Influence of Principal Leadership on School Goal Framing in Kuresoi Sub-County of Nakuru County, Kenya

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ABSTRACT

This study investigated the influence of Principal Leadership on School Goal Framing in Kuresoi Sub-county of Nakuru County, Kenya. The theory used is Instructional Leadership Theory and the objective was to determine the influence of Principal Leadership on School Goal Framing in Kuresoi Sub-county of Nakuru County, Kenya. A quantitative study approach was employed to gather data through closed-ended questionnaires distributed to 266 participants, consisting of 38 principals, 38 deputy principals, and 190 heads of departments (HODs). The research findings indicate that on an annual basis, principals, deputy principals, and heads of departments engage in collaborative efforts to develop school-wide objectives. The joint effort was consistently undertaken by 42.1% of principals, 36.8% of deputy principals, and 46.3% of heads of departments. Moreover, after examining educational objectives and clarifying faculty duties, it was found that 47.4% of principals and 51.1% of Heads of Departments (HODs) consistently engaged in the procedure. It is worth noting that a significant proportion of deputies, specifically 44.7%, expressed a preference for the "almost usually" category. In contrast, a slightly higher percentage, 47.4%, reported employing needs assessments or other formal procedures to evaluate staff and establish goals. Using student performance data for goal-setting was observed in 36.8% of cases among principals and deputies.

Similarly, 38.4% of Heads of Departments (HODs) consistently exploited such data, while 37.9% did so frequently. In summary, the data indicates that most principals (55.3%) and heads of departments (38.4%) frequently formulate explicit and pertinent objectives readily available to educators across different hierarchical levels. The present study addresses a notable void in the current body of literature by providing insights into the unique characteristics of public schools in Kenya and emphasising the crucial significance of principal leadership. The above findings hold significant value for policymakers, educators, and academic institutions, as they can provide guidance and reshape leadership paradigms to promote progress within the education sector.

Keywords: Principal Leadership, School Goal Framing

INTRODUCTION

Background to the study

The significance of educational leadership in schools is well acknowledged, as it plays a crucial role in enhancing student achievement, fostering teacher motivation, and improving the overall quality of learning environments (Brauckmann, Pashiardis, &Ärlestig, 2020). In recent years, educational settings have observed a trend towards a more thorough comprehension of health and well-being. In their study, Vamos et al. (2020) examine the concept of "Education for Health Literacy" in various contexts, highlighting the significant contribution of educational environments beyond the scope of medical care. Their research, encompassing countries such as Canada, America, and Germany, indicated that education is crucial in reaching health and wellness objectives across life. According to Vamos et al. (2020), the study's findings suggest thatit is imperative to recognise health literacy as a crucial consequence of health education to achieve these objectives.

Similarly, inclusive education promotes fairness by providing optimal educational opportunities to every student. The study by Lambrecht et al. (2020) investigated the correlation between transformational and instructional leadership styles and their impact on implementing individualised education planning (IEP) within inclusive educational environments. The study conducted by the researchers utilised data from a total of 135 schools in Germany. Their analysis established noteworthy connections between different leadership styles and the mechanisms for fostering collaboration. These findings have important implications for successfully implementing Individualised Education Programs (IEPs). According to Lambrecht et al. (2020), the study's results suggest that leadership styles substantially impact the establishment of collaborative structures and, consequently, the implementation of Individualized Education Programs (IEPs). This finding supports that competent leadership can promote inclusion within public secondary schools.

The topic of school principals' professional development in light of changing educational expectations has garnered worldwide attention. Brauckmann, Pashiardis, and Ärlestig (2020) emphasise the existing knowledge gap regarding the effective implementation of new public management strategies in school leadership despite policymakers' expectations of increased autonomy for schools. Drawing upon the experiences and observations in Sweden, it is evident that there is a strong emphasis on the significance of leadership training programs tailored to the specific context in which they are implemented. The authors suggested that the surrounding contextual factors have the potential to either enable or impede the efficacy of leadership. In addition, it is necessary to conduct a thorough assessment of current perspectives on the implementation of context-sensitive programs within the dynamic educational environment (Brauckmann et al., 2020).

Although these studies offer valuable insights into the complex field of educational leadership, specific gaps still need to be addressed. The paradigm shift proposed by Vamos et al. (2020) towards "Education for Health Literacy" calls for additional investigation in non-Western locations, including Kenya, to assess these models' suitability. Moreover, the study conducted by Lambrecht et al. (2020) is limited in scope to the specific environment of Germany. An extensive analysis of the impact of leadership styles on Individualised Education Programs (IEP) across varied educational contexts, particularly in developing nations, would be of utmost significance. The debate by Brauckmann et al. (2020) raises the inquiry of the effective implementation of context-sensitive leadership training models in locations characterised by unique educational difficulties, such as Nakuru County in Kenya.

In the modern era, there has been a heightened focus on the significance of leadership, specifically within the educational domain, in East African nations. This increased attention stems from recognising its pivotal influence on institutional results and the broader academic milieu. In a recent study conducted by Banwo, Khalifa, and Louis (2021), the relationship between Culturally Responsive School Leadership (CRSL) and Positive School Leadership (PSL) was examined in the specific context of trust in a sizable suburban district in the United States. The research revealed that trust is a crucial factor in cultivating favourable connections, facilitating discussions on fair practices, and facilitating the resolution of conflicts, ultimately resulting in significant transformations at both the individual and organisational levels. This highlights the wider international acknowledgement of the crucial impact of leadership in developing and sustaining school cultures. The significance of trust as a key element of leadership may be observed in schools in the Kuresoi Sub-county of Nakuru County, Kenya. In this context, the effectiveness of principal leadership is closely tied to cultivating trust among stakeholders and establishing a solid framework for school goals.

Moreover, an investigation conducted on the topic of girls' education in East Africa reveals a comprehensive overview of systemic obstacles that are intricately linked to issues about leadership. According to Booth (2022), despite notable advancements, there is a considerable presence of educational challenges girls face in several nations, such as Kenya, Tanzania, Uganda, and others. Various factors, such

as societal expectations of gender roles, economic disadvantage, and external influences, such as the ongoing COVID-19 pandemic, have exacerbated pre-existing disparities. The research emphasises that the countries within this region exhibit varying degrees of advancement in their educational systems, which calls for nuanced strategies to address the issue. Including Kenya in the region under examination offers a basis for comprehending the broader systemic obstacles in educational leadership.

Moreover, research conducted in Tanzania by Arthur and Lekule (2020) examined the impact of Ward Education Officers on improving educational standards. The researchers discovered that the effect of the supervisory process on the quality of instruction was negligible, primarily attributed to the supervisors' inadequate academic qualifications and limited understanding of the curriculum. The presence of these gaps serves as an indication of the existing concerns that are prevalent within the broader East African educational leadership, highlighting the pressing need to tackle these issues effectively.

Like other nations in East Africa, Kenya functions within a multifaceted framework of socio-cultural and economic factors that impact its educational system. Examining leadership practices within the Presbyterian Church of East Africa, specifically in the eastern area of Kenya, highlights the difficulties and opportunities associated with leadership in shaping the growth and progress of employees (Muratha, 2020). The research emphasised the significance of questioning established norms, adopting comprehensive strategies, and exemplifying behaviour to promote constructive transformation. The church is a representative example of Kenya's broader institutional system, encompassing its educational institutions. A more comprehensive analysis is required to apply these leadership dynamics to the school context in Kuresoi Sub-county. Understanding the influence of principal leadership on school goal framing is of utmost importance, considering its essential role in setting the tone for public secondary schools. By examining the studies listed above, it becomes apparent that strong leadership practices, specifically about trust, systemic obstacles, and active oversight, have a crucial role in determining the performance of institutions.

Kuresoi Sub-county, located in Nakuru County, has consistently demonstrated the lowest performance in the Kenya Certificate of Secondary Education (KCSE) examinations since the introduction of the Free Day Secondary Education (FDSE) program in 2008. The mean score of Kuresoi Sub-county has consistently fallen below the overall mean score of 5.00, which is the maximum mean score achievable out of a total of 12. The causes of poor academic performance and truancy among students have been identified as student absenteeism, drug and substance misuse, unexpected pregnancies, and promiscuity, among other factors (MOET, 2012). The persistently low academic achievement observed among pupils in Kuresoi Sub-county can be attributed to high rates of student absenteeism, with both boys and girls exhibiting a 20% absenteeism rate. The issue has also been attributed to the occurrence of illicit sexual exposure among students, which frequently leads to elevated rates of school dropout due to unintended pregnancies. Additionally, it negatively affects teachers' morale, contributes to absenteeism, and undermines overall dedication to education (Nakuru County Education Taskforce [NCET], 2014).

There have been several studies conducted on leadership in the East African region. However, there is still a significant knowledge gap, particularly about the specific context of Kuresoi Sub-county in Nakuru County, Kenya. Given the intricate connection between principal leadership and school outcomes, this study aims to examine the direct impact of principal leadership on the formulation of school goals in this distinct setting. By addressing the existing limitations in global research, this study highlights the crucial role of principal leadership in shaping educational objectives.

STATEMENT OF PROBLEM

Education is crucial for socioeconomic advancement, thus school administrators must enhance it. A global study has found that principal leadership plays a vital role in academic success. Kenyan school

administrators struggle with management challenges due to the ever-evolving education system.

Student discontent is on the rise in Kenyan secondary schools, specifically in Kuresoi Sub-county, Nakuru County. The attacks, mainly on school principals, coincided with student absences, substance abuse, and teenage pregnancies, leading to decreased academic performance. Kuresoi Sub-county's KCSE under performance since the introduction of the Free Day Secondary Education (FDSE) initiative in 2008 has posed a threat to Kenya's Vision 2030 goals.

There was a lack of global research on how principal leadership impacted school objectives in Kuresoi Sub-county. Previous research found that instructional and transformational leadership strategies enhanced school climate and academic performance. However, there is limited knowledge about the specific challenges faced by Kenyan principals.

Kuresoi Sub-county in Nakuru County has consistently had the lowest KCSE scores since the FDSE program started in 2008. Student absenteeism, substance abuse, unwanted pregnancies, and promiscuity negatively affected academic performance and attendance. Teacher morale, absenteeism, and dedication to education were negatively affected.

Studying leadership principles and school goal framing in Kenya had policy implications, going beyond mere academic curiosity. These findings can assist the BOM and KEMI in establishing effective leadership practices. This study focused on Kuresoi Sub-county public schools to inform educational improvement initiatives.

Purpose of the study

This study aimed to investigate the influence of Principal Leadership on the development and communication of school goals in schools situated in Kuresoi Sub-county of Nakuru County, Kenya, so that a better understanding of the impact of leadership on educational goal-setting and communication can inform effective educational management practices and policies.

Research Objective

This study aimed to determine the influence of Principal Leadership on School Goal Framing in Kuresoi Sub-county of Nakuru County, Kenya.

SIGNIFICANCE OF THE STUDY

The study examined how principal leadership shapes school goals. The study reveals the complex relationship between principal leadership and educational purposes. This topic is especially pertinent given Kuresoi Sub-county's recurrent underachievement in the Kenya Certificate of Secondary Education (KCSE) exams.

Kenyan school administrators face many challenges in the ever-changing educational environment. Principal leadership has far-reaching effects beyond academic interest. The results have significant policy implications. This experience could be used by the Board of Management (BOM) and Kenya Education Management Institute (KEMI) to build effective public school leadership practices.

This study also sought to fill a gap in the literature by highlighting Kenyan public schools' unique characteristics and emphasising the importance of principal leadership. Politicians, educators, and academic institutions value the outcomes. With this knowledge, educators can redesign leadership paradigms to better

public secondary schools.

This research also offers new perspectives on leadership in Kenya's educational sector, which could revitalise school administration systems. This study inspires scientists to analyse regional variances in Kenya and possibly the entire African continent. This will improve educational leadership knowledge and scholarship.

However, cautiousness is required when interpreting the results. The study's focus on Kenyan public schools may limit its application to private schools.

Scope and Delimitation of the Study

This research was done in of Kuresoi Sub-county, Nakuru County, Kenya, and focused on the impact of principal leadership on student achievement. Public schools were the primary emphasis because of their particular administrative, resource, and policy issues. Despite the advent of the Free Day Secondary Education (FDSE) program in 2008, students in the Kuresoi Sub-county have consistently performed poorly on the Kenya Certificate of Secondary Education (KCSE) exams, which has prompted this study. The goal is to determine if strong leadership is critical to this development.

Private schools in Kuresoi Sub-county are being excluded on purpose from the investigation. The decision stems from the realisation that private institutions' unique administrative, financial, and intrinsic characteristics pose a potential bias in our analysis and further complicate our ability to get to the bottom of the issue at hand. Although there are many forms of leadership in schools, this investigation focuses on the effects of principal leadership in a particular setting on student achievement. Therefore, this study does not focus on other possible leadership styles and influencers, such as assistant principals or department heads.

These constraints are necessary for an in-depth examination. Kuresoi Sub-county's public schools have unique difficulties, as seen by their KCSE results, so the study is hyper-focused on this area. The focus on principal leadership is an attempt to understand the complexities of the school's top leadership position, which carries enormous authority and is responsible for many important decisions.

Importantly, this study's findings and suggestions are exclusive to the public schools in the Kuresoi Sub-county area. The study's parameters were carefully chosen to prioritise depth, relevance, and emphasis on the stated topic; therefore, extrapolating the results beyond this precise scope would be inappropriate.

Conceptual Framework

The conceptual framework, depicted in Figure 1, explores the complex interplay of variables. The graphic representation functions as a means of illustrating the fundamental elements of the subject in a non-hierarchical manner.

This study focuses on Principal Leadership, which serves as the main independent variable. It encompasses the many leadership styles and practices demonstrated by school principals in Kuresoi Sub-county, located in Nakuru County, Kenya. Two crucial dimensions are brought into prominence within this variable.

The concept of Transformational Leadership delves into the ability of educational administrators to inspire and motivate diverse individuals involved in the school community, create a supportive atmosphere that encourages innovation, and foster the development of a shared vision. This dimension hypo thesises that principals who possess attributes commonly linked with transformational leadership will positively impact the school goal-framing process, as proposed by Bush (2014).

Instructional leadership focuses on the role of principals in providing support and direction to improve

teaching and learning in their schools. According to Shaked (2020), there is a proposition that the presence of practical instructional leadership abilities can substantially influence the framing of school goals. This influence is achieved by ensuring the goals align with the desired educational results.

The research contains moderating variables as essential elements, serving as contextual factors and organisational settings that can impact the association between principal leadership and school goal framing.

Organisational culture pertains to the dominant culture inside an educational institution, encompassing its core principles, established standards, and communication patterns. The influence of this culture can serve as a mitigating factor, influencing the extent to which principal leadership affects the framing of school goals. Cultivating a positive and collaborative culture is anticipated to augment the efficacy of leadership techniques, creating an atmosphere that is favourable to the establishment of goals. The concept in question is reiterated by Gümüş et al. (2016).

Contextual factors highlight the socioeconomic situation within Kuresoi Sub-county, located in Nakuru County, Kenya. The setting in which school principals operate can substantially impact the resources at their disposal for framing goals and the distinct obstacles they face. According to Perry and McConney (2010), these contextual elements can moderate the influence of principal leadership.

The study's dependent variable is School Goal Framing, which refers to the complex process of creating and moulding objectives at the school-wide level. The variable encompasses multiple aspects. The assessment of Clear Objectives development examines the degree to which school administrators contribute to formulating clear, measurable, and focused school-wide goals. This assessment aligns with the research conducted by Shaked (2022). Marks and Printy (2003) explore the concept of Alignment with Staff Responsibilities, which refers to the evaluation of the extent to which a school's goals align with the responsibilities allocated to its staff members. This evaluation is essential to ensure a unified approach towards accomplishing these goals. The present study investigates the integration of needs assessment and student performance data in the goal-setting process, emphasising its significance in establishing evidence-based goal formulation, as proposed by Desimone (2002). The clarity for Teachers program emphasises the clarity of goals for teachers, acknowledging its crucial role in promoting their comprehension and successful implementation, as Marks and Printy (2003) noted.

The study's approach is informed by established academic literature, establishing a link between theoretical frameworks and the research design. The present study incorporates the scholarly works of Bush (2014) and Shaked (2020) to develop a theoretical framework for evaluating and measuring principal leadership styles. Additionally, guidance from Gümüş et al. (2016) and Perry & McConney (2010) is utilised to underscore the crucial influence of organisational culture and socioeconomic context as moderating factors. Furthermore, insights from Shaked (2022) and Desimone (2002) contribute to developing criteria for assessing school goal framing, emphasising the importance of setting clear objectives and effectively utilising data.

Theoretical framework

Instructional Leadership Theory, introduced by Hallinger and Wang (2015), is a well-researched concept in educational administration. The focus is on school principals as leaders who improve teaching quality and academic outcomes (Shaked, 2022). Instructional leadership theory is widely studied and recognised as a prominent leadership model in educational administration (Gümüş et al., 2016).

To comprehend the intricate dynamics between educational management and academic operations, employing a theoretical framework encompassing these interconnections is imperative. This framework serves as a foundational structure, firmly connecting the research to existing scholarly work, facilitating the

formulation of hypotheses, and providing guidance in selecting appropriate research methods.

This study investigates the complex interplay between Principal Leadership and School Goal Framing within the context of the Kuresoi Sub-county in Nakuru County, Kenya. The investigation is firmly rooted in the theoretical framework of "Instructional Leadership Theory."

The concept of "Instructional Leadership" is based on the fundamental function of the school principal as the primary facilitator of curricular and pedagogical endeavours. The emphasis on the crucial role of principals in leading public secondary schools towards attaining high-quality standards may be traced back to the influential and successful school movement of the 1980s. As educational paradigms continue to evolve, this theory has also incorporated paradigms such as distributed and transformational leadership, which advocate for the collaborative empowerment of individuals within the school community.

The significance of leadership in education is emphasised in Munna's (2021) scholarly work published in the International Journal of Educational Reform. In a more precise sense, the responsibility of instructional leadership lies in fostering an environment that is favourable to the highest standards of teaching and learning.

According to the research conducted by Quint et al. (2007), it is suggested that principals can enhance their understanding of effective teaching through specialised professional development that focuses on instructional strategies. This, in turn, can inspire and motivate their teaching staff. Pedagogical leadership extends beyond administrative boundaries, directly influencing students' calibre of instruction and consequent academic outcomes.

Sukarmin and Sin (2022) conducted a study published in the Malaysian Journal of Learning and Instruction, exploring the connection between principals' instructional leadership behaviours and the level of organisational commitment among teachers in junior high schools. The interaction mentioned above demonstrates the significant impact of instructional leadership on educators' motivation and commitment.

This investigation condenses three crucial factors. The variable of interest, Principal Leadership, encompasses a range of techniques, qualities, and behaviours that school administrators utilise. The variable known as School Goal Framing includes the concepts of vision, clarity, and trajectory in the context of educational objectives. In public secondary schools, the Organizational Commitment of Teachers is a mediating variable that assesses educators' enthusiasm, loyalty, and devotion towards their respective organisations.

The choice of the theoretical framework is not random but rather carefully selected to illuminate the complex interplay of different elements. The central inquiry examines the possible effects of principal leadership on articulating school goals. Based on scholarly investigations, an implied association indicates that solid instructional leadership may lead to improved articulation of school goals, potentially supported by increased teacher dedication.

The foundation of this study is the Instructional Leadership Theory, which serves as a comprehensive and logical framework that effectively corresponds with the research goals, key factors, and contextual intricacies. This study aims to contribute to the discourse surrounding educational leadership, goal-setting, and the broader academic context in the Kuresoi Sub-County of Nakuru County, Kenya.

RESEARCH METHODOLOGY AND DESIGN

Research design

The study employed a quantitative research design, prioritising the systematic empirical examination of

observable events through statistical, mathematical, and computational methods (Watson, 2015). The methodology, utilising surveys, is recognised as a crucial component in quantitative research (Watson 2015). Structured questionnaires will be used as a method to gather a diverse variety of perspectives from educators and administrators in the Kuresoi Sub-county. The collected data will then undergo statistical analyses to identify patterns and correlations.

The selection of this design is strategically aligned with the research objectives, which aim to investigate the influence of Principal Leadership on School Goal Framing in the Kuresoi Sub-county of Nakuru County, Kenya. The effectiveness of quantitative designs in determining correlations between different variables is well-established, as demonstrated in the research conducted by Bloomfield and Fisher (2019). This methodology offers the potential for a comprehensive comprehension of the potential impacts of principal leadership traits, which serve as the independent variable, on the development of school objectives, which serve as the dependent variable. A fundamental aspect of this design is its dedication to mitigating prejudice, facilitating a methodical and comprehensive investigation of the research inquiries.

The decision to choose a quantitative research design is based on multiple factors. Bloomfield and Fisher (2019) correctly characterise the distinctive precision of quantitative research questions, which are widely recognised for their targeted nature. The ability of this architecture to collect and analyse empirical and quantitative data is crucial in revealing significant patterns and relationships (Watson, 2015). Furthermore, the fundamental concepts of measurement accuracy, dependability, and validity, as highlighted by Watson (2015), are thoroughly examined within this theoretical framework. The research contributes to the ability to draw generalisations from its findings, providing insights into the broader educational landscape within the Kuresoi Sub-county of Nakuru County, Kenya.

Research instruments

The research study administered closed-ended questionnaires to principals, deputy principals, and heads of departments (HODs) was a notable aspect of this study. These questionnaires were designed to gather information on different aspects of leadership and the current school climate. The Principal Instructional Management Rating Scale (PIMRS) emerged as a prominent and influential tool within the field. The PIMRS, grounded in a school's educational curriculum, emphasises the complexities of teaching and learning. It skillfully connects curriculum, instruction, and management domains (Hallinger, 2011). This questionnaire has been developed to comprehensively capture the wide range of leadership behaviours and practices exhibited by principals, thereby providing a comprehensive and detailed profile. The participants utilised a five-point Likert scale to evaluate each behavioural statement, offering valuable information regarding the principal's behaviours throughout the previous academic year.

Sampling procedures and sample size

Purposive sampling uses specified criteria to pick persons or items for a study to study a population trait. According to Kothari (2011), this strategy is best when the population is small and a known attribute must be thoroughly investigated. This investigation focused on principals, vice principals, and HODs from Kuresoi Sub-County schools. The poor academic performance in the Kenya Certificate of Secondary Education (KCSE) when subsidised Secondary Education was implemented in 2008 prompted this choice. The performance was weaker than other Nakuru County sub-counties.

The sample procedure was examined, focusing on five main department Heads of Department (HODs) administering the curriculum. Mathematics, Languages, Humanities, Science, and Applied/Technical are included. These individuals were crucial to public secondary school leadership and academic advancement, making their inclusion essential. Importantly, these departments regulate national exam academic results. By2013, only 39 of 43 public secondary schools in the research region had submitted candidates for the

Kenya Certificate of Secondary Education (KCSE). Therefore, schools that did not take the National Exams were excluded from the study. The final sample includes 38 principals, 38 deputy principals, and 190 department heads, giving the sample size as 266.

METHODS OF DATA ANALYSIS

The team developed a comprehensive data analysis technique. The Principals, Deputy Principals, and Heads of Department (HODs) data was encoded, analysed, and input into a computerised system for analysis. Data analysis was done utilising Windows-specific Statistical Package for Social Sciences (SPSS) software for accuracy and comprehension. Quantitative analysis typically uses frequencies and percentages in tabular form.

The investigation centered on Principals, Deputy Principals, and Heads of Departments' duties and perspectives. A key table, "Framing the School Goals," shows how often school stakeholders take specific steps to frame school goals. These behaviours are categorized as "Almost Always," "Frequently," "Sometimes," "Seldom," and "Almost Never." This analysis shows how consistent and significant these leadership roles are in setting school goals. This structured analysis illuminates leadership challenges and their possible impact on goal framing in Kuresoi Sub-county schools.

RESULTS AND DISCUSSIONS

Results

The research study presents its findings in Table 1. The table depicts the level of primary leadership in shaping the goals of the educational institution.

Table 1. Framing the School Goals

level of principals' instructional leadership in framing the school goals	Respon	Almost Always	Frequently	Sometimes	Seldom	Almost Never
Develop a focused set of annual school-wide goals	Principal	70(26.32%)	113(42.48%)	59(22.18%)	23(8.65%)	1(0.38%)
	Deputy	97(36.47%)	109(40.98%)	46(17.29%)	12(4.51%)	2(0.75%)
	HODs	108(40.60%)	122(45.86%)	27(10.15%)	7(2.63%)	2(0.75%)
Frame the school's goals in terms of staff responsibilities for meeting them	Principal	66(24.81%)	127(47.74%)	58(21.80%)	14(5.26%)	1(0.38%)
	Deputy	121(45.49%)	79(29.70%)	44(16.54%)	21(7.89%)	1(0.38%)
	HODs	84(31.58%)	136(51.13%)	31(11.65%)	13(4.89%)	2(0.75%)
Use needs assessment or other formal methods to secure staff impact or goal development	Principal	73(27.44%)	81(30.45%)	77(28.95%)	34(12.78%)	1(0.38%)

	Deputy	56(21.05%)	126(47.37%)	56(21.05%)	28(10.53%)	0(0.00%)
	HODs	62(23.31%)	111(41.73%)	70(26.32%)	15(5.64%)	8(3.01%)
Use data on student performance when developing the school's academic goals	Principal	73(27.44%)	99(37.22%)	78(29.32%)	15(5.64%)	1(0.38%)
	Deputy	88(33.08%)	99(37.22%)	49(18.42%)	29(10.90%)	1(0.38%)
	HODs	103(38.72%)	101(37.97%)	41(15.41%)	18(6.77%)	3(1.13%)
Develop goals that are easily understood and used by teachers in the school	Principal	58(21.80%)	156(58.65%)	29(10.90%)	21(7.89%)	2(0.75%)
	Deputy	108(40.60%)	122(45.86%)	27(10.15%)	7(2.63%)	2(0.75%)
	HODs	109(40.98%)	103(38.72%)	37(13.91%)	13(4.89%)	4(1.50%)

The findings in Table 1 demonstrate notable trends in how principals engage in instructional leadership practices while establishing educational objectives across multiple domains. The further analysis of the results derived from the recently obtained precise data is presented as follows:

The data suggests a consistent practice among principals, deputy principals, and Heads of Departments (HODs) to collaborate to develop a specific set of yearly school-wide goals. It is worth noting that a significant proportion of principals (42.48%), deputy principals (40.98%), and heads of departments (HODs) (45.86%) reported engaging in this activity frequently.

Upon analysing the correlation between the school's objectives and the duties assigned to the staff for achieving them, the data reveals that 47.74% of deputy principals and 51.13% of Heads of Departments (HODs) consistently partake in this endeavour. Nevertheless, it is essential to highlight that deputy principals predominantly associate themselves with the category labelled as "nearly always" (accounting for 44.7% of the replies). This finding suggests a somewhat distinct approach compared to principals and heads of departments.

Deputy principals frequently utilise needs assessments or other formal approaches to ensure staff members' contribution towards goal creation, with 47.37% indicating consistent engagement in this process. Similarly, it is worth noting that 41.73% of Heads of Departments (HODs) engage in these activities regularly. On the other hand, principals exhibit a little reduced percentage, amounting to 28.9%. This implies that deputy principals and heads of departments (HODs) substantially impact this facet of leadership.

Concerning the utilisation of student performance data to formulate academic objectives within educational institutions, empirical evidence suggests that a considerable proportion of principals and deputy principals, approximately 36.8%, engage in this practice. Nevertheless, it is worth noting that Heads of Departments (HODs) tend to display a somewhat fragmented viewpoint, as 38.4% reported constant utilisation, while 37.9% indicated regular usage. This implies that Heads of Departments (HODs) may hold divergent views or employ different approaches.

Regarding formulating objectives that are readily comprehensible and applicable for educators within the

educational institution, a significant proportion of participants, precisely 55.3% of principals and 38.4% of Heads of Departments (HODs) expressed a predilection for the "frequently" alternative. In contrast, deputy principals had more significant variability in their responses, as indicated by the range of answers from "often" to "nearly always".

The findings provide insights into the proactive characteristics of educational leadership within Kuresoi Sub-county, located in Nakuru County, Kenya. It is worth noting that there is a considerable focus on developing a succinct collection of yearly goals that encompass the various leadership roles within public secondary schools. This highlights the significance of creating a distinct direction and vision inside these institutions.

The synchronisation of educational goals with the responsibilities of school personnel is a crucial element of instructional leadership. This technique demonstrates the principle of inclusion in establishing goals, guaranteeing that each staff member is held responsible for their performance and fostering collective advancement.

Recognizing the persistent emphasis on using needs assessments and student performance data is paramount in leadership positions. Nevertheless, the prevalence of these activities exhibits variability, potentially attributable to the heterogeneity of tasks or divergent viewpoints of their significance.

The research highlights the need for explicit and comprehensible goals while highlighting a leadership approach that values openness and lucidity. This methodology promotes a conducive atmosphere wherein educators synchronize their behaviours with the educational institution's objectives, ultimately enhancing the school's achievements and the pupils' welfare.

CONCLUSION

The findings from Kuresoi Sub-county in Nakuru County indicate a commendable commitment among school administrators, expressly the Heads of Departments (HODs), to incorporate inclusion and utilise statistics when setting objectives. This methodology showcases a strategic approach to address the incongruity between leadership aspirations and real-world conditions. Despite the proactive approach, there is still room for enhanced alignment. Consistent training and developmental initiatives can aid in harmonising methodologies and beliefs across diverse leadership positions. Implementing harmonization can significantly improve the positive impact of principal leadership on school goal-setting, thereby ensuring the effective establishment and achievement of educational objectives.

RECOMMENDATIONS

The study makes the following recommendations:

Given the outcomes and subsequent discussion, there is an essential need for targeted training initiatives to harmonise the methodologies and ideologies within diverse leadership positions. Ensuring all leaders, including the principal, deputy, and Heads of Departments, must align and implement their goals is crucial.

Moreover, the proactive and substantial focus on establishing yearly objectives at the school level underscores the need for a more inclusive methodology in goal formulation. Inclusive practices should be enhanced by actively engaging staff members at different hierarchical levels to formulate these objectives. As the data suggests, promoting collective responsibility will likely drive collective progress.

Furthermore, although the study emphasises the importance of using needs assessments and student performance data in goal-setting exercises, there is still potential for more regular and improved utilisation of this data. Using a data-driven approach in decision-making and regularly reviewing the data for

adjustments can facilitate dynamic and responsive goal setting.

Furthermore, the findings highlight the importance of clear communication. Leadership must prioritise clear and comprehensible goal-setting while adopting tools and strategies to facilitate transparent communication of said goals. Regular meetings, visual aids, and feedback channels are crucial for stakeholder alignment with the school's objectives.

Promoting a culture of collaboration and teamwork is crucial due to the observed variations in practices and frequencies among various leadership roles. Conducting workshops, team-building activities, and periodic review sessions that bring together all levels of leadership to discuss progress, challenges, and solutions can facilitate a more coordinated approach to framing school goals.

Following these suggestions, the favourable impact of principal leadership on school goal framing in the Kuresoi Sub-county is expected tobe maintained and enhanced.

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