancing principals' instructional leadership skill. The school principal should have appropriate understanding and expertise in mentoring and acquisition of knowledge, possess the capability to propel the school to higher levels, promote professional development, have good communication skills and be evidently available. This is on top of the known administrative roles. Nevertheless, Osman and Mukuna (2013) did not demonstrate how principal's instructional leadership behaviors affect teacher role performance.

In Nakuru and Narok Counties, poor teacher role performance has been linked to declining student academic outcomes. This is seen as the Kenya Certificate of Secondary Examination (KCSE) have continuously been not impressive in the past years (KNEC, 2015). However, studies done did not address school head instructional leadership behavior and teacher role performance. Nkoroi (2017) studied how instructional leadership influences students' academic performance but not on teacher role performance which greatly influences the students' academic achievement, Hence, this formed a vent that the study attempts to bridge by examining how principals' instructional leadership behavior has an influence on teachers' role performance in public secondary schools in Nakuru and Narok Counties.

Statement of the Problem

Despite the growing recognition of instructional leadership as a critical determinant of educational effectiveness, many public secondary schools in Kenya continue to experience declining teacher role performance, poor instructional supervision, inadequate professional support, and weak school academic outcomes. Educational stakeholders have increasingly expressed concern over the declining quality of teaching, student mentoring, and assessment practices in secondary schools, which continue to negatively affect students' academic achievement in national examinations.

Although several studies have examined instructional leadership in different educational contexts, previous studies focused on students, this study focuses on the intermediary variable—teacher role performance—which is the mechanism through which principals influence students. Limited empirical evidence exists on principal's role in the management of curriculum and instruction influence teacher role performance in public secondary schools within Nakuru and Narok Counties. Furthermore, challenges such as inadequate provision of teaching and learning materials, limited supervisory capacity, teacher resistance to supervision, and insufficient instructional support continue to undermine effective teacher role performance.

It is against this background that this study sought to examine the role of the principals in the management of curriculum and instruction and their influence on teacher role performance in public secondary schools in Nakuru and Narok Counties, Kenya.

Purpose of the Study

The purpose of this study would be to examine the principal's role in the management of curriculum and instruction and its effect on teacher role performance

Research Question

The main research questions of this study were:

1. How does the principals' management of curriculum and instruction effect on teacher role performance in public secondary schools in Nakuru and Narok Counties?
2. How does principals' provision of instructional materials affect teacher role performance in the in public secondary schools in Nakuru and Narok Counties

Theoretical Review

The researcher used Instructional Leadership Model by Weber (1996). He was in the management field where he was an expert of collaborative theory. He came up with five aspects of instructional leadership. The first aspect is definition of school mission. According to Weber defining school mission is a continuous process that requires the collaboration of the whole school community i.e the school principal, instructors, learners. Support staff and parents to have an achievable mission. Managing curriculum and learning is the second dimension. The dimension should be in line with the school mission. School heads should possess the required skills in guiding teachers in the aspect of their role performance. School leaders should also facilitate the teachers with the curriculum support materials for the purpose of achieving the laid down roles by the management. Promoting positive learning climate is the third dimension according to Weber. For this dimension to be realized, the school principals explain the school goals clearly to the school staff, set achievable objectives with the teachers, provide a conducive environment for teaching and learning and motivate, encourage teachers to complete their tasks. Class observation and giving feedback to teachers is the fourth dimension. In this dimension, class observation facilitates better interaction between the school principal and the teacher which gives the opportunity for growth of both parties as they share the best teaching practices as school leaders provide feedback after observation. Evaluating the instructional program is the last and the fifth dimension. Effectiveness of an instructional program can only be known through evaluation. Instructional leaders should come up with the ways of evaluation. Good evaluation practices will facilitate better teacher role performance since further development will depend on the evaluation. Weber's Model (1996) is best fit for the study because it gives a structure that connects instructional leadership to teacher role performance, teacher professional development, and student academic achievement. However, Weber's Model (1996) is based on research findings on leadership and leaders' skill to fabricate schools that emphasize teacher role performance, as compared to Weber's Model (1985) which emphasizes on shared leadership and collaboration among the teaching staff. This model has not been verified, while some debate exists regarding the strength of the relationship between these dimensions and performance, this study adopts the model to operationalize the principal's leadership behaviors.

Empirical Review

The aspect of managing curriculum and instructional program means the school principal overseeing the learning activities in the school and harmonizing all that relates to curriculum and instruction. Hallinger, (2011) stated that the management of instructional program means designing and keeping track of the curriculum and teaching. This key ingredient in instructional leadership circumscribes the following functions of leadership: being in control of teaching, curriculum integration and implementation and keeping track of learners' progress. The aspect demand that the principal be involved in teachers positive influence, superintending instructions (Shava & Heystek 2018). For these responsibilities to be fulfilled the principal need to have the required competencies in mentoring and acquisition of knowledge (Hallinger, 2011), as well as great motivation to the institution's growth.

According to Hallinger and murphy (2012), curriculum and instruction is the real business to school leaders and thus it poses a bigger challenge to the school administrators. If the task of instructional management is not done efficaciously teacher role performance may be a challenge in the school set up. The core functions of curriculum and instructional management include control of teaching, curriculum integration and implementation, and keeping track of learners' progress.

Instructional management is well done through clinical Supervision. Clinical supervision is seen as the most feasible tool in school that can enhance teacher role performance. Therefore, it is the most preferred and accepted model of supervision. (Glickman, Gordon, & Ross-Gordon, 2014). It entails effective communication and a cultivation of an interactive and positive relationship between the teachers and their supervisors. Glickman et al (2014) outlined instructional supervision as a dynamic process. The model is also used in teacher evaluation. This is whereby the supervisor, and the teachers arrange for a class and have a discussion before the actual teaching, the stage is known as pre observation. The discussion can be better if the teachers who have gone through the process of clinical supervision are allowed to participate.

Pre-observation Conference

This conference is the first phase of collaboration between the teacher and supervisor. There should be an explanation and discussion about the phase to the teacher supervised at the beginning. During this phase, the leader and the teacher should have an in-depth discussion on the teacher's role in the actual classroom teaching, these will help the actual teaching as both the teacher and the supervisor will be aware of what should happen in the class setting. (Glickman, Gordon, & Ross-Gordon, 2014, p. 247). The teacher should be encouraged to explain and expand on their muscle and their deficiency in the classroom teaching. It is at this stage that methods of teaching, modes of delivery, methods of evaluation and the whole exercise of classroom teaching are discussed. Synergy and delight should be key in the conference. Hypercritical statements should be avoided by the supervisor to the ideas conveyed by the teacher. The supervisor in the pre observation should have the skills that facilitate a healthy conversation with the class facilitator; he should possess empathetic listener skills and give friendly responses that enhance positive relationship with the teacher. Before the preconference, there should be an assessment on the teacher's level of expertise, this will facilitate the supervisor to meet the teacher's progress level. The conversation between the supervisor and the teacher should be commensurate to the expertise level of the teacher. Beginner instructors need to be more facilitated in terms of direction while experienced teachers may be able to understand the communication easily. During the formulation of the

lesson plan the leader should be authoritative so as to come up with the right document to be used during the observation.

The Observation

This is where technology use is used with the aim of fostering objectivity in the observation process. It should involve a method that guides selection and provides adequate information about the observation process. This is done through strategic documentation. Information should be guided and gotten from the observation and put in a language understood by both the supervisor and the teacher. After the observation process, before the supervisor discussing the observation with the teacher, they should review the documents available to identify the key emphasis during the discussion after the observation in the post observation conference (Glickman, Gordon, & Ross-Gordon, 2014, p. 248). The written observations need to be made available to the teacher earlier before the discussion.

Post Observation

The post observation phase is the top priority, critical and strenuous feature in the instructional supervision process. It is in these phase that the teacher's undertakings in the actual teaching is conveyed and discussed by the supervisor to the teacher. The interactive relationship should go on between the teacher and the supervisor after the other two phases an opportunity should be given to the teacher after observation to self-reflect on their strengths and weaknesses so that they can have an idea of their performance and know where they can improve. Review of supervisory documents by the teacher is key. During this phase there should be an interactive communication in which the teacher should be given an upper hand in the communication process. A further assessment should be made available to the teacher after the post observation conference to allow the teacher to clarify some concerns that arose in the activity. A genuine instructional supervision will lead to improved teacher role performance.

Principals can support teacher professionalism by creation of a facilitative knowledge transfer environment, providing curriculum support resources, facilitating a cooperative culture, embracing technology, and conducting regular and planned assessments evaluations (Darmawati et al., 2025). Managing existing resources to support successful learning innovation involves adjusting teacher qualifications, such as encouraging teachers to improve their professionalism through existing programs, as well as building teamwork and fostering good relationships among teachers. In the process of implementing existing learning innovations, the principal also monitors how each program is running as a form of support in the teacher role performance.

METHODOLOGY

The research study adopted a mixed method approach focusing on Convergent Parallel Design. According to Creswell (2018), Convergent Parallel Design involves use of qualitative and quantitative data collection procedures concurrently to arrive at the desired results. The design was relevant to this study because the researcher was using public secondary schools in two counties of different categories. The design was able to bring out the reality on the ground as the researcher relied on both qualitative and quantitative data and used Convergent Parallel Design, data analysis is done independently, and results from the sets of data are merged with the sole purpose of establishing the points at which the finding diverge or converge. This design helped the researcher triangulate the results from the different data collection procedures. The study employed convergent parallel design where the independent variable- principals instructional leadership behaviour which included perception of teachers on instructional

leadership behaviours by the principals. This was investigated by use of both qualitative i.e. interviews and quantitative i.e. questionnaires. The two methods gave results that were triangulated by the researcher to give their influence on teacher role performance. The researcher conducted the study in Nakuru and Narok Counties secondary schools.

Face validity was determined by the supervisors at Kenyatta University after presentation of the instruments to them for scrutiny and advice. The researcher tested for reliability by use of split half method. The test was split into two halves to find the level of correspondence in the two halves. In the computation of split halves reliability, the assessment items were put into two halves. The scores were then calculated separately and matched on content and difficulty. Cronbach's alpha was utilized to determine the internal consistency reliability of the research instruments. A reliability value of 0.78 was arrived at for the principals' interview schedule and the questionnaire for teachers. Therefore, the instruments were reliable.

The researcher employed piloting in two secondary schools in Nakuru and Narok Counties. This was done by the selection of those principals and teachers in schools which was not included in the research sample to examine for clarity, ambiguity and comprehensiveness of the techniques of data gathering used. From the pilot study the researcher identified some questions were ambiguous thus they were re written to give the desired results. Further the question on counties and school categories was also introduced after the pilot; the researcher could not identify the schools' counties and categories.

Communication was done to the county directors of Education, County commissioners of Nakuru and Narok Counties then to the principals in the selected schools stating the research impetus and assuring the respondents of the concept of anonymity throughout the exercise. The respondents were made aware of confidentiality during the administration of the instruments. Additionally, the respondents were asked not to provide their identity. The researcher made it clear to the subjects on how they were selected for research and why their contribution was paramount for the study. Administration of the instruments was done after signing of the informed consent tool by respondents.

Instructional leadership and Teacher role performance gives a new impression in pedagogy in the country, Nakuru and Narok counties not in isolation this is seen in that teachers are raising a lot of issues on the TPAD tool used by Teachers Service Commission to measure on teacher role performance. The public secondary school's target population was 384 schools in Nakuru county and 181 schools in Narok County, the researcher had 752 teachers as the respondents.

Table 1 shows the determination of the sample size based on category of schools.

Table 1: Categorization of Schools in Nakuru and Narok County

| School category | No. of schools Nakuru | Sample | No. of schools Narok | sample | Total No. of schools | Sample |
|-----------------|-----------------------|-----------|----------------------|-----------|----------------------|-----------|
| National | 2 | 1 | 2 | 1 | 4 | 2 |
| Extra county | 22 | 2 | 7 | 1 | 29 | 3 |
| county | 81 | 8 | 13 | 1 | 94 | 9 |
| Sub-County | 279 | 27 | 159 | 15 | 438 | 43 |
| Total | 384 | 38 | 181 | 18 | 565 | 56 |

Nakuru County had 5,349 teachers while Narok County 2,172 teachers, from the population a 10% sample were selected through systematic random sampling. Therefore, 535 teachers were selected through systematic random sampling from Nakuru County and 217 from Narok County. The total number of teachers under study were 752 teachers. Teachers are very key for the study because of their role performance in the instruction. Table 3.1: Sample size distribution

RESULTS AND DISCUSSIONS

The research question was to determine the perceptions of teachers towards instructional leadership behaviours in public secondary schools in Nakuru and Narok Counties. The study sought to establish the distribution of the principals and teacher based on their counties. As shown in Figure 1, 76% were in Nakuru County while in Narok County they were 24%. The findings were presented in Figure 1.

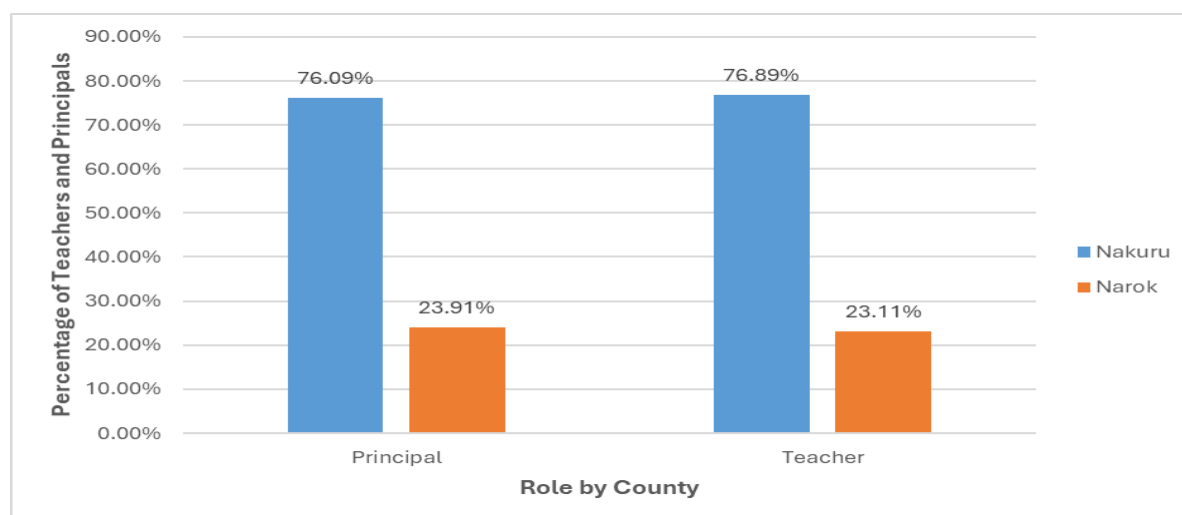


Figure 1: Distribution of the Principals and Teachers in Nakuru and Narok

Data analysis displayed in Figure 1 shows that greater number (76%) of the schools were in Nakuru County and (24%) were in Narok County. This implies that more respondents were sampled from Nakuru County. Nakuru County was apportioned approximately 38 (67.8%) schools while Narok County had 18 (32.1%) of the 56 sampled schools in the two counties.

Distribution of the Respondents by Gender

This study considered the gender distribution of the respondents in the two counties. The research instruments provided an opportunity for the principals and the teachers to specify their gender. Information on Table 2 presents the results

Table 2: Gender Distribution of Respondents

| Designation | Male | | Female | | Intersex | |
|--------------|------------|--------------|------------|--------------|----------|-------------|
| | n | % | n | % | n | % |
| Principals | 26 | 56.52 | 19 | 41.30 | 1 | 2.17 |
| Teachers | 368 | 57.86 | 267 | 41.98 | 1 | 0.15 |
| Total | 394 | 57.19 | 286 | 41.64 | 2 | 1.16 |

The results in Table 2 show that in Nakuru and Narok Counties, out of the teachers who responded, 368 (57.86%) were male while 267 (41.98%) teachers were female. It's also indicated in the table that of the sampled principals, 26 (56.52%) were male as compared to 19 (41.30%) female principals in both Nakuru and Narok counties.

Academic Qualifications of Teachers

The research quest to find out the academic qualifications of teachers in Nakuru and Narok counties. Information on Table 3 presents the research findings.

Table 3: Academic Qualifications of Teachers

| Academic qualification | n | % |
|------------------------|------------|------------|
| Diploma | 15 | 2.34 |
| Bachelor's degree | 564 | 88.68 |
| Master's degree | 55 | 8.65 |
| Doctorate degree | 2 | 0.3 |
| Total | 636 | 100 |

Table 3 shows that the majority 564 (88.68%) of the teachers possessed a bachelor's degree, however as indicated in the Table 3 (0.3%) possessed a doctorate degree.

Distribution of Schools

The research sought to find out the school categories that the principals and the teachers sampled in the study taught in. This was important because school categories namely, National, Extra-County, County and Sub-County secondary schools.

Table 3: Distribution of Schools by Category

| School category | Nakuru | | | | Narok | | | |
|-----------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|
| | Principals | | Teachers | | Principals | | Teachers | |
| | n | % | n | % | n | % | n | % |
| National | 0 | 0 | 9 | 19.57 | 1 | 2.17 | 0 | 0 |
| Extra county | 1 | 2.17 | 16 | 25.47 | 4 | 8.70 | 60 | 9.43 |
| County | 2 | 4.35 | 27 | 4.25 | 3 | 6.52 | 39 | 6.13 |
| Sub County | 32 | 69.57 | 291 | 45.75 | 3 | 6.52 | 48 | 7.55 |
| Total | 35 | 76.09 | 489 | 76.87 | 11 | 23.91 | 147 | 23.11 |

Data analysis presented in Table 3 reveals that majority of the teachers, 339 (57.3%) in Nakuru and Narok counties were from sub-county schools. The number of sub-county schools was followed by the extra county schools which were 222 (30.6%) and 66 (10.4%) of the County and 9(0.02%) national schools.

Effect of Principals Training on Instructional Leadership

The study sought to find out on the effect of principals' trainings on instructional leadership as shown in the Figure 2

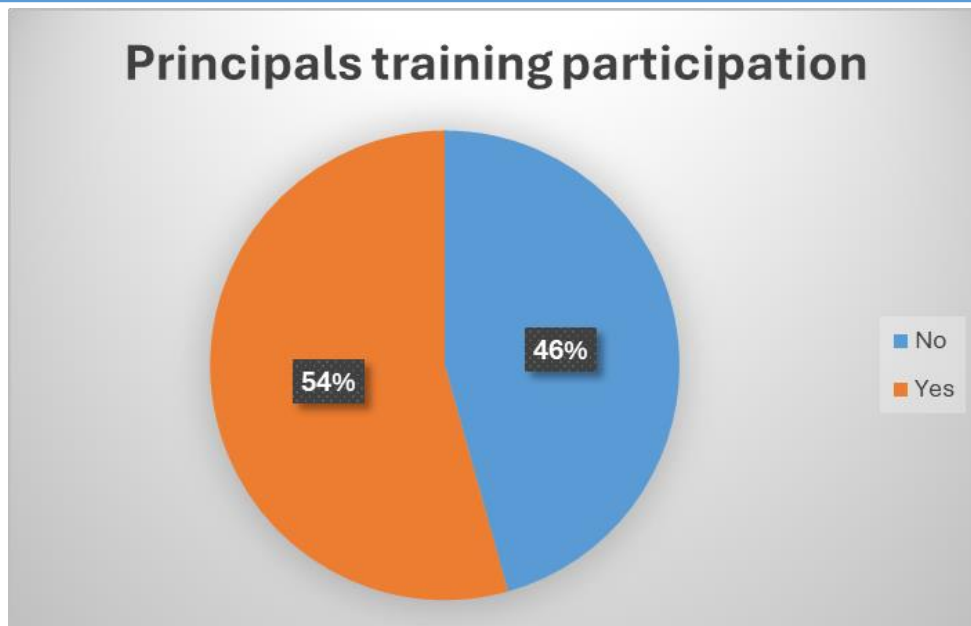


Figure 2: Principals Training on Instructional Leadership

As indicated in figure 2 majority of the principals 54% responded that they had attended a training on instructional leadership. It is also noted that a huge proportion 46% had not attended a training on instructional leadership.

The third research objective assessed the principals' management of the instructional program role and its effect on teachers' role performance in Nakuru and Narok counties. The explanatory variable was principals' management of the instructional program role while the measured variable was teacher's role performance in public secondary schools in Nakuru and Narok counties.

The independent variable was appraised with the analysis of nine assertions. The total value for each assertion was calculated and utilized to estimate the management of the instructional program on a scale ranging from one (1) to five (5).

1-Very unlikely 2- Unlikely 3- Neutral 4- Likely 5- Very Likely

Tables were used in the presentation of quantitative data. Information on Table 4.9 displays the findings on principals' management of the instructional program role in Nakuru and Narok Counties.

Table 4: Teachers' Responses on the Principal's Role in the Management of the Instructional Program

| Instructional behaviors | Very unlikely | | Unlikely | | Neutral | | Likely | | Very likely | |
|---|---------------|-------|----------|------|---------|-------|--------|-------|-------------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| Your principal | | | | | | | | | | |
| Avails textbooks and teachers' guides at all times in the year for improved classroom teaching, student mentoring and assessment | 70 | 11.01 | 30 | 4.72 | 50 | 7.86 | 169 | 26.57 | 317 | 49.84 |
| Avails the learning and teaching resources for improved classroom teaching, student mentoring and assessment | 60 | 9.43 | 30 | 4.72 | 52 | 8.18 | 198 | 31.13 | 296 | 46.54 |
| Enhances student learning through mentorship programs in the use of learning aids | 67 | 10.53 | 45 | 7.08 | 71 | 11.16 | 226 | 35.69 | 227 | 35.53 |
| Follows the laid down procedures and goals in the allocation of learning resources for better classroom teaching, student mentoring and assessment | 58 | 9.12 | 41 | 6.45 | 69 | 10.85 | 223 | 35.06 | 245 | 38.69 |
| Provides high level instructional materials meant to cater for all students need hence improved classroom teaching, student mentoring and assessment | 60 | 9.43 | 57 | 8.96 | 61 | 9.59 | 222 | 34.91 | 236 | 37.11 |
| Promotes students' innovativeness and creativity through provision of appropriate teaching materials hence facilitating teacher role performance in student mentoring | 68 | 10.69 | 41 | 6.45 | 69 | 10.85 | 211 | 33.18 | 247 | 38.83 |
| Monitors student progress through continuous assessment tests hence encouraging the teacher role performance in student assessment | 58 | 9.12 | 45 | 7.08 | 50 | 7.86 | 172 | 27.04 | 311 | 49.90 |
| Facilitates in Identifying means of improving students' academic performance who seem to be weak from the progress records hence encouraging student assessment | 49 | 7.70 | 40 | 6.29 | 61 | 9.59 | 185 | 29.09 | 313 | 49.21 |
| Instills spirit of competition among the students by advising teachers to discuss results of tests with individual students for mentoring and assessment | 52 | 8.18 | 39 | 4.72 | 67 | 10.53 | 171 | 26.89 | 317 | 49.84 |

Presented data in Table 4 disclosed that a large number of teachers above 45% concurred with the statement that principals indeed performed management of the instructional program role adequately. The results had the following attributes. Availing textbooks and teachers guide for better teacher role performance with very likely at 49.84%, principals provided curriculum support materials to support the instructional program in terms of classroom teaching, student mentoring and student assessment with very likely at 46.54% ,Principal monitored student progress through regular continuous assessment tests for better teacher role performance in terms of student assessment, it was disclosed that 49.90% very likely, On whether the principal identifies means of improving students' academic performance who seem to be weak from the progress records 49.21% very likely Finally, on whether principals instilled spirit of competition among students by advising teachers to discuss results with individual students with a view of improving teacher role performance, 49.94% for very likely

Further a small number of teachers below 10% indicated that the principal in a very unlikely participated management of the instructional program to improve classroom teaching, student mentoring and assessment The study therefore revealed that the provision of curriculum support materials was adequately done by the principals to support the instructional program in terms of classroom teaching, student mentoring and student assessment was rated very unlikely 9.43%, principals follow the laid down procedures for better teacher role performance with 9.12% very unlikely, Regarding provision of high level instructional materials meant to cater for all student's needs, the study divulged that 9.43% very unlikely.

Regarding whether the principal monitored student progress through regular continuous assessment tests for better teacher role performance in terms of student assessment, it was disclosed 9.12% very unlikely. Finally, on whether the principal identifies means of improving students' academic performance who seem to be weak from the progress records, the rating was very unlikely 7.70%.

Qualitative data disclosed that most principals performed management of the instructional program role adequately. The results had the following attributes. Availing textbooks and teachers guides for better teacher role performance, majority of the principals indicated that they availed the required textbooks to the teachers for better teacher role performance since most the books were supplied by the government and Provision of curriculum support materials can only be done if the principal has knowledge on the importance of the materials on teachers' role performance. This following utterances from individual principals supported principals' provision of curriculum support materials.

Principal 1: *"I ensure teachers access the teaching resources in terms of textbooks, teachers guide by liaising with the ministry of Education since most of the books are provided by the government, I further advise parents to buy supplementary study books for the learners for better teacher role performance"*

Principal 2: *"As a principal I facilitate teachers resources availability at all times throughout the year to improve their performance."*

Principal 3: *"I support teacher role performance with textbooks, teacher in their subject areas and revision books"*

On whether principals enhance student learning through mentorship programs by use of learning aids, a big number of the principals portrayed that had created time to mentor teachers and the same was assigned to the deputy principals as well, the heads of departments and the head of subjects. The principals further stated that they ensure that their schools have teaching

and learning aids for better teacher role performance and student's skills acquisition. The following statements from the principals supported that instructional leadership behavior:

Principal 1: *"I always support student learning with guided mentorship where I appoint deputy principals, HOD's and HOS to be mentors of the learners and facilitate the pairing process"*

Principal 2: *"I ensure there are enough learning aids in each subject to enhance teacher role performance through use of learning aid and mentorship"*

Principal 3: *"I ensure that the learners are empowered with required skills using learning aids in the classroom teaching"*

Principal 4: *"I facilitate teachers to be able to teach the learners to integrate teaching aids in their learning process."*

Many principals indicated that for teachers to discharge their duties effectively, principals are expected to follow the laid down procedures on the allotment of learning materials for better teacher role performance. The sole function of a school principal to make certain that these materials are provided and utilized by teachers during instructional process. This was supported by the following statements from the principals

Principal 1 :*" as a principal I have controls on how teaching and learning are allocated to teachers under the storekeeper"*

Principal 2: *"I have enlightened all the members of staff of the laid down procedures on the issue and receiving of the teaching materials"*

Principal 3 : *"I allocate teaching and learning resources effectively to support teacher role performance"*

Principal 4: *"I ensure that the distributed materials teaching and materials are utilized for the instructional process by regular spot checks in classes during classroom teaching."*

Majority of the principals confirmed that they provide high level instructional materials meant to cater for all student's needs hence improving classroom teaching, student mentoring and assessment like revision materials from other schools and inclusive instructional resources.

This was supported by the following statements from individual principals.

Principal 1: *"I ensure that my school has all the instructional resources sufficient for student learning and teacher role performance."*

Principal 2: *"I engage other neighboring and well performing schools on exchange of instructional materials like revision papers and joint exams for better teacher role performance."*

Principal 3: *"With the help of BOM and PA I provide learning teaching and learning materials that cater for the needs of the learners, promoting equity and excellence in teacher role performance"*

Majority of principals also stated that they were involved in promoting students' innovativeness and creativity through provision of appropriate teaching materials. This was supported by the following statements from principals:

Principal 1: *"I always provide teaching materials that encourage students to innovate and be creative"*

Principal 2: *“I facilitate teachers to equip students with resources to think outside the box”*

Principal 3: *“I nurture innovation by offering teaching materials that support creative learning experiences”*

Regarding whether the principal monitored student progress through regular continuous assessment tests, majority of the principals disclosed that they access the teachers progress records on the assessments done and he identifies means of improving students' academic performance who seem to be weak from the progress records by motivating the best students and giving counsel to individual learners. This following statements from the individual principals supported the instructional leadership behavior:

Principal 1: *“I always have scheduled assessments tests in my school, where we discuss the results with teachers., Identify the best students and agree on the best rewards, weak students and discuss the way forward on assisting them”*

Principal 2: *“As a principal, after the assessment's tests, all the records are brought to my office for authenticating before they are released the learners”*

Principal 3: *“As a school there is a policy of giving rewards to the best students and teachers so as to encourage the weak one to be better next time.”*

The principals also gave the impression that they instilled spirit of competition among students by advising teachers to discuss results with individual students and awarding the best students from the statements given.

Teachers results disclosed that most teachers concurred with the principals in that indeed performed management of the instructional program role adequately. The results had the following attributes. Availing textbooks and teachers guide for better teacher role performance was rated very unlikely 11.01%, unlikely 4.72, neutral 7.86%, likely 26.57%, and very likely 49.84% with an average score of ($\bar{x}= 3.93$). Provision of curriculum support materials can only be done if the principal has knowledge on the significance of the materials on teachers' duty performance, majority of the principals indicated that they availed the required textbooks to the teachers since most the books were supplied by the government and Provision of curriculum support materials can only be done if the principal has knowledge on the importance of the materials on teachers' role performance. The study therefore revealed that principals availed teaching and learning resources to support the instructional program. On the allocation of learning materials it was rated very unlikely 9.43%, unlikely 4.72, neutral 8.18% likely 31.13% and very likely at 46.54% with a demonstration of wide knowledge shown by a mean of $\bar{x}= 3.96$ while the majority of the principals expressed that most of the textbooks were supplied by the Ministry of Education (MOE) hence it converged with the teachers statements. This was aligned with Darmawati et al., (2025) who found out that Principals can support curriculum and instruction by creating a good working atmosphere environment, provision or teaching and learning resources, building a cooperative culture, using integrated technology, and conducting continuous assessments. Hallinger 2011 further indicated that the aspect of managing curriculum and instructional program means the school leader being responsible for learning activities in the school and harmonizing all that relates to curriculum and instruction.

On whether principals enhances student learning through mentorship programs, teachers rated very unlikely 10.53%, unlikely 7.08%, neutral 11.16%, likely 35.53% and very likely at 35.69% high at $\bar{x}= 3.72$ while a larger number of the principals indicated that that they created time to guide teachers in the class observation process and the same was assigned to

the deputy head of schools, the heads of departments and the head of subjects. This was in line with Glickman, Gordon, & Ross-Gordon, (2014) who indicated that Clinical supervision is seen as the most feasible tool in school that can enhance teacher role performance he further said that It entails effective communication and a cultivation of an interactive and positive relationship between the teachers and their supervisors.

For teachers to discharge their duties effectively majority of principals indicated that teachers to discharge their duties effectively, principals are expected to follow the laid down procedures on the allotment of learning materials. The sole function of a school leader is to ascertain these materials are provided and utilized by teachers during instructional process. Regarding provision of high level instructional materials meant to cater for all student's needs, the study divulged that ranking was majority of teachers 38.52% and 35.06% indicated that the principals very likely and likely respectively , 9.12% very unlikely, 6.45% unlikely and 10.85 for neutral follow the laid down procedures for better teacher role performance with a mean of ($\bar{x}= 3.79$) while the majority of the principals, confirmed that they provide high level instructional materials meant to cater for all student's needs like revision materials from other schools. This was in line with Muhemmet, E. (2018) most principals have practices that improve the classroom teaching providing the curriculum materials to make sure that no class time is wasted.

On the role played by the principal concerning promoting students' innovativeness and creativity through provision of appropriate teaching materials, the study let out that very unlikely 10.69%, 6.45% unlikely, 10.85 neutral, 33.18%likely and 38.83 for very likely with an average score of ($\bar{x}= 3.75$) the same was confirmed by the majority of principals who also stated that they were involved in promoting students' innovativeness and creativity through provision of appropriate teaching materials that support creative learning experiences. This was in line Hardiman et al., (2025), who indicated that principals play three crucial roles as educators, motivators, and innovators by integrating programs into daily learning activities, fostering a supportive school climate, and initiating creative innovations to strengthen teacher role performance. Sari et al., (2021), the principal plays an important function in creating a school atmosphere that is conducive to innovation. Sari et al.,(2021) states that school leaders must have the ability encourage teachers to try new and appropriate approaches in tandem with the needs of students. Zubaidah (2019) and Haeriyah (2021) indicated that learning innovation is a key indicator of school quality.

Regarding whether the principal monitored student progress through regular continuous assessment tests, it was disclosed that the ranking was that 49.90% very likely, 27.04% likely, 7.08 neutral, 7.08% unlikely and 9.12% very unlikely with a lofty mean of ($\bar{x}= 3.91$) whereas the majority of the principals disclosed that they access the teachers progress records on the assessments done and he identifies means of improving students' academic performance who seem to be weak from the progress records by motivating the best students and giving counsel to individual learners. On whether the principal identifies means of improving students' academic performance who seem to be weak from the progress records, the rating was very unlikely 7.70%, unlikely 6.29%, neutral 9.59%, 29.09% likely and 49.21 very likely with a mean of ($\bar{x}= 3.95$). This was in line with Spillane and Zuberi's (2021) indicated that by practicing regular classroom monitoring, it's the role of the school principals to identify challenges related to instructions and provide guidance for the professional growth of teachers.

On whether principals instilled spirit of competition among students by advising teachers to discuss results with individual students, the rating was very unlikely 8.18% , Unlikely 4.72%, neutral 10.53% likely 26.89% and 49.94% for very likely which was supported by a high mean of ($\bar{x}= 3.91$) while principals also gave the impression that they instilled spirit of competition among students by advising teachers to discuss results with individual students and also awarding the best students.

There is an indication that principals in executed their roles in the management of instruction effectively as indicated by the average scores of the teachers .The standard mean score was high at 3.86 for teachers. The means for teachers showed that principals performed the role of management of the instructional program effectively the same was confirmed by the principals as all their responses indicated that they performed their roles adequately.

Instructional school program management anchors on the designing and regulation the school instruction and curriculum in line with the school aspirations. Robinson et al., (2008) indicated that, this aspect integrates leadership duties: oversee and assesses instruction, correlate the curriculum and tracks the student academic advancement. Obviously, the school leader is expected to have the proficiency in instruction as well as allegiance to school progress as demanded by these tasks (Hallinger & Murphy, 2012). Other leaders who may include the second in command and HODs are supposed to call for energizing, oversee and ensuring teachers perform their roles effectively.

The principal can achieve management of the instructional program through effective delegation to the deputy principal and to the HODs. In overseeing and assesses instruction, the translation of the school goals into the classroom practice should be a priority to the principal. These should involve harmonizing the teacher's classroom objectives with the schools and assessing instruction. It also involves keeping track of class instruction by way of regular class visitations. The principals and other delegated authorities involved in the support of instruction can engage in monitoring if the instruction. (Robinson et al., 2008). Furthermore, providing instructional support to teachers.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The study established that major concerns have been raised on the performance of the principals' role in managing instructional program. This indicated that the principals who practiced managing instructional program in their school they achieved better teachers' role performance than those one who did not in public secondary schools in Nakuru and Narok Counties. Specifically, principals' practices such as instructional supervision, class observation, supportive relationships, evaluation of teaching practices, and promotion of positive learning environments contributed positively to teachers' classroom performance, mentoring responsibilities, and instructional effectiveness.

The findings further underscore the importance of managing the instructional program as a critical component of effective school administration and educational quality improvement. Principals who actively engage in managing of the instructional program through class observation, provision of curriculum support materials, promotion of innovativeness and creativity among students are more likely to enhance teacher motivation and performance. The study therefore concludes that strengthening principals' instructional leadership capacities through regular training, professional development, and supportive educational policies is

essential for improving teacher role performance and overall school effectiveness in Kenyan public secondary schools.

Recommendations

The study revealed that a few principals 35.69% engaged in enhancing student learning through mentorship programs by use of learning aids, 38.52% in the provision of high-level instructional materials to cater for all students and 38.8% in the promotion of innovativeness and creativity through provision of appropriate teaching materials. Instructional program management in the school is a very important component in the teacher role performance. To ensure that management of the instructional program is being carried out effectively, TSC in collaboration with KEMI should enhance the training of principals as a way of enhancing their knowledge and skills in schools. If training of school managers is effectively implemented this can assist the principals perform instructional program management roles effectively.

School heads therefore ought to be cognizant with any emerging issues in curriculum reforms to be able to offer this guidance. Principals should be capable of exhibiting expertise and competence in curriculum issues in diverse areas during management of the instructional program. When school heads are well conversant with all the areas of teaching, they will be able to provide counsel where it is required as they check on teachers' instructional materials.

REFERENCES

- Carraway, J. H., & Young, T. (2014). Implementation of a district wide policy to improve principals' instructional leadership: Principals' sense making of the skillfull observational and coaching laboratory. *Educational Policy*, 29(1), 230-256. doi:10.1177/0895904814564216
- Cooley, V. E., & Shen, J. (2000). Factors influencing applying for the urban principalship. *Education and urban society*, 32(4) 435-442
- Damanik, E. (2014), "Principal leadership style and its impact on school climate and teacher self-efficacy in Indonesian schools", unpublished PhD dissertation, Curtin University.
- Darmawati, D., Yanti, H., & Iskandar, I. (2025). Principal Management In Developing Teacher Professionalism In State Junior High School Pidie District. *Journal of Educational Sciences*, 9(4), 2454-2462. <https://doi.org/10.31258/jes.9.4.p.2454-2462>
- DuPlessis, P. (2013). The principal as instructional leader: *Guiding schools to improve instruction*. *Education as Change*, 17(1), S79-S92. doi:10.1080/16823206.2014.86599
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014). *Supervision and Instructional Leadership*. A Developmental Approach (9th ed.). New Jersey: Pearson Education, Inc.
- Haeriyah, N. (2021). Peningkatan Profesionalisme Kepala Sekolah dalam Rangka Reformasi Pendidikan. *El-Idarah: Jurnal Manajemen Pendidikan ...*, 7(2), 11–22. <https://doi.org/10.54066/jupendis.v2i4.2185>.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142
- Hallinger, P., & Murphy, J. F. (2012). *Running on empty? Finding the time and capacity to lead learning*. *NASSP Bulletin*, 97, 5-12
- Hansen, B., & Lárudstóttir, S. H. (2015). Instructional leadership in compulsory schools in Iceland and the role of school principals. *Scandinavian Journal of Educational Research*, 59(3), 583-603. doi:10.1080/00313831.2014.965788
- Hardiman, S., Nurkolis, N., & Kusumaningsih, W. (2025). The Role of the Principal in Developing a Literacy Culture: A Qualitative Study at SDN Brebes 09, Brebes Regency. *Journal of Educational Sciences*, 9(6), 5708-5717. <https://doi.org/10.31258/jes.9.6.p.5708-5717>
- Hariri, H., Monypenny, R., & Prideaux, M. (2014). Leadership styles and decision-making styles in an Indonesian school context. *School Leadership & Management*, 34(3), 284-298.
- Jawas, U. (2014). *Instructional leadership in Indonesian school reform: local perceptions and practices*. Master Thesis: University of Canberra, 1. Retrieved from http://www.canberra.edu.au/researchrepository/file/ded16a8c-1fb6-4b12-81d7-bf6eb7e5e4d4/1/full_text.pdf
- Kaparou, M., & Bush, T. (2015). Instructional leadership in centralized systems: Evidence from Greek high-performing secondary schools. *School Leadership and Management*, 35(3), 321-354. doi:10.1080/13632434.2015.1041489

- Mauricio, D. (2015). Four instructional leadership skills principals need. *Concordia Online Education*. (2015, April 6). Retrieved November 10, 2015 from <http://education.cu-portland.edu/blog/edleadership/four-instructional-leadership-skills-principals-need/>
- Muhammet E.T., Ramazan C.(2018) Instructional leadership Behaviors According to Perceptions of School Principals in Turkey. *International Journal of educational sciences* ISSN: 1309-2707
- Nkoroi,M.P., (2017) *Relationship between principals' instructional leadership and students' academic achievement in Kenya certificate of secondary education in Meru and Tharaka-Nithi Counties*. PHD Thesis: Kenyatta University, 1. Retrieved from <http://ir-library.ku.ac.ke/handle/123456789/18375>
- Osman A, Mukuna T. E (2013). Improving Instructional leadership in schools through building Principals „Capacity. *Journal of Education Practice.*, 4(2):41-47.
- Rigby, J., Donaldson Walsh, E., Boten, S., Deno, A., Harrison, M. S., Merrell, R., Pritchett, S. and Seaman, S. (2019), “A view from the field: *the process of improving equitable systems leadership*”, *Journal of Educational Administration*, Vol. 57 No. 5, pp. 484-500.
- Robinson, V. M. J., Lloyd, C. & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Education Administration Quarterly*, 44, 635–674
- Sari, N., Muazza, M., & Rahman, K. (2021). Strategi kepemimpinan kepala sekolah dalam melakukan inovasi pendidikan di Sekolah Islam Terpadu Nurul Ilmi. *Jurnal Bahana Manajemen Pendidikan*, 10(2), 120. <https://doi.org/10.24036/jbmp.v10i2.115679>
- Shava, G. N., & Heystek, J. (2018). Agency and Structure: Principals' Ability to Bring about Sustainable Improvement in Underperforming Schools in South Africa. *Education Review*, online journal <https://doi.org/10.1080/18146627.1340809>
- Spillane, J. P., & Zuberi, A. (2021). Designing and piloting a leadership daily practice log: Using logs to study the practice of leadership. *In Concept and design developments in school improvement research: Longitudinal, multilevel and mixed methods and their relevance for educational accountability* (pp. 155–195). Springer International Publishing
- Zubaidah, S. (2019). Pendidikan Karakter Terintegrasi Keterampilan Abad Ke-21. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 3(2), 1. <https://doi.org/10.36312/e-saintika.v3i2.125>