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Influence of Examinations on Principals' Instructional Leadership Practices in Public Secondary Schools in Nakuru County, Kenya

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Abstract:

Examinations have been seen as a measuring tool for both quality of education and the principals' effort in schools. Principals being the managers of the school and instructional leaders have been made accountable for the tests scores achieved by the students hence creating pressure on them. The target of this research therefore, was to explore on whether influence of examinations affect the principals' instructional leadership practices in Nakuru County Nakuru North sub-county. This research was anchored on four objectives: - To investigate the influence of examinations on the principals' role of allocating instructional resources, to determine the influence of examinations on the principals' role of monitoring learners' academic progress. This study was anchored on transactional leadership theory that was described by Max Weber (1947) and Bernard Bass (1981) which focuses on organizing, controlling and short-term planning. It incorporates providing of resources, motivation and directing followers to attain goals. The study used descriptive study design since it enables one to get detailed opinion which can be used to facilitate generalization of findings with large population. The target population comprised 35 public secondary principals, 497 teachers and 19, 625 students from all public secondary schools in Nakuru North sub-county. Through simple random sampling 18 public secondary schools were sampled which led to 18 public secondary school principals being sampled. Stratified and simple random sampling techniques were used to sample 149 teachers. Stratified and systematic sampling techniques were used to sample 1962 students to take part in the study. Data was gathered using questionnaires and interview schedules. Piloting of these tools was conducted in four schools which were within the researcher's target population to determine content and face validity. The reliability coefficient was arbitrated using Pearson Moment Correlation Coefficient, with the help of SPSS and Microsoft Excel. Descriptive statistics was employed in analyzing quantitative data through measuring of frequencies, percentages and means and presented in tables, graphs and charts. Qualitative data was analyzed through data being; organized based on objectives, coded based on similarities, validated and finally logical conclusions were made. The study established that examination influenced principals to allocate instructional resources that focus on formative and summative assessments; examinations were found to encourage principals to monitor academic progress of the students. However, in some schools the principals were not able to monitor academic progress. Examinations were also found to influence principals' supervision of teaching process whereby principals supervised learning process in order to post good academic results. Principals motivated their teachers by taking them to field trips, giving teachers money and organizing professional development seminars. In supposition, the researcher found that examination influence principal's instructional leadership in public secondary schools in Nakuru North Sub County. The study recommends that the ministry of education should organize academic trips for the teachers after posting good academic results. Principals should monitor academic progress of the students regularly to ensure students acquire relevant learning outcomes. Contemporary teacher motivation strategies should be embraced to ensure schools do not permit examinations cheating as a result of monetary rewards. Ministry of education should ensure learning is not based on rote learning and examination scores but skills as well as knowledge acquisition.

Keywords: Influence, examinations and principals' leadership practices

1. Background to the Study

Learning is all about acquirement of desired knowledge, attitude and skills that enable one to suit in the society by praying as part and parcel in the society's development (Sifuna, 1990). Learning as a process, is expected to process and produce a holistic product, who is a learner and the product is believed around the world to be measured through examinations (Henry, Nyaga & Oundo, 2014).

Examinations are administered around the world and they are used as a tool for assessing teaching methods, grade placement of the learner and to inform parents on their children's achievements (Hershberg, 2004). Examinations

are as well used as a measuring weapon for both teachers and learners (Thompson, 2009; Yanira, 2015; Baker, 2010). Results are used to point out the strengths and delicacy for both teachers and students and therefore, strive harder to improve on their weakness side. It is also used as transition tool from one level of education to the other (Thompson, 2009). Examinations given at the end of the course, determine whether the learner has acquired the intended objectives hence s/he is allowed to transit to another level of education or retake the level depending on the performance (Thompson, 2009; Maddolyn, 2016).

The principal is the school's driver in that, his/her instructional leadership is very crucial for the school's performance. Principals as leaders of the institutions are expected to work hand-in-hand with staff members to make them exploit their skills for better performance (Burhanuddin, 2009). This report continues to highlight those principals as leaders have a responsibility of organizing and controlling the staff so that all school activities can be achieved. It reiterates that principal leadership is very pivotal since it creates and maintains an effective school. Therefore, the performance of school depends on the principal.

For learning to take place effectively, principals as leaders of schools are expected to come together with teachers, set short term goals and outline the process to be employed to achieve the goals (Ingram, 2019). It's therefore the principals' role to allocate instructional resources, monitor the process of learning and if there is any deviation from the process of achieving set goals, s/he is expected to correct it and finally motivate teachers who have participated in achieving them. Principals are expected to practice instructional leadership adequately as outlined in TSC Act no. 20 of 2012, by allocating instructional resources to teachers which may include course books as distributed by the government, laboratory equipment, chemicals and other stationeries that will enable them to execute teaching and learning successfully (DeBevoise, 1984) as cited by Glance & Shaked (2017). This report continues to highlight that principal should monitor and learners' performance by checking learners' exercise books to see how well objectives are being achieved, checking progress records of learners so that s/he can deal with weak learners to better their achievement level.

In early years between 1983 and early 1990s, United States of America (USA) was administering Low-Stake Tests which was used as a weapon for bettering education and students' outcome (Cimbricz, 2002). This report continues to reiterate that the result was used to point out individual weaknesses of the learner so that improvement can be done. Due to the importance, reinforcement and accountability that have been associated with this High-stake test results by the states in the world today; the intended purpose of the test has been deviated for personal gains and image building by school leaders who are the principals.

The real fact for expected education outcomes has been deviated in that, the main goal for education have been seen as passing of examinations. This is due to high stake that has been placed upon examinations around the world (Peter, 2005). The value that has placed upon examinations has been associated with examination-oriented teaching, in that methods of instruction are teacher centered and the instructional materials provided by the principals are revision books (Mackatiani, 2017). This has compromised the principals' instructional leadership role of allocation of instructional materials by providing revision materials to be used in classroom instead of course books provided by the government which are in line with the syllabus. The value associated with passing of these examinations has also led to rote memorization since learners are forced to memorize on how to tackle exam questions (Rind & Mari, 2019).

Due to examinations influence, principals have gone ahead to officialize extra tuition with the aim of conducting examination coaching where, the main activities carried out are revision of past papers and repetition of set topics (Mackatiani, 2017). Examination officials have been compromised by principals in a way that they assist learners in examination malpractices. They don't follow exam rules before the candidates enter examination rooms and even before issuing examination papers.

Influence of examinations has been found having adverse effects on achieving expected education objectives around the world. For example, England uses standardized test results to hold educators accountable because it is used as a weapon to measure students' achievement level (Iris, 2006; Rotberg, 2006). These studies continue to highlight that in Singapore educators are also held accountable in that schools and junior colleges are ranked in league tables where those institutions that perform highly are awarded in form of cash. However, ranking in Singapore include performance from physical fitness test which is put together with the percentage of students who are overweight in the school (Iris, 2006).

A study conducted in America by Darling-Hammond (2004) through Raylene et al. (2011) found out that after the No Child Left Behind policy (NCLB) was introduced, North Carolina and South Carolina used test results to determine students' promotion to the next level and to determine teachers' payment and school accountability. The principals and teachers are held responsible for the end result of the examinations.

Research conducted in US by Lewis (2020) indicates that principals and teachers are experiencing pressure from parents, administrators, the community, peer teachers and self. This research continues to highlight that teacher are not permitted to teach subjects like physical Education which is not tested because principals are directing them to teach to the test. A research conducted in Texas by Yanira (2015) found out that pressure that is placed upon principals to produce high scores, has a negative result on an instructional leader whose duties include allocation of instructional materials, monitoring teaching and learning process, motivating teachers and students, and monitoring students' success among others (Wray, 2016). This report continues to highlight those other modes of assessment have been ignored which could have been served as a measuring tool for the learners' academic success as well as teaching and learning process weighing machine, and the focus is on summative exam results (Darling-Hammond, 2004). This is because principals are instructing teachers to spend more time giving students exercises which resemble that of summative examinations hence ceasing from having classroom visits to check teaching and learning process (Haney, 2000).

Rind & Mari (2019) research that was conducted in Pakistan, found out that preparation for High-Stake tests have led to rote memorization, drilling and cramming of contents by students. Learners are receiving knowledge from their teachers without learning and they can only answer questions correctly without understanding (Orlin, 2013). Too much time is spent in preparing students to the test instead of teaching them to understand the concept that will be paramount in their future life in the society (Barrington, 2019). Principals are struggling to ensure that they have used an orthodox means to ensure that students shine in tests while having minds with empty concrete skills that are useful after school. They make learning process deteriorate since motivating teachers is placed upon this kind of success which has no meaning in students' future.

In Nigeria, a study conducted by Adegoke (2017), found out that these exams were the key to the entrance to tertiary level. It indicates that teachers experienced pressure on covering the syllabus using the shortest time possible. This is due to the fact that teachers are mandated by the principal to cover the syllabus within the stipulated time set by him/her (principal). This report continues to reiterate that teachers were teaching testable contents using examination materials and the method of delivery was mainly lecture method. It continues to highlight that student were put on strict practice of questions which appeared on examinations frequently. This indicates that the principals' leadership role of providing instructional resources have been affected as they provide revision materials.

In Uganda, examinations have led to some schools spending more time on those students who perform highly and ignoring those who perform low. This is because teachers are aiming at making those students who perform high to achieve Division 1 so that they can appear on national newspapers published called 'league table of secondary school students who achieve Division 1' (Ark, 2016). This report indicate that teachers are also held responsible for the results that students attain. Principals as instructional leaders are not taking their duty to monitor students' academic progress rather, they are focusing on students who perform highly.

In Kenya like other nations in the world, exams determine placement to high school and from high school, students are assured of joining good universities (Peacock, 2011). It also determines the kind of employment opportunities that a graduate will get after graduation (Mackatiani, 2017). All education stakeholders are striving hard to ensure that students pass highly during their final exams, as it's not only an indicator of education achievement for the graduates, but also an indicator of quality and equity in the country. Therefore, due to this importance that is attached to examinations, principals are under pressure to ensure schools achieve high scores in Kenya National Exams (Makokha, 2009).

Some principals have been locked out of their offices by the parents, transferred to different schools far from their homes and others have been killed due to failure to accomplish education stakeholders' demands (Orinah, 2020). To avoid this, principals have directed teachers to give learners a lot of homework which deprive them an opportunity to explore materials and come up with new ideas (Karimi et al., 2014; Mackatiani, 2017). Learning has been turned into memorization of same contents that are set in examinations and revision of past examination papers to the expense of the broad syllabus coverage (Dore, 1997) as cited by Mackatiani (2017).

Principals have opted to employ memorization and drilling of contents since they are striving hard to allocate revision materials and not materials that cover the whole syllabus (Ntwiga & Mwangi, 2018). They have compromised teaching and learning process since relevant materials for exploration are not provided. Due to memorization of contents by use of examination materials, principals have ceased to check the condition of learners' text books, exercise books and note books because the syllabus is not followed. The main aim of teaching has been turned into learning and answering without understanding the concept (Orlin, 2013).

According to the existing literature, influence of examinations in today's education system has been found deteriorating the intended purpose of education since principals' instructional leadership practices have been compromised which are the key determinants to education implementation in schools (Adegoke, 2017; Mackatiani, 2017). Examinations have been found to direct principals to allocate revision materials to be used instead of materials provided by the government (Mackatiani, 2017). Learners are given a lot of homework that resembles that of examinations set (Rind & Mari, 2019). Teachers are not allowed to teach non testable subjects rather they teach to test (Yanira, 2015).

This is a major problem that is jeopardizing the intended purpose of education since the ultimate goal seems to be the production of high Kenya certificate of secondary examination grades. The researcher therefore was triggered to find out the influence of examinations on the principal's instructional leadership practices here in Kenya.

1.1. Statement of the Problem

For the intended purpose of education to be achieved, principals as the leaders of schools are expected to guide other staff members and work collaboratively to achieve the intended purpose of education. Principals are expected to set short-term goals together with staff members and lay down strategies on how to achieve these goals. Principals therefore, ought to exercise their instructional leadership practices adequately by allocating instructional resources provided by the government and monitoring academic progress of learners.

In Kenya today, examinations are perceived as a determinant of an individual's future life. Due to this perception, principals are experiencing a lot of pressure not only from educational administrators but also from the community at large to produce good results in KCSE exams irrespective of proper syllabus coverage. They are being locked out of their offices, transferred from their schools if they don't post good results and others have been killed (Orinah, 2020).

Principals involuntarily adopt unorthodox leadership practices to coerce and entice teachers into blindly conforming to pressured instructional guidance to achieve high KCSE grades among students. Examination malpractices have been experienced in Nakuru County where some secondary schools have been found helping learners with notes into

examination rooms during examinations. Some students have been found with cell phones in an examination room. This has been a tendency year in year out (Nation, June 2020).

Researchers, who have carried out different studies on influence of examinations, have found it having a negative impact on school activities. For example, research have been conducted on influence of examinations on, curriculum implementation by (Kemboi, 2010) teaching History subject by (Ntwiga & Mwangi, 2018) and on quality education by (Mackatiani, 2017).

Principals' instructional leadership is a very paramount aspect in an educational institution. Learners' education achievement depends on instructional materials used in classroom, teaching pedagogy employed in classroom and how the teacher's and student's work is monitored. All these activities are perfectly achieved through the principal's effort. Therefore, the researcher realized that this was a gap that needed to be filled.

1.2. Purpose and Objectives of the Study

The main goal of this research was to determine the level at which examinations influence the principals' instructional leadership practices in public secondary schools in Nakuru North Sub-County. To investigate the influence of examinations on the principals' role of allocating instructional resources and to determine the influence of examinations on the principals' role of monitoring learners' academic progress.

1.3. Theoretical Framework of the Study

This study borrowed transactional leadership theory that was described by Max Weber (1947) and Bernard Bass (1981), which focuses on organizing, controlling and short-term planning. It incorporates motivation and directing followers to attain organizational goals. It states that the leader works through motivation and punishment of followers. Whenever a member does what s/he is expected there is reward and whenever a member does against the expectation, what follows is the punishment. The theory highlights that to achieve performance goals, there must be the exchange between a leader and the followers.

The exchanges involve four dimensions which include;

- Contingent Rewards: Transactional leaders set expected goals together with members, make goals clear, allocate required resources and provide rewards for well achieved goals.
- Active Management by Exception: Leaders always check the process of the work and see whether it's being performed as expected so that s/he can correct any deviation that will alter the expected goal from being achieved.
- Passive Management by Exception: When the goals are not met the leader comes in and gives necessary punishment.
- Laissez-faire: The leader gives members an opportunity to make decisions towards achieving goals set.

This theory can as well be applied in a school setting, in that principals must set goals on how to post good examinations grades together with the teachers, come up with the necessary strategy of achieving these goals. The principal as an instructional leader should allocate all required instructional resources, monitor teaching learning process and do necessary collections, monitor students' academic progress by checking their notes books, exercise books and the condition of textbooks and motivate teachers whenever they post good results (contingent rewards & active management by exception dimensions)

2. Literature Review

2.1. Influence of Examinations and Principals' Allocation of Instructional Resources

It's the principals' role to allocate instructional resources to teachers so that learning can take place effectively (Dangara, 2015). The report avers that principal should allocate compatible instructional resources, which is only achieved through monitoring learning process. The materials include; desks, books, chemicals, models and other stationeries (Fuller, 2004; Maundu, 2005). Principals should ensure that adequate instructional resources are delivered in school in time. This is because resources engage learners in learning process, in that, they arouse learners' interest, they motivate and elevate their concentration span (Masulu et al., 2011). Principals should also ensure that classrooms are in good conditions so that windows and doors are intact for teaching aids to be secure (Gatawa, 2000).

Principals are accountable on examination scores in their schools. Due to this reason, they are concentrating on allocating instructional resources that allow teachers to focus on the contents that are tested only, instead of providing materials that cover the whole syllabus which outlines its specific learning outcomes (Herman & Golan, 1993). Due to pressure on examinations, instructional leadership of principals has been greatly affected since teachers are given materials which are directed to examinations test preparation Yanira (2015) research that was conducted in Texas. This report indicates that principals are directing teachers to deviate from materials which are in line with broad curriculum that are intended to instill in a learner the desired skills that are essential in life. The report continues to indicate that, principals have been left with no option but only to focus on improving STAAR scores.

The literature above show that teachers are being pressured to cover the syllabus in time and that principals are allocating exam-oriented materials for teachers to use in teaching students. This research was carried out in Texas and therefore, the researcher realized that there was gap that needed to be filled on whether influence of examinations affects principals' allocation of instructional resources.

2.2. Influence of Examinations and Principals' Monitoring Learners' Academic Progress

Regular monitoring of teaching and learning in classroom improves teachers' determination in content delivery and help principals understand teaching and learning materials and teaching pedagogy used (Harrigan et al., 1983). For the school to monitor the learners' expected outcomes it should therefore be monitored through assessments and the results used to improve learners' outcomes (Ngunjiri, 2010). Nyagosia et al. (2013), asserts that failure to set goals for students, it leads to poor performance in exams but when learners know their target, they work extra hard to try and meet their targets and as a result they excel in their academic endeavor.

Principals being instructional leaders ought to ensure that their schools are on continuous monitoring on how the curriculum is implemented (Cotton, 2003). Formative assessment should be employed and geared towards each grade to monitor each learner's progress (Virginia Development of Education, 2007, P. 25) as cited by Lee (2008). This literature continues to indicate that, this assessment will provide data that principals and teachers base their facts in improving the learners' performance.

In order for the principals to maintain student monitoring process, they should create a team from each grade or from each specific subject to discuss the outcomes of assessments administered in classes to identify areas of improvement (Boudett & Moody, 2005). They should also check learners' books and progress records and relate them to teachers' professional records which must be in line with the syllabus (KEMI, 2014) as cited by Okoth (2018). Progress records can reflect learners' performance which leads to identification of students who are ragging behind so that proper remedy can be done to improve their performance (Okoth, 2018). They should also check the learners' books to see whether the notes have been checked, exercises marked and check the extent to which the syllabus has been covered (Denge, 2019).

According to Abeles (2015) students go through a lot of tests which include internal test that bring adverse result to their well-being. Time spent on preparing for the examinations, alters the normal lesson required to cover the syllabus and the only method of teaching that is applied in class is lecture style of teaching. This literature indicates that principals are no longer monitoring learners' academic success since their emphasis is on examinations result on which their leadership is measured. Students have been deprived an opportunity to be given materials, have fun and construct knowledge on their own for learning to be enjoyable (Teoh et al., 2014).

Some students have shown negative interest to continue with school and they opt out of school because they believe that they cannot perform as expected by both parents and teachers in their examinations since it determines their future life (Charsmar, 2013). Learners are sometimes being physical assaulted if they fail to meet the target of the teacher (Wren & Benson, 2004) as cited by Ochs (2006). This makes students to struggle more to pass and at the same time expressing fear of failing examinations.

The existing literature indicates that students are being pressured to pass exams (Charsmar, 2013) and that they go through a lot of pressure. There was narrow literature that studied how principals are affected by influence of examinations in monitoring students' success. This called for urgent study to fill the gap and therefore the researcher was intended to study on this factor to found out whether the principals are really affected by examinations in monitoring learners' academic success in Kenya.

3. Research Methodology

3.1. Research Design

Research design is a scheme of research methods and techniques that a researcher identifies to fit his/her study as well as analyzing his/her findings (Creswell, 2014). The design allows the researcher to sharpen research methods which fit the study. The study used descriptive study design since the analysis of data involved qualitative analysis for non-numeric data and quantitative analysis for numeric data. It can be used to gather in-depth information that can be generalized to a wide population (Raimo, 2019). Descriptive study enabled the researcher to obtain data on how influence of examinations affects principals in allocating of instructional resources, supervising teaching and learning process, monitoring learners' academic success and academic motivation of teachers. Descriptive study design was employed in this study in analyzing data that answered each single variable since each variable had both open and closed-ended questions

3.2. Location of the Study

The study was carried out in public secondary schools in Nakuru North sub-county, Nakuru County. The county is situated in the South Eastern of Rift Valley province. The county is amongst urban counties where education stakeholders including parents expect all students to post high examinations results. The county has been involved in examination malpractices every year which has even led to cancellation of some exam centers. The sub county, Nakuru North, was chosen as the target population because it had enough number of schools where the result from the study was generalized.

3.3. Target Population

This is the group of people with same characteristics from which the sample might be drawn (Mugenda, 2003). This study targeted 35 public secondary schools which involved 35 public secondary school principals, 497 teachers and 19,625 students, in Nakuru North sub-county, Nakuru County. This statistical information represented the total number of public secondary schools, principals and teachers as per January, 2020 (Nakuru County TSC Office, August 3, 2020).

3.4. Sampling Techniques and Sample size

Simple random sampling was applied to sample public secondary schools where all names of public secondary schools were written down and picked randomly to get sample population. The principals of the selected schools automatically participated for the study. This technique was applied to give each school an equal chance of being chosen to take part in the study. For teachers, stratified sampling technique was used since the researcher grouped them into two groups (male and female). Thereafter, simple random sampling was used to choose respondents from every group that participated for the study. It was conducted in a way that the researcher summed up each group separately. Thereafter the researcher divided the number by the required respondents to determine the intervals at which the respondent was to be picked from both male and female teachers. Stratified sampling technique was as well used to sample students, in that, they were grouped into two groups, male and female separately and thereafter systematic sampling was used to select respondents from each group. It was employed in a manner that each student was listed with a number and thereafter chosen at regular intervals.

The sample population was 18 public secondary schools which was a representation of 50% of the target population, 18 public secondary principals which represented 50% of the target population, 149 teachers which was a representation of 30% of target population and 1,962 students which represented 10 % of the target population.

Category	Target Population	Sample Size
Principals	35	18
Teachers	497	149
Students	19,625	1,962
Total	20,157	2,129

Table 1: Target Population and Sample Size for the Study
Source: TSC office, Nakuru County

3.5. Research Instruments and Data analysis

The researcher gathered data from the sampled population by the use of questionnaires and interview schedules which were administered by her. Data from the teachers and students was gathered by the use of questionnaires. Interview schedules were used to gather information from the principals. This was because the questionnaires allow one to collect the information from a big number of people within a very short time (Abawi, 2013). Data was analyzed by the use of both quantitative and qualitative analysis and the frequency in each objective was thereafter obtained by the use of tallying method. It was presented through the use of averages and percentages on tables and graphs. Qualitative data was analyzed through data being; arranged, organized based on objectives, coded based on similarities, validated and finally logical conclusions were made.

4 .Discussion Research Results

4.1. Influence of Examinations on Principals' Allocation of Instructional Resources

The first research objective was to investigate the influence of examinations on the principals' role of allocating instructional resources in secondary schools in Nakuru North Sub-County. The respondents were requested to indicate the influence of examinations on principals' allocation of instructional resources.

4.1.1. Students' Responses on Influence of Examinations on Principals' Allocation of Instructional Resources

To understand the influence of examinations on principals' allocation of instructional resources in Nakuru county students were requested to give their opinions on how examinations have influenced instructional resources allocated in their schools. The responses are presented in Figure 1.

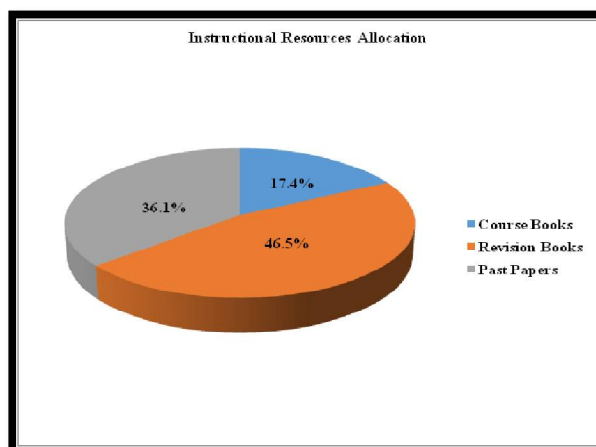


Figure 1: Student's Response on Allocation of Instructional Resources

Figure 1 indicates that most of the students 817(46.5%) indicated that the common instructional resources allocated in their schools are revision books, only 634(36.1%) of the students indicated that the principals provide past papers while very few 305(17.4%) indicated that they utilize course books provided by the ministry of education.

Further, as shown in Figure 1 most of the resources allocated were influenced by examinations for the reason that the principals wanted their schools to post good results. Grounded on these findings it is clear that the principals in Nakuru North Sub-County are influenced by examinations while allocating resources to be utilized by teachers and the students.

Teachers' Responses on the Resources used in Preparing Students for Examinations The researcher requested the teachers to point out the teaching resources they make use in teaching and preparing students for examinations. The teachers' reactions and opinions are presented in Table 4.6.

Instructional Resources Used by Teachers	Teachers Responses					
	Most Preferred		Rarely Preferred		Not Preferred	
	F	%	F	%	F	%
Text books provided by the government	26	17.8	40	27.8	78	54.4
Revision books	72	50.0	40	27.8	32	22.2
Past papers	88	61.1	34	23.3	22	15.6
Syllabus	24	16.7	42	28.9	78	54.4

Table 2: Teachers' Responses on the Resources Used in Preparing Students for Examinations

As itemized in Table 2, a good number of the teachers 78(54.4%) indicated that textbooks provided by the government are not preferred in preparing students for examinations, 40(27.8%) of the teachers rarely preferred utilization of government provided books while the minorities 26(17.8%) prefer use of text books provided by the government.

Preponderance of the teachers 72(50%) mostly preferred utilization of revision text books in preparing learners for national examinations, 40(27.8%) of the teachers rarely preferred revision book's while only 32(22.2%) of the teachers did not prefer utilization of revision books in preparing students for the examinations.

These results agree with Wray (2016) teachers are allocated materials that purposes to prepare learners for examinations. When requested to indicate their preferences on utilization of past papers, majority of the teachers 88(61.1%) indicated they mostly preferred use of past papers, 34(23.3%) of the teachers specified that they rarely preferred utilization of past papers in preparation of students for examinations.

Great number of the teachers 78(54.4%) pointed out that they never preferred utilization of syllabus in preparation of learners for examinations, 42(28.9%) of the teachers rarely preferred syllabus use while very few 24(16.7%) preferred utilization of syllabus in preparing the students for the examinations. The principals must provide instructional resources that are exam oriented. These instructional resources help the teachers to prepare the learners for examination. Past papers and revision books are used to train learners on how to answer examinations answers.

From these findings it is apparent that the principals provide materials that help students in preparing for the examinations. In this case most of the principals make available past papers that teachers use in teaching. As result the examinations influence principals' allocation of instructional resources in post primary learning institutions in Nakuru North sub county, Nakuru County.

4.1.2. Principals' Responses on Allocation of Instructional Resources

The school principals were requested to indicate the influence of examinations on the principals' roles in allocation of laboratory equipment, laboratory chemicals, instructional stationery like pens and exercise books. The responses of the principals are presented in Table 4.7.

Instructional Resources	Principals' Responses									
	No Extent		Low Extent		Moderate Extent		Great Extent		Very Great Extent	
	F	%	F	%	F	%	F	%	F	%
Laboratory equipment	2	11.1	3	16.7	4	22.2	6	33.3	3	16.7
Laboratory chemicals	3	16.7	2	11.1	4	22.2	6	33.3	3	16.7
Note books, board markers and pens	2	11.1	2	11.1	2	11.1	7	38.6	5	27.8
Graphs	2	11.1	3	16.7	4	22.2	5	27.8	4	22.2
Desks	3	16.7	5	27.8	3	16.7	4	22.2	3	16.7
Models	2	11.1	3	16.7	3	16.7	6	33.3	4	22.2
Bible	3	16.7	7	38.9	1	5.6	4	22.2	3	16.7

Table 3: Principals' Responses on Allocation of Instructional Resources

Table 3 shows the extent that the examinations influence principals' allocation of instructional resources. Majority of the teachers 6(33.3%) indicated that to a great extent examinations influenced principals' allocation of laboratory equipment's, 4(22.2%) indicated to a moderate extent examinations influence provision of laboratory equipment whereas

both low extent and very great extent had 3(16.7%), the minorities 2(11.1%) designated that examination had no influence on provision of laboratory equipment. Most of the respondents 6(33.3%) indicated that to a great extent examination influence principals' provision of laboratory chemicals, 4(22.2%) of the principals indicated to a moderate extent examinations influence allocation of laboratory chemicals while the minorities 2(11.1%) specified that examination does not influence allocation of resources. On instructional stationery like note books, board markers and pens the majority of the principals 7(38.6%) indicated that to a great extent they influence principals' provision of these resources while the minorities 2(11.1%) pointed out that examinations do not influence allocation of instructional resources in learning institutions. Preponderance of the principals 5(27.8%) specified that examinations to a great extent influence allocation of the graphs while the minorities 2(11.1%) indicated that examinations does not influence allocation of the instructional resources. On provision of school desks majority 5(27.8%) of the principals indicated that to a low extent examinations influence allocation of desks while the minorities 3(16.7%) indicated that examinations do influence allocation of desks. These finding agrees with Yanira (2015) that examinations influences headteachers allocation of instructional resources in schools. In conclusion it is ostensible that the principals provide instructional resources that help learners prepare for examinations hence examinations influence principals' allocation of instructional resources in Nakuru North Sub-County, Nakuru County.

4.2. Influence of Examinations on Principals' Monitoring Learners' Academic Progress

The second objective of the study purposed to establish the influence of examinations on the principals' role of monitoring learners' academic progress in secondary schools in Nakuru North Sub-County, Nakuru County. This objective is discussed under three categories the principals' responses, teachers' responses and students' responses.

4.2.1. Principals' Response on Influence of Examinations on Principals' Monitoring Learners Academic Progress

The school principals were requested to indicate to what extent examinations influence principals' monitoring learner's academic progress in Nakuru North Sub- County, Nakuru County Kenya. Table 4.8 shows principals' responses on influence of examinations on principals' monitoring learner's academic progress.

Monitoring Learners' Academic Progress	Principals Responses									
	No Extent		Low Extent		Moderate Extent		Great Extent		Very Great Extent	
	F	%	F	%	F	%	F	%	F	%
Checking existence, and condition of students' textbooks	2	11.1	3	16.7	4	22.2	5	27.8	4	22.2
Checking students' note books whether they are in line with the lesson plan	1	5.6	2	11.1	4	22.2	5	27.8	6	33.3
Checking students' exercise books whether they are marked	2	11.1	3	16.7	6	33.3	4	22.2	3	16.7
Checking students' progress records	1	5.6	2	11.1	5	27.8	8	44.4	2	11.1

Table 4: Principals' Responses on Influence of Examinations on Principals' Monitoring Learner's Academic Progress

Table 4 shows that most of the principals 5(27.8%) indicated that examinations to a greater extent influences principals checking existence, and condition of student's textbooks while 4(22.2%) of the principals indicated that to a very great extent examinations influenced allocations of resources while only 2(11.1%) indicated that examinations does not have influence on the principals' responsibility of checking existence and conditions of student's textbooks.

Majority of the principals 6(33.3%) indicated that to a very great extent examinations influenced principals checking students' notebooks whether they are in line with lesson plan, 5(27.8%) of the principals indicated that to a great extent examinations influence principals to check students' books however minorities 1(5.6%) of the principals indicated that examinations does not influence principals checking students note books.

Majority of the principals 5(27.8%) indicated to a great extent examinations influence principals' checking of students' progress records while the minorities 1(5.6%) stated that examinations do not influence checking students' records by the principals. Based on these responses it is apparent that examinations influence principals monitoring of academic progress.

4.2.2. Teachers' Responses on Influence of Examinations on Principals' Monitoring Learners Academic Progress

The researcher requested teachers to indicate how examinations affect the principals' role of monitoring learners' academic progress in checking; existence and the condition of students' textbooks, students' note books, marking of exercises given by teachers and learners' progress records. The teacher's responses are presented in Table 4.9.

Monitoring Learners' Academic Progress	Teachers Responses									
	Weekly		Monthly		Termly		Yearly		Never	
	F	%	F	%	F	%	F	%	F	%
Checking existence, and condition of students' textbooks	8	5.6	13	8.9	16	11.1	46	32.2	61	42.2
Checking students' note books whether they are in line with lesson plan	24	16.7	29	20.0	38	26.7	24	16.7	29	20.0
Checking students' exercise books whether they are marked	11	7.8	43	30.0	37	25.6	30	21.1	23	15.9
Checking students' progress records	14	10.0	21	14.4	22	15.6	29	20.0	58	40.0

Table 5: Teachers' Responses on Principals' Monitoring Learners Academic Progress

Table 5 shows that most of the teachers 61(42.2%) stated that principals never check existence and conditions of student's textbooks, 46(32.2%) designated that principal are able to check students' books yearly, 16(11.1%) indicated that the existence of learners' text books were checked termly, 8(5.6%) pointed out that students' text books were checked weekly while 13(8.9%) of the respondents indicated that the conditions of books are checked monthly.

On checking whether students' notebooks were in line with lesson plan high number of teachers 38(26.7%) argued that students' books were checked termly, 29 (20%) monthly and 24(16.7%) weekly while 29 (20%) indicated that note books are not checked whether they were in line with lesson plan. Majority of the respondents 43(30%) indicated that principals checked students exercise books whether they are marked monthly, 23(25.6%) termly, 30(21.1%) yearly, 37(15.6%) never checked whether students' books are marked. On checking students' progress records majority of the teachers 58(40%) indicated that they are never checked, 29(20%) indicated that books were checked yearly, 22(15.6%) specified that checking students' progress records was done termly, 21(14.4%) indicated that students' progress records are checked monthly while 14(10%) indicated that the principals checked students' progress records weekly. Based on these facts it is evident that examinations influence principals' instructional leadership in monitoring learners' academic progress in public secondary schools in Nakuru North Sub County, Nakuru County.

4.2.3. Students' Responses on Influence of Examinations on Principals' Monitoring Learners Academic Progress

The researcher requested the students to indicate the influence of examinations on principals checking existence and conditions of textbooks, checking students' note books and checking students' exercise books whether they are marked. The students' responses are presented in Table 20.

Monitoring Learners' Academic Progress	Students Responses									
	Weekly		Monthly		Termly		Yearly		Never	
	F	%	F	%	F	%	F	%	F	%
Checking existence, and condition of textbooks	-	-	12	0.6	49	2.8	780	44.4	915	52.1
Checking students' note books	525	29.9	609	34.7	537	30.6	61	3.5	24	1.4
Checking students' exercise books whether they are marked	464	26.4	841	47.9	439	25.0	12	0.7	-	-

Table 6: Students' Responses on Principals' Monitoring of Learner's Academic Progress

Table 6 indicates that most of the students 915(52.1%) indicated that principals never check existence and condition of textbooks, 780(44.4%) of the students indicated that the conditions of their books were checked yearly, 49(2.8%) of the students indicated that conditions of textbooks are checked termly while 12(0.6%) of the respondents indicated that the conditions of the books are checked monthly.

On checking students note books majority of the students 609(34.7%) specified that their books are checked monthly, 537(30.6%) of the students itemized that the students note books are checked termly, 525(29.9%) of the students indicated that their note books were checked weekly, 61(3.5%) of the students indicated that students note books are checked yearly while only 24(1.4%) of the students indicated that principals never check their note books.

Most of the student 841(47.9%) indicated that students' books are checked if they are marked monthly, 464(26.4%) of the students pointed out that their books are checked whether they are marked weekly, 439(25%) stated that their books are checked termly while only 12(0.7%) argued that their exercise books are checked whether they are marked yearly. These findings agree with Macketiani (2017) that schools' instructional leaders are under pressure to post good academic results hence they have to make sure they monitor academic progress of the students. In relation to these findings, it was noted that examinations influence principals' role in monitoring of learner's academic progress.

5. Conclusions of the Study

In relation to the research findings the following two conclusions were made:

- Examinations influenced principals' role in allocating instructional resources like textbooks, laboratory equipment and graphs
- As results of the effect of examinations principals never monitored learner's academic progress as it should be. Since learners' progress records and conditions of textbooks were never monitored. Examinations influence principals in monitoring teaching methods and monitoring practical lessons.

6. Recommendations of the Study

In line with the findings of this study, the researcher recommended that Principals should monitor academic progress of the students regularly to ensure learners acquire relevant skills. The principals should also allocate instructional resources based on the need and requirements by the students and not examinations.

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