

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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EFFECT OF LEADERSHIP PRACTICES OF HIGH SCHOOL PRINCIPALS ON EFFECTIVENESS OF TEACHERS: A CASE STUDY OF MASENO DIVISION, KENYA

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ABSTRACT

In the educational sector, principal-ship has been a reward for teachers who have served in the teaching profession for long. This reward has been based on the assumption that a teacher acquires leadership skills by virtue of the number of years he/she has been in the service. However, this assumption is not theoretically supported. This has made principals to adopt amateur practices in the management of schools. This study aimed at determining the effect of leadership practices of high school principals on effectiveness of teachers. A survey research design had leadership practices measured against effectiveness of teachers. Primary data was collected using questionnaires. Purposive and stratified random sampling was used to select ten teachers from each of the seven high schools. However the selected teacher was one that had worked under the principal for at least one year as it takes a year to have students promoted to the next level of learning. The data was analysed using Pearson's correlation coefficient. It was found that the scores of principals on sharing leadership were consistently low compared to other aspects of leadership for all the principals. It was concluded that setting direction had little effect on teachers' effectiveness while developing people influences negatively the ability of teachers to teach well but has little effect on the teachers' knowledge of the subject, effective classroom management, ability of the teachers to assess, record and use results of assessment besides the professional development of the teacher

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KEYWORDS

Effectiveness, Principals. Strategic Motivation Transformational Leadership.

DEFINITION OF TERMS

LEADERSHIP DENSITY

This is the total leadership potential and the actualizing of this potential by teachers, support staff, parents and other stake-holders on behalf of the school.

ENTRY BEHAVIOUR

The initial intellectual and social disposition of the students when they get admitted to a school

ARMATURE PRACTICE

This is a practice (of leadership) that reveals lack of skills or expertise in the action being executed.

TRANSFORMATIONAL LEADERSHIP

This is leadership that enhances the motivation, morale and performance of followers (teachers) through a variety of mechanism e.g. connecting the follower's sense of identity and self to the mission and the collective identity of the school; being a role model for teachers that inspires them; challenging teachers to take greater ownership for their work and understanding the strengths and weaknesses of teachers.

STRATEGIC PARTICIPATION

The involvement of the abilities and talents of the wider staff groupings in building and committing to the strategic direction of the school

STRATEGIC CONVERSATION

These are discussions about whole school issues and trends which face the school over the next few years. They help teachers develop what school might become.

STRATEGIC CAPABILITY

Set of capacities, resources, and skills that create a long-term competitive advantage for an organization.

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The work that school principals do is more of a calling than a job. It involves preparing young people for life. A principal is an educational leader who promotes success of all students through effective management of the school. Leadership is the process of being perceived by others as a leader i.e. context influences people's perception of a leader (Houston et al 2008).

Innovative principals identify their roles in-terms of educational leadership, of creating an environment for learning; good leadership with staff, the students and the community. (Stuart & Phillip, 2006).

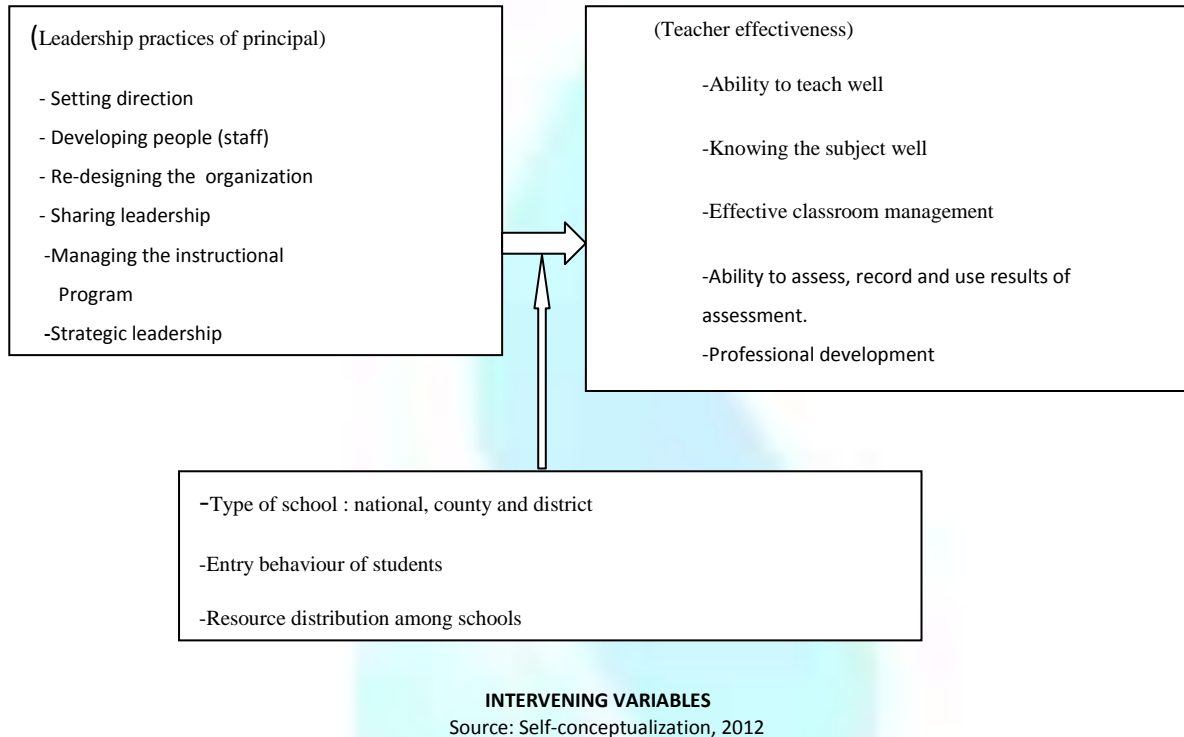
1.2 SCOPE OF THE STUDY

This study was done within Maseno division, within the Kisumu West District. There are 7 public secondary schools within Maseno division, and a teachers' population of over 10. All the principals of the schools were automatic respondents of this study.

1.3 CONCEPTUAL FRAME WORK

The functional relationship of the variables under the study is shown in figure, 1 below. The figure shows the relationship between Principals' leadership practices and teachers' effectiveness. However, teacher effectiveness may also be influenced [besides the principal's leadership practices] by: the type of school the teacher is working, entry behaviour of the students and resource distribution among the schools.

FIGURE 1: RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP PRACTICES AND TEACHER EFFECTIVENESS
INDEPENDENT VARIABLES **DEPENDENT VARIABLES**



2.0 REVIEW OF LITERATURE

For a successful school leadership there are four common core practices that are essential for teacher effectiveness: Setting directions, developing people, redesigning the organization and managing the instructional [teaching and learning] program, (Leithwood et al. 2006).

2.1 THEORETICAL REVIEW

2.1.1 SETTING DIRECTION

This is an aspect of leadership that allows the principal to develop a shared understanding about the school and its activities besides the goals that underpins a sense of purpose or vision. Teachers are motivated by goals which they find personally compelling, challenging but achievable. This enables the teachers to find a sense of identity for themselves within their work context. Setting directions may involve activities such as: identifying and articulating a vision, fostering the acceptance of group goals, and creating high performance expectations. Heads of institutions should have appropriate academic and professional qualification, experience, ability, competence, integrity and initiative.

2.1.2 DEVELOPING PEOPLE

Setting direction alone is not enough. The teachers must be developed for an effective teaching staff to be realized. The principal must therefore build not only the knowledge and skills that the teachers need to accomplish the goals, but also the teachers' dispositions: commitment, capacity and resilience to persist in applying the knowledge and skills. To build these, a principal requires emotional intelligence to give the teachers individual attention and foster intellectual stimulation (Leithwood et al. 2006).

2.1.3 REDESIGNING THE ORGANIZATION

This may be achieved through influencing and stimulating teachers by having a stimulating environment in the school. It could also be achieved by recognizing teachers for successful achievement of the school objectives. Stimulation releases the maximum potential from the teachers when it is properly administered, for example by motivation, (Okumbe, 1999). The specific activities under redesigning the organization include: strengthening the school culture, creating collaborative processes to ensure broad participation in decision making and refinement of both routine and non-routine administrative practices, (Leithwood, 2006).

2.1.4 MANAGING THE INSTRUCTIONAL PROGRAM

Principals are directly in-charge of checking the teaching standards by reference to schemes of work, lesson plan, lesson notes and records of work covered and records of work done in the students' books, (Eshiwani, 1993). The principal should also effectively manage the teaching and learning programs in the school i.e. he/she should keep a close pulse on the instructional environment.

2.1.5 STRATEGIC LEADERSHIP

Strategic leadership is a critical component in the development of a school (Davies, 2005.) Besides setting direction, strategic leaders translate strategies into action, align the people and the organization to the strategy. In building the strategy, the principal must envision a clear and understandable picture of what the new way of operating would look like.

2.2 EMPIRICAL REVIEW

A leader's effectiveness depends on the leader's ability to solve complex organizational problems, (Peter, 2010). According to the journal on leadership practices, classroom instruction has the greatest impact on student achievement while leadership has the second greatest effect, (Sanzo et al. 2010). Principals who seek to improve the abilities of their teachers to teach well should build the commitment of the teachers by creating an environment which sets the stage

for motivation. This could be achieved by ensuring that teachers have expertise and tools they need, making teachers feel competent to do their job, seeking to understand the teachers' point of view and allowing them to make their own choices concerning how they want to meet the school targets, (Nyamai, 2008).

2.3 SUMMARY

It is worth noting that leadership scholars have underscored the fact that leadership is significant for any organization to succeed. In the school set up, scholars agree that leadership has the second greatest impact on student achievement, after classroom instruction. However, these scholars have not highlighted how effective classroom instruction (teacher effectiveness) is directly affected by leadership of the principal.

2.4 IMPORTANCE OF THE STUDY

Unlike the management of machines which require an adherence to the manufactures' manual, the management of people poses a great challenge because it is dictated by various circumstances. The people to be managed undergo rapid emotional, social, psychological and physical changes that would call for corresponding changes in the approach of leadership that is to be given to them. For example: a teacher may be enthusiastic about his/her job today but report to work, the following day, feeling very low, discouraged and withdrawn. A young, unmarried teacher may find time, round the clock, for teaching and consultations with students.

2.5 STATEMENT OF THE PROBLEM

Management of high schools has, for a long time, remained a reward strategy for teachers who have served in the teaching profession for long. The ministry of education and T.S.C assume that the mere fact of having a long teaching history automatically gives one managerial skills. Though this may be partly true because technical expertise may grow with a longer period of service, but the other aspects of leadership skills, such as human skills and conceptual skills seem to have been ignored. This has made principals, who are not trained in leadership, to adopt amateur practices in the management of schools. This study therefore sought to explore the effect of leadership practices of high school principals on effectiveness of teachers within Maseno division.

2.6 OBJECTIVES OF THE STUDY

2.6.1 OVERALL OBJECTIVE

The overall objective was to determine the effect of leadership practices of high school principals on effectiveness of teachers in Maseno division.

2.6.2 SPECIFIC OBJECTIVE

1. To establish leadership practices among high school principals in Maseno division
2. To establish effect of leadership practices of high school principals, in Maseno division, on their teachers' ability to teach well.
3. To establish effect of leadership practices of high school principals, in Maseno division, on teachers' knowledge of the subject
4. To establish the effect of leadership practices, of high school principals, on teachers' classroom management within Maseno division.
5. To establish the effect of leadership practices, of high school principals in Maseno division, on ability of teachers to assess, record and use results of assessment.
6. To establish effect of leadership practices of high school principals on teachers professional development within Maseno division.

2.6.3 RESEARCH QUESTIONS

1. What are the leadership practices among principals in Maseno division?
2. What is the effect of leadership practices of high school principals, in Maseno division, on teachers' ability to teach well?
3. What is the effect of leadership practices of high school principals on teachers' knowledge of the subject in Maseno division?
4. What is the effect of leadership practices of principals, in Maseno division, on teachers' classroom management?
5. What is the effect of leadership practices of high school principals in maseno division, on the abilities of the teachers to assess, record and use results of assessment?
6. What is the effect of leadership practices of high school principals on teachers' professional development in Maseno division?

3.0 RESEARCH METHODOLOGY

This chapter describes the research design, the population, sampling procedure and sample size, methods of data collection, validity of the instrument and data analysis and presentation.

3.1 RESEARCH DESIGN

The study was conducted through a survey research design and was concerned with collecting data on facts from teachers in order to understand the phenomenon as a whole.

3.2 STUDY AREA

The study was conducted among secondary schools that are within the Maseno division of Kisumu west district, Kenya. Maseno division is bordered by Kombewa division to the South West, Lwanda division to the North West, Vihiga division to the North, Ojolla division to the South East, and Nyahera division to the North East.

3.3 POPULATION OF THE STUDY

According to the records at the ministry of education office, Holo, there are seven secondary schools in Maseno division with a teacher population of over 10. The total number of teachers in the seven schools is 138 besides the 7 principals. The population is therefore 145. Table 3.1 summarizes the population of the study and the sample size.

TABLE 3.1: POPULATION AND SAMPLE OF THE PRINCIPALS AND TEACHERS IN MASENO DIVISION

	PRINCIPALS	TEACHERS	TOTAL
POPULATION	7	138	145
SAMPLE	7	70	77

3.4 SAMPLING PROCEDURE AND SAMPLE SIZE

All the principals of the 7 schools were interviewed for this study. However, ten teachers, who had worked under the principal for at least one year, were purposively sampled in every school. The total number of teachers sampled were therefore 70 besides the 7 principals. The sampled teacher must have worked under the principal for at least one year because it takes at least one year for students, learning under a given teacher, to be promoted to the next level of learning. One year was therefore the recommended time to measure the effectiveness of the sampled teacher based on the entry behaviour of his/her students.

3.5 METHODS OF DATA COLLECTION

Primary and secondary data was used in the study. Secondary data was obtained from the records at the district and divisional educational offices, while the primary data was obtained from the teachers and the principals, through a questionnaire.

3.6 VALIDITY OF THE INSTRUMENT

According to the results of the research, when principals practice effectively all the leadership practices, then the teachers' effectiveness is improved. This agrees with the theoretical concept discussed in chapter 2. The instrument used therefore has high construct validity.

3.7 DATA ANALYSIS AND PRESENTATION

The collected data was presented using frequencies, proportions and percentages. The data was analysed using Pearson's moment correlation coefficient. Co-relational analysis was performed to reveal the nature and extent of relationship between the variables; leadership practices of the high school principals and teacher effectiveness.

4.0 RESULTS AND DISCUSSIONS

This chapter presents the results in reference to the study. The collected data was analysed and presented in accordance with the objectives.

4.1 PRESENTATION OF FINDINGS

TABLE 4.1: SCORES OF PRINCIPALS ON LEADERSHIP PRACTICES (in %age)

Principal	Y1 Setting direction	Y2 Developing people	Y3 Re-designing the organization	Y4 Sharing leadership	Y5 Managing the instructional program	Y6 Strategic leadership
M	98	28.6	72	70	90.7	66.7
K	88	78.6	96	95	84.6	92
C	86	78.6	88	87.5	72.3	82
H	82	28.6	98	84	96.9	92
S	82	74.3	72	82.5	93.8	98
O	82	65.7	80	80	89.2	88
G	70	47.1	84	87.5	72.3	86.6

The principals who scored below 50 are considered to be very weak in the practice measured and therefore not counted among those whose scores are stronger (over 70). Table 4.2 therefore shows the frequency of principals against the leadership practices.

TABLE 4.2: NUMBER OF PRINCIPALS WHO OBSERVE THE LEADERSHIP PRACTICES

Leadership practice	Number of Principals (frequency)
Setting direction	7
Developing people	4
Re-designing the organization	7
Sharing leadership	7
Managing the instructional program	7
Strategic leadership	6

Figures 4.1-4.6 present the proportion of leadership practices among the principals. On figure 4.1, principal M scores the highest on the aspect of setting direction while principal G has the least score of 70. The scores on setting direction are generally high hence all the principals are therefore said to offer direction to their teachers.

FIG. 4.1: PROPORTION OF SETTING DIRECTION AMONG PRINCIPALS

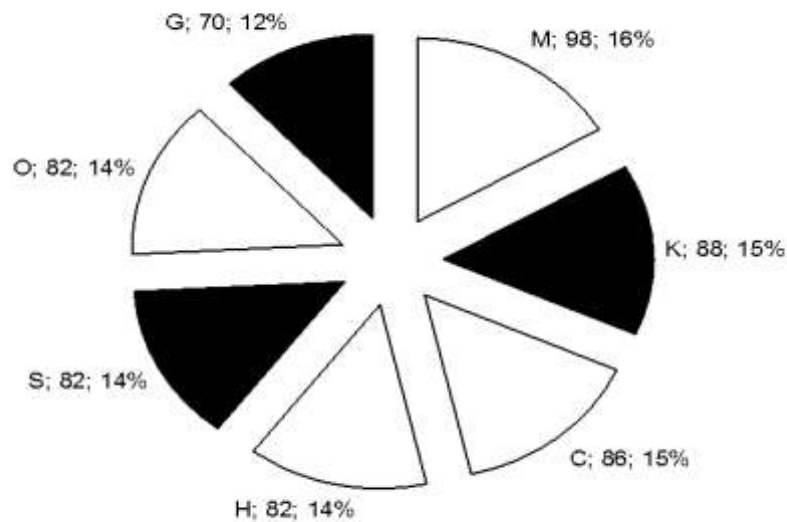
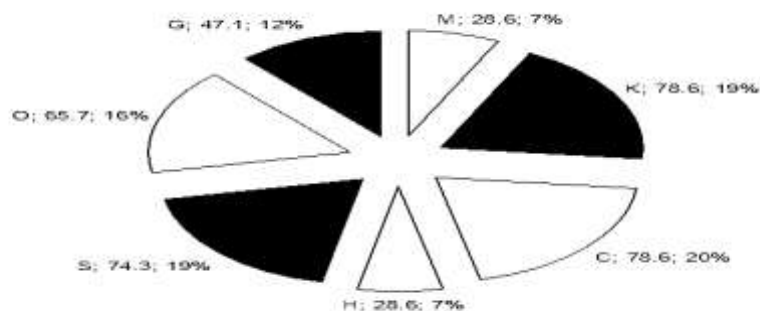


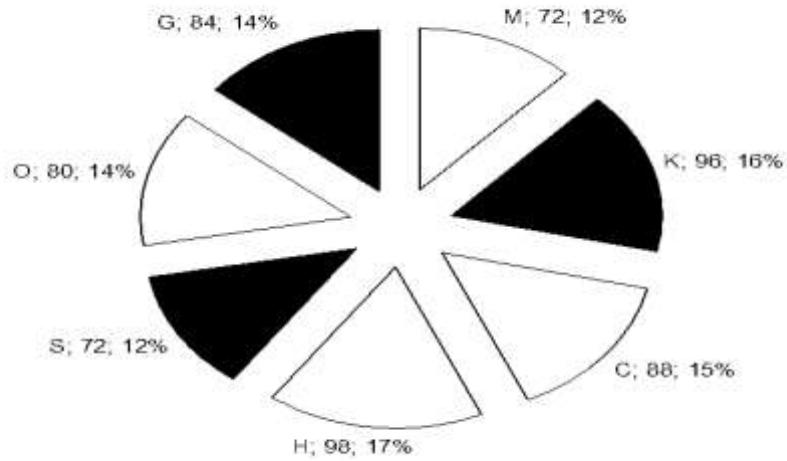
Figure 4.2 shows the proportion of developing people among the principals. Principals M, H and G scored below 50. This is very low compared to 78.6 of principal K. The three principals M, H and G constitute 42.9% of principals who are not keen on developing their staff. 57.1% of principals therefore develop their staff.

FIG. 4.2: PROPORTION OF DEVELOPING PEOPLE AMONG PRINCIPALS



According to figure 4.3, the scores of principals on redesigning the organization are all over 70. 100% of them can therefore be said to be practicing the act of redesigning their schools.

FIG. 4.3: PROPORTION OF RE-DESIGNING SCHOOLS AMONG PRINCIPALS



According to figure 4.4, 100% of the principals share their leadership. This is because all of them have scored high on the aspect of sharing leadership. Besides this, all the principals scored very well on the aspect of managing the instructional program, (figure 4.5). However, on the part of strategic leadership (figure 4.6), principal M's score was moderate.

FIG 4.4: PROPORTION OF SHARING LEADERSHIP AMONG PRINCIPALS

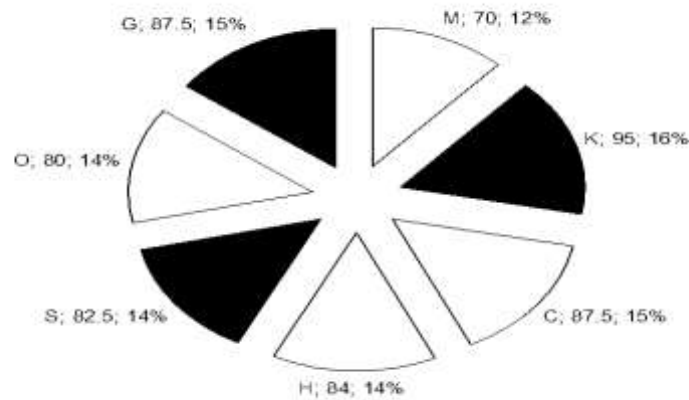


FIG 4.5: PROPORTION OF MANAGING INSTRUCTIONAL PROGRAM AMONG PRINCIPALS

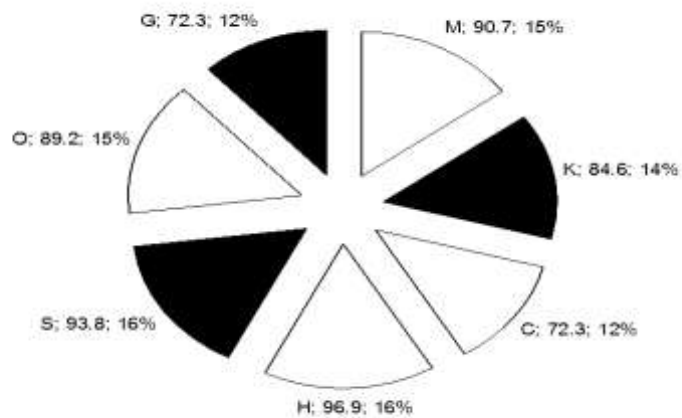
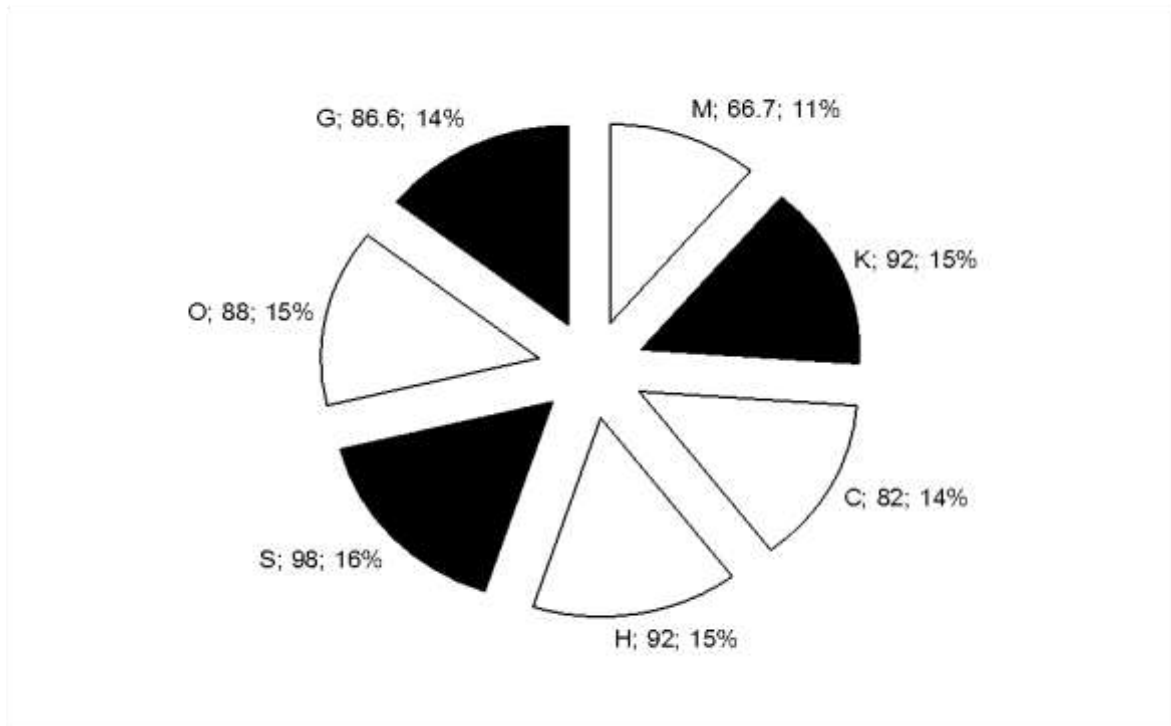
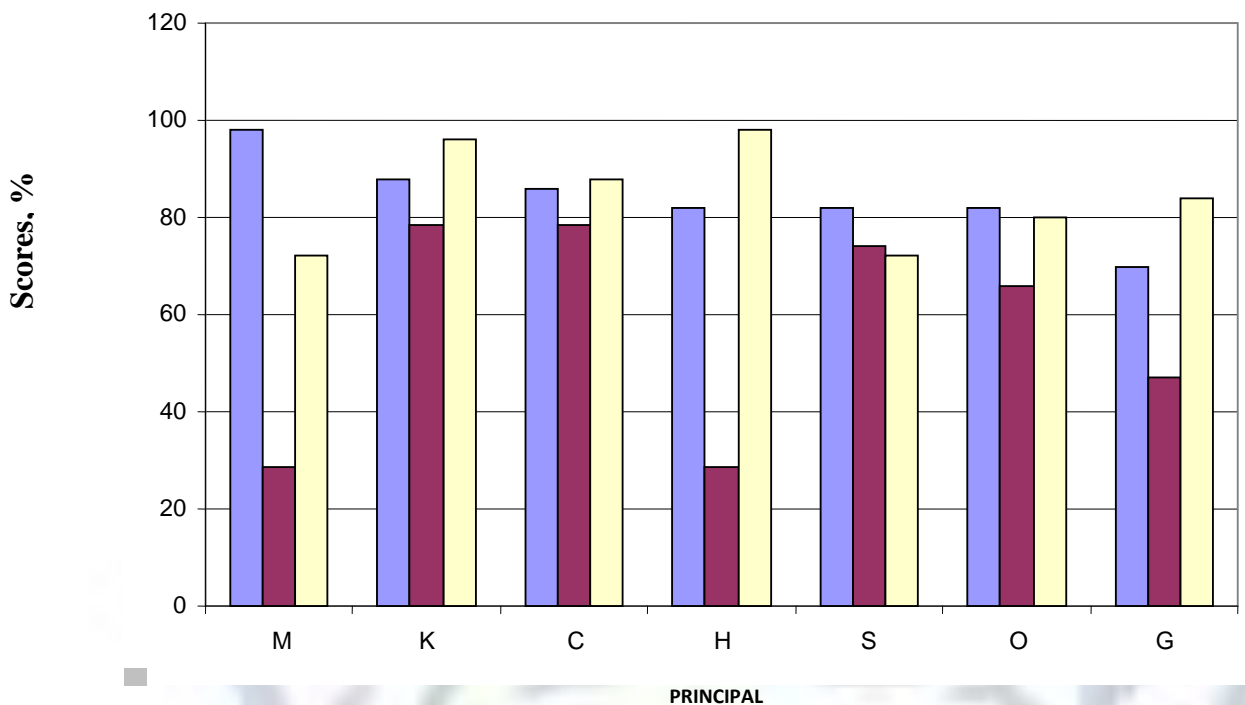


FIG 4.6: PROPORTION OF STRATEGIC LEADERSHIP AMONG PRINCIPALS



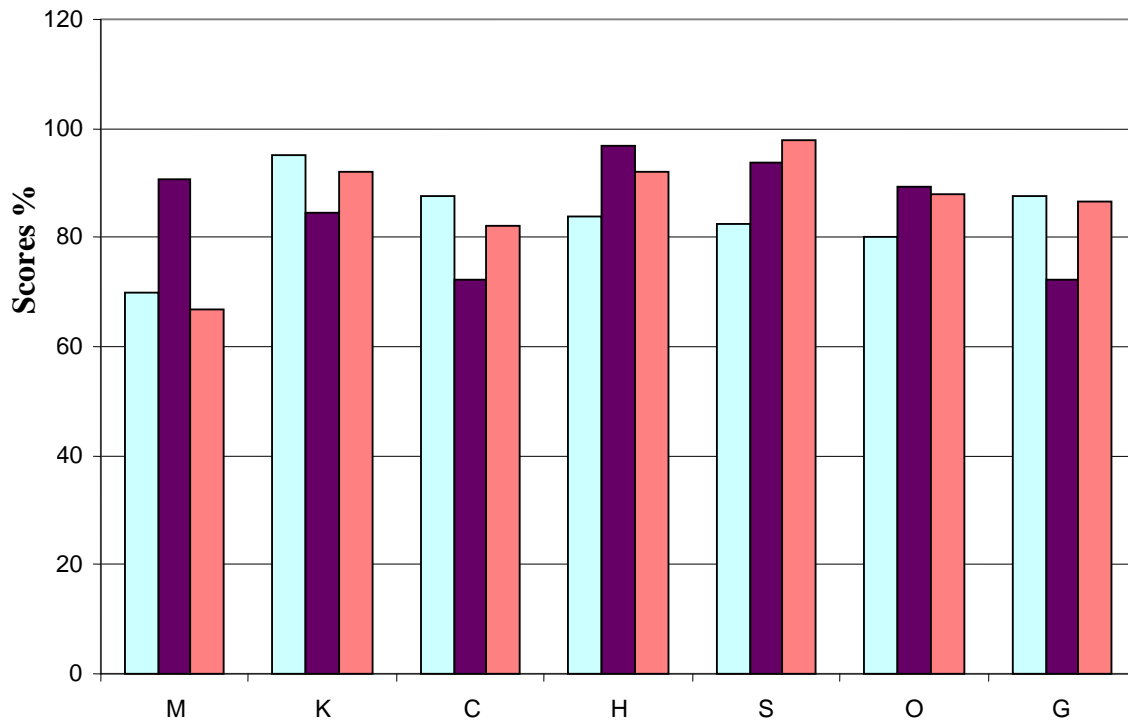
The bar graph below (figure 4.7.1 and figure 4.7.2) also summarises the scores of the principals on the various aspects of leadership practices. From the graphs (figure 4.7.1) it is evident that the scores on developing people for all the principals are the lowest (except principal, S) compared to the scores on other practices of leadership.

FIG 4.7.1: SUMMARY OF SCORES OF LEADERSHIP PRACTICES AMONG PRINCIPALS



KEY: (bars from left to right: Setting direction, developing people and Re-designing the organization)

FIG 4.7.2: SUMMARY OF SCORES OF LEADERSHIP PRACTICES AMONG PRINCIPALS



Key: (bars from left to right: Sharing leadership; managing instructional program and strategic leadership respectively for every principal. Table 4.3 shows the scores on teachers' effectiveness of each principal. From the table, it is evident that teachers who work under principal O consistently scored low compared to teachers from other schools.

TABLE 4.3: SCORES OF THE EFFECTIVENESS OF TEACHERS (in %age)

principal	TEACHERS' EFFECTIVENESS				
	X1	X2	X3	X4	X5
M	78.3	87.5	75.5	85.5	65.6
K	80.5	91.6	85.5	87.6	74.8
C	77.3	81.8	75.5	88	47.2
H	81.3	88	79.8	86	63.2
S	75.3	97.8	76.3	88.3	67.2
O	71.6	76	66	71.3	60
G	80.4	87.2	81.6	87.1	71.2

Since the objective of the research was to determine the effect of leadership practices of principal on the effectiveness of teachers, the Pearson's correlation coefficient between the leadership practices and teachers' effectiveness were determined as shown in tables 4.4-4.9.

TABLE 4.4: CORRELATION COEFFICIENT (r) BETWEEN SETTING DIRECTION AND TEACHERS' EFFECTIVENESS

principal	Y1	TEACHERS' EFFECTIVENESS				
		X1	X2	X3	X4	X5
M	98	78.3	87.5	75.5	85.5	65.6
K	88	80.5	91.6	85.5	87.6	74.8
C	86	77.3	81.8	75.5	88	47.2
H	82	81.3	88	79.8	86	63.2
S	82	75.3	97.8	76.3	88.3	67.2
O	82	71.6	76	66	71.3	60
G	70	80.4	87.2	81.6	87.1	71.2
r		-0.05	0.030	-0.12	0.042	-0.15

According to the correlation coefficients on table 4.4, setting direction has little effect on teachers' effectiveness as attested by the Pearson's correlation coefficients which are all close to zero.

TABLE 4.5: CORRELATION COEFFICIENT (r) BETWEEN DEVELOPING PEOPLE AND TEACHERS' EFFECTIVENESS

principal	Y2	TEACHERS' EFFECTIVENESS				
		X1	X2	X3	X4	X5
M	28.6	78.3	87.5	75.5	85.5	65.6
K	78.6	80.5	91.6	85.5	87.6	74.8
C	78.6	77.3	81.8	75.5	88	47.2
H	28.6	81.3	88	79.8	86	63.2
S	74.3	75.3	97.8	76.3	88.3	67.2
O	65.7	71.6	76	66	71.3	60
G	47.1	80.4	87.2	81.6	87.1	71.2
r		-0.41	0.034	-0.05	-0.01	-0.17

On table 4.5, developing people influences negatively the ability of the teacher to teach well. The effect on the teachers’ knowledge of the subject is slightly positive. Besides, its effect on ability of the teachers to effectively manage classrooms, assess, record and uses results of assessment and also its effect on the professional development of teachers is slightly negative as indicated by the correlation coefficients being very close to zero.

TABLE 4.6: CORRELATION COEFFICIENT (r) BETWEEN RE-DESIGNING THE ORGANIZATION AND TEACHERS’ EFFECTIVENESS

		TEACHERS’ EFFECTIVENESS				
principal	Y3	X1	X2	X3	X4	X5
M	72	78.3	87.5	75.5	85.5	65.6
K	96	80.5	91.6	85.5	87.6	74.8
C	88	77.3	81.8	75.5	88	47.2
H	98	81.3	88	79.8	86	63.2
S	72	75.3	97.8	76.3	88.3	67.2
O	80	71.6	76	66	71.3	60
G	84	80.4	87.2	81.6	87.1	71.2
r		0.59	-0.09	0.53	0.18	0.02

Table 4.6 shows that redesigning the organization positively influence ability of the teacher to teach well and slightly influence negatively teachers’ knowledge of the subject. In addition, re-designing organization (school) positively influences the teacher to effectively manage classrooms, improves the teachers’ ability to assess, record and use results of assessment, and also positively influence the professional development of the teachers. However, its effect on the teachers’ knowledge of the subject, teachers’ ability on effective assessment and teachers’ professional development is slight according to the little correlation between them.

TABLE 4.7: CORRELATION COEFFICIENT (r) BETWEEN SHARING LEADERSHIP AND TEACHERS’ EFFECTIVENESS

		TEACHERS’ EFFECTIVENESS				
principal	Y4	X1	X2	X3	X4	X5
M	70	78.3	87.5	75.5	85.5	65.6
K	95	80.5	91.6	85.5	87.6	74.8
C	87.5	77.3	81.8	75.5	88	47.2
H	84	81.3	88	79.8	86	63.2
S	82.5	75.3	97.8	76.3	88.3	67.2
O	80	71.6	76	66	71.3	60
G	87.5	80.4	87.2	81.6	87.1	71.2
r		0.37	0.17	0.60	0.32	0.18

As shown by the correlation coefficients in table 4.7, when a principal shares leadership, he positively influences ability of the teacher to teach well, makes the teachers improve on their knowledge of the subject, makes the teachers improves their management of classrooms and ability to assess, record and use results of assessment besides improving the teachers’ professional development. It’s important to note that the moderate correlation coefficient between sharing leadership and teachers’ ability to effectively manage classrooms. The two are therefore moderately associated.

TABLE 4.8: CORRELATION COEFFICIENT (r) BETWEEN MANAGING THE INSTRUCTIONAL PROGRAM AND TEACHERS’ EFFECTIVENESS

		TEACHERS’ EFFECTIVENESS				
principal	Y5	X1	X2	X3	X4	X5
M	90.7	78.3	87.5	75.5	85.5	65.6
K	84.6	80.5	91.6	85.5	87.6	74.8
C	72.3	77.3	81.8	75.5	88	47.2
H	96.9	81.3	88	79.8	86	63.2
S	93.8	75.3	97.8	76.3	88.3	67.2
O	89.2	71.6	76	66	71.3	60
G	72.3	80.4	87.2	81.6	87.1	71.2
r		-0.15	0.30	-0.19	-0.22	0.24

As shown by the correlation coefficients above, managing instructional program influences negatively teachers’ ability to teach well but positively influences the teachers’ knowledge of the subject. However, its effect on teachers’ classroom management and teachers’ ability to assess, record and use results of assessment is also negative while it leads to the professional development of teachers.

TABLE 4.9: CORRELATION COEFFICIENT (r) BETWEEN STRATEGIC LEADERSHIP AND TEACHERS’ EFFECTIVENESS

		TEACHERS’ EFFECTIVENESS				
principal	Y6	X1	X2	X3	X4	X5
M	66.7	78.3	87.5	75.5	85.5	65.6
K	92	80.5	91.6	85.5	87.6	74.8
C	82	77.3	81.8	75.5	88	47.2
H	92	81.3	88	79.8	86	63.2
S	98	75.3	97.8	76.3	88.3	67.2
O	88	71.6	76	66	71.3	60
G	86.6	80.4	87.2	81.6	87.1	71.2
r		-0.05	0.36	0.20	0.04	0.24

As shown in table 4.9 above, strategic leadership slightly influence negatively the ability of teachers’ to teach well (r = -0.05). However, it positively influences teachers’ knowledge of the subject, improves the teachers’ ability to effectively manage classrooms, improves the ability of the teachers to assess, record and use results of assessment besides boosting professional development of teachers.

4.2 DISCUSSION OF FINDINGS

The strength of association between setting direction and the other aspects of teacher effectiveness is weak. Setting direction therefore has little effect on teachers’ effectiveness as attested to by the Pearson’s correlation coefficients which are all close to zero. Setting direction is concerned with how the school should look like in the future. It therefore requires that the principal develop a shared understanding about the school’s activities and goals that underpins a sense of purpose or vision.

Developing people influences negatively the ability of the teachers to teach well. For the principal to develop his/her staffs he/she must often plan to improve the commitment of the teachers, sponsor the teachers for seminars, build the resilience of the teachers so that they persist in applying the knowledge and skills. These activities when overdone may deny teachers the chance to prepare for the actual teaching.

Redesigning the organization positively influence the ability of the teacher to teach well, make the teacher to effectively manage classroom, and also improves the teachers' ability to assess, record and use results of assessment. Since redesigning the organization could be achieved through stimulating the teachers by having an enabling environment in the school, this makes the teachers to prepare well before they go to teach the students.

Managing instructional program positively influences teachers' knowledge of the subject and their professional development according to the direction of association shown by the correlation coefficient. Activities that are geared towards managing the instructional program such as checking the lesson notes of teachers, checking the notes of students and asking/reminding the teachers about the syllabus coverage makes the teachers to be alert on the instructional aspect of teaching.

5.0 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

The scores of principals on 'developing people' are consistently low compared to scores on other aspects of leadership. However, all the principals set direction, redesign the organization, manage the instructional program and offer strategic leadership for their teachers. Only 57.1% of the principals develop their teachers. The scores of teachers on effectiveness are generally high in all the schools.

5.2 CONCLUSIONS

Setting direction has little effect on teachers' effectiveness. Developing people influences negatively the ability of the teachers to teach well and has little effect on the teachers' knowledge of the subject, effective classroom management, ability of the teachers to assess, record and use results of assessment besides the professional development of the teacher. Redesigning the organization positively influence the ability of the teachers to teach well, make the teacher to effectively manage classroom, and also improves the teachers' ability to assess, record and use results of assessment. Sharing leadership, positively influences ability of the teacher to teach well, makes the teachers improves their management of classrooms and ability to assess, record and use results of assessment. Managing instructional program positively influences teachers' knowledge of the subject and their professional development. Strategic leadership positively influences teachers' knowledge of the subject and their professional development.

5.3 RECOMMENDATIONS

Principals should set direction for their schools but should merge this with other aspects of leadership in order to produce the desired results for their schools. The researcher therefore recommends that setting direction should never be practiced in isolation but rather done alongside other leadership practices. It is further recommended that principals should develop their teachers but should not over do the duty of people development as it would create a negative impact on the teachers' ability to teach well. According to the results in chapter 4, schools should be redesigned as often as possible because it improves the ability of the teachers to teach well, make the teachers to effectively manage classrooms, and also improves the teachers' ability to assess, record and use results of assessment. Principals should also share their leadership roles with their teaching staff because it positively influences ability of the teachers to teach well, makes the teachers improve their management of classrooms and ability to assess, record and use results of assessment. They should also be very keen on managing the instructional program of their schools since it positively influences the teachers' knowledge of the subject and the professional development of teachers.

5.4 LIMITATIONS OF THE STUDY

Maseno division is large; it was therefore difficult to move from one school to the next. Some of the schools are also not accessible by road and walking to the schools to issue the principals and teachers with the questionnaire was therefore very hard.

5.5 SCOPE FOR FURTHER RESEARCH

Due to the inaccessibility of some schools, it would be very interesting to find out how this could affect the performance of teachers in such schools. The researcher therefore encourages other scholars to examine the effect of accessibility to a school on effectiveness of teachers.

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