



**PRINCIPALS' ROLE IN MONITORING  
INSTRUCTIONAL ASSESSMENT AND ITS INFLUENCE  
ON TEACHING AND LEARNING OUTCOME IN SECONDARY  
SCHOOLS IN KAJIADO COUNTY, KENYA**

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**Abstract:**

With the core business of the school being instruction, the principals' monitoring of instructional assessment is necessary in enhancing teaching and learning processes and outcome in schools. Despite measures being in place, teaching and learning outcome has remained consistently low, especially in Kajiado County. The objective of this study is to assess the influence of principals' monitoring of instructional assessments on teaching and learning outcome. The study was guided by the result-based management theory. The study employed a descriptive survey design. This study population of study comprised 727 respondents in all the 9 public secondary schools in Kajiado. These respondents included 122 teachers, 594 students and 9 principals. Out of these, 342 respondents were sampled and they were comprised of 9 principals, 97 teachers and 201 students. Proportionate sampling was used to draw a sample of 97 teachers' and 201 students per school. Further, simple random sampling was used to sample teachers while convenience sampling was applied to draw the sample of students to participate in the study per school. Data was collected by questionnaires and interview schedule. A pilot study was conducted in two schools for the purpose of addressing validity and reliability of the instruments before the actual study was conducted. Content validity was determined by seeking the judgment of professional experts in the area of educational

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research, evaluation and assessment. Reliability level was ascertained by using Cronbach's alpha technique to check internal consistency of the instruments. The analysis of quantitative data was done using frequencies, percentages and means and then presented in tables and figures. Qualitative data was arranged into themes and presented through narration and in verbatim. The study established that principals' checking of assessment practices, even-though inconsistent, significantly influenced performance. The study concluded that principals' monitoring of instructional practices (mean=3.5, SD=1.2) significantly influenced performance in schools. It recommended that the Ministry of Education should organise training for principals to improve their skills of monitoring assessment.

**Keywords:** assessment, teaching and learning, outcome

## 1. Introduction

Adequate, comprehensive and ongoing monitoring of instruction in school is therefore considered imperative for improving teaching and learning outcomes (UNESCO, 2016, Bibik, 2017). In South Africa, Mestry (2017) posits that the role of principals is to ensure processes for effective teaching and learning are in place by monitoring heads of departments, teachers, learners' progress and obtain feedback on performance of every learner. They evaluate the outcome of continuous assessment programs and plans for every grade of each subject and check its realization for effective teaching and learning (Mestry, 2017). In addition, principals use classroom observation of instructional process as a strategy to generate constructive discussion with teachers and in the process gives critical feedback which helps the teachers to improve their teaching methodologies (Salazar & Marqués, 2012). This agrees with Mngomezulu and Bhengu (2015) assertion that monitoring of instruction as a strategy gives effective feedback, leading to improvement of students' performance. However, in South Africa, the strategic management team's strategies of monitoring teaching and learning are characterized by laxity and lack of decisiveness by the management (Mngomezulu & Bhengu, 2015). Ndugu et al, (2015) state that various activities in the teaching and learning process should be monitored and assessed daily. Some of these activities being monitored are; classrooms instruction processes, instructional assessment and teaching.

On instructional assessment, Khan, Hussain and Imad (2019) argue that it's the basis of an efficient teaching and learning process. Most teachers begin and winds up their instructional process through assessment. Masters, (2018) states that the principals monitor students' success by checking the improvement in school mean score especially internal tests and external examinations. Their expectation is to see every teacher assess learners frequently and maintain records of how well every learner is performing in those assessments. Kipkorir (2015) adds that in cases where there is no monitoring, several tests and exams administered by teachers are wanting in standard. They normally lack originality of style, clarity of language and skills. The questions are directly lifted from

previous examinations. Ampofo, Onyango, and Ogola, (2019) add that principals should be more careful in monitoring learners' assessment records, notes given by the teacher and assignments.

This research is prompted by the fact that for performance of teachers and learners to be improved in public secondary schools, monitoring of instructional practices of school principals such as instructional assessment has to be given high preference (Sule et al, 2015). In Kajiado County for instance, the teaching and learning outcome in terms of performance in the national examination of many schools in have been consistently low raising concerns about the effectiveness of principals monitoring of instructions.

Principals' monitoring of instructional practices has been an impetus for improving teaching and learning processes and subsequently outcome. In hypothetical situation, principals monitoring of instructional assessment should correlate with high teaching and learning result measured by performance in national examination. In Kenya, MoE through the TSC introduced a monitoring tool (TPAD) to strengthen the principal's monitoring role and improve teachers' performance with the objective of ameliorating teaching/learning interactions and outcome. However, in spite of these concerted efforts by Kenya Government, through the MoE, to improve quality of monitoring instructions practices, student teaching and learning outcome has remained consistently low in the country and especially in public secondary schools in Kajiado County. The low teaching and learning outcomes are evident as expressed in KCSE performance. Although principals' monitoring of instructional assessment and use of feedback may lead to improved teaching and learning outcome, it remains unclear whether the principals have been monitoring teachers' instructional practices and whether this can be a reliable predictor of teaching and learning outcome, hence, the need to investigate the principals' monitoring of instructional assessment and use of feedback and its impact on teaching and learning outcome in Kajiado County.

## **1.2 Objectives of the Study**

The specific objectives that guided this study are:

- i. To assess the influence of the principals' monitoring of instructional assessments on teaching and learning outcome in public secondary schools in Kajiado County.

## **2. Review of Related Literature**

### **2.1 Concept of Monitoring of Instruction**

In the context of education, monitoring entails assessment and control. These can be continuous, intermediate or final assessment to indicate progress in achieving learning goals (Komar, et al., 2019). According to Ferdaus (2016), monitoring is a constitutive part of all projects/programs that keeps watch on progress and development and failures in current and future development. In scientific terms, "monitoring" is described as a network of continuous, interim and summery evaluation as well a systematic assessment of a project or a program (Mertens, 2009). According to Eddy, et al. (2016), monitoring

entails the methods and used in tracing information gathered within the school through quantitative as well as empirical methods, primarily numerical information that is then applied in evaluating the performance of the school against the set criteria so as to know the standard. Monitoring is a system-level process designed specifically to gather, collate and give report about information concerning the organization, structure and functioning of schools. Monitoring involves 'input' or administrative data, as well as data that trace the performance information such as school report cards. According to Ferdaus (2016), monitoring helps to make decisions on time, assures accountability, and provides a basis for evaluation. Monitoring is the process of collecting and analyzing a project or project related activity information to measure the effectiveness of interventions that meet the stated objectives and to take appropriate steps to ensure that the project is followed (Mapfumo, 2015).

## **2.2 Principals' Monitoring of Instructional Assessments**

Khan, Hussain, and Imad (2019) did a study on classroom assessment, literacy and practices of teacher in Pakistan. The research explored the connection between teachers' instructional practices and assessment of learners in Pakistan. Quantitative correlational research design was used. The study established that for efficacy in teaching and learning process and for quality outcome, assessment is the very key. The outcome indicated that teachers use moderate level of assessment and use traditional assessment strategies. In addition, most teachers were observed to possess inadequate knowledge and skills in choosing and crafting suitable tools for assessment. Further, assessment practices within the class were only restricted to paper-pencil tests. Whereas this research study used quantitative co-relational research design, the current study used descriptive survey design.

According to Darling-Hammond, Flook, Cook-Harvey, Barron and Osher (2020), frequent and highly systemized feedback that is optimized for learners' work is an integral part of strategic learning. If there is no response to fictional errors, the student is likely to continue in repeating the similar mistakes. Benefits are more probably to be experienced when feedback centered on aspects of the task and emphasizes learning objectives. It is not enough for teachers to simply give feedback about whether their answers are correct or not. Alternatively, it is imperative that answers are clearly linked to well-designed performance standards and that learners are provided with ways of achieving these standards. Based on previous research, this approach to feedback helps students to develop understanding, skills and learning strategies. It also helps them to understand the importance of the work and meaning and its relevance.

Modupe and Sunday (2015) investigated the role of school principals monitoring practices and implementation of continuous assessment tests in Ekiti State high Schools with particular enthusiasm to Ado Local Government. The research applied descriptive survey design. According to the study continuous assessment can be defined as the task of building increased determination about the learners' activities in form of comprehension, thinking ability and behavior that promote character development. The

research established that continuous assessment tests conducted were not in line with the requirements of national education policy that states that students should be assessed in three (3) domains in education. This study was conducted in, Nigeria, West Africa while this study was done in Kenya hence the geographical gap.

Mudznanani and Makgato (2016) did a study to survey school manager's role on the curriculum delivery in teaching and learning processes. This study examined the school administrators' role in implementation of curriculum to promote learners' academic excellence in Vhembe district of Limpopo province. The study was conducted using five underperforming schools and five well performing schools. This study's findings showed that the principal from the best schools had a strong system of assessment to keep pupils constantly screened, completion of syllabus before the end of June and high academic attendance by teachers while poor schools had weak monitoring system for written work, syllabus completed after June and the lowest attendance rates for teachers. The study suggested that the school principal should improve their teachers' monitoring by having frequent mandatory accountability meetings with principals to improve student academic performance. The researcher in this study employed quantitative research design while this research used descriptive survey design.

According to Sigma trust (2019) testing, marking and feedback serves different purposes. First, learners should use their feedback to improve their ability within a given time. They also give essential principles to planning and teaching for the future. In fact, they value the dialogue between the teacher and the student. Testing, teacher marking and feedback should act as springboard for learners to further their learning. The broad purpose of effective testing, marking and feedback is to involve students actively in the process by taking the appropriate steps to enhance their learning. Testing, marking and feedback give a vivid framework within which the learning objective can be set and the students' progress against this accuracy. The level and frequency of marking, reporting and assessment can be addressed by temporarily marking posts that will have a specific focus on the whole school and department. Staff marking, reporting and evaluation processes would be reviewed by peers and achieved agreed objectives. The summative marking should include the marking of the end of the topic test to judge learners' achievement of objectives and the progress. These assessment opportunities should be documented in the schemes of work.

Ampofo, et al., (2019) did a study on influence of school heads' direct supervision on teacher role performance in public senior high schools, Ghana. The research study observed that teachers in most schools are required to documents learners' continuing assessment records, particularly for feedback required every term before the school opens for the next period. Those whom did not meet the prescribed deadlines are warned by the principal and treated as the first offense. If it persists in the end, it can result in harsher punishment, such as suspension from school. The study recommended that school leaders be interested in examining student performance records, assignments teachers and examinations to ensure that teachers are effectively carrying out teaching activities. This research used an embedded mixed methods design and was guided the

general systems theory developed by Ludwig von Bertalanffy. The current study employed a descriptive survey design and was anchored on Result-based management theory.

Mestry (2017) established that principals analyze the outcome of ongoing assessment programs for every grade and subject and come up with plans and verify their implementation of school improvement and learner performance. According to Mugambi (2015), the progress records of the learners showed the continuous performance of individual students in a subject during the school period are monitored. This is imperative in the teaching and learning process in the sense that strong and weak performers are pinpointed that remedial work could be organized to improve achievement.

Kagete (2013) in his paper classroom 'Assessment-for-Learning' in high schools in Kenya found that a regular application of descriptive feedback for test results. The information and details of such answers were not determined. The study applied a non-experimental descriptive research design. The use of class conferences and coming up with criteria designed to allocate grades were hardly found. The use of test scores by teachers has positive correlation with the training that they receive. Responses shows that close to half of teachers were not trained on how to use feedback in a proper manner. This requires training in the application of high-quality feedback to improve the learning test. Test frequency was not found to match the purpose of the test. It also noted that the planning of students identified as most popular with the results of the assessment. Teachers, but in smaller quantities, also use assessment results in ways that promote learning assessment, such as providing feedback on lesson progress, planning instruction for the correction of "weak" and "strong" learners and adapting teaching strategies.

Singh, Lebar, Kepol, Rahman and Mukhtar (2017) did an exploratory research study to analyze the existing assessment methods of tutors and lecturers in sampled Malaysian higher institution of learning. The attention was on various methods of assessment adopted in classroom that best fit intended learning outcomes. The study employed a qualitative approach using a descriptive case study design to develop the study. 15 lecturers teaching in eight different programs from two higher learning institutions were used as respondent for the research. The study established that those tutors and lecturers use different assessment methods which includes; oral questioning, continuous assessments, assignments and peer assessments. The methods of relaying feedback varied with making comments and correcting learners' answers. The study failed to show how administrators monitored the use of assessments by teachers/tutors/lecturers. Whereas this study was based on higher learning institution classrooms in Malaysia, the current study was based on secondary schools in Kenya.

Salema (2017) researched assessment practices in secondary schools in Kilimanjaro district, Tanzania: the gap between theory and practice. The study used mixed research design in data collection and analysis; the current study used a descriptive research design. The study found that there is a gap in theory and practice in testing and examination. Several teachers use a teacher-focused approach in instructional delivery as

well as in assessment processes. Further, it was established that teachers and learners were negative about the assessment procedures of learner-focused approach. One way to assess learners is by assigning grades to the assignments they do in groups. Student-centered approach needs learners to work together and intermingle in groups during the teaching and learning process. The teacher is expected to evaluate learners on the basis of task numerously assigned to them in clusters. The study suggested the need for in-service training boost teachers' assessment skills. The study discussed assessment methods but failed to vividly explain the roles played by principals on assessment, gap that this study filled.

Kipkorir (2015) explored classroom assessment practices used by secondary school mathematics teachers in Nandi Central Sub-County. The research study applied quantitative as well as qualitative research designs to gather and analyze information. According to this study, assessment information was majorly employed in giving learners grades or marks, identifying learners' problems in learning and to allocate them to various tasks. Learners' mathematical competencies are usually taken into considerations when setting exams or giving assignments. The research found that tests are given at any time -weekly, monthly, mid-term or end-of-term. Schools with a few learners and endowed with teaching and learning resources tend to use CATS effectively as teachers have only a limited number of students to pay attention to. When teachers use written tests, most of the tests they develop lack quality. Tests often require the emergence of style, use of clear language and clear skills tested. Instead, they pick questions from past examination papers. However, this study did not highlight the principals' role in monitoring assessment which is the gap that the current study addressed.

In their study, Nyogosia, Waweru, and Njuguna (2013) stated that the decline in candidate performance in Kenyan national examinations due to inadequate monitoring of learning practices can form a foundation for delivering intervention strategies. It calls on principals to assist students set goals and motivate them in their various exams, which can focus on their academic performance (Nyogosia et al., 2013). Dotson (2016) points out that the difference between high and low achievers are that high achiever involve in a process called goal setting, learning planning, self-monitoring, and reflection. Setting targets and making their own ways to achieve them.

Mugure (2016) did a study on the effect of assessment strategies on pre-unit children's achievement in number work in Limuru zone, Kiambu County, Kenya. The study sought to establish if a relationship exists between assessment practices administered by the teacher and scores of pre unit children in their various assignments and tests within Limuru zone, Kiambu County. In this study, written assessments were also performed to collect data on children in sequence, subtraction and aggregation. After data collection, both qualitative and quantitative technique was applied in data analysis and presentation. This study established that the assessment practices established by the teachers have influence on the academic success of pre-unit children, particularly on hands-on activities. When teachers watch children perform a variety of tasks naturally,

they work well. It also established that the written tests were the most widely used test method in contrast to the observation and use of concrete materials. Further, it established that relying on a single test strategy poses challenges such as fear, dislike and so on, to pre-unit success. The research adopted a standardized test structure. The study was conducted on pre-unit children; this study was carried out in public high schools using a descriptive research design.

Wanjiru (2015) conducted a study on the effects of teachers' response to anticipation of a kindergarten class in the Embu West Division. This study aimed to explore the influence of teachers' responses to the participation of pre-school classes in the Embu West Division, Embu district. A quasi-experimental design was applied for the study and was anchored on Vygotsky's theory of learning. Research observed that the oral feedback is the most widely used response technique applied by teachers in kindergarten schools as portrayed by preschool teachers and children while the written response is used in kindergarten schools in tests or post-test reports. The content of the teacher's response affects the participation of preschool children in the classroom and the kindergarten teachers use words such as excellent, very good, good or good attempt practice as content for accomplishing a task. Quick response promotes functional disruption when participants commit to the wrong response and are most commonly used during class question and response time, oral presentation, peer education, and discussion. If a child is unorganized at work, it ensures verbal criticism that should be set aside with encouraging comments.

Samoei (2014) observed that principals analyze and discuss the KCSE outcome and then identify strategies to improve student performance in national exams. Monitoring is one of the continuous processes to improve performance in the KCSE exam. Analyzing KCSE outcomes entails examining the performance of students with each subject teacher. It helps principals to identify where to put more resources and engage with teachers in strategies to improve performance in subjects with poor outcomes. It is a continuous process that involves comparing student progress records with KCSE results. This leads to changing teaching and learning practices and investing more resources in certain areas where necessary.

There are a few in literatures focusing specifically on monitoring of instructional assessment in Kenyan secondary schools. These studies mostly reviewed western literature and a few local literatures. Most principals supervise the school environment and the teaching process but fail to supervise the instructional assessment process. Further, they described the influence of principals' instructional monitoring at primary school, giving an opportunity for this study to focus on secondary schools.

### **3. Research Design and Methodology**

#### **3.1 Introduction**

It describes the methodology applied by the researcher to achieve the objectives of the research. It explains the research design, the target population, the sample size and

sampling techniques, data collection instruments, validity and reliability of tools for data collection, the process of collecting and processing the information, and data analysis.

### **3.2 Research Design**

This research applied a descriptive survey design that incorporated qualitative as well as quantitative methods of research to study the principals' monitoring of instructional practices and its influence on teaching and learning outcome. Quantitative data was obtained from the questionnaires while qualitative data was derived from the interviews and open-ended questions.

The main purpose for using descriptive survey design is to describe the situations within the study locale at a particular time of the study without manipulation of variables (Kothari, 2004). Descriptive research entails collecting data on principals, teachers, students and stakeholders who participate in educational processes (Borg & Gall, 2007). Descriptive survey design was also used because a large population was examined with only a section of the population (students, teachers and principals) is being used to give the required information.

### **3.3 Variables of the Study**

Leedy and Ormrod (2015) refers to variables as research elements used in showing direction of the study and are index measures in research. The researcher should also have as many variations as possible to measure the results of research. The study has independent and dependent variables and intervening variables. In this study the variables that depend on teaching and learning outcomes. The independent variable is principals' monitoring of instructional practices. The intervening variables are categorized into students' discipline, economic status of the students such as poverty and student's level of intelligence. It was considered that to some extent the principals' monitoring of instructional activities may have a role in facilitating teaching and learning outcome.

### **3.4 Location of the Study**

This study was carried out in public high schools in Isinya Sub-County of Kajiado County. It is one of the five sub-counties of Kajiado County. Isinya town is the capital of the sub-county. Isinya Sub-County is 58 km south of Nairobi along the Nairobi-Arusha highway. The sub-county has a population of 8,178 and covers an approximated area of 3256.2 square kilometres. There are a total of 9 public secondary schools in Isinya Sub-County (County Government of Kajiado, 2019). Various categories (public-national, county schools and sub-county school) exist in the Isinya Sub-County.

### **3.5 Target Population**

This study targets all public secondary schools in Isinya Sub-County. The number of public secondary schools in Isinya Sub-County is nine. The respondents in all the nine

schools in Isinya Sub-County were targeted. These include 122 teachers, 594 form 4 students and 9 principals (Kajiado County Office, 2020).

### 3.6 Respondents

These included principals, teachers and students. Form 4 students were targeted because they are thought to have been in schools long enough to clearly understand their principal's monitoring practices within their administrative roles. Form ones, form twos and form three were left because they are assumed to be too new to the school to completely comprehend the principals' activities in their schools.

### 3.7 Sample Size and Sampling Technique

The sample size and sampling technique for this study is presented as follows:

The total number of public secondary schools is 9 in Isinya Sub-County. The sample size population was computed by Yamane formula as cited in Israel (1992). There is a 95 % confidence level and for teachers and students.  $P = .05$  was assumed for both teachers and students

$$n = \frac{N}{1+N(e)^2}$$

$n$  = the sample size;

$N$  = the population.

The resulting samples are as follows:

$$\frac{128}{1+128(0.05)^2} = \frac{128}{1.3175} = 96.39 = 97 \text{ sampled teachers from Isinya.}$$

For students

$$\frac{594}{1+594(0.05)^2} = \frac{594}{2.485} = 239.034 = 239$$

**Table 1:** Sample size and target population

Target population	Total Population	Sample Size	Sample size Percentage	Sampling technique
Teachers	130	97	74.6	Proportionate, Simple Random
Principal	9	9		Census
Students	594	239	40.2	Proportionate, convenient
Total	738	382	47.5	

**Source:** Researcher' calculation, 2021

Table 1 above shows the computation of the desired sample size as shown above gives 97 as the smallest number of respondents that can be chosen from a population of 201 teachers in Isinya Sub-County. This represents 74.6% of the population. Based on Mugenda and Mugenda's (2003) and Kumar's (2010) take that for a small population, a sample size of 20% and above is an appropriate representation while a sample size of 10% is a good representation for a large population. The proportional sampling formula was applied to establish the sample sizes of teachers and students. This formula is shown below.

### **3.8 Sampling Techniques**

This study used proportionate sampling technique, simple random sampling, convenience sampling and proportionate sampling. For this study, all public secondary schools in Isinya were incorporated in the study hence there was no sampling of secondary schools. Schools in different categories were proportionately represented in the sample. The researcher also used census method where all principals were included since they are homogenous.

Additionally, the researcher applied proportionate sampling to group 97 teachers sampled among the different schools where the respondents (teachers) were chosen depending on the population. Simple random sampling was then applied in selecting teachers in particular school. This is for the purpose of giving each teacher same opportunity of being selected for filling the questionnaire. The researcher obtained a list of the names of all the teachers in each school on paper from the school administration and randomly assigned the serial numbers to each. Each serial number was folded in same size and shape, and dropped in a cup. The cup was carefully shaken and blended. Further, the researcher randomly picked the teachers who were included in the study from the blended. The advantage of this sample-like lottery approach is that it prevents bias by offering an equal chance to each teacher to be selected for the study.

For students, proportionate sampling was also used to divide 239 form three students per school. Convenience sampling was applied in choosing the sample of form three students in every school who were used in the study as respondents.

### **3.9 Research Instruments**

The researcher used interviews for principals' and questionnaires for both teachers' and students during data collection.

### **3.10 Pilot Study**

The pilot study was used mainly for testing the validity and reliability of the instruments that was in the study. A pilot study was performed in two public secondary schools in outside Kajiado County. Questionnaire was administered to 8 teachers and 30 students sampled from the two schools. The two schools were excluded in the actual study. The researcher himself visited the schools to administer the tools. The comments helped to improve the instruments.

### 3.10.1 Validity and Reliability of the Instruments

Content validity of the instrument was done through review with the help of supervisors and consultation of professionals in the field of education management, policy and curriculum. Reliability was ascertained by using Cronbach's alpha techniques. Cronbach's alpha technique is majorly useful when measuring internal consistency of the instruments. It was administered once and it gives a quantitative approximate of the instrument's internal consistency. In estimating reliability using this technique, questionnaires were fully filled by 8 teachers and 30 students sampled from the two schools. The respondents used were not incorporated in the main study sample so as to control biasness of the respondents.

To determine the reliability of teachers and students' questionnaires, items for both the independent and dependent variables were tried for internal consistency with the help of Cronbach coefficient Alpha techniques. Multiple Likert type of questions in the teachers and students' questionnaires were coded and calculated by the help of SPSS version 25 to obtain Cronbach's alpha coefficient which was used to assess reliability. The computed results in Table 2 indicate the Cronbach's alpha results are 0.9126 for teachers and 0.899 for student's questionnaires showing a high level of reliability of the instruments.

**Table 2:** Cronbach's Reliability Statistics

Questionnaires	No. items	Cronbach alpha
Teachers	8	.9126
Pupils	30	.899

The closer Cronbach's alpha co-efficient is to 1, the higher the internal consistency reliability (Sekaran and Bougie, 2016). Gay et al., (2009) explains that an alpha coefficient value higher than 0.7 is an acceptable measure of reliability. According to Kombo (2009) a co-efficient of 0.70 or more is acceptable.

### 3.11 Data Collection Procedures

The data collection instruments were administered on the agreed date and distributed to all selected schools. Serial numbers were used to identify the respondent. The questionnaires were then administered by the researcher in person to the learners in school. The questionnaires were filled within thirty minutes. The researcher then gathered all the filled questionnaires for data cleaning and analysis.

After this session, name-list of all the teachers was picked from the principals' office. Then, serial numbers were randomly assigned on the name-list and the numbers folded and cautiously mixed and picked to obtain a sample. After this, the teachers' questionnaires were distributed. The teachers were allocated a duration of forty to fifty minutes to give their responses. Thereafter, the researcher collected the questionnaires. Lastly, the researcher sought appointment to meet with school principals in their respective offices in order to carry out a session of interview. This was done within a stipulated period that is appropriate for each one of them.

### 3.12 Data Analysis

Data analysis was achieved and presented as per every objective of the study. The interview schedule, the teachers' questionnaire and the students' questionnaire generated qualitative as well as quantitative data.

#### 3.12.1 Quantitative Data Analysis

Data that was gathered by use of questionnaires was first edited to correct omissions and errors where possible (Kothari, 2004). Quantitative data was categorized according to research objectives. The quantitative data was arranged in form of a codebook and keyed into the computer and organized using the SPSS Version 25. Descriptive statistics such as means, frequencies and percentages were used. Findings were presented using tables, bar graphs, pie charts to summarize the variables. Qualitative data was obtained majorly from the 9 principals, 97 teachers' and 201 students. Interviewees' experiences and opinions concerning the relationships between study variables which were recorded and written were cleaned and edited. They were analyzed by establishing themes and presented in the form of narrations and verbatim around the study objectives.

## 4. Presentation of Findings, Interpretation and Discussion

This section presents the findings, interpretation and discussion according to the objectives of the study.

### 4.1 Influence of Principals' Monitoring of Instructional Assessments on Teaching and Learning Outcome

The first objective for this study was to assess the influence of principals' monitoring of instructional assessments on teaching and learning outcome in public secondary schools in Kajiado County. The findings from teachers are summarized in Table 3.

**Table 3: Monitoring of Instructional Assessment by Principals**

	Monitoring of Classroom Assessment by Principal	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	S. D
		F	P	F	P	F	P	F	P	F	P		
1	Checks whether exams test what has already been taught.	10	10.8	42	45.2	15	16.1	24	25.8	2	2.2	3.67	1.35
2	Checks the teachers' hand in their examination tests on time.	0	0.0	13	14.0	15	16.1	39	41.9	26	28.0	3.55	1.30
3	monitors marking of learners' assignments	0	0.0	6	6.4	14	15.1	56	59.6	17	17.8	3.47	1.36
4	Receive updates about frequent testing of pupils and feedback.	10	10.8	2	2.2	22	23.7	48	52.3	11	11.7	3.51	1.27

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5	check learners progress records	1	1.1	14	15.1	11	11.8	49	52.1	18	19.1	3.53	1.37
6	Receive updates on classroom testing and assignments	14	15.1	13	14.0	2	2.2	50	53.2	14	14.9	3.40	1.40
7	Sets timeframe within which teachers mark examinations, return papers and revise	11	11.8	12	12.9	0	0.0	20	21.5	50	53.8	3.71	1.43
8	Make sure that teachers adhere to deadline for submission of marks	4	4.3	12	12.9	16	17.2	21	22.6	40	43.0	3.78	1.28
9	Evaluation of progress in every subject regularly	0	0.0	12	12.9	16	17.2	40	43.0	25	26.9	3.58	1.25
10	Ensures continuous assessment records are kept up-to- date by teachers	11	11.8	1	1.1	18	19.4	23	24.7	40	43.0	3.63	1.36
11	Ensure that exams and CATS are revised	0	0.0	16	17.2	13	14.0	37	39.8	27	29.0	3.65	1.22

Table 3 shows that majority of the teachers 42 (45.2%) disagreed that principals check whether exams test what has already been taught, 24(25.8%) of the respondent are of the opinion that principals check what has already been taught while 16.1% of teachers were non-committal. With a mean of 3.6 and a STD of 1.35, it can be concluded that majority of principals' do not check whether exams test what has been done. The majority of teachers 40(43.0%) strongly agreed that principals ensure that teachers submit their exams on time and set a deadline for their submission. About 14% of teachers disagreed while 16% of them were non-committal. This has a mean of 3.5 and standard deviation of 1.3. This finding agrees with that of Beatrice, Gathu and Bomett (2015) that shows that majority of principals do not check whether exams tests what has already been taught only a few agreed. This study reveals that the principals do not take seriously the monitoring and evaluation of examination seriously.

Majority of teachers 59 (59.6%) and 53.2% agreed that the principal monitor marking of assignment and receive updates about teachers respectively while 6.4% and 2.2% of teachers disagreed respectively. This finding agrees with Fullan, (2001) and Beatrice, Gathu and Bomett (2015) assertion that evaluation is an inherent part of teaching and must be monitored by principals for effectiveness. They add that Teachers can give tests which when marked can give the level of learner understanding and that process needs close. On checking of learners' progress records, majority of teachers 49 (52.1%) were of the opinion that principals check student progress records whereas 6.1% of them disagreed. Further, the majority of respondents 40 (43.0%) agreed that progress in each subject was regularly monitored by the principal. These findings suggest that principals take seriously monitoring of students' evaluation and progress by the teacher. This study finding agrees with the finding of studies of Paul et al. (2016) and Sekunda, (2013) who established that the principals usually check the records of students' test scores and

monitors their progress. The overlap in responsibilities of the principals is due to variation in level commitment and competence. Boudett, Murnane, City and Moody (2005) pointed out that monitoring of learners' progress records is critical. They add that students' assessment data can be used to determine the performance of the school as a whole. However, Wanzare (2012) found that the principals were often seen as too busy with administrative work to monitor student progress. Similarly, Hussen's (2015) study found that monitoring student progress by the principals was uncommon and was done irregularly on the need basis.

Majority of teachers 50 (53.8%) are of the opinion that the principals set time frame for teachers to mark, return and review while a minority of 12 (12.9%) disagreed with the statement. In addition, a majority of 40 (43%) of teachers agreed that principals ensure they submit their marks within the deadline while about 12 (13%) were of the contrary opinion. This means that the assessment process was being done well in most schools in Kajiado County. This finding agrees with that of Beatrice, Gathu and Bomett (2015) that the principals' setting of timelines minimizes time wastage.

About 40(43.0%) of respondents strongly agreed that the principals evaluate the progress in terms of test-scores and averages of every subject, 26.9% strongly agreed while 12.9% were non-committal. In the same vein, 40(43%) of teachers strongly agreed that the principals ensured that continuous assessment records are kept up-to date by teachers. 24.7% of the respondent agreed with this statement while 1.1% are of the contrary opinion. On revision of CATS and examinations, majority 39.8% of teachers agreed whereas 14% were non-committal and 17.2% of the respondent disagreed. Even-though majority of the principals monitor assessment process. A significant number of them still do not bother about it. However, this contradicts the findings of Beatrice, Gathu and Bomett (2015) school administration does not evaluate teachers work in assessment. They do not monitor the setting of CATs and exams and the entire process of evaluation. Table 3 shows average of between 3.5 for all items, which means that respondents agreed with most statements. Respondents, therefore, generally feel that the principals often give instructions to teachers on how to monitor their assessment methods. Notably, the issue of ensuring that teachers submit their exams within the set date was set very high.

Principals no. 9 from a performing school pointed out: *"Monitoring student academic progress enhances student academic achievement. I ensure that that regular assessment of learners through continuous assessment, marking and discussion of result with students encourages them and keeps them on track. I ensure that there is regular communication between teachers and students which leads to better student performance. It is my job to monitor this process regularly."*

The results of the principals' responsibilities of making sure that continuous assessment records are up-dated show that they have great interest and dedication to the task. This may reflect the general assessment of learners and make it simpler to pinpoint the areas of weaknesses in the learners' performance and apply corrective measures when needed. These findings continue to support the idea expressed by teachers during the discussion.

Further, Principal no. 6 from a performing school stated: *"In this school, teachers are expected to submit their examinations for the following term, a week before the school opens. Those who fail to meet deadlines are warned of the first case and are given questions to answer in the following cases. After completing these examinations, the marks are recorded and copied to the school administration."*

Principal no. 7 added: *"I entrust the HODs and subject heads with the responsibility of ensuring that the work given to students by the teachers must be of the highest quality and appropriate. They ensure the quality of the assignment or test before it is given to students."*

These findings are in line with that of Alimi and Akinfolarin (2012) who studied the impact of selected models of monitoring instructional activities on learners' performance in examination in Ondo State, Nigeria. The study reported that there is a significant impact in performance of students when the principals checked students' head-scratching notes, classroom tests, test quiz scales and marking systems. Discussion by principals on student performance can have a positive impact on performance of the learner. The principals interviewed for the study gave various responses. Principal No. 8 had this to say: *"I instruct the academic committee at the beginning of the term to come up with the number of tests each teacher should give his or her students. At the end of the term, I check the mark books and assessment records and go to the student performance class. This helps me to have a general view of school performance for strategic purpose."*

Similar view was expressed by principal no. 9 who also stated: *"For student exams, I fortnightly check learners' assessment records and sometimes I randomly check their books to ascertain whether they are given assignments. Also, in conjunction with the two deputies, we meet with department heads to determine the amount of exercise each teacher needs to provide to their students to check if they are on track. If we have realized that a specific teacher is not living up to expectations, I request for learners exercise books and compare them with the work plan."*

The principals' views expressed above were clear indication that they monitor assessments processes that takes place in school. This can lead to improved performance in school. The views expressed by teachers and principals are in line with Adewale's (2014) finding that the principals checking students exercise books had a significant impact on students' academic achievement. Similarly, a World Bank Report (2010) that stated that the principals monitor teacher use of teaching time, check student textbooks, do enough classroom work, marking within the set deadline improve students' academic improvements. It is helpful to see that their co-instruction is consistent with the expected standards and ultimately improve the delivery of instruction if done effectively (Police & Tsabalala, 2013).

The study also sought to find out whether teachers give assignments as a way. of checking learners' progress. The findings are as shown in Table 4.

**Table 4:** Principals' Checking of Administration of Assessment

	<b>Not Offered</b>	<b>Rarely Offered</b>	<b>Frequently Offered</b>
Unit/Topic test	110(55.1%)	41(20.4%)	49(24.5%)
CAT	33(16.5%)	115(57.7)	51(25.8%)
Full Exams	46(23%)	52(26%)	102(51%)

As indicated in Table 4, the data shows that's majority of students 55.1% confirmed that unit test/topics are not offered. Only 24.5% of the students agreed that unit test/ topical quizzes are offered. This means that topical quizzes and revision are only done in a few schools. On the other hand, 57.7% of the students responded that CATs are rarely offered, 25.8% said that CATs are frequently offered while 16.5% were of the contrary opinion. However, this is a failure of the principal to monitor the administration of CATs which helps learners revise. Principals should ensure that students are regularly assessed to obtain feedback on their progress. A small percentage observed that such assignment has not been marked. Any activity that takes place in a school clearly shows the principals' rate of effectiveness in monitoring instruction. The fact that there is monitoring of homework given and marking reflects the interest of the school head in the learning process. According to Neagley (1964) assessing learners' progress is an important area of focus for the head teacher. Assignments give the teachers feedback on learners' progress. Continuous assessments tests too offer feedback on learners' progress.

In conclusion, based on the responses of the principals seems to checking of instructional assessment. This is expressed in the average mean of 3.59 for the teachers' response and comments from principals. The principals, particularly from high performing schools ensure that assessment practices are adhered to. They do this through checking of teachers mark books/assessment books, they follow up on performance of every class, and they check the assignments given by the teachers. However, most schools with low performance in KCSE, most of the principals are not very keen on checking the evaluation processes used in their schools. This explains why the mean score for Isinya sub-county is low despite the effort by the principals from high performing schools.

### 4.3 Teaching and Learning Outcome

On whether monitoring of teachers' instructional practices is related with students and school performance in the national exam, most of the principals interviewed posit that the monitoring of instructional practices by the principals played a very key role in improving the learners' performance. However, there are other factors that cannot be ignored such as learners' entry behaviour. Commenting on what should be done to enable teachers improve their delivery so as boost teaching and learning outcome in schools. The principal number 4 had this to say: *"Monitoring of instructional practices to a great extent has significant effect on students' learning and students' performance in KCSE. Every principal, although their job description is an immense one, should embrace monitoring of instructional practices as it is of paramount importance in the performance of the learner."* (Principals no. 4)

This sentiment confirmed that most of the principals support the idea that monitoring of instructional practices has significant influence on teaching and learning outcome processes and outcome. The effectiveness' of such in-school monitoring and evaluation processes however is subject to a great deal on the principals' commitment. The table 4 shows the performance of Isinya Sub-County from the year 2015-2019.

## 5. Summary, Conclusion and Recommendations of the Study

### 5.1 Summary and Conclusion

Firstly, it was established that monitoring of assessment processes leads to better performance of students in the national examination. This was evident from the findings in schools that registered good performance. It can be concluded that there is a significant influence of principals checking of assessment process on teaching and learning outcome as revealed by the performance of schools that intensify monitoring process. Finally, it can be concluded that a majority of the teachers find that there is need to improve monitoring and evaluation of teaching and learning for better performance of the learners.

### 5.2 Recommendations

The study recommended that the principals should intensify monitoring of assessment. Principals should frequently check students' assessment records to determine their performance and put measures to boost the performance where necessary. Furthermore, principals should endeavour to discuss with individual teachers about the progress of their students. These interactions will enable the principals to obtain in-depth information about the students' learning. Finally, for monitoring students' progress to be more successful, principals should organize it as a collaborative activity involving teachers, parents, and the principals themselves. The deputy principals, senior masters as well as heads of department could be engaged to assist the principals in undertaking the tasks of checking students' assessment records and exercise books.

### Conflicts of Interest Statement

The authors declare no conflict of interest.

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