INFLUENCE OF CURRICULUM LEADERSHIP ON LEARNERACADEMIC ACHIEVEMENT IN PUBLIC DAY SECONDARY SCHOOLS IN CHESUMEI SUB-COUNTY, NANDI COUNTY, KENYA

OLIVIAH CHEPKOSGEI SIELE

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DECLARATION

This project report is my original work and has not been presented to any other university.

Signature..... Date 05/09/2024

OLIVIAH CHEPKOSGEI SIELE.

E55/0026/2020

This project report has been submitted for examination with our approval as universitysupervisors

Signature..... Date 5/9/2024

DR. PATRICK CHEBEN

Senior lecturer

School of Education

Department of EducationalAdministration and Planning

Signature..... Date 5/09/2024

DR. ROSE NJOROGE

Lecturer,

School of Education

Department of Humanities, Social Sciences and physical planning

DEDICATION

This work is dedicated to my parents, Fabian Trevor and all my family members for their moral support and understanding during the entire period of my study.

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ABBREVIATIONS AND ACRONYMS

CBC	Competency Based Curriculum
FSE	Free Secondary Education
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
L.P.C	Least preferred co-worker
MOE	Ministry of Education
QASO	Quality Assurance and Standards Officers
SPSS	Statistical Package for Social Science
TSC	Teachers Service Commission

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ABSTRACT

Curriculum leadership in its entirety plays a vital role in learner academic achievement in educational institutions. This research focused on four specific objectives: (1) establishing the contribution of schoolleaders on teacher preparation for classroom facilitation on learner academic achievement, (2) finding out the contribution of school leaders on classroom supervision for learner academic achievement, (3) establishing school leaders' contribution to teacher preparation and use of instructional resources for learner academic achievement during the instructional process, and (4) finding out school leaders' contribution to teacher motivation on learner academic achievement in the instructional process. The study drew theoretical inspiration from Fielder's contingency theory, which posits that a leader's efficacy is determined by thealignment between their dominant traits and the situational context. To accomplish these objectives, the research employed a descriptive survey research design, offering acomprehensive understanding of the current condition of curriculum leadership and its impact on academic achievement. The target population was 1564 respondents drawn from 30-day schools in Chesumei. Pilot study was conducted in two schools. The sample size was 249 respondents who were selected using stratified, and simple random sampling technique. The study adopted content validity to test validity where experts' opinion was sought on the subject matter. Reliability was tested using cronbach's alpha co-efficient. Data collected was analyzed using descriptive statistics, that is, mean, frequencies, standard deviation and percentages. Inferential statistics adopted were correlation analysis and regression analysis as well as content analysis was adopted for data collected via interview guide. Teacher planning for instruction had a positive and significant influence on students' academic achievement of (β=-0.613, $p < 0.05$). Classroom management had a positive and significant influence on students' academic achievement of (β= 0.751, $p < 0.05$). Availability of educational resources had a positive and significant influence on students' academic achievement of (β=0.832, $p < 0.05$). Teacher motivation had a positive and significant influence of students' academic achievement of (β=0.638, $p < 0.05$). The study concluded that teacher preparation, classroom supervision, educational resources and teacher motivation enhances students' academic achievement. According to the study, Teachers should continue to use lesson plan as a guide when instructing students and Teachers should always test content understanding during classroom teaching. Teachers should continue to ensure the syllabus is well covered. Teachers should always evaluate the effectiveness of group discussions and give supervised sassignment during normal class hours. Schools should have adequate textbooks for all subjects, enough laboratories, enough teachers and adequate number of classrooms. Teachers should be adequately motivated from time to time. The findings from this research endeavor will provide valuable insights into the dynamics of curriculum leadership in the context of Kenyan public day secondary schools. It is expected that the results will aid educational policymakers, school administrators, and teachers in refining strategies and practices to enhance students' academic achievement, ultimately contributing to the overall improvement of the education system in Chesumei Sub county and Kenya at large.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

From the 1960's, school leadership and particularly curriculum leadership was of much interest, but neither the definition of leadership nor agreement on its precise function and applicability in the educational setting have been obtained (Harris,2005). By encouraging teachers' motivation, participation, coordination and assessment in the instructional process, effective curriculum leadership can undoubtedly contribute to school improvement. Recent studies have expanded the range of organizational levels covered by the school leadership, including teachers, coordinators, department heads and school managers (Harris, 2005).

Academic achievement of students is very important in all levels; hence, effective curriculum leadership is needed for a school to succeed in academics as well as extracurricular activities Cole (2000). The management style of the principal significantly influences how the learners perform. In order to accomplish the institution's objectives, the head of the institution gives instructions and exercises influence over others (Leithwood, 2003). This illustrates how important it is for principals to get involved in improving students' performance. Through a specific strategy for accomplishing the goal; as the manager of the school, a principal is essential to achieving the mission

and vision of the learning institution. Examination preparation takes up a substantial portion of China's educational system (Smith, & Squires, 2016). Therefore, in terms of quantity and caliber of students' preparation, the findings offer a clear proof of a school's efficacy. A school administrator in China exhibits efficient instructional leadership abilities that direct the growth of a compassionate team and focus on student performance (Smith & Squires, 2016). Due to inadequate training, the heads were unprepared for the duties they were expected to do. Due to the fact that most heads are financially incompetent, there has been widespread corruption in schools and financial mismanagement (Leithwood, 2003).

In addition, it was still difficult for school principals in Zimbabwe to manage finances. Mashonaland province was discovered having instances of financial mismanagement and teacher incentive misuse (Nyandoro, Mapfumo & Makoni, 2013). The author pointed out that the academic performance of secondary school administrators in public institutions was negatively impacted by their lack of financial knowledge. According to Galvan & Coronado, (2014) a curriculum is a tool that society employs to communicate its educational aims. It is a contract that the students, parents and school have. The school's implementation should be supervised; thus, the principal should make sure that this is done.

Kenya, continues to employ the 8-4-4 educational system of education which was introduced in January 1985 though it is gradually being replaced by CBC (Competence Based Curriculum). The 8-4-4 system is performance oriented

and therefore students are expected to work very hard as their performance determines their next course of life. Their (Kenya Certificate of Secondary Education) KCSE grade determines the pathway they take at the university or college level. Currently, all the students who score C+ and above gain direct entry into the university through government sponsorship as per the Kenya Universities and Colleges Central Placement Service (KUCCPS) with the most desired courses by the top performers being medicine, architecture and engineering (Livumbaze, & Achoka, 2017). One of the Millennium Development Goals and a major national objective is education. Every child in the world is required to complete primary school as part of the educational aim (Pont et al., 2008). In emerging regions, primary enrollment increased from 83% in 2000 to 91% in 2015. This goal was highlighted in 2015 by the Kenyan government. The youth are provided with socio economic opportunities to exploit their potential (Harris, 2005). Many academicians assert that the role of curriculum leadership is crucial in improving student achievement and academic achievement (Hallinger, Heck, & Murphy, 2014). It shapes content, method and overall educational experience. Strong curriculum leadership supports teacher development, ensuring they have the tools and knowledge to deliver high quality instruction, ultimately enhancing student achievement. Over time, the roles of both teachers and principals have been transformed.

Curriculum leadership is currently a top priority on agendas for educational policies worldwide. It makes a big difference in an instructor's ability to

improve a school's performance by influencing instructors' capacity for motivation as well as the climate and environment of the classrooms (Goldhaber, 2002). Effective curriculum leadership is required to enhance educational effectiveness and equality (Pont, 2008). In a number of nations, most notably Canada, Australia and USA, teacher leadership has always been there, and scholars have long documented the leadership roles and responsibilities of teachers in the development of effective school reforms (Silins et al., 2000).

Although the majority of studies show that administrators have a negligible direct impact on student accomplishment, school heads are nevertheless responsible for learners' performance regardless of which group they serve (Antoniou, 2013). School heads are responsible for educating teachers about new educational practices, technologies and other resources to support effective instruction as the instructional leader in the school. In an effort to make secondary education more accessible, free secondary education was established in 2008 (Ministry of Education, 2007). Hundred percent (100%) transmission has therefore been affected. Every kid in Kenya has a right to free and required elementary education under the country's constitution (Ministry of Education, 2007). With the intention of raising the transition rate to 70%, the Kenyan government pledged in the sessional paper no 1 of 2005 to offer free basic education, which includes secondary school (Republic of Kenya, 2009).

A curriculum's goal is to help an organization perform more effectively and over time more efficiently within its existing limitations, not to override them (Hargreaves, 2019). Everyone in institutional headship agrees; effective institutions are headed by strong heads (Spillane, 2004). While he acknowledges that "it has been notoriously difficult to create an account of school leadership, grounded in everyday practice, that goes beyond some generic heuristics for suggested activities," they also acknowledge that "it has been a significant challenge." The researcher sought out to study the academic success in public day secondary schools in Chesumei sub-county, Nandi-county.

Every principal has their own leadership style; some autocratic, democratic and others are the laissez faire style of leadership. When leadership is exercised democratically the source of the strength and control is in the populace. Autocratic leadership is characterized as having a tendency to consolidate authority and decision making. Laissez-faire leadership style encourages employees to act however they choose. There has been less systematic and widespread teacher participation in macro-level curriculum development, that is, the information and national policy, as autonomous leaders (Parker, 2016).

According to Ogeto, and Momanyi (2023), looked into a study on functions of school heads as institutional leaders in connection with student achievement of pupils in Kisii County. Questionnaires, observational guides, document analysis and interviewing techniques were used as data collection tools. In

conclusion, all school heads provided class timetables and master timetables where all the subjects had periods allocated to them according to the curriculum. In places where the principals were not punctual, a lot of time was wasted.

Many schools in Chesumei sub-county have had low grades in the national examinations in comparison with the other 5 sub-counties in the region. Many studies on the influence of principal leadership on academic achievement have been done but limited studies have been done on the influence of curriculum leadership on academic achievement. In a case study of Nandi North sub-county, students continued to perform dismally despite school heads being continuously trained and adequately prepared as curriculum supervisors (Garbal et al., 2019). It is therefore hard to conclude what exactly leads to this and that is why it is fit to do this study on curriculum leadership influence on academic achievement. In comparison to the other schools in the five sub-counties in Nandi-county, majority of those in Chesumei sub-county have been performing poorly as evident in the following table.

Table 1. 1: K.C.S.E Analysis From 2020-2022 From The Ministry Of Education Nandi County

S/NO	SUB-COUNTY	2022	2021	2020	DEV
1	NANDI EAST	4.690672	4.4189	3.954107	0.271772
2	CHESUMEI	4.06554	3.3306	3.5305	0.73494
3	NANDI SOUTH	4.9811	3.456	3.78	1.5251
4	NANDI CENTRAL	4.774553	3.553	4.350	1.221783
5	TINDERET	5.150402	4.9548	5.006	0.195602
6	NANDI NORTH	5.015966	3.657334		1.358632
COUNTY SUMMARY		4.779705	3.895067	3.436760	0.884638

Source: Chesumei Sub-county Educational office

It is in light of the declining performance in the sub-county that the researcher's interest was drawn to carrying out the study.

1.2 Statement of the problem

In Kenya, grades in K.C.S.E is of utmost importance since it helps one secure placement in institutions of higher learning depending on what they score. In this regard, those who score C+ and above are able to secure themselves a position in the university whereas the rest who do not manage to score that can get into tertiary colleges and polytechnics. In Chesumei sub-county, in the

previous three years there's a general low performance in day schools which are categorized as sub-county schools as compared to their counterparts in national and extra-county schools One wonders whether this is as a result of how teachers prepare for lessons, how they teach/deliver curriculum, resources available in schools and how these teachers are motivated by the curriculum leader. The general low achievement in Chesumei sub-county as shown in the table above shows the need to address the dismal performance witnessed without much delay. To understand the influence of curriculum leadership on academic achievement, it is important to investigate these factors and their influence on learner achievement.

1.3 Purpose of the study

The main aim of this study was to look into the influence of curriculum leadership on academic achievement among learners in Public Day Secondary schools in Chesumei sub-county, in Nandi County.

1.4 Objectives of the study

The following objectives guided the study.

i) To establish school leader's contribution to teacher preparation for classroom facilitation on learner academic achievement in Chesumei Sub- County.

ii) To find out the school leaders' contribution to classroom supervision on learner academic achievement Chesumei Sub-County.

iii) To establish school leaders' contribution to teacher preparation and use of instructional resources for learner academic achievement during the instructional process in Chesumei Sub- County.

iv) To find out school leaders' contribution to teacher motivation on learner academic achievement in the instructional process in Chesumei Sub-County.

1.5 Research Hypotheses

$H0_1$: Teacher preparation for classroom facilitation does not significantly influence student's academic achievement in public day secondary schools in Chesumei sub-county.

$H0_2$: Classroom supervision does not significantly impact on students' academic achievement in public day secondary schools in Chesumei sub-county.

$H0_3$: Teacher preparation and instructional resources use has no significant influence on students' academic achievement during the instructional process in public day secondary schools in Chesumei sub-county.

$H0_4$: Teacher motivation does not significantly influence students' academic achievement in the instructional process in public day secondary schools in Chesumei sub-county.

1.6 Significance of the study

Information obtained would be beneficial to the Teachers Service Commission in future in developing policy frameworks on curriculum leadership and learners' academic achievement in Secondary Schools. It will also help Quality Assurance Officers implement new policies on curriculum leadership in schools. The Kenya Education Management Institute (KEMI) will learn more about in-service training. The study would also assist them in developing workshops or in-service training sessions that will teach principals new strategies for assisting teachers in honing their instructional skills in order to raise academic success in secondary schools. This study would give teachers the knowledge about what to expect from their principals and encourage them to request these kinds of services on their own. As a consequence of quality instruction provided by teachers using enhanced teaching techniques, students will be able to complete the curriculum on time and comprehend each subject thoroughly.

As a result of regular evaluations of their academic success, the learners will also be eager to create goals for their performance. They will gain from quality class time that will be achieved as a result of teachers being on time, which will help students as well. By using better teaching and learning techniques, the suggested areas of study in this field of study will raise the standard of education even higher. Scholars/academicians will use findings of the study to further studies on curriculum leadership and leaners' academic achievement. The study will also contribute to both theoretical development on curriculum

leadership and learners' academic achievement and empirical review on curriculum leadership and learners' academic achievement.

1.7 Limitations of the study

Since private schools were excluded from the study, its conclusions cannot be applied to all schools. International schools too were exempted since they have a different curriculum. Hostile respondents were also not included.

1.8 Delimitations of the study

The study was delimited to curriculum leadership and learners' academic achievement in Public Day Secondary Schools in Chesumei Sub-County, Nandi County, Kenya. Curriculum leadership was delimitated to Teacher preparation for classroom facilitation, classroom supervision, teacher preparation and use of instructional resources and Teacher motivation. Students' academic performance will be delimitated to School mean score. Due to lack of significant empirical research examining the aforementioned issue, the study was restricted to Chesumei sub-county in Nandi. Private and international schools were not included since they have different policies and systems. The study was done in public day secondary schools in Chesumei sub-county and therefore its findings and recommendations were not generalized to other parts of Kenya. Descriptive research design was used in the study and data collection was done using both questionnaires and interview schedule.

1.9 Assumptions of the study

The study assumes that the participants expressed their willingness to engage in the research and gave precise responses when asked about curriculum leadership and students' academic performance. The respondents were aware of the various components of Teacher preparation for classroom facilitation, classroom supervision, teacher preparation and use of instructional resources and teacher motivation adopted in this study and how they influenced learners' academic performance.

1.10 Definitions of significant terms

Academic achievement- it has been used to mean whatever a learner gets when a cat or an examination is delivered.

Classroom supervision- it has been used to mean actively overseeing students during independent and group work conversations as the outcome of this activity influences academic achievement as reflected in KCSE.

Curriculum- it refers to all the experiences in a school that determine the learner's score. In this study, it has been used to show how its leadership influences the learners' academic achievement as reflected in the examinations.

Educational resources- tools for learning, teaching and research that are required to conduct top-notch official and informal primary education

programs. They are used in order to measure whether these resources have any effect on the performance of the learners.

Curriculum Leadership- it has been used in this study in order to show the pedagogical input the head of the institution makes to the teacher to achieve his or her objectives.

Leadership style- principal's method and strategies for inspiring teachers and students to meet the primary objective of achieving quality outcomes.

Public school- it has been used in this study to refer to schools maintained and run by the government. Performance of such schools are in most cases lower than those of boarding schools.

1.11 Organization of the study

Chapter one was on introduction and it covers the background of the study, statement of the problem, purpose of the study, and research hypotheses among others. Chapter two has related literature reviewed in order to identify the gaps which this study intends to address under; introduction, contribution of school leaders on teacher preparation for classroom facilitation on academic achievement, contribution of school leaders on classroom supervision on academic achievement, contribution of school leaders to teacher preparation and use of instructional resources on academic achievement during the instructional process, contribution of teacher motivation academic achievement in the instructional process, summary of reviewed literature,

theoretical and conceptual framework. Chapter three has research methodology, under which there is: introduction, research design, target population, and sample size and sampling procedures among others are covered. Chapter four presents' data analysis, interpretation and discussion and it covers response rate, background information of the respondents and descriptive statistics findings on teacher preparation for classroom facilitation, classroom supervision, teacher preparation and use of instructional resources, and teacher motivation influence. Chapter five is on summary of the findings, conclusion and recommendations among others.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review was organized based on objectives of the study, presented under the following sub-headings; influence of teacher planning for instruction, classroom supervision during instruction, provision and use of instructional resources and teacher motivation on academic achievement among others. This section is important in this study was it helps the researcher develop a strong case to back up the problem that necessitated this study to be conducted. It is also necessary as it helps in the discussions that were provided in subsequent chapters all which was required for this study to be completed and to meet the expectation of the institution.

2.1 Teacher Preparation for Classroom Facilitation and Academic Achievement

Prior to the start of class, the administrator must ensure that teachers create lesson plans and that the document is appropriate for the students' developmental phases (Adalikwu et al., 2022). Due to the common presence of students with various learning styles in the classrooms, the principal must make sure that inclusion is a topic covered in the lectures (Okendu, 2022). When teachers plan their lessons well, all the important topics are covered hence creating a more coherent learning experience for students. Some people

learn best by hearing or seeing something, while others learn best by seeing or doing something (kinesthetic learners) (Aguisiobo, 2018).

Principals, who serve as the curriculum instructional leaders, are responsible for encouraging growth in their staff (Likoko et al., 2023). This is by planning professional development programs and conducting in-service training for teachers (Onasanya, & Omosewo, 2021). This improves the quality of teaching. Principals can use faculty meetings to spark talks about particular curriculum components that aren't being used as they should be and to make space for staff development initiatives to address pressing problems (Ambogo, 2022). They could also train them in ICT (Information Communication and Technology) since we are now in the digital era and there has been massive technological shift in the recent years (Anderson & Dexter, 2005).

A stimulating environment for teaching and learning is something that principals are required to provide. They must assess each teachers' needs and inspire them to carry out the program in an efficient manner (Mbaria, 2016). As a leader of the curriculum, the principal must make sure that the learning and teaching environments are supportive of the teachers under their supervision. The surrounding community plays an important role in planning instruction since incorporating classroom activities with the learners' cultural backgrounds can improve engagements. Furthermore, planning also entails methods providing a good learning environment. A well-planned classroom is essential in giving ways for more focused instructions thus reducing disruptions and enhancing time for learning.

Principals themselves are expected to possess the necessary ICT skills as instructional leaders so as to improve instruction (Owoeye, & Yara, 2021). It is expected of principals to develop and uphold rules that give teaching and learning first priority (Oladejo et al., 2021). The primary goal of the school should be teaching and learning. He /she is expected to facilitate effective teaching by fusing the two (Farnham, 2000; Hallinger, 2005; Leithwood et al., 2008). In addition, continuous supervision and assessment of instructional planning effectiveness gives information on what works and what doesn't. When decisions are made based on data available at the school and county levels it improves educational quality.

As a leader of curriculum instruction, a principal is expected to organize, oversee and assess school initiatives in order to spot issues and find quick fixes (Adalikwu, & Iorkpilgh, 2022). This may aid in enhancing instruction and learning, which will aid in the accomplishment of educational goals and objectives (Baptiste 2019). Test results should be used by the principal to assess and track students' progress as an educational leader (Hallinger & Walker, 2015). As the curriculum's instructional leader, the principal is responsible for organizing curriculum-related tasks like converting the instructor's collective schemes of work into instructive teaching units.

A study was done by Adeniran (2020) on teaching and learning resources and student's performance in Senior Secondary Schools in Gusau Local Government in Zamfara State. The study targeted all teachers in the selected schools and it sampled 50 teachers using stratified sampling technique. It was

evident that inadequate teaching and learning materials were evident and it ended adversely affecting the academic performance of the students. A methodological gap exists as the study had not provided the rationale for the data collection instrument used in the study. A contextual gap also existed as the study had been conducted in a different geographical setting.

Another study was conducted by Livumbaze, and Achoka (2017) on the effect of teaching or learning resources on students 'academic achievement in public secondary schools. The study was conducted in Hamisi Sub-County in Kenya. The study used primary data which was collected using questionnaires, interview guide and document analysis. Data for the study was analyzed using descriptive statistics, inferential statistics and content analysis. Results revealed that teaching/learning resources had a significant effect on the academic achievement of the students. The study did not justify the research design adopted in the study and therefore a methodological gap exists which the current study sought to address.

2.2 Classroom Supervision and Academic Achievement

The school's established goals must be attained effectively and efficiently and the principal has a responsibility as an instructional leader to uphold and enhance the caliber of instructional programs (Okendu, 2022). Among other things, these tasks include overseeing classroom instruction and controlling curriculum and instruction. The principal must take on duties and leadership roles in managing curriculum and instruction because curriculum management

is crucial to creating an effective instructional program (Alimi, & Akinfolarin, 2017). In the process of developing the curriculum, the principal serves as the team leader. The principal's role in overseeing classroom instruction includes watching teachers in action and evaluating their classroom procedures and approaches to the teaching and learning process (Archibong, 2022). The principal is present as a witness to observe classroom activities while the teacher is interacting directly with the students (Oben, 2015).

In a school environment, the administrator is required to support teachers' professional development. This can be achieved by occasionally seeing teachers deliver lessons in class to assess how instruction is carried out and provide comments to the teachers (Fehintola, 2018). Teachers will be able to interact with pupils in the classroom more effectively thanks to the administrators' input (Gawlik, 2018). The principal must make sure that teachers deliver classes methodically while using the right resources and techniques (Manas, 2022). They are required to assist instructors in implementing the curriculum in an efficient manner, foster conversations among colleagues about instructional problems they have noticed that need to be resolved and inspire creativity in them (Anderson & Nash, 2017).

Planning the scheme of work from the syllabus, the teaching units from the scheme of work and the lessons from the teaching units are necessary for successful curriculum implementation (Okobia, 2015). It takes a lot of time and work to divide the curriculum into teaching units. The principal's responsibility is to support the teachers (Maimela, & Monyatsi, 2016). In the

realm of curriculum leadership, a principal's approach to curriculum instruction, as highlighted by (Hallinger, 2011; Gawlik, 2018), significantly influences both the overall school environment and the specific activities within classrooms. For effective planning, teachers need clear communication of expected results emphasizing the importance of well-defined learning objectives, as outlined by (Olorunfemi, 2018), which include elements like conditions, performance, product and criteria. This ensures a cohesive and purposeful educational experience guided by curriculum leadership principles.

Classroom supervision plays a crucial role in curriculum leadership by facilitating the identification of students' weaknesses. This information, as highlighted by (Manas, 2022) and (Archibong, 2022), allows curriculum leaders to adapt teaching methods, ensuring a more exclusive and effective educational experience tailored to the diverse needs of students. It improves reading abilities of the learners and it makes them more disciplined and eager to work hard to record better performance. It also makes it possible for tutors to track performance of the learners and assist them to improve of scores in their studies. It helps to enhance development of a culture of excellence among students at all levels.

A study was done by Demozie (2021) on instructional supervision and students' academic performance in Injibara Administrative Town General Primary Schools. Descriptive survey research design was used, 7 public primary schools targeted while 5 schools were sampled where 107 teachers were sampled using randomly. Data gathering was by questionnaires,

interview schedule and document analysis guide. Findings revealed that instructional supervision had a non-significant inverse association with the academic performance of the students. The study aimed to bridge a conceptual gap by encompassing elements like syllabus coverage and continuous assessment audit, which were previously outside its scope. This expansion not only addressed a knowledge gap but also contributed valuable insights on the study variables. It enhanced existing knowledge on the study variables which was needed to enhance the study on the subject matter considered.

2.3 Teacher Motivation and Learner Academic Achievement

Teachers will be more productive in the classroom when they are motivated. Curriculum implementation is influenced by teachers' dedication, attitudes, skills and interpersonal behaviors. Fostering teacher motivation, embracing collective leadership and adopting multi-faceted approach to influence in the classroom significantly contribute to student achievement (Ruth, 2019).

According to Carson and Chase (2009), enhancing motivation benefits students' academic performance. When teachers are contended, they are motivated to work hard and provide students with high quality materials. Poor student academic performance is a result of unmotivated teachers, who play a crucial role in the success of learners from low-income homes (Adeyinka, Asabi & Adedotun, 2013). However, Obineli (2010) observed that a bad work atmosphere can demoralize instructors and impact on how teachers carry out their responsibilities. According to this theory, a positive work atmosphere

promotes conditions that increase employees' feelings of value and motivate them to exert more effort at their jobs (Kimani et al. 2017). It is crucial to inspire teachers because when they are impassioned, they will work tirelessly to accomplish the organization's goals (Nyam, & West, 2018). Teacher motivation on the availability of suitable infrastructure, including well-equipped classrooms, competitive salaries and positive working relationships. These elements serve as a motivating factor for teachers to execute their responsibilities diligently (Ofoegbu, 2021).

According to Akpan (2011), teachers are thought of as the cornerstone of high-quality instructional delivery because they serve as the means by which students receive their knowledge and skills. Creating a safe and secure working environment for teachers is one of the components to employee job satisfaction (Oko, 2021). The ability of employees to effectively perform their assigned duties depends on the workplace environment being friendly and inviting (Sabotuke, 2020). Additionally, it has a good effect on student attendance, which enhances their performance in the classroom (Rasheed et al., 2020). When needs of employees are not adequately addressed, you might observe instances of misconduct like carelessness in duty, absenteeism and tardiness. These behaviors can significantly harm the overall performance of schools as highlighted by Nyakongo (2015).

In accordance with Nyakundi (2019), encouraging enthusiasm among teachers is essential to advancing efficient teaching and learning procedures. High levels of job unhappiness, in his opinion, are a hindrance to successful

learning outcomes (Tella, 2017). He continues by saying that teachers who are highly motivated are interested in catering to their students' needs, fostering in them a desire to learn, and making sure they perform the tasks that have been allocated to them in order for the organization to succeed (Adinan, & Andrew, 2021).

Latin American countries meet the 3.5 times GDP per capita recommended pay criterion as indicated by Hayden & Stephanies (2021). In contrast, it highlights that wages are comparatively low in Africa. Schools and educational professionals are under pressure from the educational environment in many different ways, such as, through external limitations, imposed standards and various goals (Oriahi, 2019). Teachers' well-being is impacted by these demands and expectations, which is seen in the level of motivation, affect and burn-out (Orji, 2019). A study was done by Nyakundi et al. (2019) on the influence of teacher motivation to academic performance of pupils in primary schools in Kenya. The study used mixed method design and targeted 983 respondents while it sampled out 99 respondents in Nyamira South Sub-County who were selected using stratified sampling technique. It was established that teacher motivation enhances the academic performance of the students. The study had not incorporated promotion and number of in-service training and hence a conceptual gap existed which the current study sought to address.

2.4 Teacher Preparation and Use of Instructional Resources on Academic Achievement

In light of the crucial role education plays in driving progress globally, it becomes indispensable for a nation's development (Demir, 2019). This significance is underscored by UNESCO (2010), which recognized education as a tool for and a measure of growth in 2011. Parents in particular, find cause for concern regarding their learners' academic progress. However, studies reveal that these resources for teaching and learning are not always available in schools, according to studies done in the past about this topic (Card & Krueger, 2016). Educators expressing serious reservations, highlight the inadequate nature of teaching-learning resources (Adeogun, & Osifila, 2018).

The availability of educational resources holds immense importance in leveling the playing field for students, ensuring equal educational opportunities for all (Tansel, 2018). Moreover, the connection between the number of students and achievement is evident. Smaller classes tend to exhibit higher levels of achievement compared to the ones with more students. Additionally, the practicality of spacious classrooms comes into play, offering more convenience for teaching. Larger classrooms often mean less time available for personalized teaching (Guclu, 2002).

In relation to educational resources influence on academic achievement, teacher credentials shape students' performance, just the way the availability and quality of educational resources play a crucial role in students' academic

success. Teachers' professional experiences have a considerable impact on students' mathematics achievement, the same way a well-equipped educational environment can significantly enhance overall academic outcomes (Rivkin, Hanushek & Kain, 2005). The broader impact extends beyond individual students, affecting societal progress, career trajectories and collaborative dynamics among peers and colleagues.

In order to reduce the impact of socioeconomic characteristics on academic achievement and promote equal opportunities for students, educational resources of schools are crucial (Savasci, & Tomul, 2021). In the realm of curriculum leadership this underscores the pivotal role leaders play in addressing disparities in academic achievements relating socioeconomic factors. Curriculum leaders should prioritize ensuring schools have adequate educational resources, particularly qualified teachers and laboratory technicians. A study was conducted by Savasci, & Tomul (2021) on the relationship between educational resources of school and academic achievement. The target population was 1994 students drawn from elementary schools in the province of Burdur. Data was collected using questionnaires and analyzed using both descriptive and inferential statistics. Findings revealed that there is a negative as well as significant association between students' performance scores and lack of qualified teachers as well as lack of the laboratory technicians. The negative association between students' performance and the lack of these resources as highlighted in the study, accentuates the importance of curriculum leaders in advocating for and

managing resources effectively. The mention of a contextual gap indicates that curriculum leaders should be attentive to the specific needs and challenges of their educational environment, tailoring interventions to bridge such gaps and promote equitable educational opportunities for all students.

The availability of educational resources is integral to effective curriculum leadership (Rivkin, Hanushek & Kain, 2021). When enough educational resources are available in schools, it helps to provide equal opportunities for students. The study by Tahira et al. (2020) underscores the influence of school resources on students' academic achievement. The mention of a conceptual gap addressed by the current study emphasizes the importance of assessing various components like textbooks and laboratory services to ensure a comprehensive understanding of resource adequacy in education. All these resources are important in improvement of the academic performance of the learners.

2.5 Summary of the literature reviewed

In this study, objectives formed the basis for the literature research, which produced data from earlier investigations. The research is; establishing contribution of the school leader on teacher preparation for classroom facilitation, examining contribution of school leader on classroom supervision, establishing school leaders' contribution to teacher preparation and use of instructional resources and find out school leaders' contribution to teacher motivation on learner achievement.

The principals are the ones who play a major role in curriculum leadership. He/ she shapes the school's direction by creating a good environment for everyone to work in, provides the necessary guidance and resources. He/she also develops the teachers by providing training opportunities for their professional development. A lot of studies have been done on the influence of school leadership on academic achievements but limited studies have been done on the influence of curriculum leadership on learner academic achievement hence the need for this study.

Literature reviewed has provided more information about the study variables adopted in this study. The information was important in provision of data to support the problem that was to be researched on. It helped to provide more information from different contexts around the world. Data provided cuts across different jurisdictions around the world, that is, both developed countries and undeveloped countries. It was evident that literature existed on the study variables which meant that it was an area that had attracted the attention of different researchers around the world. It was evident that education in public secondary schools has been examined by many researchers around the globe. Although public secondary school education is important, it was evident from the literature reviewed on the subject matter that the quality of public secondary education is low in most secondary schools attributed to many factors some of which formed part of the objectives of this study. Most of the studies reviewed on the subject matter had shortfalls some of which were identified in this study and helped the researcher develop a strong

argument as to why this study was supposed to be done. Major shortfalls were on the methodology where key important items were left out in most of the studies done on the subject matter across the world. In some of the studies, theoretical gaps existed where indicators of the variables adopted in this study were missing in most of the other studies reviewed in this study.

On some of the variables adopted in this study, literature was scarce which necessitated the current study to be conducted on the subject matter so as to provide more literature on the subject matter. Scarcity of literature on the variables and yet they matter most in the academic arena called for more studies to be done on the subject matter to enhance literature and provide more policy recommendations that might have helped to enhance the academic achievement of the students in public secondary schools. Literature view was in a chronological manner based in the order oh how the objectives appear in chapter one. Literature was reviewed on all the specific objectives which gave room for the researcher to critique other peoples work and be able to provide gaps that even future researcher might use for development of a strong argument on what should be done in public secondary schools to enhance students' performance in their studies.

From the literature reviewed it was evident that almost all scholars had operationalized their study variables differently and hence conceptual gaps existed in almost all the studies reviewed in this study. Most of the studies had limitations in scope and had not provided rationale for each item presented under methodology. Most schools prioritized the academic achievement of the

learners but faced limitations that were sometimes beyond their ability and hence ended up adversely affecting performance of the students. The major challenges was resources that were not adequate and yet students population was high in most of the public secondary schools worldwide. Budget constraints that limit resource adequacy availability was a major challenge for most of the schools where the various studies presented in this chapter were conducted. Laboratories and libraries were not enough to accommodate the rise in the students' population and therefore adversely affected how the learners performed in their respective schools. Teachers were not enough to provide personalized attention to all students and yet most students need personalized attention to perform better. Schools' general infrastructure status was poor which had a negative effect on learner's academic performance levels if compared with learners in schools where their infrastructure was better. Libraries were not well equipped and their learners had no enough resources where they could conduct their research works and be able to advance the ability to excel in their studies.

Literature reviewed showed that a lot has to be done in schools to upgrade their status in a manner that can enhance students' performance. There was need for strategies to be adopted to improve the status of the schools. More studies were to be conducted on this subject matter to iron out all the challenges public secondary schools face to enhance the performance of the learners. Scholars with a bias on education matters should continue to research on this topic to help improve the performance of students. In the local context,

scanty studies on the subject matter in the study area was wanting and it necessitated more studies to be done to shade more light on the status of learner's performance in the schools. In Nandi County, learners academic scores in secondary schools funded by the government were low and therefore there was need for a study to determine what are the various causes of that. Literature reviewed on the subject matter pointed towards all the variables adopted in this study plus others which were not in the scope of this study.

Literature reviewed shows that all the variables chosen in this study had a great influence on the outcome variable based on the evidence drawn from the studies in other jurisdictions. The extent to which the variables influence the outcome variable is what differed across the various studies presented in this study. The indicators used for each independent variable was also different across the studies which implied that gaps existed and more studies were supposed to be conducted to address the gap. Most of the studies reviewed had both dependent and independent variable and hence the study results could be correlated which resembled the current study which had both the independent and dependent variable. Learners' academic achievement was better in developed schools Than undeveloped schools and mostly in local schools in Kenya. The issues to be researched on in this study were among the causes of poor or low academic performance and from the literature reviewed there was not for the study to be conducted in Nandi County. This helped to provide recommendations that if adopted would have enhanced academic

achievement of the learners in the schools in the region and the whole Country.

2.6 Theoretical Framework

The study adopted Fielder's (1971) - original Contingency Theory. According to the theory, the efficacy of a leader depends on a variety of factors. He contends that in order to define someone as a successful leader, one must make into account a person's characteristics, environmental factors and task structure. He criticized the situational theory and trait theory for concentrating on a single issue and developing the contingency theory. The effectiveness of school leadership styles has been evaluated using Fielder's approach. This theory's application will be appropriate because it incorporates both situational and trait theories.

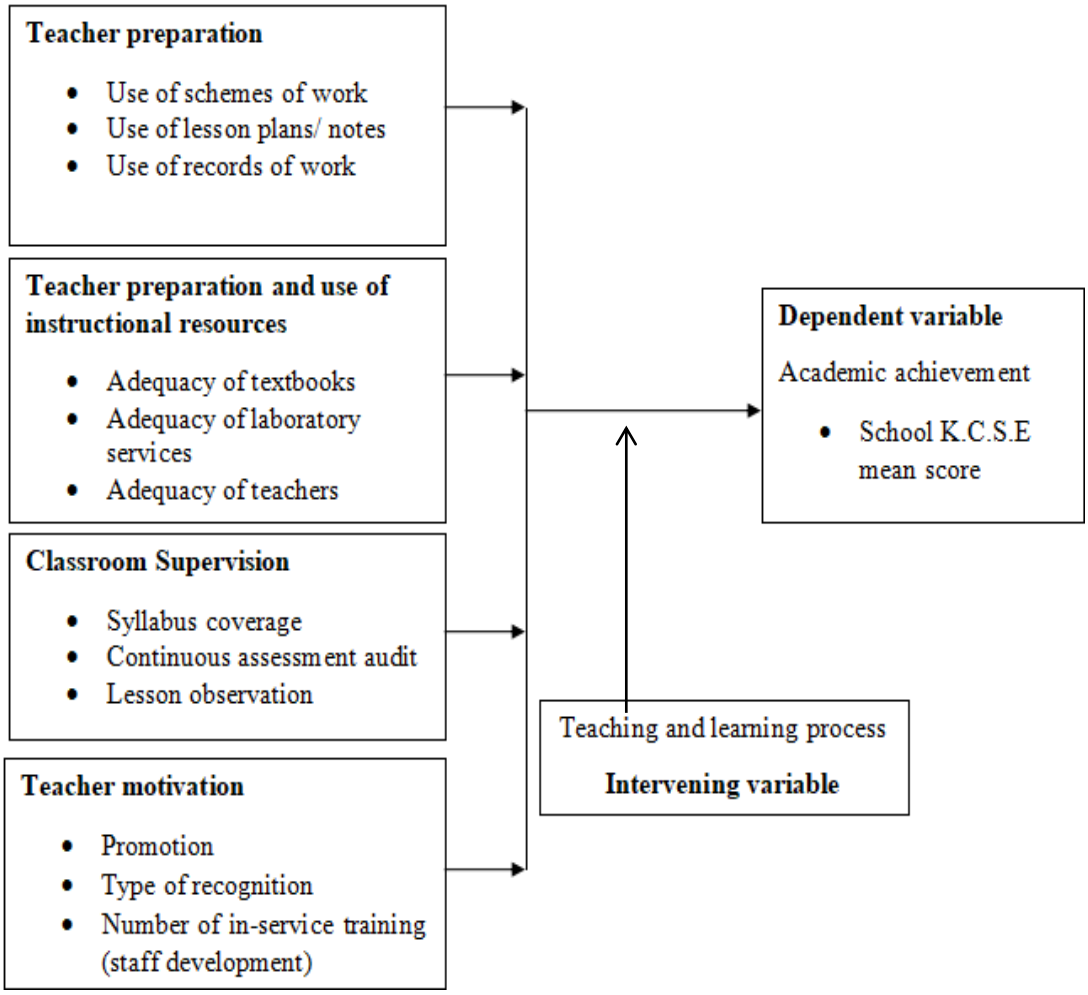
According to Fielder, a leader's efficacy was based on how closely they matched a dominant trait and how well their circumstances were going. For the management executives of an organization, Fielder's thesis has a number of ramifications. The first implication is that Fielder's instruments should be used to evaluate how advantageous leadership circumstances are. The second implication is that the Least Preferred co-worker (L.P.C) scale should be used to assess leadership candidates. The theory was used to examine the influence of curriculum leadership on the learners' academic achievement in Chesumei sub-county in the following areas; teacher preparedness, teacher motivation,

provision and use of instructional resources and also classroom supervision during instruction.

The researcher's goal of examining the influence of school leadership on academic attainment was thus achieved by this theory. It was employed since it outlines the study's primary goals, which are goal achievement and leadership styles. The target population included the principals, who are curriculum leaders in the school. They must therefore comprehend that there are transformational processes in the classroom that interplay between input, output and feedback to improve student performance.

2.7 Conceptual Framework

The following shows independent variables which are; teacher planning, classroom supervision, provision and use of instructional resources and teacher motivation and the direction of influence to the dependent variable. Curriculum leadership has a lot of influence on learner academic achievement. It was adopted to clearly bring out the subject matter considered in this study. When presented in form of a diagram it is easier to understand to be able to follow. The direction of the arrows is important helps readers to follow and see the direction of the associations between variables. It was adopted to provide the summary of all the variables together with the operational indicators adopted.



Independent variables

Figure 2. 1: Conceptual Framework

Figure 2.1 above has been developed from the literature review and related theory. It was anticipated that the independent variables (teacher preparation, teacher preparation and use of instructional resources, classroom supervision and teacher motivation) enhance the dependent variable (academic achievement).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter covers the research design, target population, sampling techniques and sample size, and others as provided below.

3.2 Research design

This study embraced the use of a descriptive survey research design with a quantitative approach based on a close-ended questionnaire and open interviews. As explained by Nassaji (2015), the descriptive research's goal is to describe a phenomenon, but also its characteristics. A descriptive study reports the way a phenomenon or fact is in regards to a certain population, area, or reality. It was applied in getting data on the subject matter.

3.3 Target Population

Target population is all the people the study intends to collect data from and thereafter make conclusions (Pandey, & Pandey, 2021). It is included in this study because without its inclusion, knowledge about where data was collected will not be available and hence it makes completion of the study an uphill task to achieve. It was 30-day schools in Chesumei sub-county (Nandi-county education office, 2022). The study further targeted 1564 respondents as presented below.

Table 3. 1: Target population

Respondents	**N**
Principals	28
Deputies	28
Director of Studies	28
Head of Departments	140
Teachers	140
Students	1200
Total	**1564**

3.4 Sample size and sampling procedures

Sampling is a feasible study whereby individuals chosen represent a larger number which represents the characteristics of the entire group (Orodho, 2003). The study utilized purposive sampling.

Mugenda and Mugenda (2003) states that if the accessible population is large, 10% of it is recommended and if small, 30% is recommended. Therefore, since there were 30 public day secondary schools in Chesumei. The sample size was 7 principals, 7 deputies, 7 directors of studies, 35 heads of

departments from the 5 departments namely; mathematics, languages, humanities, science and applied science departments. 72 teachers and 120 students were also sampled. All this was 30% of the total population. 10 % of the total classroom population of the form four students was taken from the 9 schools, keeping in mind that 2 schools were used for piloting. This means that the total number of student respondents was 120 since there were 1200 students in total. The total number of respondents therefore was 249.

The sampling frame below is table 3.2

Table 3. 2: Sampling frame

Description	**Target population**	**Sample size**
Principals	28	7
Deputies	28	7
Director of Studies	28	7
Head of Departments	140	35
Teachers	140	72
Students	1200	120
Total	**1564**	**249**

Stratified random sampling technique was used where the stratums were principals, deputies, and director of studies among others. The respondents were then selected randomly.

3.5 Research Instruments

The research used the following instruments to collect data; questionnaires and interview schedule as discussed below.

3.5.1 Questionnaires

A questionnaire refers to a list of items used to gather data on certain aspects (Pandey, & Pandey, 2021). In these semi-structured questions were adopted. Questionnaire were used to gather data from deputies, heads of departments, directors of studies, teachers and students. Data collected via questionnaires was used to address all the objectives of the study.

3.5.2 Interview guide

An interview guide was used to gather data from the school principal since they are the curriculum leaders in school. It had questions derived from all the objectives which include determining how teacher preparation for instruction affects academic achievement, and determining classroom supervision influences academic achievement among others. The tool yielded qualitative data. The participants' comments were recorded until interview end.

3.6 Instrument Validity

It the extent to which an instrument measures what it should measure (Borg, & Gall, 1989). Validity is established, though, by comparing the results to those from a related instrument. It should be tested in all studies that uses primary data for the results to be generalizable to the entire population without limitations. Studies in which validity is tested can be generalized to the whole population without queries about whether the findings were valid. How well instruments sample the types of items about which conclusions are derived is always an issue for content validity. Items that don't measure the things they are supposed to were excluded and completely changed. To assess content validity, reviews from the experts from the School of Education, who are specialists in this area was sort. Their opinions were used to eliminate ambiguity and also omit the tools that don't work well.

3.7 Reliability of Instruments

An instrument is considered reliable when it reflects a correlation between -1 and 1 (Hallinger, 2003). The accuracy of the research tools was examined to see if they consistently produce results. The split-half method was adopted. It entails utilizing a single group of individuals to divide the questionnaire's contents into two sections simultaneously. The correlation between the two portions' scores was then determined using the scores. This strategy, similar to test-retest or equivalent form techniques as noticed by Macmillan (2004) which removed chance mistake that results from various test situations.

Reliability and credibility of the interview guide was examined to assess whether the interview guide and its contents were reliable. Starting from the very beginning of the interview, the participants were urged to be honest. There are no right or incorrect responses, the researcher built a rapport with the interviewees. The researcher inquired about specifics and paraphrase earlier inquiries to responders to ensure correctness. The researcher disregarded any data that contains discrepancies. A Cronbach's alpha of ≥ 0.07 is the yardstick. Gupta and Gupta (2022), states that the instruments should have a Cronbach's alpha co-efficient of ≥ 0.07 to be considered reliable.

Table 3. 3: Reliability Test

Teachers Questionnaire	Items	Cronbachs' Alpha
Teacher preparation for instruction	6	0.757
Classroom supervision	4	0.731
Education resource provision	4	0.710
Teacher motivation	4	0.824
Composite Cronbach's Alpha	**18**	**0.756**
Students Questionnaire		
Teacher preparation for instruction	4	0.743
Classroom supervision	4	0.768
Education resource provision	4	0.701
Teacher motivation	4	0.787
Composite Cronbach's Alpha	**16**	**0.750**

The Cronbach's alpha co-efficient for the two sets of questionnaires were above 0.7 which implied that the research instruments were reliable and further analysis could be done.

3.8 Data analysis techniques

The process of data analysis began by closely examining the raw data to determine its correctness, utility and completeness. Statistical Package for

Social Sciences (SPSS) version 26.0 aided in the analysis. Quantitative data was analyzed descriptively using mean, frequencies, percentages and standard deviation and inferential statistics, that is, correlation analysis and regression analysis. Regression analysis and more specifically multiple linear regression analysis was used to determine significant predictors of academic achievement at 5 percent level of significance. Multiple linear regression model adopted was as follows;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \boldsymbol{\varepsilon}$$

Where:

Y represents the dependent variable (academic achievement).

α represents the intercept (regression constant). This implies that the value of Y when X_1, X_2, X_3 and X_4 are equal to zero.

$\boldsymbol{\beta_1}$ represents the change in y for each increment change in X_1

$\boldsymbol{\beta_2}$ represents change in y for each increment change in X_2

$\boldsymbol{\beta_3}$ represents change in y for each increment change in X_3

$\boldsymbol{\beta_4}$ represents change in y for each increment change in X4

X_1 represents Teacher planning for instruction

X_2 represents classroom management during lessons

X_3 represents availability of educational resources

X_4 represents Teacher motivation

ε represents the error term

The interview guide was used to generate qualitative data. The transcripted interview data was subjected to content analysis where data was summarized in common themes.

3.9 Ethical consideration

Respondents' confidentiality was upheld in the study. Their names appeared nowhere on the research instruments, instead they'll be given pseudonyms for the purpose of analysis. A research permit was gotten from National Commission for Science, Technology and Innovation (NACOSTI). Letters were sent to the identified schools in order for them to grant permission for the study to commence. Respondents were identified and invited to take part in the study. Information collected in the study was kept strictly confidentially and for the intended purpose. Respondents were asked to accept to participate in the study before being allowed to participate in the assignment. The researcher told the respondents that they could turn down the request to participate in the study at any stage of their involvement in the study without facing any consequences. Citing of other people's works was done to avert plagiarism and participants were assured of no harm exposure as a result of taking part in the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter covers response rate, background information of the respondents and descriptive statistics findings on teacher preparation for classroom facilitation, classroom supervision, teacher preparation and use of instructional resources and teacher motivation influence on students' academic achievement in public day secondary schools in Chesumei sub-county, Kenya. Correlation and regression analysis results were provided, interpretations and discussions provided. Results of data collected via interview guide were also presented in this chapter.

4.2 Response rate

Response rate is used to determine the level of participation in a survey study (Pandey & Pandey, 2021). When the response rate is low, it can adversely affect the validity of the estimates, analysis as well as inferences made (Gupta & Gupta, 2022). The study used two sets of questionnaires, the first one was for heads of departments and the second one was for students. For the first set of questionnaires, 80 questionnaires were issued, 73 questionnaires were returned out of which 7 questionnaires were incomplete. This implied that 66

questionnaires were completely filled which represented a response rate of 82.5%. For the second set of questionnaires, a total of 196 questionnaires were issued to students, 138 questionnaires were returned, out of which 19 questionnaires were incomplete. A total of 119 questionnaires were duly filled which represented a response rate of 60.7%. According to Gupta and Gupta (2022), the survey response rate considered excellent in survey studies is 50% and above. Findings were presented in Table 4.1.

Table 4. 1: Response rate

Category	Questionnaires issued	Questionnaires returned	Incomplete Questionnaires	Complete Questionnaires	Response rate
Heads of Departments	80	73	7	66	82.5
Students	196	138	19	119	60.7

The response rate for both heads of departments and students were high which was attributed to the method of questionnaire administration. The questionnaires were self-administered where the respondents were allowed between 7 to 10 minutes to fill the questionnaires.

4.3 Background information of the respondents

The background information that focused on gender, level of education, length of service as a teacher, teaching subjects and number of lessons taught per week were sought from the teachers. Findings on gender of the respondents was presented in Figure 4.1.

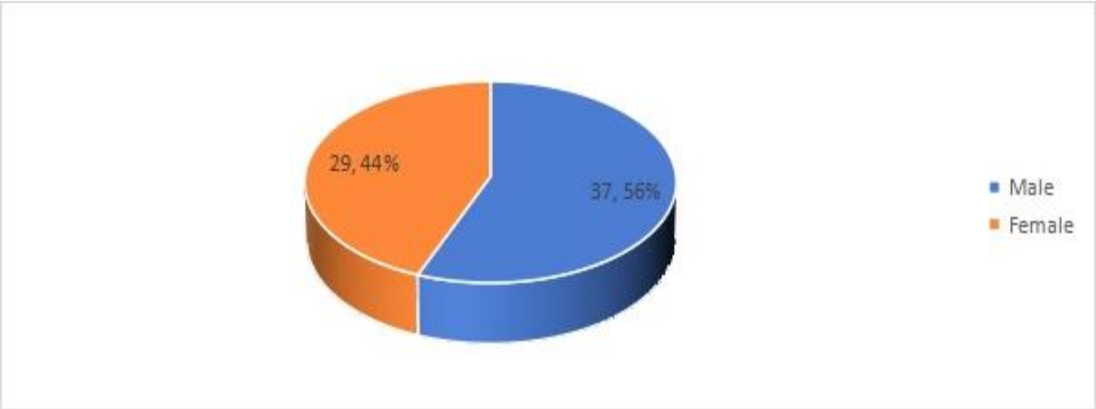


Figure 4. 1: Distribution of respondents (Teachers) by gender

Results revealed that 37 respondents (Teachers) were male while 29 were female. This represented 56% and 44% respectively. This implied that majority of the respondents (Teachers) were male. Distribution of respondents (Teachers) by level of education results were presented in Table 4.2.

Table 4. 2: Teachers Level of Education and teaching experience

		Frequency	Percent
Level of Education	Masters	10	15.2
	BED	50	75.8
	Post-graduate diploma	5	7.6
	Any other	1	1.5
Total		**66**	**100.0**
Length of service	Less than 3 years	8	12.1
	3-5 years	25	37.9
	5 years and above	33	50.0
Total		**66**	**100.0**

Out of the total respondents (Teachers), 10(15.2%) had a master's degree, 50(75.8%) bachelor of education degree, 5(7.6%) post-graduate diploma and 1(1.5%) had a doctorate degree. The distribution of respondents (Teachers) by length of service results were presented in Table 4.2. Findings revealed that 33(50.0%) had taught for 5 years and above, 25(37.9%) between 3 to 5 years and 8(12.1%) less than 5 years. Results on distribution of respondents by Teaching subjects taught were as shown in Table 4.3.

Table 4. 3: Respondents and their subject combinations

	Indicators	Frequency	Percent
Teaching subjects taught	English/Literature	1	1.5
	Kiswahili/CRE	6	9.1
	Kiswahili/History	7	10.6
	Kiswahili/Business	4	6.1
	Geography/Business	3	4.5
	Maths/Chemistry	4	6.1
	Maths/Physics	6	9.1
	Chemistry/Biology	4	6.1
	Maths/Biology	2	3.0
	Biology/Agriculture	8	12.1
	Home Science/CRE	1	1.5
	Chemistry/Physics	5	7.6
	Maths/Chemistry	4	6.1
	Computer	4	6.1
	French/CRE	5	7.6
	Geography/CRE	2	3.0
Total		**66**	**100.0**

The study established that, 1 teacher who participated in this study taught English/literature, 6, Kiswahili/CRE and 7 Kiswahili/History. This represented 1.5%, 9.1% and 10.6% respectively. Out of the total respondents, 4 taught Kiswahili/Business and 3 Geography/Business. This represented 6.1% and 4.5% respectively. Out of the total respondents, 4(6.1%) taught Maths/Chemistry, 6(9.1%) Maths/Physics, 4(6.1%) Chemistry/Biology, 2(3.0%) Maths/Biology and 8(12.1%) Biology/Agriculture. Of the total respondents, 1(1.5%) taught Home Science/CRE, 5(7.6%) Chemistry/Physics, 4(6.1%) Maths/Chemistry, 4(6.1%) computer, 5(7.6%) French/CRE and 2(3.0%) Geography/CRE.

The background information sought about the students (second set of questionnaires) was on gender, age range, number of students in the class, mark scored in K.C.P.E, the mean grade the school obtained whether the school could have got a different grade and its associated reasons. Findings were presented below. On Gender, findings were presented in Figure 4.2.

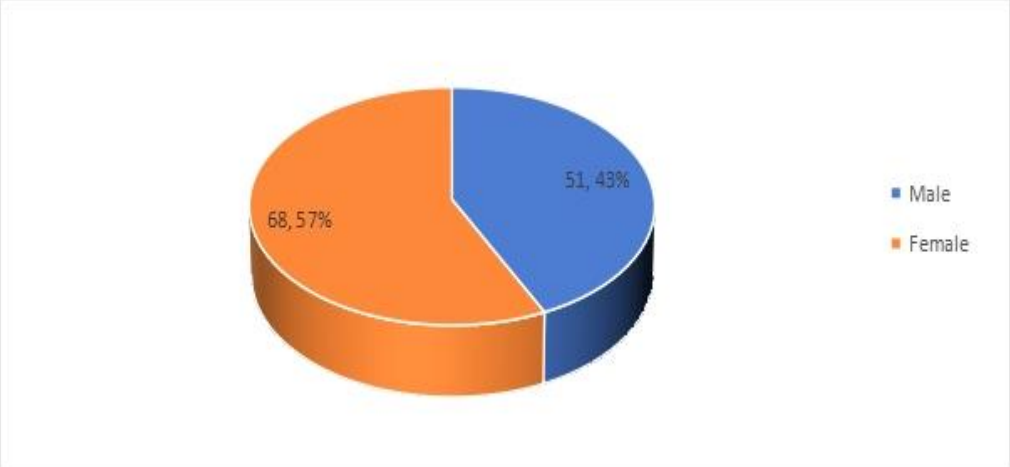


Figure 4. 2: Distribution of respondents (Students) by Gender

Out of the total respondents, 68 were female while 51 were male. This represented 57% and 43% respectively. Results on the number of students in class were as shown in Table 4.4.

Table 4. 4: Number of students in class

		Frequency	Percent
Number of students in class	20-40	62	52.1
	41-60	46	38.7
	61-80	7	5.9
	Any other (specify)	4	3.4
Total		**119**	**100.0**

Out of the total respondents, 62(52.1%) revealed that the number of students in class were between 20 to 40, 46(38.7%) between 41 to 60, 7(5.9%) between 61 and 80 students and 4(3.4%) less than 20 students. On the marks score in KCPE, results were as shown in Figure 4.3.

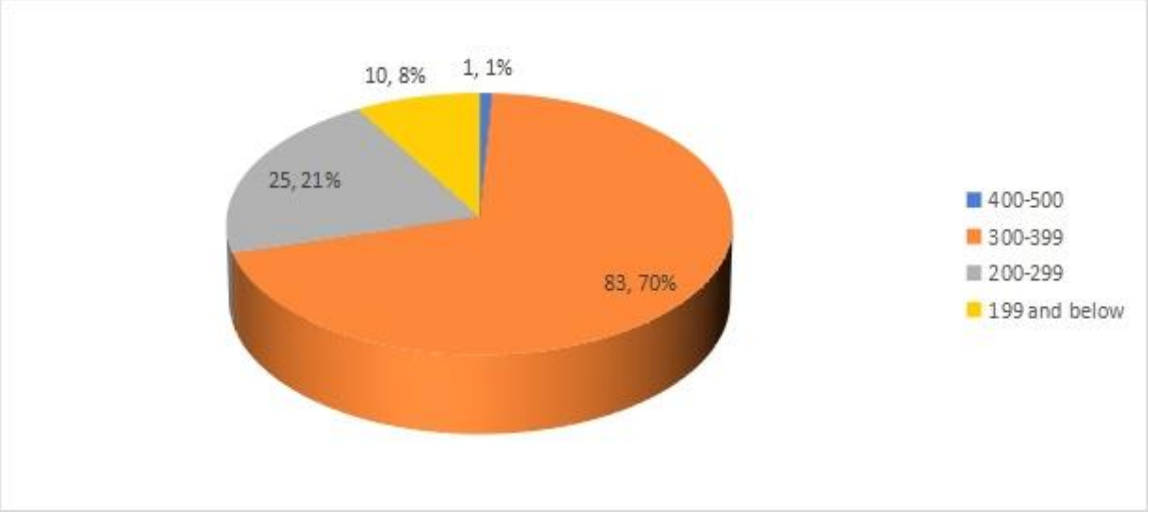


Figure 4. 3: Marks score in KCPE

Out of the total respondents, 83(70%) scored between 300 to 399 marks, 10(8%) scored 199 marks and below, 25(21%) scored between 200 and 299 marks while 1(1%) scored between 400 and 500 marks. On the mean grade the school obtained, results were as under;

Table 4. 5: Mean grade the school obtained

	Indicators	**Frequency**	**Percent**
Mean grade the school obtained	A	0	0.0
	B	8	6.7
	C	110	92.4
	D	1	0.8
Total		**119**	**100.0**

Eight (8) students out of 119 students revealed that the school obtained a mean grade of B, 110(92.4%) C and 1(0.8%) D. On whether the school would have gotten a different grade and the associated reasons. Results were as under;

Table 4. 6: Different grade and associated reasons

		Frequency	Percent
Whether the school would have gotten a different grade	Yes	119	100.0
Total		**119**	**100.0**
Reasons for the answer	If the school has enough teachers	41	34.5
	If more revisions are done	69	58.0
	If learners who perform poorly are given extra attention in school	9	7.6
Total		**119**	**100.0**

119(100%) revealed that the schools would have gotten a different grade and the reasons provided were as follows. 41(34.5%) revealed that the school would have gotten a different grade if the school had enough teachers, 69(58.0%) if more revisions are done and 9(7.6%) if learners who perform poorly are given extra attention in school. The associated reasons were that curriculum leadership plays an important role in the provision of extra tuition for slow learners, employment of enough teachers and doing more revisions for all the learners.

4.4 Influence of Teacher Preparation for Classroom Facilitation on Learners' Academic Achievement

Findings on data collected from teachers on the first objective were presented in Table 4.7.

Table 4. 7: Teachers Responses on Teacher Preparation for Classroom Facilitation

n=66		Always	Sometimes	Rarely	Never	Mean	Std. Deviation
How often do you use a lesson plan	F	52	14	0	0	1.2121	.41194
	%	78.8	21.2	0.0	0.0		
How often do you test content understanding during classroom teaching	F	38	26	1	1	1.4697	.61318
	%	57.6	39.4	1.5	1.5		
How often do you write the records of work	F	35	26	5	0	1.6970	.91095
	%	53.0	39.4	7.6	0.0		
Do you check lesson notes	F	37	29	0	0	1.8939	.91364
	%	56.1	43.9	0.0	0.0		
How often do you give continuous assessment tests	F	59	7	0	0	1.1818	.52357
	%	89.4	10.6	0.0	0.0		
Do you write and adhere to the schemes of work	F	66	0	0	0	1.7273	.81421
	%	100.0	0.0	0.0	0.0		
Aggregate Mean						**1.5303**	

The study had sought to determine how often they used a lesson plan, 52(78.8%) of the respondents revealed always while 14(21.2%) sometimes. How often a lesson plan was used was further established to affect learners' academic achievement with (mean=1.2121, std. Dev.=0.41194). Findings resemble that of Anderson and Dexter (2005) that how often a lesson plan is used affect learners' academic achievement. On how often teachers test content understanding during classroom teaching, 38(57.6%) stated always, 26(39.4%) sometimes, 1(1.5%) rarely and 1(1.5%) never. How often teachers test content understanding during classroom teaching was further established to affect learners' academic achievement with (mean=1.4697, std. Dev.=0.61318). The study is in agreement with that of Baptiste (2019) that how often teachers test content understanding during classroom teaching affects learners' academic achievement. In relation to how often teachers wrote the records of work, 35(53.0%) revealed always, 26(39.4%) sometimes, and 5(7.6%) rarely. How often teachers wrote the records of work was further established to affect learners' academic achievement with (mean=1.6970, std. Dev.=0.91095). Findings resemble that of May and Supovitz (2011) that how often teachers wrote the records of work affects learners' academic achievement.

On whether the teachers check lesson notes, 37(56.1%) always while 29(43.9%) sometimes. Checking of lesson notes was further established to affect learners' academic achievement with (mean=1.8939, std. Dev.=0.91364). The study agrees with that of Farnham (2000) that checking

of lesson notes affect learners' academic achievement. In regards to how often teachers give continuous assessment tests, 59(89.4%) revealed always while 7(10.6%) sometimes. How often teachers give continuous assessment tests was further established to affect learners' academic achievement with (mean=1.1818, std. Dev.=0.52357). Findings are in-tandem with that of Hallinger (2005) that how often teachers give continuous assessment tests affect learners' academic achievement. Lastly, the teachers were asked whether they wrote and adhered to the schemes of work, 66(100%) revealed that they always wrote and adhered to the schemes of work. Writing and adhering to the schemes of work was further established to affect learners' academic achievement with (mean=1.7273, std. Dev.=0.81421). Leithwood, et al. (2008) also established that writing and adhering to the schemes of work affect learners' academic achievement. In a nutshell, Teacher preparation for instruction was further established to affect learners' academic achievement with (mean=1.5303). The students were also asked to provide their responses on Teacher preparation for classroom facilitation. Findings were provided in Table 4.8.

Table 4. 8: Students Responses on Teacher Preparation for Classroom Facilitation

n=119		Frequently	Always	Rarely	Never	Mean	Std. Deviation
How often do your teachers complete the syllabus	F	95	14	10	0	1.3277	.74912
	%	79.8	11.8	8.4	0.0		
Do your teachers give you lesson notes	F	114	5	0	0	1.0420	.20148
	%	95.8	4.2	0.0	0.0		
Are your teachers available for consultation after classes	F	24	64	12	19	2.2185	.94922
	%	20.2	53.8	10.1	16.0		
Do you adhere to the school timetable	F	78	37	4	4	1.5210	.90991
	%	65.5	27.7	3.4	3.4		
Aggregate Mean						**1.5273**	

On how often do students teachers complete the syllabus, 95(79.8%) stated frequently, 14(11.8%) always and 10(8.4%) rarely. How often teachers complete the syllabus was further established to affect learners' academic achievement with (mean=1.3277, std. Dev.=0.74912). Hallinger and Walker (2015) also established that how often teachers complete the syllabus affect learners' academic achievement. In regards to whether the teachers give

students lesson notes, 114(95.8%) revealed frequently while 5(4.2%) always. Giving students lesson notes was further established to affect learners' academic achievement with (mean=1.0420, std. Dev.=.20148). Baptiste (2019) also established that giving students lesson notes affect learners' academic achievement.

On whether the teachers are available for consultation after classes, 24(20.2%) revealed frequently, 64(53.8%) always, 12(10.1%) rarely and 19(16.0%) never. Teachers' availability for consultation after classes was further established to affect learners' academic achievement with (mean=2.2185, std. Dev.=.94922). The study agrees with Anderson and Dexter (2005) that teachers' availability for consultation after classes affect learners' academic achievement. On whether there was adherence to the school timetable, 78(65.5%) stated frequently, 37(27.7%) always, 4(3.4%) rarely and 4(3.4%) never. Adherence to the school timetable was further established to affect learners' academic achievement with (mean=1.5210, std. Dev.=.90991). Findings resemble that of May and Supovitz (2011) that adherence to the school timetable affect learners' academic achievement. From the student's perspective, Teacher preparation for instruction was established to affect learners' academic achievement with (mean=1.5273). One of the respondents interviewed revealed that;

> *" When lesson notes are checked it affects learners' academic achievement. When teachers give continuous assessment tests frequently it enhances learners' academic achievement.*

Writing and adhering to the schemes of work affect learners' academic achievement."

Another respondent revealed that'

"When teachers complete the syllabus, learners' academic achievement improves. When the teachers give students lesson notes and also become available for consultation after classes, their academic achievement improves greatly."

From the findings above, the study can conclude that teachers should always strive to complete the syllabus, give notes, adhere to the school timetable and be available for consultations when need arises.

4.5 Influence of Classroom Supervision on learners' Academic Achievement

Findings on data collected from teachers on the second objective were presented in Table 4.9.

Table 4. 9: Teacher's responses on Classroom Supervision

n=66		SD	D	U	A	SA	Mean	Std. Deviation
I often ensure the syllabus is well covered	F	4	4	4	38	16	3.8788	1.04536
	%	6.1	6.1	6.1	57.6	24.2		
I have lesson observation from time to time	F	1	1	4	43	17	4.1212	.71285
	%	1.5	1.5	6.1	65.2	25.8		
I evaluate the effectiveness of group discussions	F	4	4	5	37	16	3.8636	1.05081
	%	6.1	6.1	7.6	56.1	24.2		
I give supervised assignment during normal class hours	F	16	9	2	13	26	3.3636	1.66997
	%	24.2	13.6	3.0	19.7	39.4		
Aggregate Mean							**3.8068**	

On whether the teachers ensured the syllabus was well covered, 54(81.8%) agreed while 8(12.2%) disagreed. Ensuring the syllabus is well covered was further established to affect learners' academic achievement with (mean=3.8788, std. Dev.=1.04536). Findings resemble that of Oben, & van

Rooyen, (2023) that ensuring the syllabus is well covered affects learners' academic achievement. In regards to whether the respondents had lesson observation from time to time, 60(90.9%) agreed while 2 (3.0%) disagreed. Having a lesson observation from time to time was further established to affect learners' academic achievement with (mean=4.1212, std. Dev.=0.71285). The study agrees with that of Anderson and Nash (2017) that having a lesson observation from time-to-time affects learners' academic achievement.

On whether the respondents evaluate the effectiveness of group discussions, 53(80.3%) agreed while 8(12.2%) disagreed. Evaluation of the effectiveness of group discussions was further established to affect learners' academic achievement with (mean=3.8636, std. Dev.=1.05081). Findings resemble that of Hallinger (2011) that evaluation of the effectiveness of group discussions affect learners' academic achievement. In regards to whether the respondents gave supervised assignment during normal class hours, 39(59.1%) agreed while 25(37.9%) disagreed. Giving supervised assignment during normal class hours was further established to affect learners' academic achievement with (mean=3.3636, std. Dev.=1.66997). The study by Oben (2015) also revealed that giving supervised assignment during normal class hours affects learners' academic achievement. Using Teachers questionnaire, classroom supervision was established to affect learners' academic achievement with (mean=3.8068).

The study also sought to determine students' responses on classroom supervision as well. Findings were presented in Table 4.14. On whether the students are given continuous assessment tests regularly, 73(61.3%) agreed

while 30(25.2%) disagreed. Giving continuous assessment tests regularly was further established to affect learners' academic achievement with (mean=3.5294, std. Dev.=1.43694). The study by Gawlik (2018) also established that giving continuous assessment tests regularly affect learners' academic achievement. Findings on students' responses on classroom supervision were presented in Table 4.10.

Table 4. 10: Students Responses on Classroom Supervision

n=119		SD	D	U	A	SA	Mean	Std. Deviation
We are given continuous assessment tests regularly	F	19	11	16	34	39	3.5294	1.43694
	%	16.0	9.2	13.4	28.6	32.8		
Teachers supervise our classroom activities	F	5	5	5	28	76	4.3866	1.04240
	%	4.2	4.2	4.2	23.5	63.9		
We have classroom discussion groups	F	5	4	3	28	79	4.4454	1.00589
	%	4.2	3.4	2.5	23.5	66.4		
We understand what we are taught and whenever we don't, we seek clarification	F	7	6	6	50	50	4.0924	1.09693
	%	5.9	5.0	5.0	42.0	42.0		
Aggregate Mean							**3.1135**	

On whether teachers supervise our classroom activities, 104(87.4%) agreed while 10(8.4%) disagreed. Teachers supervising student's classroom activities

was further established to affect learners' academic achievement with (mean=4.3866, std. Dev.=1.04240). Anderson and Nash (2017) also established that Teachers supervising student's classroom activities affect learners' academic achievement. On whether students had classroom discussion groups, 107(89.9%) agreed while 9(7.6%) disagreed. Students having classroom discussion groups was further established to affect learners' academic achievement with (mean=4.4454, std. Dev.=1.00589). Findings resemble that of Oben (2015) that students having classroom discussion groups affect learners' academic achievement. Lastly, on whether students understand what they are taught and whenever they don't, they seek clarification, 100(84.0%) agreed while 13(10.9%) disagreed. Seeking clarification was further established to affect learners' academic achievement with (mean=4.0924, std. Dev.=1.09693). The study agrees with that of Hallinger (2011) that seeking clarification affect learners' academic achievement. In summary, classroom supervision was established to affect learners' academic achievement with (mean=3.1135). One of the respondents interviewed revealed that;

> *"Teachers supervise student's classroom activities which affect learners' academic achievement. Students are given continuous assessment tests regularly which affects learners' academic achievement. Teachers usually evaluate the effectiveness of group discussions which affect learners' academic achievement."*

Another respondent revealed that,

"*When teachers supervise students' classroom activities and have classroom discussion groups, it affects learners' academic achievement. Students who seek clarification whenever they are taught and whenever they don't, record an improvement in academic performance."*

4.6 Influence of Teacher Preparation and Use of Instructional Resources on learners' Academic Achievement

Using the teacher's questionnaire, the study started by finding out the academic resources in the school and results presented in Table 4.11.

Table 4. 11: Academic resources in the school

		Frequency	Percent
Academic resources in the school	Laboratories	34	51.5
	Teaching personnel	22	33.3
	Textbooks	10	15.2
Total		**119**	**100.0**

Laboratories were among the academic resources in the school. This information was revealed by 34(51.5%) of the respondents. Out of the total respondents, 2(33.3%) revealed teaching personnel and 10(15.2%) textbooks. The study by Momoh (2010) also established that laboratories, teaching personnel and textbooks were among the academic resources in a school. On

rating of the importance of academic resources in the school, results were as under;

Table 4. 12: Importance of Laboratories in the School and adequate teaching personnel in the school

		Frequency	**Percent**
Laboratories Importance	High	34	51.5
	Moderate	26	39.4
	Low	6	9.1
Total		**66**	**100.0**
Adequate teaching personnel	High	45	68.2
	Moderate	14	21.2
	Low	7	10.6
Total		**66**	**100.0**

Thirty-four 34(51.5%) rated it high, 34(51.5%) moderate and 6(9.1%) low. Laboratories in the school were rated high. In the study by Lyons (2012), the importance of laboratories in schools was rated and it was established to be high. On importance of adequate teaching personnel in the school, 45(68.2%) rated high, 14(21.2%) moderate and 7(10.6%) low. The importance of adequate teaching personnel in the schools was high. The study by Guclu (2002) also rated the importance of adequate teaching personnel in schools as

high. On importance of adequacy of textbooks in the school, results were as under;

Table 4. 13: Importance of adequacy of textbooks in the school

		Frequency	Percent
Adequacy of textbooks	High	34	51.5
	Moderate	16	24.2
	Low	16	24.2
Total		**66**	**100.0**

Findings on rating of the importance of adequacy of textbooks in the school revealed that 34(51.5%) stated high, 16(24.2%) moderate and 16(24.2%) low. The importance of adequacy of textbooks in the schools was high. Korir and Kipkemboi, (2014) also revealed that the importance of adequacy of textbooks in schools is high. The study also sought to determine how often chalkboard was used for illustration. Results were as under, 57(86.4%) revealed that they always used chalkboard for illustration while 9(13.6%) rarely. On effectiveness of chalkboard use for illustration, results were as under;

Table 4. 14: Effectiveness and frequency of chalkboard use for illustration

		Frequency	Percent
Chalkboard use for illustration	Yes	48	72.7
	No	18	27.3
Total		**66**	**100.0**
Chalkboard use Always		57	86.4
Rarely		9	13.6
Total		**66**	**100.0**

A total of 48(72.7%) opined that chalkboard was effective for illustration while 18(27.3%) said No. Findings by Sama and Tarim (2007) also established that chalkboard is effective for illustration. On the influence of academic topical charts to overall understanding of lesson content and memory retention. Results were as under;

Table 4. 15: Influence of academic topical charts to overall understanding of lesson content and memory retention

	Frequency	Percent
It provides a graphical view of information that is a powerful way to display evidence	56	84.8
It provides a series of resources for students to read, interpret and think critically in textbooks	10	15.2
Total	**66**	**100.0**

In regards to the influence of academic topical charts to overall understanding of lesson content and memory retention, 56(84.8%) revealed the first option in the table while 10(15.2%) second option. The study by Korir and Kipkemboi (2014) also established that academic topical charts provide a series of resources that helps students perform better. All the respondents, 66(100%) stated that there was evidence to support findings as tabulated below.

Table 4. 16: Evidence to support findings

n=66	Frequency	Percent
Evidence to support findings	66	100.0
Total	**66**	**100.0**

On educational resource provision and learners' academic achievement, findings were as under;

Table 4. 17: Students responses on educational resource provision

n=119		SD	D	U	A	SA	Mean	Std. Deviation
We have adequate textbooks for all subjects in our school.	F	106	10	1	1	1	1.1597	.55209
	%	89.1	8.4	0.8	0.8	0.8		
We have enough laboratories in our school.	F	51	53	5	5	5	1.8235	.99700
	%	42.9	44.5	4.2	4.2	4.2		
There are enough teachers in the school	F	83	21	7	4	4	1.5294	.98998
	%	69.7	17.6	5.9	3.4	3.4		
We have an adequate number of classrooms	F	65	35	7	8	4	1.7479	1.05941
	%	54.6	29.4	5.9	6.7	3.4		
Aggregate Mean							**1.5651**	

The students were asked whether they had adequate textbooks for all subjects in our school, 116(97.5%) disagreed while 2(1.6%) disagreed. Having adequate textbooks for all subjects in our school was further established to affect learners' academic achievement with (mean=1.1597, std. Dev.=.55209). The study agrees with that of Lyons (2012) that having adequate textbooks for all subjects in the school affect learners' academic achievement. On whether students have enough laboratories in the school, 104(87.4%) disagreed while 10(8.4%) agreed. Having enough laboratories in the school was further

established to affect learners' academic achievement with (mean=1.8235, std. Dev.=.99700). The study by Rivkin, et al. (2005) established that having enough laboratories in the school affect learners' academic achievement.

In regards to whether there are enough teachers in the school, 104(87.4%) disagreed while 8(6.8%) agreed. Enough teachers in the school were further established to affect learners' academic achievement with (mean=1.5294, std. Dev.=.98998). The study by Guclu (2002) established that having enough teachers in the school affect learners' academic achievement. On whether there was adequate number of classrooms in the schools, 100(84.0%) disagreed while 12(10.1%) agreed. Adequate number of classrooms in the school was further established to affect learners' academic achievement with (mean=1.7479, std. Dev.= 1.05941). The study is in agreement with that of Rivkin, et al. (2005) that adequate number of classrooms in the school affect learners' academic achievement. In summary, education resource provision was established to affect learners' academic achievement with (mean=1.5651). One of the respondents interviewed revealed that;

> *"There were no adequate textbooks for all subjects in the school which had affected learners' academic achievement. The school had no enough laboratories which had affected learners' academic achievement. The number of classrooms in the school were not adequate and this had an effect on learners' academic achievement."*

Another respondent revealed that;

> "*Learners' academic performance improves when they have adequate textbooks for all the subjects in school. When there are enough laboratories in the school it enhances learners' academic achievement. The performance of the learners improves in those schools that have enough teachers."*

4.7 Influence of Teacher Motivation on learners' Academic Achievement

Teachers' opinions on the fourth objective were as presented in Table 4.18.

Table 4. 18: Teacher's responses on teacher motivation

n=66		**SD**	**D**	**U**	**A**	**SA**	**Mean**	**Std. Deviation**
Promotion of teachers is based on their efforts.	F	4	4	4	14	40	4.2424	1.19048
	%	6.1	6.1	6.1	21.2	60.6		
Teachers are recognized and awarded when they achieve something great.	F	3	3	3	3	54	4.5455	1.08389
	%	4.5	4.5	4.5	4.5	81.8		
Teachers are adequately motivated from time to time.	F	40	14	4	6	2	1.7273	1.11694
	%	60.6	21.2	6.1	9.1	3.0		
Teachers are given in service training in order to develop them professionally	F	35	11	3	9	8	2.1515	1.49092
	%	53.0	16.7	4.5	13.6	12.1		
Aggregate Mean							**3.1667**	

On whether promotion of teachers is based on their efforts, 54(81.8%) agreed while 8(12.2%) disagreed. Promotion of teachers based on their efforts was further established to affect learners' academic achievement with (mean=4.2424, std. Dev.= 1.19048). Findings resemble that of Abdul *et al.*, (2014) promotion of teachers based on their efforts affect learners' academic achievement. In regards to whether Teachers are recognized and awarded when they achieve something great, 57(86.4%) agreed while 6(9.1%) disagreed. Recognizing and awarding teachers when they achieve something great was further established to affect learners' academic achievement with (mean=4.5455, std. Dev.= 1.08389). The study agrees with that of Tsouloupas, Carson and MacGregor (2014) that recognizing and awarding teachers when they achieve something great affect learners' academic achievement.

In relation to whether Teachers are adequately motivated from time to time, 54(81.8%) disagreed and 8(12.1%) agreed. Adequately motivating Teachers from time to time was further established to affect learners' academic achievement with (mean=1.7273, std. Dev.= 1.11694).

Findings resemble that of Adeyinka, *et al*. (2013) that adequately motivating Teachers from time to time affect learners' academic achievement. Lastly, on whether Teachers are given in service training in order to develop them professionally, 46(69.7%) disagreed while 17(25.8%) agreed. Teachers being given in service training in order to develop them professionally was further established to affect learners' academic achievement with (mean=2.1515, std.

Dev.= 1.49092). The study by Akpan (2011) also established that Teachers being given in service training in order to develop them professionally affect learners' academic achievement. In summary, teachers' motivation was established to affect learners' academic achievement with (mean=3.1667). The study sought responses from the students on teacher motivation and the findings were presented in Table 4.19.

Table 4. 19: Students responses on Teacher motivation

n=119		**SD**	**D**	**U**	**A**	**SA**	**Mean**	**Std. Deviation**
Teachers are always motivated at work.	F	53	40	4	11	11	2.0504	1.30090
	%	44.5	33.6	3.4	9.2	9.2		
Teachers are taken to trips whenever the school performs well.	F	8	16	9	58	28	3.6891	1.16988
	%	6.7	13.4	7.6	48.7	23.5		
Students who perform well are rewarded plus their teachers.	F	63	21	8	16	11	2.0840	1.40568
	%	52.9	17.6	6.7	13.4	9.2		
The class that performs well consecutively is sponsored on a trip plus their teachers.	F	52	36	11	11	9	2.0672	1.26042
	%	43.7	30.3	9.2	9.2	7.6		
Aggregate Mean							**2.4727**	

The study sought to determine whether Teachers are always motivated at work, 93(78.2%) disagreed while 22(18.4%) agreed. Teachers always being motivated at work was further established to affect learners' academic achievement with (mean=2.0504, std. Dev.= 1.30090). The study agrees with that of Nyakongo (2015) that Teachers always being motivated at work affect learners' academic achievement. On whether Teachers are taken to trips whenever the school performs well, 86(72.3%) agreed while 24(20.2%) disagreed. Taking Teachers to trips whenever the school performs well was further established to affect learners' academic achievement with (mean=3.6891, std. Dev.= 1.16988). The study by Nyakundi (2012) also established that taking Teachers to trips whenever the school performs well affect learners' academic achievement.

On whether students who perform well are rewarded plus their teachers, 84(70.6%) disagreed while 27(22.7%) agreed. Rewarding students plus their teachers when students perform well was further established to affect learners' academic achievement with (mean=2.0840, std. Dev.= 1.40568). Adukaite, Van Zyl and Cantoni, (2017) also stated that rewarding students plus their teachers when students perform well affect learners' academic achievement. Lastly, on whether the class that performs well consecutively is sponsored on a trip plus their teachers, 88(73.9%) disagreed while 20(16.8%) agreed. Consecutively sponsoring class that performs well on a trip plus their teachers was further established to affect learners' academic achievement with (mean=2.0672, std. Dev.= 1.26042). The study by Nyakundi, Raburu and

Okwara, (2019) also revealed that consecutively sponsoring class that performs well on a trip plus their teachers affect learners' academic achievement. In a nutshell, Teacher motivation was found to affect learners' academic achievement with (mean=2.4727). One of the respondents interviewed revealed that;

> *"Promotion of teachers based on their efforts affect learners' academic achievement. Teachers are usually recognized and awarded when they achieve something great. When teachers are adequately motivated from time to time, it affects learners' academic achievement."*

Another interviewed respondent revealed that;

> "*When both students and their teachers are rewarded, students' performance improves. Learners' academic achievement is affected when the class that performs well is sponsored on a trip plus their teachers."*

4.8 Inferential Statistics

Discussion on inferential statistics is as under;

4.8.1 Correlation Analysis

It was adopted to determine the nature of association that exists between curriculum leadership and learners' academic achievement. Correlation analysis is important as it helps to determine whether the association between variables is either positive or negative. It is adopted in this study to show

whether the association between study variables is either positively strong or weak, negatively weak, or strong and whether there is no relationship that exists. The results are as under;

Table 4. 20: Correlations Analysis

		Students' academic achievement	Teacher planning for instruction	Classroom management during lessons	Availability of educational resources	Teacher motivation
Students' academic achievement	Pearson Correlation					
	Sig. (2-tailed)	1				
Teacher preparation for facilitation classroom	Pearson Correlation					
	Sig. (2-tailed)	.788*	1			
Classroom management during lessons	Pearson Correlation	.000				
	Sig. (2-tailed)	.831*	.385**	1		
Availability ofinstructional resources	Pearson Correlation	.000	.016			
	Sig. (2-tailed)	.811*	.372**	.537**	1	
Teacher motivation	Pearson Correlation	.000	.000	.000		
	Sig. (2-tailed)	.731*	.331*	.678*	.450*	1
		.000	.000	.000	.000	

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

*. Correlation is significant at the 0.05 level (2-tailed).

Teacher preparation for classroom facilitation had a significant strong positive association with student accomplishment of ($r = 0.788$, p-value < 0.05). In the study by Oko (2021) also similar results were established. Teacher preparation for classroom facilitation enhanced student accomplishment. Classroom management during lessons was found to have a significantly strong positive relationship with student accomplishment of ($r = 0.831$, p-value < 0.05). Classroom management during lessons enhanced student academic achievement. Oko (2021) also fund similar results like for this study.

Teacher preparation and use of instructional resources had a significant strong positive relationship with students' academic achievement of ($r = 0.811$, p-value < 0.05). Availability of instructional resources enhanced student academic achievement. The study by Owoeye, and Yara (2021) found similar results. Teacher motivation had a significantly strong positive relationship with students' academic achievement of ($r = 0.731$, p-value < 0.05). Teacher motivation enhanced student academic achievement. The study by Parker (2016) also found results that resemble the one gotten in this study.

4.8.2 Multiple Regression Analysis

Model summary results were presented in Table 4.21.

Table 4. 21: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.769[a]	.655	.651	1.40442

a. Predictors: (Constant), teacher planning for instruction, classroom management, availability of instructional resources and teacher motivation

Adjusted R-square was 0.65, that is, the model explained 65.1% of students' academic achievement from teacher preparation for classroom facilitation, classroom management, availability of educational instructional resources and teacher motivation. Analysis of variance (ANOVA) was adopted conduct goodness of fit test. The findings were as under.

Table 4. 22: ANOVA

		Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
		1576.512	4	394.128	199.821	.000[b]
1	Residual	510.848	114	1.972		
	Total	**2087.360**	**118**			

a**. Dependent Variable**: Students' academic achievement

b. **Predictors:** (Constant), teacher preparation for classroom facilitation, classroom management, availability of instructional resources and teacher motivation

F test value was F (4, 114) = 199.821, $p<0.05$. This implies that the model was reliable and could be used to predict students' academic achievement. Regression coefficient analysis results were presented in Table 4.23

Table 4. 23: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.152	.703		.375	.511
	Teacher preparation for instruction	.613	.053	.474	9.782	.000
	Classroom management	.751	.036	.898	11.780	.000
	Availability of instructional resources	.832	.045	.313	3.783	.000
	Teacher motivation	.638	.021	.646	8.610	.000

a. Dependent Variable: Students' academic achievement.

Table 4.23 shows the regression coefficients results whereby teacher preparation for classroom facilitation had a positive and significant influence on students' academic achievement of (β=-0.613, $p < 0.05$). This implies that an improvement in teacher preparation for classroom facilitation by one unit increases students' academic achievement by 0.613 units. This led to rejection of the first null hypothesis ($H0_1$). The study is in agreement with that of Aguisiobo (2018) that teacher preparation for classroom facilitation enhance student's academic achievement.

Classroom management had a positive and significant influence on students' academic achievement of (β= 0.751, $p < 0.05$). This implies that an improvement in classroom management by one unit increases students' academic achievement by 0.751 units. This led to rejection of the second null hypothesis ($H0_2$). The study agrees with that of Alimi, and Akinfolarin (2017) that classroom management enhances student's academic achievement.

Availability of instructional resources had a positive and significant influence on students' academic achievement of (β=0.832, $p < 0.05$). This implies that an increase in availability of resources enhances students' academic achievement by 0.832 units. This led to rejection of the third null hypothesis ($H0_s$). Findings are similar to that of Tomul and Savasci (2022) that availability of instructional resources enhances student's academic achievement.

Teacher motivation had a positive and significant influence of students' academic achievement of (β=0.638, $p < 0.05$). This implies that an increase in teacher motivation by one unit increases students' academic achievement by 0.638 units. This led to rejection of the fourth null hypothesis ($H0_4$). Findings resemble that of Nyakundi (2019) that Teacher motivation enhances student's academic achievement. Multiple regression model was as under;

$Y = 17.152 + 0.613X_1 + 0.751X_2 + 0.832X_3 + 0.638X_4$ ……. Equation 4.1

17.152 is constant and it implies that at zero, teacher preparation for classroom facilitation, classroom management, availability of instructional resources and teacher motivation, students' academic achievement is at 17.152 units.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Summary of findings, conclusion and recommendations were provided among others.

5.2 Summary of Findings

Curriculum leadership and learners' academic achievement in public day secondary schools had been studied with key concerns on teacher preparation for instruction, classroom supervision, educational resource provision and teacher motivation.

5.2.1 Influence of Teacher Planning for Classroom Facilitation on Learners' Academic achievement

The frequency of lesson plan use was established to affect learners' academic achievement. In addition, testing content understanding during classroom teaching was established to affect learners' academic achievement. Frequency of writing records of work by teachers affected learners' academic achievement. Checking of lesson notes was established to affect learners' academic achievement. Access to continuous assessment tests by students was established to affect learners' academic achievement. Writing and adhering to

the schemes of work was established to affect learners' academic achievement. Completion of the syllabus by teachers was established to affect learners' academic achievement. Giving students lesson notes was established to affect learners' academic achievement. Teachers' availability for consultation after classes was established to affect learners' academic achievement and adherence to the school timetable was established to affect learners' academic achievement. Correlation results revealed that Teacher planning for instruction has a significantly strong positive relationship with student accomplishment of ($r = 0.788$, p-value < 0.05). Regression results revealed that teacher planning for instruction enhanced students' academic achievement of ($\beta = 0.613$, $p < 0.05$).

5.2.2 Influence of Classroom Supervision on learners' Academic achievement

Ensuring the syllabus is well covered, having a lesson observation from time to time, evaluation of the effectiveness of group discussions and giving supervised assignment during normal class hours were established to affect learners' academic achievement. Giving continuous assessment tests regularly was established to affect learners' academic achievement. Teachers supervising student's classroom activities, students having classroom discussion groups and seeking clarification were established to affect learners' academic achievement. Correlation results revealed that Teacher planning for instruction has a significantly strong positive relationship with student accomplishment in public day secondary schools in Chesumei sub-county.

Correlation results revealed that classroom management during lessons has a significantly strong positive relationship with student accomplishment of ($r = 0.831$, p-value < 0.05). Regression results revealed that classroom management enhanced students' academic achievement of ($\beta = 0.751$, $p < 0.05$).

5.2.3 Influence of Teacher Preparation and Use of Instructional Resource Provision on learners' Academic Achievement

The study established that laboratories, teaching personnel and textbooks were among the academic resources available in the schools. The respondents rated the importance of laboratories in the schools as high, the importance of adequate teaching personnel in the school as high and the importance of adequacy of textbooks in the schools as high. Majority of the respondents always used chalkboard for illustration, most of the respondents stated that chalkboard was effective for illustration.

On the influence of academic topical charts to overall understanding of lesson content and memory retention, the study revealed that a graphical view of information was provided and it enhanced student scores and academic topical charts were used as well as to enhance performance. Having adequate textbooks for all subjects and having enough laboratories in the school were established to influence learners' academic achievement. Enough teachers and adequate number of classrooms influenced learners' academic achievement. Correlation results revealed that availability of educational resources enhanced

students' academic achievement of ($r = 0.811$, p-value < 0.05). Regression results showed that availability of educational resources enhanced students' academic achievement of ($\beta=0.832$, $p < 0.05$).

5.2.4. Influence of Teacher Motivation on learners' Academic achievement

Promotion of teachers based on their efforts and recognizing and awarding teachers when they achieve something great were further established to affect learners' academic achievement. Adequately motivating Teachers from time to time and Teachers being given in service training in order to develop them professionally were established to affect learners' academic achievement. Teachers always being motivated at work was established to affect learners' academic achievement. Taking Teachers to trips whenever the school performs well was established to affect learners' academic achievement. Rewarding students plus their teachers when students perform well and consecutively sponsoring class that performs well on a trip plus their teachers were established to affect learners' academic achievement. Correlation results revealed that availability of educational resources has a significantly strong positive relationship with students' academic achievement in public day secondary schools in Chesumei sub-county. Correlation results revealed that Teacher motivation enhanced students' academic achievement of ($r = 0.731$, p-value < 0.05). Regression results revealed that Teacher motivation enhanced students' academic achievement of ($\beta=0.638$, $p < 0.05$).

5.3 Conclusion

Teacher preparation for classroom facilitation enhances students' academic achievement. This is attributed to how often a lesson plan was used, how often teachers test content understanding during classroom teaching, how often teachers wrote the records of work and checking of lesson notes affect learners' academic achievement. How often teachers give continuous assessment tests, writing and adhering to the schemes of work and how often teachers complete the syllabus affects learners' academic achievement. Giving students lesson notes, Teachers' availability for consultation after classes and adherence to the school timetable affects learners' academic achievement.

Additionally, the study concluded that classroom supervision enhances students' academic achievement. This is attributed to ensuring the syllabus is well covered, having a lesson observation from time to time, evaluation of the effectiveness of group discussions and giving supervised assignment during normal class hours. Classroom supervision through giving continuous assessment tests regularly, and Teachers supervising student's classroom activities enhances students' academic achievement. Seeking clarification also enhances learners' academic achievement.

With reference to teacher preparation and use of instructional resources, the study concluded that education resource provision enhances students' academic achievement. This is attributed to having enough laboratories in the schools among others.

With reference to teacher motivation, the study concluded that teacher motivation enhances students' academic achievement. Teacher motivation attributed to promotion of teachers based on their efforts and recognizing and awarding teachers when they achieve something great affects' learners' academic achievement. Adequately motivating Teachers from time-to-time enhances' learners' academic achievement. When Teachers are given in service training in order to develop them professionally, it motivates them which in turn enhances learners' academic achievement. When Teachers are always motivated at work it helps to enhance learners' academic achievement. When Teachers are taken to trips whenever the school performs, it helps to enhance learners' academic performance. When students are rewarded plus their teachers when students perform well, it helps to improve learners' academic achievement. When class that performs well is consecutively sponsored on a trip plus their teachers, it helps to affect learners' academic achievement.

5.4 Recommendations

On teacher preparation for classroom facilitation, the study recommended that Teachers should continue using lesson plans as a guide when instructing students and Teachers should always test content understanding during classroom teaching. Teachers should always write the records of work and check lesson notes. Teachers should always give continuous assessment tests and they should continue to write as well as adhere to the schemes of work. Teachers should always complete the syllabus and they should always give

students lesson notes. Teachers should always be available for consultation after classes and they should always adhere to the school timetable.

On classroom supervision, the study recommended that teachers should continue to ensure the syllabus is well covered and they should continue to have a lesson observation from time to time. Teachers should always evaluate the effectiveness of group discussions and give supervised assignment during normal class hours. Teachers should give continuous assessment tests regularly and they should always supervise student's classroom activities. Students should always seek clarification from Teachers when they have not understood.

On instructional resources, the study recommended that schools should have adequate textbooks for all subjects, enough laboratories, enough teachers and adequate number of classrooms. On teacher motivation, teachers' efforts should be considered when promoting students. Teachers should be recognized and awarded when they achieve something great. Teachers should be adequately motivated from time to time and Teachers should continue being given in service training in order to develop them professionally. Teachers should be taken to trips whenever the school performs well and students plus teachers should be rewarded when students perform well. It is good for class that performs well to be consecutively sponsored on a trip plus their teachers. In a nutshell, teacher preparation for instruction, classroom supervision, educational resources and teacher motivation should always be considered when dealing with curriculum leadership.

5.5 Suggestions for Further studies

The study had been conducted on curriculum leadership and learners' academic achievement in public day secondary schools in Chesumei Sub-County, Nandi County, Kenya. Further studies should be conducted on the same topic in other parts of Nandi County and other regions in Kenya. This will help to increase studies on curriculum leadership and learners' academic achievement. The indicators of curriculum leadership adopted in this study were; teacher preparation for instruction, classroom supervision, educational resources and teacher motivation. The study recommends other indicators should be used to further studies on curriculum leadership and the outcome variable.

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APPENDICES

APPENDIX 1: LETTER TO RESPONDENTS

Koitaleel Samoei University College,
P.O Box 5-30307,
Mosoriot.

The Principal
……..High school,
Dear Sir/Madam.

RE: PARTICIPATION IN RESEARCH

I am a Post graduate Student pursuing a Master of Education (M. ED) degree in Education Administration at Koitaleel Samoei University College. I am studying on the **Influence of Curriculum Leadership on Learners Academic Achievement in Public Day Secondary Schools in Chesumei sub-county, Nandi County, Kenya.**

Kindly accept to participate in this study through provision of the information sought by the statements and/or questions presented on the questionnaire. Information provided will be for completion of this study only and the findings of the study will be made available to you upon request if you need it. Thank you for your co-operation.

Yours faithfully,

Oliviah Chepkosgei Siele

APPENDIX 2: INTERVIEW SCHEDULE FOR PRINCIPALS

You have been selected to participate in a study on the influence of curriculum leadership on academic achievement in public day secondary schools in Chesumei sub-county, Nandi County, Kenya in a Master's degree research at Koitaleel Samoei University College. Kindly respond to these questions as they will help me be able to complete my study and be able to graduate.

1. For how long have you been a principal in this school?

2. For how long have you been teaching in this school?

3. How does teacher preparation for instruction influence learners' academic achievement? (Refer to: lesson plans, schemes of work, lesson notes, records of work.)

4. How does syllabus coverage influence learners' academic achievement?

5. How does provision of educational resources influence the academic achievement of learners? (Refer to library, learner textbooks, teacher: student ratio)

6. In what way does teacher motivation influence the academic achievement of learners? (Refer to: gifts, promotions, remunerations)

7. In your own opinion, how do you rate the academic achievement of your school? (Refer to: very high, high, average, below average, dism

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS AND HEADS OF DEPARTMENTS

This questionnaire helps to gather data on the influence of curriculum leadership on academic achievement. Kindly respond to the prompts presented below and information that you will provide will be for completion of this study only. Your identity will not be made public. Please tick on the close-ended questions and by writing a response to the open-ended items.

Section 1. Background information.

1. What is your gender? Male ( ) female ( )
2. What is your level of education? Masters ( ) B.ed ( ) diploma ( ) post graduate diploma) any others specify……
3. How long have you served as a teacher?.....
4. Indicate your teaching subjects……
5. Number of lessons taught per week?.....

Section B: Teacher preparation for classroom facilitation and learners' academic achievement.

Kindly respond to all these statements as provided below.

Activities	**Always**	**Sometimes**	**Rarely**	**Never**
1. How often do you use a lesson plan?				
2. How often do you test content understanding during classroom teaching?				
3. How often do you write the records of work?				
4. Do you check lesson notes?				
5. How often do you give continuous assessment tests?				
6. Do you write and adhere to the schemes of work?				

SECTION C: CLASSROOM SUPERVISION AND ACADEMIC ACHIEVEMENT.

Kindly respond to these statements as enlisted below.

Please tick your appropriate response to the five-point likert scale below; Strongly Agree (5), Agree(4), Undecided (3), Disagree (2), Strongly Disagree(1).

Statement	**Strongly agree**	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
I often ensure the syllabus is well covered.					
I have lesson observation from time to time.					
I evaluate the effectiveness of group discussions?					
I give supervised assignment during normal class hours?					

SECTION D: TEACHER PREPARATION AND USE OF INSTRUCTIONAL RESOURCE PROVISION ON ACADEMIC ACHIEVEMENT.

Indicate the extent to which the following activities improve learners' academic achievement.

1) What academic resources do you have in your school? In your view, rate the importance of each.; laboratories……..

   Adequate teaching personnel…….

   Adequacy of textbooks……

2) How often do you use a chalkboard for illustration? Always ( ) rarely ( ) is it effective? Yes ( ) no ( )
3) What in your view is the influence of academic topical charts to overall understanding of lesson content and memory retention?.....
   .....
   .....
4) Do you have evidence to support your findings?.....

SECTION E: TEACHER MOTIVATION ON ACADEMIC ACHIEVEMENT.

Indicate the extent to which the following improves learners' academic achievement.

Please tick your appropriate response of five-point likert scale below; Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

Statement	**Strongly agree**	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
Promotion of teachers is based on their efforts.					
Teachers are recognized and awarded when they achieve something great.					
Teachers are adequately motivated from time to time.					
Teachers are given in service training in order to develop them professionally.					

APPENDIX 4: STUDENT'S QUESTIONNAIRES

Kindly provide answers on prompts provided on the following questionnaire items provided placing a tick on the close-ended items and by writing a response on the open-ended item. Do not write your name or name of your school anywhere in this paper. The information is strictly confidential.

1. State your gender? Male ( ) female ( )
2. Select your age range 10-15 ( ) 16-20 ( ) 20 and above ( )
3. How many students are you in class? 20-40 ( ) 41-60 ( ) 61-80 ( ) Any other, specify……..
4. What mark did you score in K.C.P.E? 400-500( ) 300-399 ( ) 200-299 ( ) 199 and below ( )
5. Choose the mean grade your school obtained A ( ) B ( ) C ( ) D ( ) E ( )

   Do you think the school could have got a different grade? Yes ( ) No ( )

   Explain the reason for your answer……...

SECTION B: TEACHER PREPARATION FOR CLASSROOM FACILITATION AND LEARNERS' ACADEMIC ACHIEVEMENT.

Indicate the extent to which the following activities improve learners' academic achievement.

Please tick your appropriate response to the items below.

Statement	**Frequently**	**Always**	**Rarely**	**Never**
How often do your teachers complete the syllabus?				
Do your teachers give you lesson notes?				
Are your teachers available for consultation after classes?				
Do you adhere to the school timetable?				

SECTION C: CLASSROOM SUPERVISION AND LEARNERS' ACADEMIC ACHIEVEMENT.

Indicate the extent to which you engage in the following activities to improve learners' academic achievement.

Please tick your appropriate response on five point likert scale below. Strongly Agree(5), Agree(4), Undecided (3), Disagree (2), Strongly Disagree (1)

Statement	**Strongly agree**	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
We are given continuous assessment tests regularly					
Teachers supervise our classroom activities					
We have classroom discussion groups					
We understand what we are taught andwhenever we don't, we seek clarification.					

SECTION D: TEACHER PREPARATION AND USE OF INSTRUCTIONAL RESOURCES PROVISION AND LEARNERS' ACADEMIC ACHIEVEMENT.

Indicate the extent to which you engage in the following activities to improve learners' academic achievement.

Please tick your appropriate response on the five-point likert scale below. Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

Statement	**Strongly agree**	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
We have adequate textbooks for all subjects in our school.					
we have enough laboratories in our school.					
There are enough teachers in the school.					
We have an adequate number of classrooms.					

SECTION E: TEACHER MOTIVATION AND LEARNERS' ACADEMIC ACHIEVEMENT.

Indicate the extent to which you engage in the following activities to improve learners' academic achievement.

Please tick your appropriate response on the five-point likert scale below.

Strongly Agree (5), Agree(4), Undecided(3), Disagree (2), strongly Disagree (1).

STATEMENT	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
Teachers are always motivated at work.					
Teachers are taken to trips whenever the school performs well.					
Students who perform well are rewarded plus their teachers.					
The class that performs well consecutively is sponsored on a trip plus their teachers.					

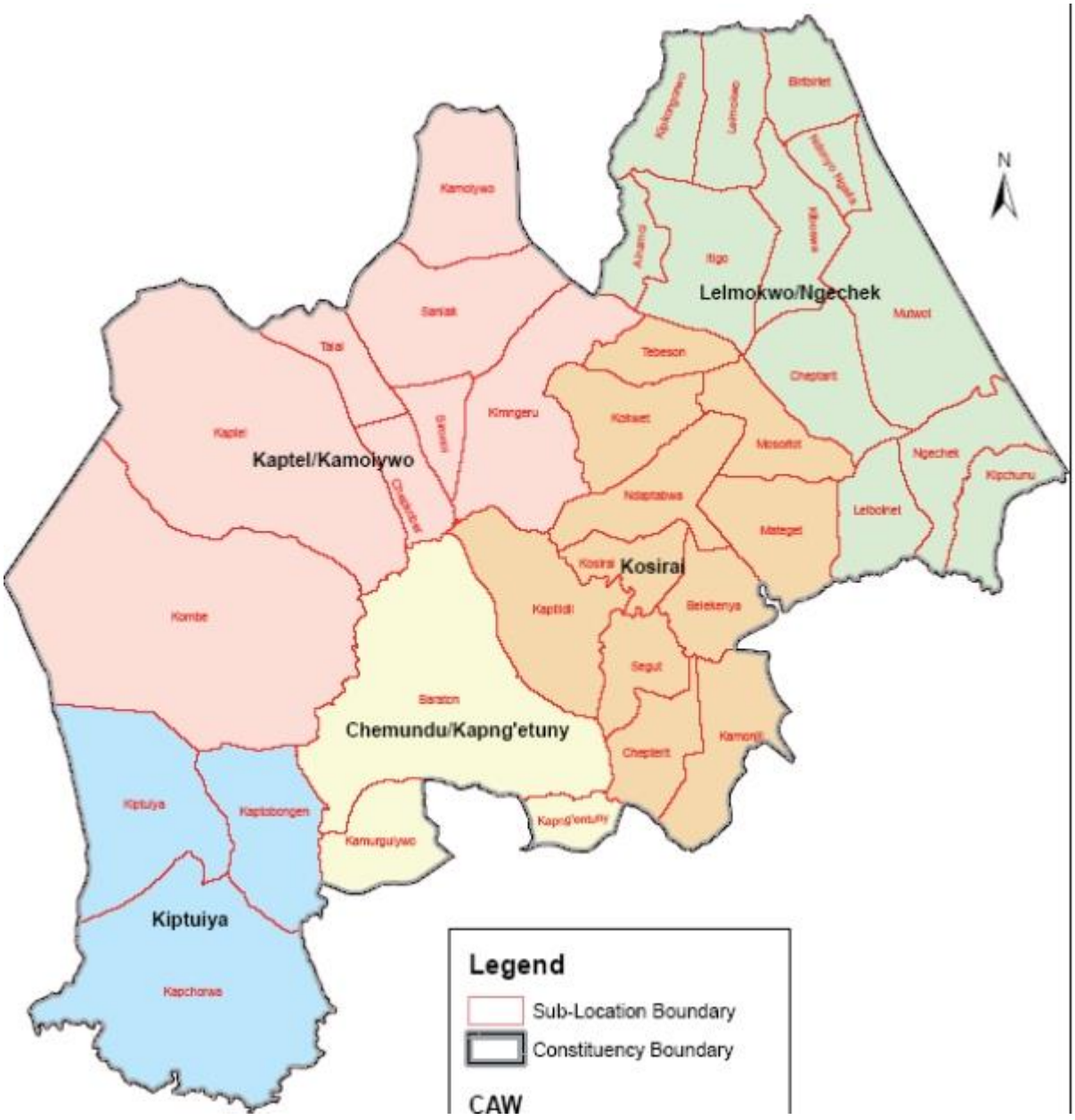
APPENDIX 5: KREJCIE AND MORGAN TABLE

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX 6: MAP OF CHESUMEI CONSTITUENCY



SOURCE: Google

APPENDIX 7: RESEARCH LICENSE

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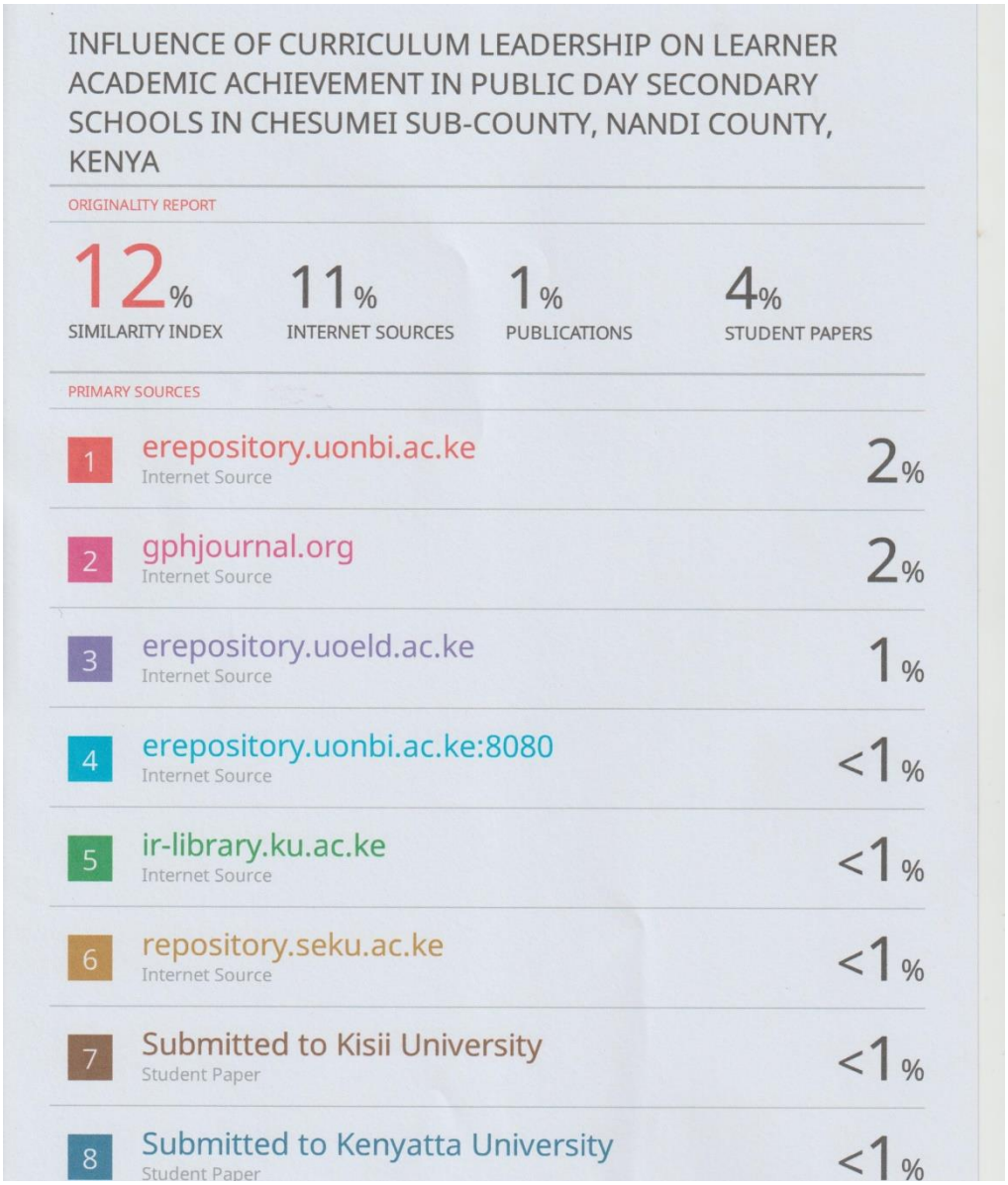
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