THE INFLUENCE OF PRINCIPALS' GOAL SETTING SKILLS ON STUDENTS' ACADEMIC PERFORMANCE IN MAARA SUB COUNTY, KENYA

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Abstract:

The principal's role in educational leadership is defined by the actions he or she performs or delegates to others to improve the academic achievement of students. The purpose of this study was to assess the influence of goal-setting skills on students' academic performance in Maara Sub County. This study targeted 59 principals and 967 teachers from the public secondary schools in Maara Sub County. The study employed a stratified sampling technique for schools, an equal allocation sampling technique for both principals and teachers for the quantitative phase and a maximum variation sampling procedure for the qualitative phase. The qualitative portion of the project included questionnaires for instructors, as well as interview schedules for school principals. Pilot studies were used to assess the validity of the research instruments, while test re-tests were used to confirm their dependability. In order to get a sense of how the variables under consideration are distributed, we utilized means and percentages. Frequency tables, pie charts, and bar graphs were used to display quantitative data. Principals' educational leadership techniques and pupils' academic achievement were examined using the Pearson product-moment correlation coefficient.

Keywords: goal setting, open social system, performance, skills

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1. Introduction and Related Literature

Various stakeholders and actors regarded education as a basic need and a right. It was a valuable asset and had been used as a significant indicator of human growth. As part of their plan to accomplish the millennium development academic goals for all, numerous nations and governments have invested considerable money in education (World Bank, 2012).

Sheninger (2017) found that industrialized countries such as the United States and Japan have a substantial set of highly trained people resources. This allowed them to utilize available natural resources and bargain with other countries for those resources. Smith (2018) asserted that the secondary education system is a critical component of economic development. It has been more essential than increasing assets in financial reporting for employment levels and economic growth in the United States. Due to increased academic pressure, researchers, educators, and practitioners have focused on school and classroom characteristics that influence student's accomplishments. The County Government of Tharaka-Nithi, on its part, has made education accomplishment a key priority (Kanja *et al.*, 2001). However, despite the government's increased efforts and measures to boost education proficiency, the expected outcomes have yet to materialize (Sifuna & Kaime, 2007). The government-led initiatives and those of other education stakeholders have paid scant consideration to the role of school leadership, particularly principals' goal-setting skills, in achieving the desired educational outcomes. Leadership is shaped by the interactions of an organization's players - its leaders and followers (Lamb & Fullarton, 2002). It is rooted in the exchanges and four inter-dependencies among actors, hierarchy divisions, organizations, and surroundings. Leadership entails using these relationships to achieve corporate objectives.

Similarly, the capacity to influence people was an important part of leadership. This phenomenon is acknowledged in leadership literature. Administration refers to the act of a leader directing the activities of an audience to attain a shared objective (Nworgu, 2016). The course of engaging and leading the skills and efforts of students, teachers, and parents towards a common academic goal is known as school leadership. What happens in the school's primary business, namely teaching and school leadership, influences learning. It influences students' perceptions, instructors' instructional planning and delivery, educational relationships with each other and aspirations for their students.

Evolving national curriculum landscapes have resulted in a transformation in the profile of school principals in several countries. (OECD, 2008, 2010 & 2012). What hasn't changed is the overwhelming consensus among policymakers and researchers that "*successful school autonomy is dependent on good leaders*" (OECD, 2012). Regional and global research has consistently demonstrated the potential for both positive and negative impacts of governance — in particular, principal stewardship, on school organization, culture, and environments, and thus on the performance of teachers and student achievement (Leithwood & Jantzi, 2015) examined on leadership definitions, I discovered that they all had several characteristics. "*Most definitions of leadership suggest that it is a*

social influence process in which one person exerts purposeful influence on others to structure the interactions and relationships within a group or organization." (Yukl, 2018). On the contrary, based on an all-encompassing analysis of the literature, Rost (2016) defines leadership as "*a power dynamic between a leader and the followers who want to see significant improvements that reflect their shared goals.*" (p. 102). Rost (2015) underlined the importance of change in leadership in the same vein. It is about shifting the motives, attitudes, and beliefs of followers and changing the structure of organizations. For example, several research (Bass, for example) support Rost's opinions (2015). Bass (2014) provides a generic definition of leadership in the most comprehensive literature study on the subject, which accepts the notion that leadership is a transformative impact course. "*A conversation between different or more members of a group that typically entails a restructuring or structuring of the circumstance, as well as the individuals' expectations and perceptions,*" according to Bass. The views and intentions of members are crucial to this definition. Bass underlines that leadership, as defined, may be demonstrated by any individual in the community. Even though numerous studies have discovered a link between principal forms of management and student achievement, Heck *et al.* (2015) cautioned that "*investigators are not yet certain that yet if the relationship between efficient principal instructional leadership and school success reflects a cause and effect or coincidental relationship*" (p. 95). Certain scholars (Sergiovanni, 2004) have discovered indirect relationships between the two aspects.

Although numerous research studies have examined the two propositions and the findings are inconsistent. Several studies have established a beneficial association between the principal's leadership style and the school setting (Chrispeels, 2015), whereas some have found no link between the two factors. According to research, there is a skewed link between leadership style and student accomplishment. However, the study findings on school atmosphere and student success have been remarkably consistent.

Goal-setting skills may be seen in the day-to-day interactions of the actors in the educational setting. Therefore, understanding school goal-setting practices necessitated a reconstruction of the methods through observation and interviews with school leaders and administrators who implemented them and teachers and staff exposed to them. Principals ought to be able to execute school improvements successfully and efficiently in order to increase student accomplishment. Despite time limits and restricted funds, administrators must implement adjustments that will yield the intended outcomes. They cannot spend funds on modifications that have not been thoroughly tested. There has not been enough research done on the link between goal setting and student accomplishment.

Table 1 shows that Maara Sub County has been registering poor performance results for the last three years. Many factors, including the availability of proper resources, discipline policies, teacher dedication, and the principal style of setting goals, all have a substantial impact on students' accomplishment in national assessments. A number of researches examining the impact of the style of leadership on learners' Kenya Certificate of Secondary Education (KCSE) performance offered varying outcomes, and just a few people concur with their conclusions. The scholars, therefore, aimed at

studying the effect of principals' leadership styles on students' performance in KCSE in Maara Sub County, which remained below average for the five consecutive years under study.

Table 1: KCSE Performance Maara Sub County

Year	2018	2019	2020	County Mean
Mean Score	4.33 D+	4.83 C-	4.91 C-	4.92 C-

According to studies on school goal setting, successful schools had competent leaders. However, as Spillane and colleagues (Spillane *et al.*, 2004) point out, "*constructing an account of school leadership, anchored in everyday practice, that goes beyond some basic heuristics for suggested actions proved notoriously difficult.*" Against this background, the study was set forth to research, identify, and investigate the connection between goal setting in schools and academic success in Maara Sub County, Tharaka-Nithi County secondary schools, motivated by this apparent difficulty in school leadership studies.

2. Literature Review

2.1 Theoretical Literature

This study was anchored on the open social systems theory developed by Ludwig von Bertalanffy in early 1956, in which Ludwig identified two types of systems, namely open and closed. According to the proponent, an open system allowed interactions between their internal elements and the environment, while a closed system was held to be isolated from the environment. An open system functions by acquiring inputs from the external environment, transforming them in some way, and discharging outputs back to the environment (Scott, 2008). In the context of this study, the researcher adopted an open-system approach. Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals. This definition specified several important features of schools namely; they consist of people, are goal-directed in nature, attain their goals through some form of coordinated effort and interact with their external environment. All schools are open systems, although the degree of interaction with their environment may have a variation.

According to Scott (2008), open systems viewed schools as constantly interacting with their environments and, therefore, needed to structure themselves to deal with forces in the world around them. In contrast, a closed-system theory viewed schools as sufficiently independent to solve most of their problems through their internal forces without taking into account forces in the external environment. An open system consists of five basic elements (Scott, 2008): inputs, a transformation process, outputs, feedback, and the environment.

According to Hoy and Miskel (2013), all schools were open systems that comprise inputs, transformation and outputs. Further, open systems portray organization as not only affected by environments but also dependent on them. Open–systems cyclic process

started with inputs, transformation and output. Organizations take inputs from the environment, transform them and produce outputs (Scott, 2008).

In the context of this study, principals put in place leadership practices (inputs) that engage teachers in activities that transform the students through classroom teaching (process) and finally, students exit the system with high performance in examinations, acquiring skills, knowledge, attitudes, and values (outputs). A systems theory has a number of strengths, such as the transmission of holistic education to learners, providing feedback, and identifying deviations and corrections actions. However, the theory lacks a shared vision by all stakeholders. The researcher found this theory most appropriate for the study. The rationale for the use of the open systems theory for this study was based on the fact that the influence of principals' leadership practices would form the inputs while classroom teaching would act as a processor and students' academic performance as output. It is on the basis of this theory that this study would examine the influence of principals' goal setting, curriculum supervision, and fostering of teaching and learning environment on students' academic performance in public secondary schools in Maara Sub County in Tharaka Nithi County.

2.2 Goals Setting Skills and Student's Academic Performance

Goal-setting skills refer to the process of identifying an objective to be accomplished and establishing measurable goals and timelines. According to Kaplan and Owings (2017), goal setting is basically putting or transforming ideas into action, and having a clear set of goals—whether for ourselves or for our organization—is an important foundation of success. Urgo and Arguello (2023) broadly defined goal setting as the process of establishing clear and usable targets or objectives for learning.

Wörner and Tiefenbeck (2018) observed that self-set goals were highly influential in gaining commitment, although they may not always be set as high as another person would assign. Further, the involvement of students in the goal-setting process was a way to start the process for the student to begin internalizing the motivation piece that would help them to attain their self-determined goal. Wörner and Tiefenbeck (2018) stated that there were various ways in which to commit to goals, such as choosing values or long-range purposes that they wanted to attain, identifying ways those values were important to them, identifying how specific goals would help achieve their values, identifying the benefits of those goals, specifying plans that would make goal attainment possible, willfully keeping their knowledge in mind when controlled by setbacks and obstacles and rewarding themselves internally for progress toward the goal. Setting high commitment to goals is attained when the individual is convinced that the goal is important and is attainable or at least progress can be made towards it.

According to Wörner and Tiefenbeck (2018), goal setting did indeed help the learner know and understand what was expected of him or her, allowing for greater attention towards achieving such a goal. Gawlik (2018) stated that after setting and defining school goals, the principal needed to communicate those school goals to the school community. As a leader, the principal should communicate and explain these

school goals, curriculum programmes and expectations to the school community. Principals who are instructional leaders ensured that the importance of school goals was understood by periodically discussing and reviewing them with staff, parents, BOM, and students, especially in the context of instructional, curricular, and budgeting decisions.

Communication of goals could take the form of goal statements, staff meetings, staff memos, articles in the principal's newsletter, BOM parents' meetings, and general assemblies. Therefore, the entire school community, mainly teaching and non-teaching staff, teachers as well as students, needed to clearly understand the school goals to enable contribution to developing school achievement, achieving the school mission and setting goals through a detailed school work plan with timelines.

The findings of Kristin (2012) on a study on student achievement on classes that set and monitor the importance of goal setting in the USA established that students who set and monitor their goals have significantly higher achievement than those who do not. Further, they established that goal setting shows stronger positive effects on performance when combined with some form of performance feedback or progress monitoring. The findings were analyzed through descriptive analysis using ASP statistical software. This study had a target population of principals and teachers. The sample size of principals was 119 and teachers 357. The study adopted a mixed methods research design to establish if the results concur. Therefore, the principal should explain the school's vision and mission to the teachers and students. The study had a sample size of 28 schools and employed a descriptive survey design. The current study employed a mixed methods design and a sample size of 476 respondents in a different setting.

Study findings by Mohamad (2013) on the best practice of framing and communicating school goals by principals of cluster secondary schools in Malaysia established that communicating goals to the school community had a positive impact on learner performance. Mohamad (2013) identified six critical steps for communicating school goals namely: discussing the school's academic goals with teachers at faculty meetings, communicating the school's academic goals to people at school, referring the school goals in student assemblies, referring to the school's academic goals when making curricular decisions with teachers, ensuring that the school's mission, vision and schools' work plan were reflected in highly visible displays in the school and referring to the school's academic goals in informal settings with teachers. Most researches indicated that goal setting was essential for achievement in the learning process. Goal setting encourages learners' self-improvement in different aspects of learning as it plays an essential component of decision-making, which is related to mental processes that result in selecting appropriate actions to make accomplishments (Mohamad, 2013). Inclusion in setting school goals motivates learners to set targets. Basically, goals were categorized into short-term and long-term goals. Short-term goals are said to be goals that can be accomplished within a short period, while long-term goals take a relatively longer time to accomplish.

Research done in the United States of America by Moeller, Theiller and Chaorong (2012) on goal setting and student achievement established that for goal setting to

improve performance, students should be allowed to participate in setting their own goals. Goal setting should be inclusive. The scholars argued that in participatory goal setting, students who chose their own goals perform at a higher level than students who had goals set for them. The principal was fundamental to spearheading the goal-setting exercise for both teachers and students. Moeller Theiller and Chaorong (2012) further assert that leaders do not merely impose goals on followers but work with others to create a shared sense of purpose and direction and work through and with other people. The study employed a quasi-experimental study design and a hierarchical timer model. The study had a sample size of 23 high schools and 1273 students. The current study used mixed methods and was done in a different setting. According to Calik (2012), appropriate goal setting, along with timely and specific feedback, enhanced teacher efficacy, lesson attendance, monitoring and evaluation, as well as proper management of instructional time in the classroom, which led to the achievement of set school goals.

According to Abe, Ilogu and Madueke (2014), a very remarkable problem that tended to inherit educational development in Nigeria was a hostage of human resources and inadequate strategic planning. Goal setting had not been highly prioritized in Nigeria and this has been identified as a major contributor to poor performance in education. Institutions of learning that had set goals for their learners had performed comparatively better. Study findings by Abe, Illogu and Madueke (2014) on the effects of goal setting on the performance of English in Nigeria established a close link between goal setting and performance. Further, the study revealed that goal setting led to target settings, which compelled teachers to increase student conduct time, improve lesson attendance as well as improve management of instructional time, which in turn led to improved learner performance. The study had a sample size of 147 students and employed an experimental design. Findings showed that performance in the English language was enhanced among participants exposed to goal-setting intervention compared to those in the control group. There was a significant gender difference in students' performance, with female participants recording a higher mean score than males.

Based on the findings of this study, the following recommendations were advanced. Principals should undergo refresher courses or training to align them with instructional leadership practices for improved school performance. Students and teachers should adopt a positive attitude to their studies by selling SMART goals and pursuing these goals vigorously for better performance. Past research done on goal setting has shown a strong relationship between goal setting and improved learner performance. However, setting too high a goal and not being able to achieve that goal may have an adverse effect and may cause a loss of self-esteem, can be a passion killer and promote unethical behavior (Abe, Illogu & Madueke, 2014).

A study done by Kirui (2012) on institutional factors influencing head teachers' implementation of curriculum change in public secondary schools in Kipkelion District revealed that curriculum goal setting begins with clear identification of goals or a vision to work toward, as well as to induce commitment and enthusiasm to curriculum implementation. The study findings further revealed that when key stakeholders such as

students and teachers are involved in decision-making, especially in goal setting for the school, they are open, willing, and ready to make such decisions. This further resulted in increased enthusiasm efforts and, as a result, led to enhanced academic performance. The study involved 12 public day secondary schools only. The respondents were students, teachers, and parents, and questionnaires and interviews were used to collect data. The study was done in Kipkelion district, while the current study was done in public secondary schools in Makueni County. This study involved only teachers and principals and a larger sample size of public secondary schools to establish whether similar results exist.

Previous empirical study by Makau, Tanui and Ronoh (2016) in Makueni County to establish the relationship between principals' instructional supervision and students' academic achievement in sciences in secondary schools in Makueni County. The study was conducted on three subjects, namely chemistry, biology, and physics. There is a need to study performance in all subjects. The sample size was small and drawn from county schools only.

3. Materials and Methods

3.1 Materials
The current study employed the descriptive survey research design since the design described the current phenomenon without manipulation of variables. This design was deemed appropriate for this study as it would enhance an in-depth analysis of the relationship between a principal's leadership practices and a student's academic performance. '

The population of the study included; principals and teachers in 59 public secondary schools in Maara Sub-County. Particularly the study targeted 1026 participants: 59 principals and 967 teachers. Principals were selected as respondents because they possessed leadership practices and had skills to oversee their implementation, monitoring and evaluation. Teachers were also selected as respondents in this study since they were the implementers and beneficiaries of the principal's leadership practices to facilitate student academic performance.

Table 2: Target Population

Strata	Target Population
School Principals	59
Teachers	967
Total	**1026**

3.2 Methods
The researcher used descriptive statistics to analyze quantitative data and present findings through bar graphs, pie charts, and frequency tables. The research also utilized Chi-square and other tools to ascertain the effects of the variables used in this study. Content analysis and themes were used to evaluate qualitative data from an interview

guide. Statistical Package for the Social Sciences (SPSS) and computer software were used to tabulate the work and make it more manageable.

4. Results and Discussion

4.1 Response Rate
A total of 283 surveys were distributed to teachers in public secondary schools in Maara sub-county, Tharaka-Nithi County, Kenya. Among these, 254 surveys were completed and returned by the participants, resulting in a response rate of 89.8%. The high response rate facilitated the collection of ample data that could be broadly applied to investigate the correlation between the leadership practices of school principals and the academic performance of students in public secondary schools in the Maara sub-county. This approach aligns with Orodho's (2012) recommendation that a response rate exceeding 50% is crucial for obtaining data that can be generalized to reflect the opinions of respondents within the target population. Additionally, Mugenda and Mugenda (2012) propose that a response rate of 50% is adequate, 60% is good, and anything above 70% is considered excellent.

4.2 Goal Setting
The first objective of the study was to determine the influence of principals' goal-setting skills on students' academic performance in Maara Sub County. To measure the goal-setting practice, respondents were asked to indicate the extent to which they agreed or disagreed with statements relating to goal-setting practice using a 5-point Likert Scale. The mean of each item, as well as the standard deviations, were computed as summarized in Table 3.

Table 3: Teachers' Level of Agreement with Statements for Goal Setting

Statement	N	SA	A	N	D	SD	Mean	Std. Deviation
		f (%)	f (%)	f (%)	f (%)	f (%)		
The principal identifies performance goals to be achieved.	253	81 (32.0)	133 (52.6)	18 (7.1)	15 (5.9)	6 (2.4)	4.08	0.873
Identified goals are shared among the teaching staff and school community	253	82 (32.4)	116 (45.8)	30 (11.9)	18 (7.1)	7 (2.7)	3.98	0.988
Goals are fully implemented and monitored	253	108 (42.7)	109 (43.1)	21 (8.3)	12 (4.8)	3 (1.2)	4.21	0.883
Goals are regularly evaluated, and feedback on goal accomplishment is provided.	253	68 (26.9)	119 (47.0)	39 (15.4)	19 (7.5)	8 (3.2)	3.84	0.979
Grand Mean							4.026	
Valid N (Listwise)	253							

 Source: Researcher (2023).

In Table 3, participants were asked to express whether principals establish performance objectives. The results showed that 32.0% strongly agreed, 52.6% agreed, 7.1% were neutral, 5.9% disagreed, and 2.4% strongly disagreed. The average score was 4.08, with a standard deviation of 0.873. This suggests a general consensus that principals set performance goals in public secondary schools in Maara Sub County. This aligns with Idowu, Chibuzoh, and Madueke's (2014) findings, linking successful schools' academic performance to the principal's ability to define goals that influence teaching conduct. Similarly, Lezotte (2010) emphasized that establishing, committing to, and achieving school goals fosters credibility, trust, and community spirit, which are essential for academic improvement.

Participants were also queried on whether these goals were shared among teaching staff and the school community. Results showed that 32.4% strongly agreed, 45.8% agreed, 11.9% were neutral, 7.1% disagreed, and 2.7% strongly disagreed. The average score was 3.98, with a standard deviation of 0.988. This indicates that the majority (78.2%) believed the identified goals were shared. Regarding full implementation and monitoring, 42.7% strongly agreed, 43.1% agreed, 8.3% were neutral, 4.8% disagreed, and 1.2% strongly disagreed. The average score was 4.21, with a standard deviation of 0.883. This implies that a majority (85.8%) agreed that set goals were fully implemented and monitored. This resonates with Lezotte's (2010) findings that open dialogue and appreciation for teachers' contributions encourage adherence to leadership direction.

Participants were then asked if goals were regularly evaluated, and feedback on goal accomplishment was communicated to the school community. The responses were 26.9% strongly agreed, 47.0% agreed, 15.4% were neutral, 7.5% disagreed, and 3.2% strongly disagreed. The average score was 3.84, with a standard deviation of 0.979. This indicates a general agreement that goals were regularly evaluated and feedback communicated. This positive communication contributed to a harmonious working environment, positively impacting students' academic performance. Paine and McCann (2009) argue that stakeholders, including parents and the community, should have their perspectives considered in decision-making processes, given their vested interest in the success of local schools.

Interviews revealed that principals in urban public primary schools viewed goal setting as crucial for enhancing students' academic success. They expressed that goals provided teachers with guidance, boosted their motivation to strive harder, and facilitated better time management, ultimately resulting in enhanced academic performance. The responses collected were as follows:

"Goals give teachers direction and act as a road map towards which they can plan their activities".

"Goals motivate teachers, enhance competition and also increase responsibility."

"Goals enable teachers to monitor and assess teaching progress along the way".

"Goals enable teachers to review their programs and set the pace".

These results align with findings from other studies conducted by researchers such as Moeller, Theiler, and Wu (2012). These scholars have identified a robust correlation between the practice of goal setting and the academic success of students. Their research indicates that schools with high academic performance experience significant improvement due to the principal's ability to establish goals that influence teaching practices in the classroom. Lezotte (2010) affirms that the process of setting, committing to, and achieving school goals fosters credibility, trust, and a sense of community and collaboration within the school

4.3 Summary of the Results

As earlier pointed out, majority of studies done in Kenya on the relationship between goal setting and pupils' academic achievements have considered goal setting in its adjective form without unpacking specific goal-setting practices that principals could employ to improve academic performance. This study, therefore, sought to address this gap by examining the relationship between goal-setting practices and the academic performance of city public primary schools in Kenya. The study employed a concurrent embedded mixed method design in which the researcher used both quantitative and qualitative methods but emphasized more on the quantitative data analysis phase, yielding a quantitative dominant mixed analysis. Questionnaires and semi-structured interviews were used to collect primary data, whereas secondary data was collected through document analysis. Descriptive statistics were used to analyze quantitative data, while qualitative data was analyzed thematically.

The study results indicated a positive and significant correlation between goal setting and the academic performance of schools. It was observed that setting goals provides teachers with direction and helps them focus on activities that foster student learning, resulting in improved academic performance.

5. Conclusions

The significant and positive relationship identified between the practice of goal setting and the academic performance of schools suggests that principals have the potential to influence their schools' academic outcomes by establishing clear and concise goals. Effectively communicating these goals to teachers is crucial. The study results affirm the existence of a positive correlation between goal-setting practices and academic performance, implying that enhancing goal-setting practices would statistically improve the academic performance of public primary schools in Kenyan cities.

5.1 Recommendations

While the theoretical frameworks of transformational theory and learner academic performance theory were beneficial for this study, it is recommended that another theory,

such as system theory, be integrated. This theory can help school administrators (principals) identify necessary administrative strategies to achieve objectives and ensure school stability, which aids in student retention. Encouraging collaboration among School Management Committees (SMCs), Parents Associations (PAs), and school leadership is advised to establish clear goals that guide teachers and students toward activities fostering academic performance. Additionally, there is a need for comprehensive training for public primary school principals in effective goal-setting skills geared towards enhancing academic performance.

The study engaged principals, teachers, school boards, and various stakeholders, recommending that those implementing changes ensure the provision of a secure and conducive learning and teaching environment. Regarding staff professional development, the study highlighted its positive impact on teachers' knowledge and skills, leading to increased efficiency and effectiveness. To this end, it is recommended that the Ministry of Education, Teachers' Service Commission, and other educational providers focus staff development programs on improving instructional practices, aiming for a measurable impact on student learning. These programs should also emphasize fostering teacher collaboration, peer teaching, and creating effective teacher-learning communities.

5.2 Suggestions for Future Studies
Based on the research findings, the researcher suggests the following directions for future studies:

1) Conducting a similar study in different Sub-Counties, Counties, or at the national level is recommended. This suggestion stems from the recognition that education is a fundamental necessity, and for its success, effective strategies must be identified to minimize absenteeism and reduce dropout rates.

2) While the current study focused on four aspects of principals' leadership strategies specifically, goal setting, curriculum supervision, the creation of a conducive teaching and learning environment, and the promotion of teacher professional development, it is proposed that future research explore additional strategies. This includes areas such as guidance and counseling, discipline management, and pedagogical variables, contributing to a more comprehensive understanding of the various strategies employed by principals.

Conflict of interest statement
The authors declare no conflicts of interest

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