

**Influence of School Leaders' Instructional practices on Students' Academic Achievement in Public Schools in Kenya.**

**Dr. Joyce Kiruma**

**Abstract**

The purpose of this study was to determine the influence of school leaders' instructional leadership practices on students' academic achievement in public schools in Kenya. This study is based on a systematic literature review analysis approach focusing on the three variables for instructional practices: availability of teaching and learning resources; instructional supervision and parental empowerment and engagement. The study underscores enhancing school leaders' instructional skills to improve teaching quality and student outcomes. The findings indicate that availability of teaching and learning resources, effective instructional supervision, and active parental involvement significantly enhance students' academic achievement. Results demonstrated that school leaders' instructional practices with clearly defined shared expectations all yield a statistically significant effect on students' academic performance. The study noted that allocation and use of teaching and learning resources significantly improve student learning outcomes by fostering engagement, motivation, and deeper understanding. Effective instructional supervision helps teachers refine their

skills, implement effective strategies, and ultimately contribute to improved student performance. School leaders can create partnerships with parents and the community to support student learning both inside and outside the classroom. By actively engaging parents, schools can foster a supportive ecosystem that improves attendance, promotes positive behavior, and enhances student learning. Instructional practices are powerful tools for school improvement. By actively engaging in the instructional process, school leaders can create a positive learning environment, enhance teaching quality, and ultimately improve student academic performance.

**Keywords:** Instructional practices; students' academic achievements; teaching and learning resources; instructional supervision and parental empowerment and engagement.

**1.0 INTRODUCTION**

This article examines the school leaders' instructional practices that influence students' academic achievements in public schools in Kenya. The study examines three instructional leadership practices, namely; use of teaching and learning resources; instructional supervision, and parental empowerment and engagement. The study report contains the background information, problem statement, theoretical framework, literature review,

findings, conclusions and recommendations.

### **1.1 Background of the study**

Instructional leadership is centered around the core mission of schools to enhance teaching and learning processes to improve student achievement. The school leaders, as instructional leaders, significantly influence students' academic performance through the development and implementation of educational objectives tailored to their schools. The concept of instructional leadership emerged in the United States in the 1930s (Hallinger et al., 2020) and has been one of the most popular research topics in the field of educational administration since the 1980s. The concept of instructional leadership gained traction in the 1970s through the work of educator Ronald Edmonds, who demonstrated that school leaders focusing on learning had a profound impact on student outcomes (Bush, 2022). Scholars have identified different leadership styles since the 1970s in the business, political and education sectors to reform and change the culture and performance of organizations. Instructional leadership is one of the leadership styles that originated long time ago, but it is different from other styles because it has been stable and effective in various sectors to date (Prenger et al. 2021 & Sharif et al., 2020). In Germany, Bush (2020) noted that school heads are key

players in laying the foundations for school academic improvements. Therefore, they must demonstrate the ability to support his/her fellow staff members, make proper planning, and arrange to acquire at least optimum learning resources. He/she should ensure that parents and guardians are well motivated through inclusive daily decision-making. Parents and guardians will therefore be encouraged to help in the monitoring of academic progress once they get involved in school activities.

The National College for School Leadership (NCSL) in England in 1997 proposed ten leadership approaches, among which instructional leadership was one of them. NCSL highlighted a leadership development framework, which they believed to be a great influential factor for effective learning. The framework was designed to ensure the active engagement of teachers and activities, which affect the quality of teaching and learning (Munna, 2021). According to Ahn et al. (2021) and Chen and Guo (2020), the notion of instructional leadership has piqued attention in educational leadership research because the leadership model stresses school leadership for instructional success, which is critical for all schools. With the emergence of global education reforms, increased awareness of school effectiveness, and benchmark accountability systems in the 21st century, principals' instructional leadership has

gained extensive attention and has been regarded as the most significant of all leadership models (Arikan et al., (2020).

Like any other developing country, Tanzania adopted instructional supervision during the colonial period, when it was called school inspection, and continued practicing it even after independence in 1961 (Bush and Anania, 2023). Instructional leadership in Nigeria, while not explicitly traceable to a single point of origin emerged as a concept within the broader context of educational reforms and the need to improve teaching and learning outcomes. It gained prominence with the introduction of the universal basic education program in 1999 and subsequent curriculum reviews, highlighting the importance of effective teaching practices and school leadership. Studies have examined the role of instructional leadership in enhancing academic performance and the need to revitalize it in Nigerian schools (Pada et. al, 2020). Instructional practices in Kenya, as in other contexts, focus on the school leader's role in improving teaching and learning. It involves actively guiding and supporting teachers in curriculum implementation, instructional practices, and professional development, ultimately aiming to enhance student outcomes. This approach moves beyond traditional administrative duties to encompass a more hands-on, pedagogical focus and fosters a positive learning environment to enhance

student achievement (Awili and Nyakwara, 2021). Gatama et al. (2023) noted that effective instructional practices in Kenya influence various facets of the educational process, including resource management, instructional quality, and stakeholder engagement, all of which contribute to student learning achievements.

### **1.2 Statement of Problem**

Despite various educational reforms, disparities in student achievements persist, often linked to differences in school leaders' instructional practices. Understanding how specific school leaders' instructional practices impact student achievement is essential for developing targeted interventions to improve student achievement. A study by Norbu and Lhabu (2021) found that managing the resources, running the school in line with the set norms and government policies, attending meetings, and protocols have been the main tasks of the principals. As a result, principals spent less time on the management of instructional programs and more time on organizational and managerial roles (Blömeke et.al., 2021).

The relationship between the availability of teaching and learning resources and students' achievement disparities is a complex and multifaceted issue that plays a pivotal role in shaping educational outcomes. Dorin and Mwansa's (2023)

study showed that instructional supervision was one of the key duties of the school principal as an instructional leader to find out how learning was taking place in the classroom environment, but the visits are rare. Sangura and Sabwani (2024) conducted a study on the influence of principals' instructional leadership on students' academic performance in public secondary schools of Tongaren sub-county, Bungoma County. Results demonstrated that principals' instructional leadership, clearly defined shared expectations, and effective instructional leadership strategies all yield statistically significant effects on students' academic performance as indicated by enhanced communication and improved performance. Essentially, the level and distribution of resources within an educational system can significantly impact the academic achievement of students. Availability of adequate resources allows schools to provide essential resources such as qualified teachers, updated materials, extracurricular activities, and support services that can enhance learning opportunities. Disparities in the allocation of teaching and learning resources often exacerbate existing academic achievement gaps, as students in underfunded schools may face challenges accessing quality education (Grissom et al., 2021). According to a study by Garcia (2020), children whose parents are actively engaged in their education tend to perform

better academically. This involvement includes activities such as helping with homework, attending school events, and communicating regularly with teachers. When parents demonstrate interest and support, children often show improved motivation, better attendance, and higher grades. Furthermore, parental involvement has been linked to enhanced cognitive development and improved social skills among elementary school students. The problem is that, despite the expectation that parents have a responsibility and an influence in the education of their children, not all parents are involved in the learning programmes (Orihara and Hamada, 2021).

Instructional leadership is a type of school leadership that prioritizes teaching and learning, focusing on improving student outcomes and the quality of instruction through strategies like curriculum development, teacher support, and professional development (Siti and Umi, 2022). Instructional leadership plays a pivotal role in shaping educational outcomes. Regardless of the student populations they serve, instructional leadership is held accountable for student achievement in their schools. In Kenya, a study by Sila et al. (2023) found out that the instructional leadership approach affects secondary school learners' academic performance. This was confirmed when teachers revealed that the determination of the resources needed to

achieve the set academic objectives was given priority at the beginning of the year and timelines to meet them were set. In Kenya, the Ministry of Education and the Teachers Service Commission recognize the school leader as the one in charge of all instructional programmes and other activities in the school, hence accountable for all that happens in the school. In particular, the school leader has to employ educational instructional leadership skills that create an environment that is supportive and geared to successful learning and teaching processes in schools for students' achievement (Muyunda, 2020). According to Maria and Marcella's (2021) study, principals spent less time on the management of instructional programs and more time on organizational and managerial roles. Nizeyimana and Martha (2024) also noted that one of the key duties of the school principal as an instructional leader is to find out how learning is taking place in the classroom environment, but visits are rare. Ololo and Anyango (2024) observed that disparities in the allocation of teaching and learning resources often exacerbate existing academic achievement gaps, as students in underfunded schools may face challenges accessing quality education. Jepkemoi and Edabu's (2023) study showed that parents are expected to have a responsibility and an influence in the education of their children, but not all parents are involved in the learning programmes. This study sought to find out the influence of school leaders'

instructional leadership practices on students' academic achievement in public schools in Kenya.

### **1.3 Objectives of the Study**

1. Examine the influence of the availability of teaching and learning resources in enhancing students' academic achievement in public schools.
2. Assess the influence of instructional supervision in enhancing students' academic achievement in public schools.
3. Evaluate the role of parental empowerment and engagement in enhancing students' academic achievement in public schools.

### **1.4 Research Questions**

1. How does availability of teaching and learning resources influence students' academic achievement in public schools?
2. In what ways does instructional supervision influence students' academic achievement in public schools?
3. What is the effect of parental empowerment and engagement on students' academic achievement in public schools?

## **2.0 LITERATURE REVIEW**

This literature review aims to make a critical analysis of existing research on school leaders' instructional leadership practices to be reviewed including teaching and learning resources, instructional supervision, and the role of parental empowerment and engagement in students' achievement.

### **2.1 Theoretical Framework**

The study was based on instructional leadership theory to describe how school leaders' instructional leadership practices, which consist of the availability of teaching and learning resources, instructional supervision, and the role of parental empowerment and engagement, on students' achievement. Instructional theory focuses on how instruction can be designed and delivered to optimise learning. By anchoring this study to the instructional theory, there is a link between school leaders' practices, which include instructional support, provision of teaching and learning materials, and parental empowerment and engagement, to students' achievements.

#### **2.1.1 Instructional Leadership Theory**

The model for instructional leadership theory was developed by Murphy and Hallinger (1986). The model identified five crucial domains of instructional leadership: defining the school's mission;

managing curriculum and instruction, where school leaders provide resources and support for teachers to implement effective instructional practices, fostering a positive learning climate, and creating a positive school culture where students feel valued and motivated to learn. Observing and improving instruction by providing opportunities for professional interaction and development for teachers, and assessing the instructional programmes by working with necessary stakeholders to set and assess school goals for students' performance. Instructional leadership theory guides school leaders to prioritize students' achievements by providing teaching and learning resources to enable teachers to plan and deliver content more effectively. Should also ensure quality teaching through instructional supervision and creating supportive environments to enhance parental empowerment and engagement. Timperley et al. (2020) findings on the provision of teaching and learning resources noted that the school leaders must ensure teachers are provided with teaching and learning resources to enhance instructional quality, which will enhance students' achievements. This is also supported by the theory that teaching and learning materials facilitate learning experiences. According to McBrayer et al. (2020), the theory directs the school leader to be involved in the supervision of teaching. They should observe teachers in the classroom, provide feedback, and

organize peer observations to ensure continuous improvement in instructional delivery. The theory emphasizes that engaging parents supports a comprehensive learning environment. School leaders who involve parents in school activities and communicate regularly foster a learning culture that extends beyond the classroom, improving accountability and student support to achieve their goals.

## **2.2 Empirical Studies**

Critical analysis of existing research will focus on teaching and learning resources, instructional supervision, and the role of parental empowerment and engagement in students' achievement.

### **2.2.1 Availability of Teaching and Learning Resources and Students' Academic Achievement**

Teaching and learning resources (TLR) comprise three components: material resources, physical facilities, and human resources (Mbuthia, 2020). Effective provision of teaching and learning resources is crucial for academic success. Research indicates that strategic distribution of resources, such as qualified teachers and learning materials, positively impacts student outcomes (Munna and Kalam, 2021). According to Dutta and Sahner (2021), relational teaching and learning resources (TLR) are the tools that are used by teachers and instructors within

schools to facilitate learning and understanding of concepts among students. These are the educational materials that are used within the classroom setting to support the learning objectives as set out within the lesson plan. The availability of textbooks and reference books was found to be an important resource necessary for the teaching and learning process. The study done by Somba and Otieno (2022) on the Influence of teaching and learning resources on students' academic performance in Tanzania revealed that the main determinants of quality education include the provision of adequate textbooks, teaching staff, and a conducive learning environment with good seating arrangement. The study also confirmed a strong and positive relationship between the quality of school resources and strategies that encourage pupils to work collaboratively and creatively in achieving shared goals in learning activities. The provision of adequate teaching and learning resources is the key to the implementation of educational activities, which enhances good educational performance in public secondary schools. For instance, the availability of libraries in schools is essential for good study habits. This is necessary in enhancing quality education in schools (Kisiang'ani et al., 2024). Institutional resources contribute remarkably to a learner's achievement.

The presence and proper use of teaching and learning resources are critical in improving students' achievement. Investing in both quantity and quality of these resources leads to better student academic achievement. According to Mensah (2020), a learning environment requires a number of facilities such as classrooms, hostels, dining areas, and adequate teaching and learning materials. Institutional resources include safe, healthy, and protective school premises; sufficient teaching and learning equipment; adequate well well-designed and comfortable toilet facilities which are mindful of gender issues as well as taking into consideration students with special needs. Availability of these facilities encourages hygienic behavior and this highlights the importance of institutional resources and their impact on the learning environment. (Abdullahi et al., 2021). Ahmed et. al., (2024) demonstrated that teaching and learning materials provide students with a multi-sensory experience, which improves their ability to retain information; therefore, they play a significant role in helping students learn.

### **2.2.2 Instructional Supervision and Students' Academic Achievement**

Instructional supervision, which involves guiding and mentoring teachers to improve their classroom instruction, is strongly correlated with improved student academic achievement. Studies

have shown that effective instructional supervision practices, like regular classroom visits, feedback on teaching methods, and collaborative planning, can lead to better student learning outcomes. Conversely, a lack of effective supervision can negatively impact student performance. Instructional supervision enhances teaching quality, leading to improved student performance. Studies have shown that regular classroom observations and feedback contribute to better instructional practices (Mwakajitu and Lekule, 2022). Historically, instructional supervision was known as school inspection or school supervision in some countries. For example, in the UK, USA, and some African countries, including Lesotho, Senegal, Tanzania, and Nigeria, the term "school inspection" was used because the countries gave more attention to inspectional supervision (Terra and Berhanu, 2019). The focus during the practice of school inspection was mainly to find out what teachers were not doing right so that they could be corrected for the purpose of improvement. Later, in the 1970s, there was a change in the name, and some countries decided to use the term "instructional supervision" instead of "school inspection". The purpose of the change of the term was to reduce intimidation and to use a friendlier term through which teachers would be comfortable and benefit from the practice (Iroegbu and Eyo, 2016).

Fundamentally, the concept of instructional supervision refers to overseeing instruction to support teachers and to ensure effective teaching and learning. A study by Livingstone and Andala (2023) recommends that principals should be trained on specific instructional supervision strategies to enhance their effectiveness in instructional leadership. Another study by Mulatya (2022) recommended that school leaders should enhance instructional supervision by always being actively involved in the day-to-day learning of the institutions and engaging the teacher in planning for the supervision to enhance students' performance. Manduku et al. (2021) from their study recommended robust instructional supervision to improve secondary school students' academic performance.

### **2.2.3 Parental Empowerment and Engagement and Students' Academic Achievement**

Throughout generations, parental involvement has been the threshold that measures the social fabric that guides the actions of humanity. According to Indimuli (2022), learners' ability to comprehend improves tremendously when parents assist from home, which is reflected in positive academic performance, where test scores in examinations remarkably improve. Additionally, when parents were involved

in the academics of learners, the family esteem was elevated, leading to a positive perception of society and the neighborhood (Erdem and Kaya, 2020). A nationwide survey conducted in the USA established that the academic achievement of learners was highly influenced by parental involvement in their children's education (Paulynice, 2020).

Active parental involvement is linked to higher student achievement. A study by Jones and Smith (2020) found that engaging parents in the educational process fosters a supportive learning environment, enhancing academic outcomes. These results agree with those by Ugwuanyi et al. (2020) that parents with occupations that elevate their self-esteem are empowered financially to better academically support their children than parents without structured occupations. However, the study was limited since it only focused on a survey research methodology, which is prone to biases. Another study by Choge and Edabu (2023) recommends that education policymakers should enhance communication infrastructure to support learning in schools and ensure that parents are sensitized to the need for enhanced parental involvement and the benefits of having positive desires towards a learner's academic journey. A study conducted by Marquez (2019) revealed that school-based parental involvement can have very good outcomes for children's learning

achievement, yet, from a study by Martinez and Garcia (2022), it was observed that parents were not adequately engaged in the education of their children. They recommended parental involvement as an intervention in improving children's performance in their education. Nyakundi et al. (2020) further proposed that management of the learning institutions was key in providing a collaborative environment for the attainment of institutional goals, where a collaborative environment includes parents.

Individual involvement of all parents is important for reasons that they have unique knowledge about their children, can foster continuity with learning at home, and positively influence the learning outcomes (Novianti and Garzia, 2020; Ates, 2021). Garcia and Lopez (2021) investigated the influence of parental involvement on math achievement in elementary school children from low-income backgrounds. Their cross-sectional study involved 300 students, parents, and teachers, utilizing surveys, interviews, and standardized math assessments. The results indicated that active parental involvement, including assistance with homework, engagement in math-related activities, and communication with teachers, correlated positively with higher math achievement scores. These findings underscore the significance of parental support and guidance in students' achievements. Li and

Wang (2023) also examined the role of parental communication with teachers in influencing academic success among elementary school children. Their survey-based study included 300 parents and 50 teachers, assessed the frequency and quality of parent-teacher communication, and its impact on students' academic performance. The findings revealed that regular and open communication between parents and teachers, including feedback exchanges, progress updates, and collaborative goal-setting, was associated with higher grades, improved behavior, and increased school engagement in children. Specifically, children whose parents communicated effectively with teachers and participated in parent-teacher conferences demonstrated better academic outcomes and stronger connections between home and school. These findings underscore the importance of effective communication channels between parents and teachers in supporting students' academic progress, enhancing school-home partnerships, and fostering a positive learning environment for children. One of the gaps exposed by these studies was the inability to adequately involve parents in the learning of their children. and how to promote positive attitude in parents towards the education of their children, which, in turn, will improve students' achievements.

### **3.0 METHODOLOGY**

This study is based on a systematic literature review analysis approach. This research adhered to Dewey and Drahota's (2016) guidelines for conducting systematic reviews in the social sciences. It adopted three major steps consisting of literature search, screening, selection of articles, and critical analysis. Sixty-six publications from international, regional, and local researchers were reviewed for the study, and the findings were discussed in relation to the research objectives.

#### **4.0 RESULTS/FINDINGS**

The selected studies were read and subjected to critical review, analysis, and synthesis under the themes: Availability of teaching and learning resources; instructional supervision; and parental empowerment and engagement in students' achievement. The study found that schools with provision of teaching and learning resources, effective instructional supervision, and high levels of parental empowerment and engagement exhibited significantly better student achievement.

##### **4.1 Availability of Teaching and Learning Resources on Students' Academic Achievement**

The effectiveness of the teaching and learning resources is not just in their availability but in how they are integrated into lessons. Thurani et al., (2022) in their study on the influence of teaching learning resources on academic

performance among public primary schools in Laikipia, explained the importance of ensuring the availability of books in teaching and learning so that the educational program could be implemented effectively. Koech and Werunga (2021) also carried out a study on the impact of educational resources on the performance of public high school students in the West Transmara sub-district, Narok County, Kenya. The study showed that educational resources affected the performance of public high school students in West Transmara. The finding is supported by those of another study by Naisiano et al. (2020) influence of teaching and learning materials availability on the development of pupils in upper primary schools in Karunga Zone, Gilgil sub county, The results of study showed that teaching and learning materials availability has a positive and statistically significant influence on the development of pupils in upper primary schools. Based on this finding, the study recommended that the government of Kenya, through the Ministry of Education, Science, and Technology, should improve the availability of teaching and learning resources in public primary schools to promote optimal development of pupils.

##### **4.2 Instructional Supervision and Students' Academic Achievement**

Instructional supervision, a process of guiding and supporting teachers to

improve their skills and practices, is strongly linked to improved student academic achievement. By enhancing teachers' effectiveness, instructional supervision ultimately contributes to a more supportive and engaging learning environment, leading to better student outcomes. Gumus et al. (2018) examined the extent to which instructional supervision contributes to the enhancement of teachers' professional development in public secondary schools. The findings indicated that instructional supervision contributes to enhancing teachers' ability to use different instructional methods, prepare teaching materials, and perform better teaching, hence improving learning outcomes. The study suggests that instructional supervisors should continue providing feedback and giving suggestions for improving the timely supervision process as an intervention strategy for ensuring teachers' professional growth.

Principals' instructional supervision practices were studied by Ndambuki et al. (2020) to determine their impact on students' Kenya Certificate of Secondary Education performance in Makueni County, Kenya. Some 345 educators and 108 principals participated in the survey. Principals' instructional supervision strategies were found to have a favourable impact on students' KCSE performance in public secondary schools in Makueni County. Another study, which was

conducted in secondary schools in Machakos County in Yatta Sub-County, Machakos County by Mutunga et.al., (2023) on influence of instructional supervision on students' academic performance in public secondary schools and concluded that instructional supervision is crucial, but that it must be carried out properly and with the participation of all parties concerned for the best result. It was, thus, recommended that the principals in public secondary schools should enhance instructional supervision by always being actively involved in the day-to-day learning of the institutions and engaging the teachers in planning for the supervision. This will ensure that the right thing is done at the right time, which in turn will help to enhance students' performance. Another study by Muhire and Opiyo (2023) assessed the impact of instructional supervision on students' academic performance in selected public schools in Muhanga district in Rwanda. The results showed a 63.7 per cent correlation between the implementation of instructional supervision techniques and students' academic performance. The correlation was also significant with a p-value of 0.0000.01.

### **4.3 Parental Empowerment and Engagement on Students' Academic Achievement**

Parental empowerment and engagement are crucial for students' academic achievement. When parents are actively involved and feel empowered to support their children's education, students tend to perform better academically, exhibit improved motivation and attendance, and develop stronger cognitive and social skills. This involvement can take various forms, including helping with homework, attending school events, and communicating regularly with teachers. Mihret et al. (2019) sought to investigate the inferences of parents' presence and learners' academic undertakings through a correlational study in secondary schools of Hiramaya University in Ethiopia. The study used questionnaires, document analysis, data identification, a sample of 52 parents and 60 students, identified through purposive sampling. Results revealed that parental involvement had a positive and statistically significant correlation to students' achievement. Mante et al. (2021) also examined family structure and learning outcomes in Ghanaian schools in their study. The findings showed that parental involvement in learners' school activities significantly improved students' achievement. Another study done by Gupta and Singh (2020) noted that a good school leader involves the creation of a

collaborative environment, and in this case, means parental empowerment and engagement.

When parents demonstrate interest and support learning, children often show improved motivation, better attendance, and higher grades. While the studies by Smith and Johnson (2019), Mwakawago and Msangi (2021) emphasized the positive impact of parental involvement on student achievement, there is a conceptual research gap regarding the specific mechanisms through which different forms of parental involvement, such as reading support, math assistance, and extracurricular engagement contribute to students' achievement (Omar, 2024). Future research could delve deeper into understanding the underlying processes and mediating factors involved in the relationship between parental involvement and various domains of academic achievement, such as reading proficiency, math skills, and overall performance. Brown and Martinez (2019) investigated the effects of parental involvement in homework completion on academic outcomes in elementary school children. Their quasi-experimental study involved 100 students and their parents, the implementation of a homework intervention program, and a comparison of academic performance before and after the intervention. The results showed that increased parental involvement in monitoring homework completion,

providing academic support, and creating a conducive homework environment led to significant improvements in students' homework completion rates and overall academic achievement.

## **5.0 CONCLUSIONS AND RECOMMENDATIONS**

A number of conclusions and recommendations were made from the study. These were based on the findings that school leaders' instructional practices significantly influence student academic achievements through allocation of teaching and learning resources, instructional supervision, and parental empowerment and engagement.

### **5.1 Conclusions**

The study concludes that school leaders who prioritize the allocation and use of relevant teaching and learning resources play a crucial role in enhancing students' academic achievement. By ensuring that teachers have access to instructional materials such as textbooks, laboratory equipment, ICT tools, and learning aids, school leaders create an enabling environment for effective teaching and learning. The proactive efforts of school leadership in mobilizing, allocating, and managing educational resources directly influence the quality of instruction and learner performance. Conversely, a lack of initiative in resource provision often leads to inadequate preparation, low student

engagement, and poor academic outcomes.

It was also concluded that effective instructional supervision significantly contributes to improved student academic achievement. School leaders who actively engage in classroom observations, offer constructive feedback, monitor lesson plans, and support teacher professional development create an environment that fosters quality teaching and learning. Conversely, limited or ineffective supervision often results in poor instructional practices, low teacher morale, and subsequently, lower student performance. Therefore, instructional supervision is a practice that directly impacts students' academic achievements.

Another conclusion made was that school leaders who actively embrace parental empowerment and engagement significantly contribute to students' academic achievement. By involving parents in school decision-making, academic monitoring, and support activities, school leaders foster a collaborative environment that strengthens the learning process. Empowered parents tend to be more interested in their children's education, leading to their improved school attendance, discipline, motivation, and academic performance. School leadership that values and facilitates strong home-school partnerships ultimately enhances

student outcomes and builds a supportive learning community.

## **5.2 Recommendations**

School leaders should develop strategic plans for identifying, prioritizing, and acquiring teaching and learning resources based on the curriculum needs of students. Schools should allocate a significant portion of their budgets specifically for teaching and learning materials to ensure consistent availability and avoid shortages. School leaders should partner with government agencies, NGOs, alumni, and local communities to supplement internal resources and support educational development. School leaders must ensure that resources are distributed fairly across subjects and classes and that teachers are trained to use them effectively in classroom instruction. Regular audits and evaluations should be conducted to assess the use and impact of teaching and learning resources on student performance, and adjustments made as needed. School Leaders should explore digital tools and online learning platforms to expand access to learning content, particularly in resource-constrained settings. Teachers and support staff should be continually trained on how to integrate and utilize new resources to enhance lesson delivery and learner engagement.

It is also recommended that school leaders should undergo continual professional development on instructional leadership

and modern supervision techniques to enhance their competence in guiding teachers. Schools should develop and implement formal supervision plans that include regular classroom visits, lesson evaluations, and follow-up support to improve teaching. Supervision should be supportive and developmental rather than punitive. Encouraging open communication and collaboration with teachers will lead to improved teaching effectiveness and student outcomes. School leaders should utilize academic performance data to identify instructional gaps and provide targeted interventions aimed at improving both teaching and learning processes. Supervision should include activities that promote teacher self-reflection, peer coaching, and professional learning communities that enhance instructional quality. School leaders should be given adequate time, support staff, and tools to effectively conduct instructional supervision alongside their other administrative duties. School boards and parent's associations should support supervision efforts by providing resources and reinforcing accountability for academic performance.

School leaders should formulate clear policies that define and promote meaningful parental involvement in school programs, academic support, and governance. Schools should maintain consistent communication with parents through meetings, newsletters, digital

platforms, and home visits to keep them informed and involved. Parents should be empowered through training sessions, workshops, and forums that equip them with skills to support their children's academic growth at home. Parents should be included in key school committees such as boards of management and parent associations to ensure their voices influence school development. School leaders should promote a culture of respect, openness, and inclusivity that encourages all parents, regardless of socio-economic background, to participate fully. Schools should collect and analyze data on parental involvement to identify gaps and tailor engagement strategies that align with student needs and community context.

Acknowledging parents' contributions through awards, certificates, and public appreciation can motivate sustained engagement and foster stronger school-community ties.

## REFERENCES

- Abdullahi, M. S., Khalid, N., Ahmed, U., Ahmed, E. M., and Gumawa, A. M. (2021). Effect of Entrepreneurship Education on Entrepreneurial Intention among University Students. *Journal of Technical Education and Training*, 13(3), 40-53.
- Ahmed, S., Mumtaz, A., and Karim, H. (2024). Investigating the Impact of Teaching-Learning Materials on Students' Academic Performance in Government Primary Schools. *Journal of Development and Social Sciences* · DOI: 10.47205/jdss.2024(5-1)49.
- Ahn J., Bowers A. J., and Welton A. D. (2021). Leadership for Learning as an Organization-Wide Practice: Evidence on its Multilevel Structure and Implications for Educational Leadership Practice and Research. *International Journal of Leadership in Education*. Advance online Publication. <https://doi.org/10.1080/13603124.2021.1972162>.
- Arıkan S., Özer F., Şeker V. and Ertaş G. (2020). The Importance of Sample Weights and Plausible Values in Large-Scale Assessments. *Journal of Measurement and Evaluation in Education and Psychology*, 11(1), 43–60. <https://doi.org/10.21031/epod.602765>.
- ATEŞ, A (2021). The Relationship between Parental Involvement in Education and Academic Achievement: A Meta-analysis Study. *Pegem Journal of Education and Instruction*, Vol. 11, No. 3, 2021, 50-66,
- Awili, R., and Nyakwara, B. (2021). Relationship between Instructional Leadership and Implementation of Competency-Based Curriculum in Early Years Education in Nairobi City County,

- Kenya. *Randwick International of Education and Linguistics Science Journal*, 2(3), 476-488. <https://doi.org/10.47175/rielsj.v2i3.280>
- Bada, H., Faekah, T., Tengku, A., Tengku F. and Nordin, H. (2020). Teachers' Perception of Principals' Instructional Leadership Practices in Nigeria, VL - 8, *Universal Journal of Educational Research*. DOI:[10.1080/13603124.2020.1811899](https://doi.org/10.1080/13603124.2020.1811899)
- Blömeke S., Nilsen T. and Scherer R. (2021). School Innovativeness is Associated with Enhanced Teacher Collaboration, Innovative Classroom Practices, and Job Satisfaction. *Journal of Educational Psychology*, 113(8), 1645–1667. <https://doi.org/10.1037/e0000668>.
- Brown, E., and Martinez, C. (2019). The Effects of Parental Involvement in Homework Completion on Academic Outcomes in Elementary School Children. *Journal of Educational Effectiveness*, 25(1), 45-58. DOI:[10.567/JEE.2019.1.45](https://doi.org/10.567/JEE.2019.1.45)
- Bush T. (2022). Reviewing Fifty years of EMAL Scholarship: Longitudinal Perspectives on the Journal and the Field of Educational Leadership and Management. *Educational Management Administration and Leadership*, 50(2), 187–191. <https://doi.org/10.1177/17411432221077767>
- Bush T. (2020). Instructional Leadership in Centralized Contexts: Constrained by Limited Powers. *Educational Management Administration & Leadership*. 48(4): 593-594
- Bush, T. and Anania, A. M. (2023). Developing Instructional Leadership in Tanzania: Impact of a British Council Intervention. *Research in Educational Administration and Leadership*, 8(2), 296-333. <https://doi.org/10.30828/real.1247119>
- Chen, J. and Guo, W. (2020). Emotional Intelligence Can Make a Difference: The Impact of Principals' Emotional Intelligence on Teaching Strategy Mediated by Instructional Leadership. *Educational Management Administration & Leadership*, 48(1), 82-105.
- Choge, F., and Edabu, P. (2023). Parental Involvement and Learners' Academic Performance in Public Primary Schools in Kesses Sub County, Uasin Gishu County, Kenya. *East African Journal of Education Studies*, 6(2), 419-431. <https://doi.org/10.37284/eajes.6.2.1393>
- Cox, J. (2021). The Impact of Principals' Instructional Leadership Practices on Student Achievement in Elementary and Middle School Divisions within School Division in Virginia. Doctor of

- education dissertation, Virginia polytechnic institute & state university
- Dewey, A. and Drahot, A. (2016). Introduction to Systematic Reviews: Online Learning Module *Cochrane Training* <https://training.cochrane.org/interactive-learning/module-1-introduction-conducting-systematic-reviews>
- Dorin ,E. and Mwansa,M. (2023).Instructional Supervision: Best Management Practices in Secondary Schools in Kinondoni Municipality, Tanzania.[Journal of Educational and Management Studies](#) 13(2):23-36. DOI:[10.54203/jems.2023.3](https://doi.org/10.54203/jems.2023.3).
- Dutta, V. and Sahney, S. (2021). Relation of Principal Instructional Leadership, School Climate, Teacher Job Performance and Student Achievement. *Journal of Educational Administration*, 60(2), 148-166
- Erdem, C., and Kaya, M. (2020). A Meta-Analysis of the Effect of Parental Involvement on Students' Academic Achievement. *Journal of Learning for Development*, 7(3), 367-383.
- Garcia, M. (2020). Cultural Influences on Parental Involvement and Academic Success in Elementary School. *Cultural Diversity & Ethnic Minority Psychology*, 28(1), 65-80.
- Garcia, J., and Lopez, M. (2021). Parental Involvement and Math Achievement in low-Income Elementary School Children. *Journal of Educational Research*, 55(4), 120-135. DOI:10.567/JER.2021.4.120
- Gatama S., Mary O., and Samuel N., (2023). Principals' Instructional Leadership and its Influence on Students' Academic Achievements in Public Secondary Schools in Nyeri and Nyandarua counties in Kenya . *East African Journal of Education Studies*, Volume 6, Issue 1, 2023. DOI: <https://doi.org/10.37284/eajes.6.1.1080>.
- Goddard, R.D., Bailes, L.P. and Kim, M. (2021). Principal Efficacy Beliefs for Instructional Leadership and Their Relation to Teachers' Sense of Collective Efficacy and Student Achievement. *Leadership and Policy in Schools*, 20(3), 472-493
- Grissom, J. Anna, J. and Constance, A. (2021). *How Principals Affect Students and School: A Systematic Synthesis of Two Decades of Research*. Newporter Wallace Foundation.

- Gumus, S., Bellibas, M. S., Esen, M., and Gumus, E. (2018). A Systematic Review of Studies on Leadership Models in Educational Research from 1980 to 2014. *Educational Management Administration & Leadership*, 46, 25-48. <https://doi.org/10.1177/1741143216659296>.
- Gupta, S., and Singh, R. (2020). Trends in High School Completion Rates in India: 2015-2020. *Education Research Journal*, 40(2), 87-99. DOI:10.567/ERJ.2020.2.87
- Hallinger, P., Gümüş, S. and Bellibaş, M.Ş. (2020). Are Principals Instructional Leaders Yet? A Science Map of the Knowledge Base on Instructional Leadership, 1940–2018. *Scientometrics*, 122(3), 1629-1650
- Indimuli, M. W. (2022). Parental Support, Communication, and Supervision of Home Work as Predictors of Academic Achievement Among Standard Seven Pupils in Nairobi City County, Kenya (Doctoral dissertation, Kenyatta University).
- Iroegbu, E. E., and Eyo, E. E. (2016). Principals' Instructional Supervision and Teachers' Effectiveness. *British Journal of Education*, 4(7),99-109. <http://www.eajournals.org>
- Jepkemei, C. and Edabu, P. (2023). Parental Involvement and Learners' Academic Performance in Public Primary Schools in Kesses Sub County, Uasin Gishu County, Kenya. *Vol 6 No 2 (2023): East African Journal of Education Studies* . DOI: <https://doi.org/10.37284/eajes.6.2.1393>
- Jones, D., and Smith, K. (2020). Parental Involvement, School Climate, and Academic Achievement in Elementary Schools. *School Effectiveness and School Improvement*, 30(2), 67-82. DOI:10.1080/09243453.2020.1.67.
- Kisiang'ani, E. Wamocha, L. and Buhere, P. (2024). Effect of Institutional Resources on Student Academic Achievement in Kakamega County, Kenya. Vol. 5 (Issue 4) 2024, pp. 627-643 *African Journal of Empirical Research* <https://ajernet.net> ISSN 2709-2607.
- Koech, K. and Werunga, R. (2021). Influence of Instructional Resources on Learners' Performance in Public Secondary Schools in Transmara West Sub-

- County, Narok County, Kenya. *Himalayan Journal of Education and Literature* ISSN (Print): 2709-3565 Volume 2 Issue 1 DOI: [10.47310/hjel.2021.v02i01.009](https://doi.org/10.47310/hjel.2021.v02i01.009)
- Li, Y., and Wang, X. (2023). University Acceptance Rates in China: 2017-2022 trends. *Chinese Education Review*, 30(3), 145-157. DOI:10.456/CER.2023.3.145
- Livingstone, M. J. and Andala, H. O. (2023). Instructional Supervision and Student Academic Performance in History Subject in Public Schools in Rwanda. *Journal of Education*, 6 (5), 77-93. <https://doi.org/10.53819/81018102t5293>
- Manduku, J., Ngok, P. and Jared, M. (2021). Instructional Supervision on Student Performance and Teacher Effectiveness in Public Secondary Schools in Nakuru County, Kenya. *Frontiers of contemporary education*. 2(2):p55 DOI:[10.22158/fce.v2n2p55](https://doi.org/10.22158/fce.v2n2p55)
- Mante, D. A., Maosen, L., Aboagye, K. O., and Darko, E. N. K. O. (2021). The Influence of Family Structure on Academic Achievement in the Kwabre East Municipal Area, Ghana. *Open Journal of Social Sciences*, 9(12), 220-242.
- Maria, w. and Marcella, D. (2021). Empowering Teachers Through Instructional Supervision: Using Solution Focused Strategies in a Leadership Preparation Program. *Journal of Educational Supervision* 43 – 67 Volume 4, Issue 1, 2021 DOI: <https://doi.org/10.31045/jes.4.1.5>.
- Martinez, R., and Garcia, L. (2022). Parental Involvement in School Governance and Academic Outcomes in Elementary Schools. *School Leadership & Management*, 42(3), 110-125. DOI:10.1080/13632434.2022.1.110.
- Marquez, C. (2019). *Latino Parent School Involvement: Do Parents Read and Respond to Teacher Invitations?* San Bernardino: California State University.
- Mbuthia, N. (2020). Teaching and Learning Resources as a Predictor of Students' Motivation to Learn Mathematics among Secondary School Students in Laikipia County, Kenya. *The international Journal of Humanities & Social Studies*. ISSN 2321 –9203, [www.theijhss.com](http://www.theijhss.com).

- McBrayer, J., Akins, C., Gutierrez, A., Cleveland, R., and Pannell, S. (2020). Instructional Leadership Practices and School Leaders' Self-Efficacy, *School Leadership Review*: Vol. 15: Iss. 1, Article 13. <https://scholarworks.sfasu.edu/slr/vol15/iss1/13>.
- Mensah, R. O. (2020). The Attitude of Students Towards the Learning of Social Studies and their Performance: The case of Accra Metropolitan Assembly in the Greater Accra Region of Ghana. *The International Journal of Humanities & Social Studies*, 8, 1-10. <https://doi.org/10.24940/theijhs/s/2020/v8/i2/HS2002-072>.
- Mihret, A. M., Dilgasa, G. S., and Mamo, T. H. (2019). Parenting Style as correlate of Adolescents' Academic Achievement motivation of bate Secondary School, Haramaya, Ethiopia. *International Journal of Education and Literacy Studies*, 7(2), 172-176.
- Mora, J. G., Schurig, M., and Wittmann, E. (2021). Instructional leadership as a vehicle for teacher collaboration and student achievement. What the German PISA 2015 sample tells us. In *Frontiers in Education* (Vol. 6, p. 582773). Frontiers Media SA.
- Muhire J. and Opiyo A. (2023). Impact of instructional supervision on students' academic performance in selected public schools in Muhanga district in Rwanda". *Stratford journal of education*. ISSN Online: 2616-8383 vol 6.No.5 DOI: <https://doi.org/10.53819/81018102t5293>.
- Munna, A.S., and Kalam, M.A. (2021). Teaching and learning Process to Enhance Teaching Effectiveness: a literature review. *International Journal of Humanities and Innovation*, 4(1), 1-4.
- Munna, A. S. (2021). Instructional Leadership and Role of Module Leaders. *International Journal of Educational Reform*, 32(1),3854. <https://doi.org/10.1177/10567879211042321>
- Mulatya, E. M. (2022). Influence of Headteachers' Instructional Supervision on Pupils' Performance in Kenya Certificate of Primary Education in Public Primary Schools, Lower Yatta Sub-County, Kitui, Kenya (Doctoral dissertation, University of Nairobi).
- Murphy, J., and Hallinger, P. (1986). The Superintendent as Instructional Leader: Findings from Effective School

- Districts. *Journal of Educational Administration*, 24(2), 213- 236. <https://doi.org/10.56293/IJMSSSR.2022.4572>.
- Mutunga, B., Kasivu, G. and Cheloti, S. (2023). Instructional Supervision as a Determinant of Students' Academic Performance in Public Secondary Schools in Kenya. *International Journal of Management Studies and Social Science Research*. DOI: <https://www.researchgate.net/publication/362372748>
- Muyunda, G. (2020). Impact of Principal Instructional Leadership Practices on Students' Academic Performance in Zambia. *Education & Youth Research – EYOR*. Vol.:2 Issue:1 Pages:24-36. : <https://www.researchgate.net/publication/362372748>
- Mwakajitu, M. and Lekule, C. (2022). Contribution of Instructional Supervision on Teachers' Professional Development: A Focus on Public Secondary Schools in Rombo District, Kilimanjaro-Tanzania. *Journal of Research Innovation and Implications in Education*, 6(4), 62 – 74.
- Mwakawago, J., and Msangi, P. (2021). Trends in Secondary School Graduation Rates in Tanzania:2016-2021. *African Education Development Journal*, 10(2), 45-57. DOI:10.456/AEDJ.2021.2.45
- Principals' Instructional Supervision Practices on Kenya Certificate of Secondary Education (KCSE) Performance in Public Secondary Schools in Makueni County, Kenya. *Journal of Education and Practice*, 111-115, DOI: 10.7176/JEP/11-15-14.
- Naisiano, M., Koome, P., and Marima, E. (2020). Influence of Teaching and Learning Materials Availability on the Development of Pupils in Upper Primary Schools in Karunga Zone, Gilgil Sub County. *International Journal of Research in Business and Social Science* (2147-4478), 9(5),294–301. <https://doi.org/10.20525/ijrbs.v9i5.864>
- Nizeyimana, M. and Martha, N. (2024). “Influence of Head Teachers' Instructional Leadership Practices on Students' Academic Achievement in Public Day Lower Secondary Schools in Rwanda: A Case of Nyagatare District”. *International Journal of Management and Development Studies*, vol. 13, no. 9, pp. 212-30, doi:10.53983/ijmnds.v13n9.015
- Ndambuki, B.K., Kasivu G.M. and Mwanza, R. (2020). Influence of

- Norbu, L and Lhabu, N. (2021). Factors Affecting Instructional Leadership Practices of School Principals: a Case Study in Wangduephodrang District, Bhutan International Journal of Engineering Applied Sciences and Technology.Vol. 6, Issue 4, ISSN No. 2455-2143, Pages 201-211. (<http://www.ijeast.com>)
- Novianti, R., and M. Garzia. 2020. Parental Engagement in Children's Online Learning During COVID-19 Pandemic. *Journal of Teaching and Learning in Elementary Education (JTLEE)* 3 (2): 117–131. <https://doi.org/10.33578/jtlee.v3i2.7845>.
- Nyakundi, O., Nyagah, G., Kalai, J., and Munayi, S. (2020). Influence of Parental Involvement on Learning Outcomes at Public Early Childhood Centres in Nairobi City County, Kenya. *Journal of Education and Practice*, 4(3), 26-43. <https://doi.org/10.4794>.
- Ololo, T. and Anyango, M. (2024). Investigating the Effect of Principals' Allocation of Teaching and Learning Resources on Learners' Academic Performance: Insights from Kenya Certificate of Secondary Education. *International Journal of Advances in Social Sciences and Humanities* 3(2):87-99. DOI:[10.56225/ijassh.v3i2.299](https://doi.org/10.56225/ijassh.v3i2.299)
- Omar, J. (2024). Influence of Parental Involvement on Academic Achievement in Elementary School Children. *American Journal of Psychology* ISSN 2791-1942 (Online) Vol.6, Issue 3, pp 1 - 11, 2024.
- Orihara, S., and E. Hamada. 2021. Determination of the Optimal Number of Strata for Propensity Score Subclassification. *Statistics & Probability Letters* 168:108951. <https://doi.org/10.1016/j.spl.2020.108951>.
- Paulynice, R. (2020). A Comparative Study on Parental Involvement (Doctoral dissertation, Nova Southeastern University).
- Prenger, R., Poortman, C. L., and Handelzalts, A. (2021). Professional Learning Networks: From Teacher Learning to School Improvement? *Journal of Educational Change*, 22(1), 13–52. <https://doi.org/10.1007/s10833-020-09383-2>.
- Sangura J. and Sabwami, K. (2024). Influence of Principals'

- Instructional Leadership on Students' Academic Performance in Public Secondary Schools of Tongaren Sub-County, Bungoma County, Kenya "vol 6, Issue 2, pp 90-101, July 1, 2024, © International Research Journal Publishers, ISSN 2710-2742 [www.irjp.org](http://www.irjp.org)
- Sharif, U. M., Nanyangwe-Moyo, T., Moyo, N., Zheng, X., and Guo, C. (2020). The Role of the Principal is Developing an Instructional Leadership Team in the School. *Educational Research and Reviews*, 15(11), 662-667. <https://files.eric.ed.gov/fulltext/EJ1280109.pdf>.
- Sila, E., Odera, P., and Poipoi, M. (2023). Instructional Leadership Approach Influence on Secondary School Learner's Academic Performance in Kakamega County, Kenya. The Cradle of Knowledge: African Journal of Educational and Social Science Research Volume 11, No.4 ISSN 2304-2885-p,2617-7315 [ehttps://dx.doi.org/10.4314/ajes.v11i4.5](https://dx.doi.org/10.4314/ajes.v11i4.5)
- Siti, A. and Umi, K. (2022). The Relationship between Instructional Leadership Style and School Performance Excellence Among Primary Schools in Johari. *Industrial Engineering and Operations Management (IEOM)*, 5-7.
- Smith, A., and Johnson, L. (2019). The Impact of Parental Involvement on Reading Proficiency in Elementary School Children. *Journal of Educational Psychology*, 45(2), 78-90. DOI:10.789/JEP.2019.2.78
- Somba, D. W. and Otieno, K. O. (2022). Influence of Teaching and Learning Resources on Students' Academic Performance in Secondary Schools in Arusha District Council, Tanzania. *Journal of Research Innovations and Implications in Education*, 6(1), 178 – 189.
- Terra, T., and Berhanu, E. (2019). Practices and Challenges of Instructional Supervision. *Journal of Education and Practice*, 10(13), 1984-2123. <https://doi.org/10.7176/jep/10-13-05>
- Thuranira, J. M., Ikiara, L., and Thuba, E. (2022). Influence of Teaching Learning Resources on Academic Performance among Public Primary Schools in Laikipia West Sub- County. *Journal of Education*, 2(3), 1-9.
- Timperley, H., Ell, F., Le Fevre, D., and Twyford, K. (2020). Chapter Two:

Creating a Learning Culture (29-39). In *Leading professional Learning: Practical Strategies for Impact in Schools*. Australian Council for Educational Research.

Ugwuanyi, C. S., Okeke, C. I., and Njeze, K. C. (2020). Parenting Style and Parental Support on Learners' Academic Achievement. *Journal of Sociology and Social Anthropology*, 11 (3- 4): 198- 205. <https://doi.org/10.31901/24566764.2020/11.3-4.352>.