AN ASSESSMENT ON TEACHERS' ATTITUDE TOWARDS THE IMPLEMENTATION OF INSTRUCTIONAL LEADERSHIP IN PUBLIC SECONDARY SCHOOLS, THE CASE OF MBITA SUB-COUNTY, HOMA BAY COUNTY, KENYA

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Abstract: **This study was an assessment on teachers' attitude towards the implementation of instructional leadership in public secondary schools in Mbita Sub-County, Homa-Bay County. The study used a descriptive survey and target population were the teachers and head Teacher Which Constituted 104 respondents with a sample size of 55 respondents. This study explained the concept of teachers' attitude towards the implementation of instructional leadership in public secondary schools in Mbita Sub-County, Homa Bay County, Kenya. Questionnaires were used as the data collection tool. The study was premised on the contingency management theory by Fielder. According to Fielder (1964) contingency approach to management is based on the theory that management effectiveness is contingent, or dependent upon the interplay between the application of management behaviors and specific situations. The reliability of the research instruments was determined using Cronbach's Alpha and a coefficient of r>.6 was reported. The data obtained were analysed using Statistical Package for Social Sciences (SPSS) version 22. The study established that the teachers like the way instructional leadership is carried out and they help their leaders to ensure effective management of the school affairs. The study equally found out that teachers carry out their assignments within the goals and aspirations of the schools. This is because of the positive direction demonstrated to them through the school leadership which promotes accountability. The study recommends that the Ministry of Education needs to organize frequent trainings on instructional leadership for the teachers in order to fully understand and embrace this kind of leadership. Equally, the head teachers need to mentor the teachers on instructional leadership requirements and roles in order to enable the teachers take up such responsibilities in future. Finally, the stakeholders to appreciate the fact that management of schools depend very much on the circumstances/environment under which it is carried out and therefore allow flexibility in cases where some of the rules have been adjusted to meet the needs of a particular school.**

Keywords: **Assessment, Teachers' Attitude, Instructional Leadership, Public Secondary Schools.**

1. INTRODUCTION

Schools like any other organizations are open social systems influenced by environments and dependent on them. As such they take inputs from the environment, transform them and produce outputs. This is because they are complex, dynamic and not static. To survive, the schools must adopt and, to adopt it must change (Hoy & Miskel, 2016). The effectiveness of school organization which is an open system depends on adaptiveness to changes in internal and external environment. Schools must therefore change and develop in order to survive and be effective because of increasingly rapid innovations. In short, change is an inevitable process for both the teachers and top leadership in a school set up.

According to Daft (2012) organizational change is defined as the adoption of a new idea or behaviour by an organization. Employees are inevitably influenced by changes in organization because they notice and react to changes. Their reactions can range from quite positive and supportive to quite negative and very resistant (Dunham & Pierce, 2009). For this reason, the teachers' attitude towards change has an important impact on the successful change process in schools. Principals are instructional leaders in initiating, developing and facilitating positive attitudes toward change in schools. As an instructional leader, principals can promote and support change process. Bredeson and Johansson (2010) noted that principals are instructional leaders and learners are critical resources for implementing changes in classroom practices.

An assessment on previous studies on teachers' attitude towards instructional leadership in schools shows that there has been an adequate coverage by other researchers and scholars. For instance, Kursunoglu and Tannogen (2010) did a study on the relationship between teachers perception towards instructional leadership behaviours of their principals and teachers attitude towards change in Denizil. Arar (2012) tested teachers' attitudes toward the appointment of women as school leaders in Israel. Ibrahim (2014) sought to establish the Influence of the Head Teacher's Leadership Style on Teachers' Level of Job Satisfaction in Secondary Schools in Mandera County. While Wangithi, (2014) sought the Influence of the Head Teachers Leadership Style on Teachers Attitude in Public Primary Schools in Kajiado North District among many others. However, these studies were done on a different context and scope focusing on different aspects of instructional leadership and teachers' attitude towards it. They also adopted different research methodologies to achieve their objectives. The current study therefore filled the gap by carrying out an assessment on the teachers' attitude towards the implementation of instructional leadership in Mbita Sub-County in Homa Bay County, Kenya.

2. RESEARCH METHODOLOGY

In this study, descriptive survey approach was adopted. According to Sekaran (2009) descriptive studies are structured with clearly stated investigative questions. According to Nachmias and Nachmias (2007), descriptive survey is used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables in a situation by asking individuals about their perceptions, attitudes, behavior or values. Therefore descriptive survey design was chosen in this study because the study aimed at examining the teachers' attitude towards the implementation of instructional leadership in public secondary schools in Mbita Sub-County. The purpose of the study was to determine intensively and comprehensively the way the teachers' attitude affect the implementation of instructional leadership in general.

3. LITERATURE REVIEW

In a global educational environment in which schooling systems are compared internationally and where there are increasing demands for the development of 21st-Century skills, the schooling sector requires leaders who are deeply involved in the improvement of instruction and curriculum in schools. The Wallace Foundation (2008) argues that "pick the right school leader and great teachers will come and stay. Pick the wrong one and, over time, good teachers leave, mediocre ones stay, and school gradually (or not so gradually) declines". School principals are key to developing and maintaining successful, effective schools and education systems (Bush 2008; Hargreaves & Fink 2006). Most literature has indicated that IL is a significant factor in facilitating, improving and promoting teachers' classroom instructional practices and the academic progress of students (Wallace Foundation, 2008).

Recent studies in South Africa (Bush 2013; Grobler 2013; Spaull 2011; Spaull & Kotze 2015) report that learner achievement is most strongly connected with the type of school the learners attend. The more effectively the schools are run and the more instructional leadership is provided by school principals, the more likely the learners are to achieve. South African learners, despite being part of a relatively well-financed education system, are consistently performing poorly, according to three cross-country comparative studies (Taylor, van der Berg & Mabogoane 2013). The trends in Mathematics and Science Studies study conducted by the Human Science Research Council (2011), which tested Grade 8 mathematics and science; the Progress in International Reading Literacy study, conducted by Howie *et al*. (2011), which tests Grades 4 and 5 reading; as well as the Southern and Eastern Africa Consortium for Monitoring Education Quality project, the data of which were analysed by Spaull and Kotze (2015) and which tests Grade 6 mathematics, all provide evidence that South African learners are performing at significantly lower levels of competence than their counterparts in other developing nations.

On the basis of the findings of the research, recommendations are made aimed at training and empowering principals of secondary schools with transformational leadership skills, and more so, the principals' ability to develop and share an inspiring vision of the organization's future. For instance, the principal needs to appreciate the importance of guiding staff to set targets and putting strategies in place to achieve the set targets. At the same time, the principals should behave in ways that bring out the best in individuals and teams. Recommendations were also made on the strategies to enhance student academic achievement in secondary schools in Nairobi County. The results indicated that the transformational leadership attributes of intellectual stimulation and individualized consideration correlated with student academic achievement. The study therefore recommends the strengthening of these attributes in the principals through training so that student academic achievement can be enhanced (Naidoo & Nadine, 2015).

In Tanzania, the Ministry of Education and Vocational Training (MoEVT) (2011) through the Secondary Education Development Programme II document, stipulated that, among other duties, heads of secondary schools would be responsible for supervising the teaching programme, ensuring high quality teaching and learning, effective use of time for the entire school day and a conducive teaching and learning environment. Despite the fact that IL is significant in promoting teachers' instructional practices and students learning, literature has shown that HoSs in Africa and Tanzania in particular, rarely engage in IL (Lwaitama & Galabawa, 2008; World Bank, 2010). IL as described as overseeing 'teaching and learning' and 'supervising teachers' is not a function that takes up the majority of many HoSs' time. Furthermore, the recent researches on school leadership in Tanzania indicate that little has been devoted in studies relating to IL, particularly the engagement of HoSs in IL.

Ndiga, Mumuikha, Fedha, Ngugi and Mwalwa (2013) set out to explore primary school principals' instructional leadership. The study addressed a key issue in the school improvement literature, pertaining to the curriculum leadership of principals. The article argues that robust training and development in instructional leadership practices become necessary to support school leaders in this regard. In South Africa, based on numerous reports of poor learner outcomes in schools, they questioned whether principals possess the necessary skills required to lead and manage curriculum in schools. The study objectives were to find out the extent to which the principals in Nairobi County exhibit transformational leadership and determine the correlation between the principals' transformational leadership and student academic achievement.

Therefore the views of five principals, who have completed the Advanced Certificate in Education: School Leadership and Management (ACESLM) Programme were examined. The schools were first grouped into three strata based on the major regions of Nairobi County namely, the Eastern, Western and Northern regions. A total of 21 schools were sampled out of the 73 public secondary schools, this representing 30% of the total. The national schools were not included in the study since one region did not have any national school.

A total of 25% of the teachers in Nairobi County was included in the sample, giving a total of 210 teachers out of a total of 990. The teachers in each school were selected through stratified sampling by dividing the teaching staff into both genders. The ten teachers per school were selected through systematic sampling. The sampling frame was numbered in sequential order from one to the total number of teachers in each school. Students were stratified on the basis of gender i.e. male and female, and then assigned a consecutive number from 1 to N. A total of ten students were selected from each school in each of the strata. In this study, randomization was done when sampling the teachers and students. The principals of the participating schools were selected through non-probability sampling since they were automatically selected.

The researcher conducted document analysis – such as relevant schemes of work, registers, records of work covered and attendance records, used questionnaires and an interview guide specifically for data collection. Cronbach's alpha was calculated to establish the reliability of the questions, (Kouzes & Posner, 2002b). Face Validity was used to determine the validity of the instruments where professionals and experts were given the questionnaires to examine and make recommendations. Findings indicate that not all principals who participated in the study are fully conversant with their roles and responsibilities as instructional leaders. They mainly interpret their functions to be purely managerial and to be leaders and administrators of schools. The current study adds on this pull of literature by examining the teachers' thoughts on the implementation of instructional leadership programmes in their schools.

Theoretical Framework

This study is anchored on the contingency management theory by Fielder. According to Fielder (1964) contingency approach to management is based on the theory that management effectiveness is contingent, or dependent upon the interplay between the application of management behaviors and specific situations. In other words, the way you manage should change depending on the circumstances. The basic premise in this theory is that there is no one best way to lead an organization. There are too many external and internal constraints that will alter what really is the best way to lead in a given situation. In other words, it all depends upon the situation at hand as to what will be the best course of action. Fiedler believed there was a direct correlation to the traits of a leader and the effectiveness of a leader. According to Fiedler, certain leadership traits helped in a certain crisis and so the leadership would need to change given the new set of circumstances (Fiedler, 1964).

The Contingency Theory of leadership says that a leader must be able to identify which management style will help achieve the organization's goals in a particular situation. The main component of the theory is the least preferred co-worker (LPC) scale which measures a manager's leadership orientation, (Fiedler, 1986). The three variables to consider are: how well the employees accept the leader; the extent that the employees jobs are described in detail; and the authority your leader possesses through his/her position in your organization. There are many internal and external factors that can influence the optimum organizational structure. These factors include the size of the organization, technology that is in use, leadership style and how the organization can adapt to changes in strategy, (Johannes, 1975).

Morgan (2007) in his book *Images of Organization* describes the main ideas underlying contingency in a nutshell: He argues that organizations are open systems that need careful management to satisfy and balance internal needs and to adapt to environmental circumstances. The appropriate form of management depends on the kind of task or environment one is dealing with. Therefore management must be concerned, above all else, with achieving alignments and good fits. Different types or species of organizations are needed in different types of environments.

The contingency approach to leadership was influenced by two earlier research programs endeavoring to pinpoint effective leadership behavior. During the 1950s, researchers at Ohio State University administered extensive questionnaires measuring a range of possible leader behaviors in various organizational contexts, (Chandler, 1962). Although multiple sets of leadership behaviors were originally identified based on these questionnaires, two types of behaviors proved to be especially typical of effective leaders: *consideration* – where a leader's behaviors that include building good rapport and interpersonal relationships and showing support and concern for subordinates and *initiating structure* - where a leader's behaviors that provided structure (role assignment, planning, scheduling) to ensure task completion and goal attainment, (Perrow, 1967).

About the same time, investigators from the University of Michigan's Survey Research Center conducted interviews and distributed questionnaires in organizations and collected measures of group productivity to assess effective leadership behaviors. The leadership behavior categories that emerged from the University of Chicago were similar to the consideration and initiating structure behaviors identified by the Ohio State studies. The University of Michigan investigators, however, termed these leadership behaviors as *relation-oriented behavior* and *task-oriented behavior*, (Johannes, 1975).

Contingency theory, although having several strengths, generally falls short in trying to explain why leaders with certain leadership styles are effective in some situations but not others. It is also criticized that LPC scale validity as it does not correlate well with other standard leadership measures. Contingency theory also fails to adequately explain what should be done about a leader/situation mismatch in the workplace (Northouse, 2007). Further this model would have little or no flexibility that means it is rigid model. Fiedler assumed a natural style of a leadership is a fixed given and it is related to his personality characteristics. He thought natural leadership style would be the most effective style of leadership. But, he didn't consider the fact that a leader can't always apply natural leadership style in every situation. So, a leader always needs to identify the need of situation and accordingly adjust his leadership style to get the best results.

In the context of the current study, the researcher argues that for the educational administrators, application of the contingency theory is a way for schools to adapt to uncertainty by developing a strategic plan with alternative scenarios. Through instructional leadership style, the administrators are expected to set clear goals, manage curriculum, monitor lesson plans, allocate resources and evaluate teachers regularly to promote student learning and growth within the dynamics of their school culture and environment. Quality of instruction is the top priority for the instructional principal.

Therefore the school administrators should join businessmen and public managers in using a technique described as "the most powerful current sweeping over the organizational field.

The purpose of this process is to provide a more effective match between an organization and its environment. He explains that contingency theory analyses the internal adjustments of the organization (decision making process, structure, technology, instructional techniques) as it seeks to meet the shifting demands of its external or internal environments. The intent of contingency theory is to establish an optimal "match" between environmental demands (and support) and the response capabilities of the organization including its structure, planning process, and leadership style.

4. FINDINGS AND DISCUSSIONS

Teachers Opinion of Instructional Leadership

The respondents were asked to indicate what their understanding was on instructional leadership.

Level of Implementation of IL

The researcher sought the question to test whether or not instructional leadership was successfully implemented in the selected schools. The response was as shown in the table 1.
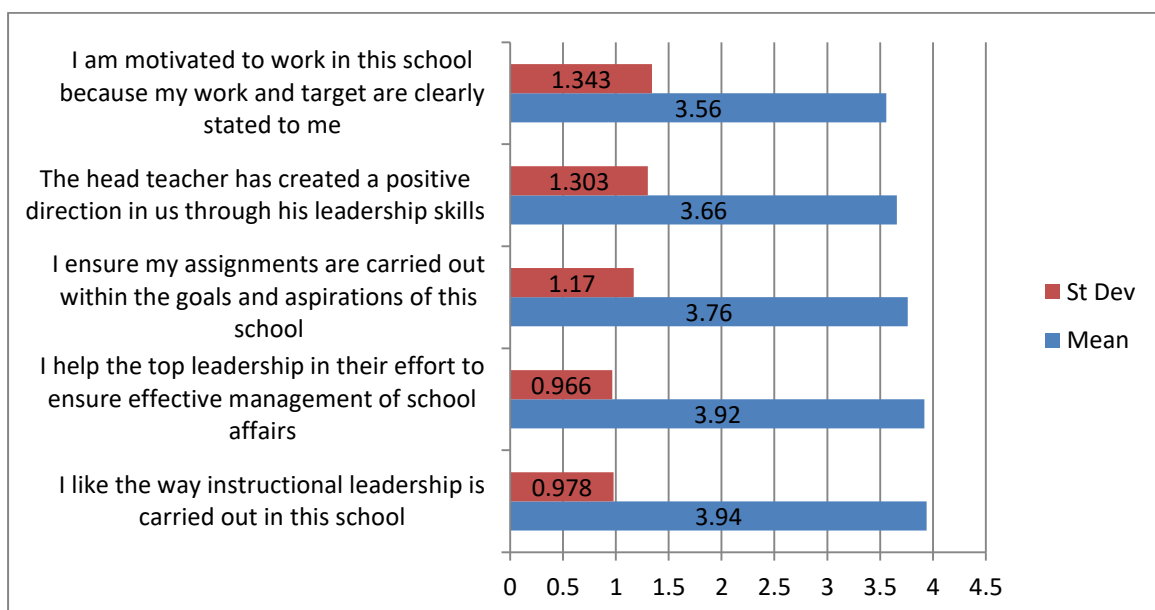
Table 1: Level of Implementation of IL

	Frequency	Percent
Very successful	21	43.8
Successful	16	33.3
Unsuccessful	5	10.4
Successfully but with challenges	6	12.5
Total	**48**	**100**

Information in table 1 shows that the implementation of the instructional leadership in the selected schools in Mbita Sub-County is well done with the 43.8% of the respondents saying it is very successful. At the same time 33.3% said it is successful, 12.5% said it was successful but with challenges and only 10.4% said it was unsuccessful.

Mean Rating of Teachers' Thinking on IL

The respondents were asked to indicate using a tick the extent to which they agree or disagree with the following statements showing how teachers think about the implementation of instructional leadership in their schools. The mean responses were presented in Figure 1.

Figure 1: Mean Rating of Teachers' Thinking on IL

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The study found the teachers like the way instructional leadership is carried out in their schools at a mean score of 3.94 (st dev 0.978). The teachers also help their leaders in school to ensure effective management of the school affairs a mean rating of 3.92 (st dev. 0.966). The teachers further ensures that they carry out their assignments within the goals and aspirations of the schools at a mean score of 3.76 (st dev, 1.170) while the head teachers were found to have created a positive direction in the teachers through their leadership skills at a mean score of 3.66 (st dev 1.303). Finally the teachers said that they are motivated to work in their current schools because their work is clearly accounted for at a mean score of 3.56 (st dev, 1.343).

Teachers Response towards the Implementation of Instructional Leadership

The respondents were asked to indicate using a tick the extent to which they agreed with the statements on the teachers' response towards implementation of IL. The response was presented in Table 2

Table 2: Teachers Response towards the Implementation of Instructional Leadership

|	Mean	St. Dev
I have embraced the implementation of instructional leadership in this school	3.88	1.189
The head teachers and other top leaders' style of management is acceptable to me	3.60	1.229
I like the fact that I am accountable to my work and actions in this school	3.58	1.458
The school leadership here does not apportion blames on us but deal with issues at a personal level	3.56	1.373
I ensure that all the curriculum requirements are fully met by the end of every term/year	3.30	1.515
I don't like being supervised to do my work	2.98	0.979
Once the goals and objective of the school are given to me, I put all the effort to ensure that I don't disappoint	2.78	0.1230
I have developed work plans and schemes of work to ensure my responsibilities and targets are fully met	2.67	0.989
I ensure the resources assigned to me are effectively used for the purpose of satisfying the goals of this school	2.45	0.678
I like to be evaluated regularly in order to assist me in meeting my targets in this school	2.30	0.567
I have embraced the implementation of instructional leadership in this school	2.24	0.654
The head teachers and other top leaders' style of management is acceptable to me	1.98	0.453

The study found that most of the teachers have embraced the implementation of instructional leadership in their schools at a mean rating of 3.88. At the same time, majority of the teachers have accepted the head teachers and other top leaders' style of management at a mean score of 3.60. Further the respondents indicated that they like being accountable to their work and actions at a mean of 3.58. The teachers also applauded the school leadership for not apportioning blames but dealing with issues professionally at a mean score of 3.56. It was also shown that the teachers ensure that all the curriculum requirements are fully met by the end of every term/year at a mean score of 3.30.

The results further show that the teachers don't like being supervised to do their work at a mean response of 2.98. Also once the goals and objectives of the school is given, the teachers said that they put all the effort to ensure that they deliver at a mean of 2.78. Further they said that they have work plans and schemes of work to guide them on their responsibilities and targets at a mean of 2.67 and effective use of school resources for the purpose of satisfying the goals of their schools at a mean score of 2.45. Further the respondents said that they like to be evaluated regularly in order to assist in meeting targets at a mean of 2.30.

Teachers Participation on the Implementation of Instructional Leadership

Taking Part in the development of Work Plans

The study sought to find out if the teachers took part in development of work plans in their schools. The results were presented in Figure 2
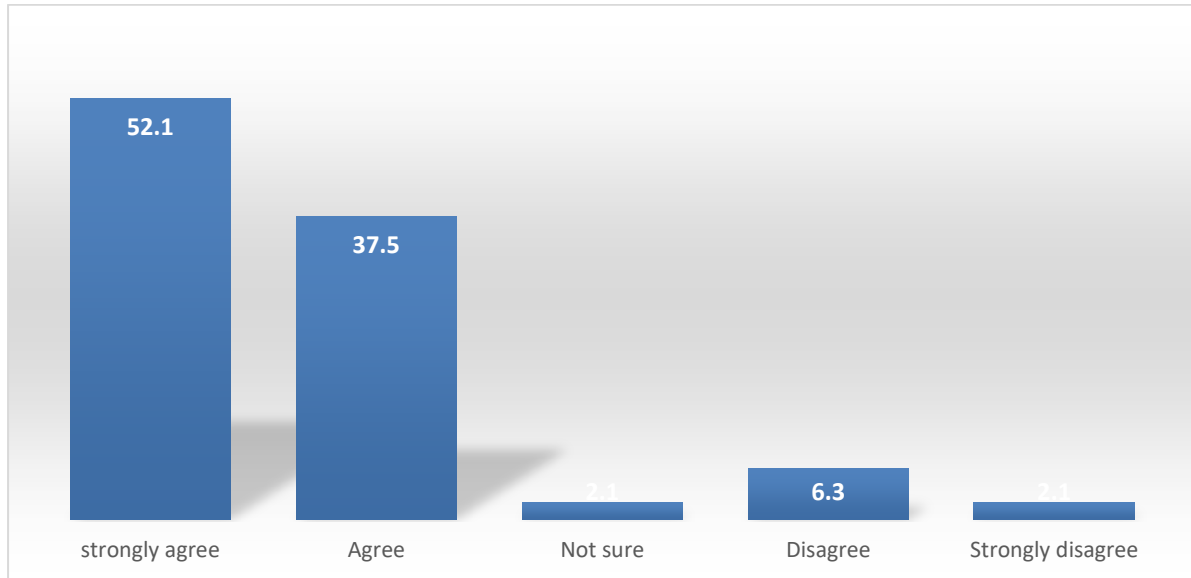

Figure 2: Taking Part in the development of Work Plans

From chart 1.0, majority of the staff took part in the development of work plans with those who said they strongly agree ranking at 47.9%. They were followed by those who agreed at 39.6%, those who were undecided were rated at 4.2%, 6.3% of the respondents disagreed while 2.1% strongly disagreed.

Effective Management of Finances

The researcher posed the question to determine if the teaching staff effectively ensured management of the finance in the school. The response was presented in figure 3
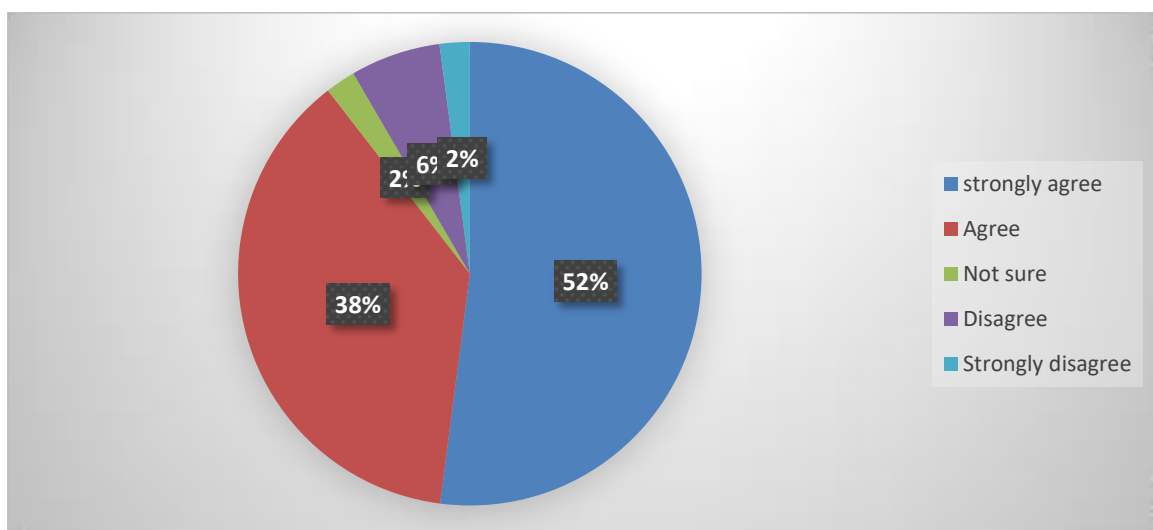

Figure 3: Effective Management Finances

The study found that teaching staff effectively ensured management of finances in their schools with those who said they strongly agreed rating at 43.8%. They were followed by those who agreed at 40%. Those who were undecided were ranked at 12.5% while those who disagreed and strongly disagreed were rated at 2.1% each.

Guiding Students on Schools Rules

The researcher sought to find out if the teachers were involved in guiding students on the need to follow school rules and regulations. The response was given in Figure 4
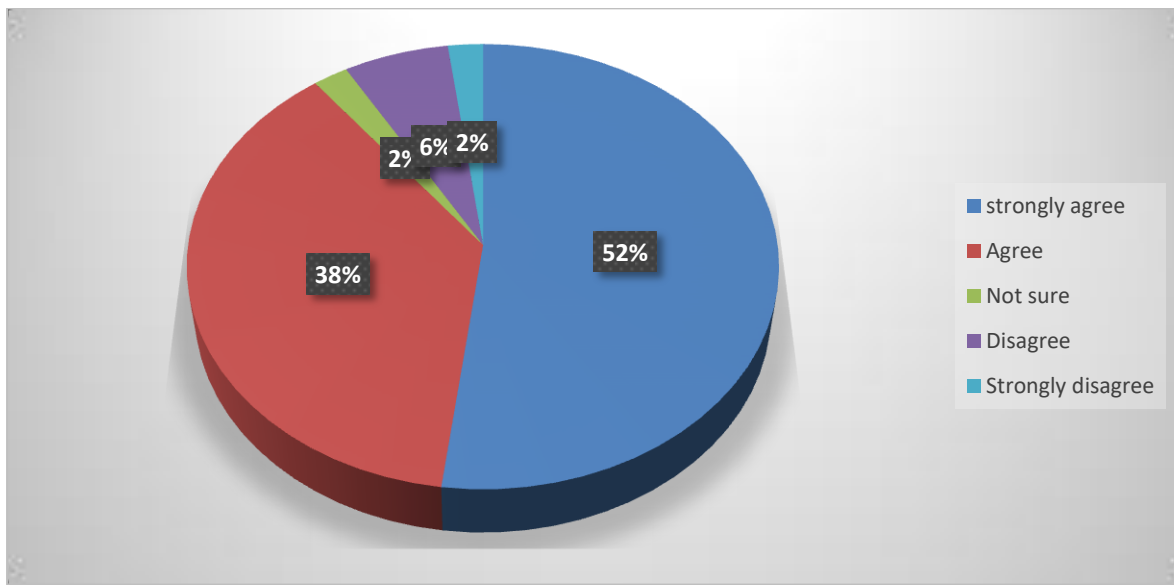
Figure 4: Guiding Students on Schools Rules

The findings show that it was clear that majority of the staff agreed they explained to the students the importance of following the school rules at 54.2%. Another 22.9% strongly agreed while 14.6% disagreed. The least were those who were undecided at 6.3% and those who strongly disagreed at 2.1%.

Mentoring Colleagues

The study aimed to find out if the staff members were engaging their colleagues and students in mentorship programmes to ensure proper school performance in all areas. The response was presented in Table 3

Table 3: Mentoring Colleagues

	Frequency	Percent
Strongly agree	21	43.8
Agree	16	33.3
Undecided	2	4.2
Disagree	4	8.3
Strongly Disagree	5	10.4
Total	**48**	**100.0**

The study revealed that majority of the staff were mentoring their colleagues and students to ensure that their schools perform well in all areas with those who said they strongly agree being 43.8%. They were followed by those who agreed at 33.3%, those who were undecided were rated at 4.2%, 8.3% disagreed while those who said they strongly disagreed were 10.4%.

Participating in the Implementation of ICT

The study sought to find out if the teaching staffs were participating in the implementation of IC in their schools. The response was presented in table Figure 5
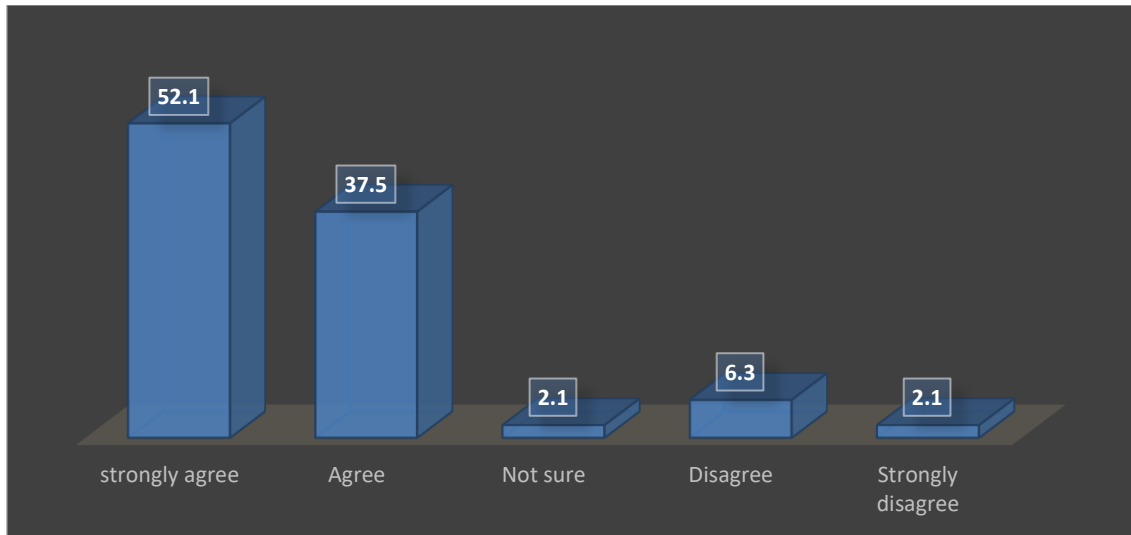

Figure 5: Participating in the Implementation of ICT

The finding here shows that majority were actively participating in the integration of the use of ICT in running of the school with those who said they strongly agree being 35.4%. They were followed by those who said they agreed at 47.9%. Those who were undecided were ranked at 4.2%, the ones who disagreed were rated at 6.3% while those who strongly disagreed were 6.3%.

Taking Part in the Management of Procurement Activities

The study aimed to find out if the staff took part in the implementation of the strategies to ensure effective management of procurement and financial activities in the school. The response was presented in Figure 6.
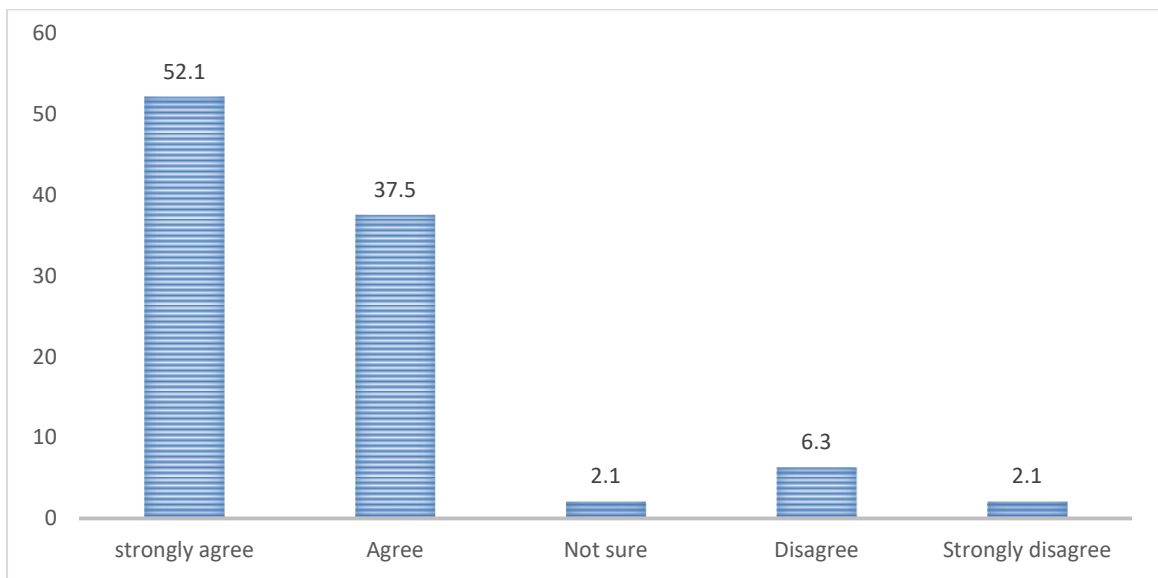

Figure 6: Taking Part in the Management of Procurement Activities

The study results show that the majority of the respondents strongly agreed that they fully supported and took part in implementation of the strategies to ensure effective management of procurement at 41.7%. They were followed by those

who agreed at 45.8%. Those who were undecided were rated at 4.2%, while those who disagreed were rated at 6.3% and those who strongly disagreed were rated at 2.1%.

The Schools with Good Governance

The researcher aimed to find out if the staff liked the top leadership of the school because of their good governance. The results were presented in Figure 7
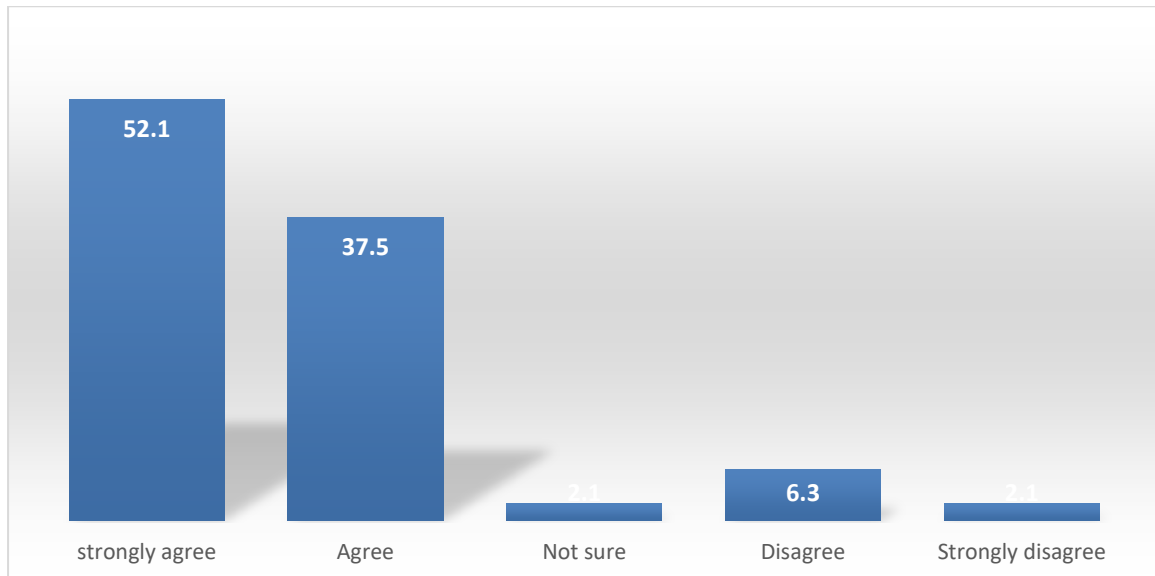

Figure 7: The School with Good Governance

The findings show that the respondents who agreed that they like the leadership of the school because they had good governance strategies were 60.4%. Those who strongly agreed with the same view were 29.2%. 4.2% were not decided while those who disagreed were 2.1% and strongly disagree 4.2%. This revealed that the majority of the staff liked the top leadership and the governance in their schools.

Fraud Detection Strategies

In this question the researcher sought to establish if the system was able to detect fraud and miss-management of funds immediately. The response was given in Figure 8
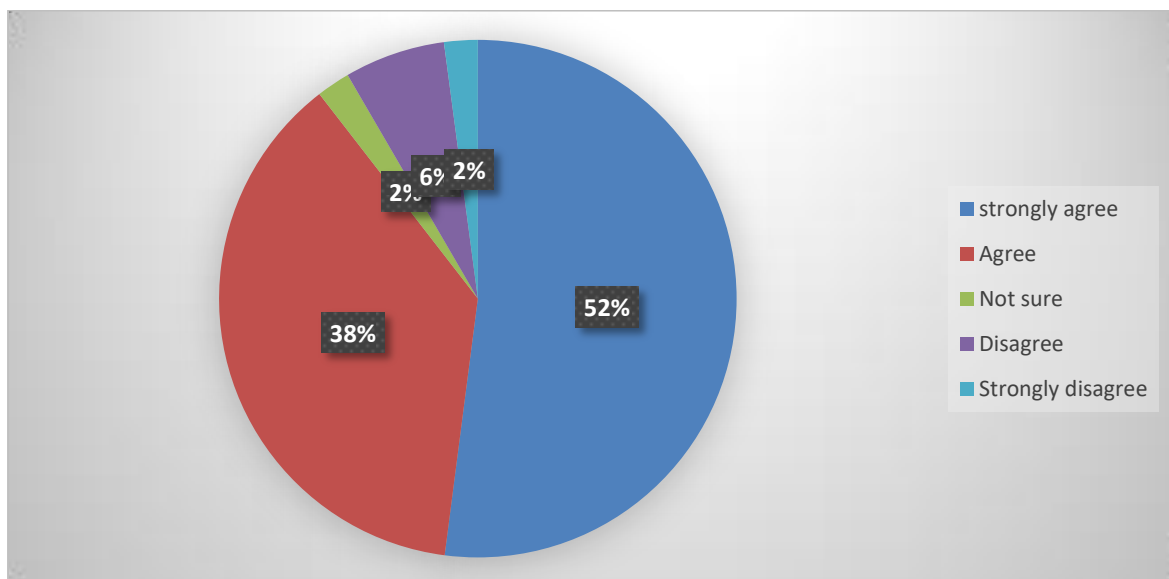

Figure 8: Fraud Detection Strategies

The study found that majority of the staff agreed that the system is able to immediately detect fraud at 45.8%. 39.6% strongly agreed to the same, 8.3% disagreed, 4.2% strongly disagreed while the least were those who were not sure at 2.1%.

Systems are Transparent and Efficient

The researcher aimed to find if the systems in the school were transparent and efficient. The response presented in Figure 9.
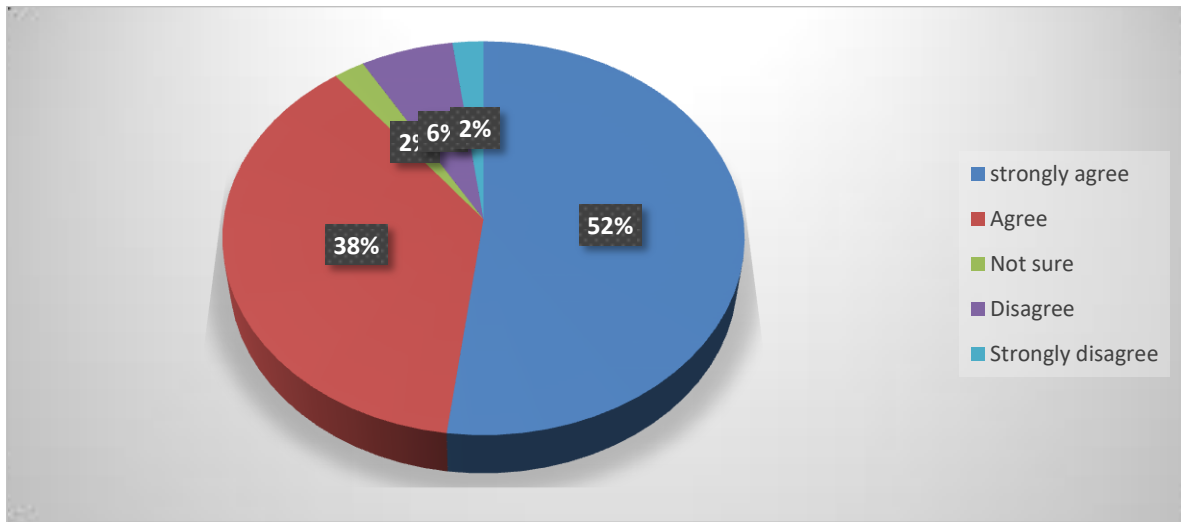
Figure 9: Systems are Transparent and Efficient

The study shows that the majority of the respondents strongly agreed at 52.1% that management of the school ensured transparent and efficient systems. They were followed by those who agreed at 37.5%, those who disagreed were ranked at 6.3%, the undecided were rated at 2.1% and only 2.1% strongly disagreed. This indicated that the system of management in most of the schools is transparent and efficient.

Teachers Commitment on the Implementation of Instructional Leadership

Finally the respondents were asked to show the level of agreement with the statements given in Table 4 showing the level of teachers' commitment to the implementation of IL in their schools.

Table 4: Teachers' Commitment

Opinion on Performance of the Projects	Mean	St dev
We run classes during off-school hours in order to improve the performance of this school	4.28	.784
We have evening and morning preps in order to ensure that we cover the syllabus in time	4.16	1.057
I feel it is my responsibility to offer myself for the service of this school in order to compete with others at the same level	3.94	.978
It is my obligation to ensure that all the goals and objectives of this school are met	3.92	1.291
I am fully dedicated to the achievement of the goals on this school	3.67	0.256
I have had to stay within the school compound in order to meet my responsibilities in this school	3.05	0.234
Staying close to or within the school compound has enabled me to closely monitor the students operations and take appropriate actions where necessary	3.01	0.435
I willingly take part in all events in the school to ensure that I am part of any change process	2.97	0.635
I rally my colleagues and students in any given activity to ensure the desired goal is fully achieved within the stipulated time frame	2.94	0.956
I make regular consultations and reports to the top management of this school in order to ensure my work is in line with their expectations	2.45	0.978

The study found that most of the respondents said that it is their obligations to ensure that all the goals and objectives of their schools are met at a mean score of 4.34. Most of the teachers also indicated that they run classes during off-school hours in order to improve performance of their schools at a mean rating of 4.28. Further the study found that the teachers conduct evening and morning preps in order to ensure that they cover the syllabus in time at a mean score of 4.16. The respondents also said that it is upon them to offer themselves for the service of their schools in order to compete with others at the same level at a mean score of 3.94 and ensure that all the goals and objectives of their school are met at a mean rating of 3.92.

The findings further show that the teachers are fully dedicated to the achievement of the goals on their schools at a mean of 3.67. They also said that they stay within the school compound in order to meet their responsibilities at a mean ranking of 3.05. Staying close to or within the school compound has enabled the teachers to closely monitor the students operations and take appropriate actions where necessary at a mean of 3.01. The teachers also indicated that they willingly take part in all events in the school to ensure that they remain part of any change process at a mean of 2.97. The teachers also said that they have rallied others in all school activities to ensure the desired goals are fully achieved within the stipulated time at a mean of 2.94 and making regular consultations and reports to the top management to ensure they work in line with expectations at a mean score of 2.45.

5. DISCUSSIONS

Teachers' Thinking on the Implementation of Instructional leadership

From definition, instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for the instructional principal. Hallinger and Murphy (2015) commented that instructional leadership "has meant anything and everything; an administrator trying to be an instructional leader has had little direction in determining just what it means to do so. For the public secondary schools in Mbita Sub-County, implementation of instructional leadership has been very successful as indicated by most of the teachers. This shows that the teachers have a positive attitude towards the implementation IL in their schools.

Leithwood (2014) defines attitude as a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior or a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli) and this has been demonstrated in the current study by the teachers through the way they think and related with the implementation of IL in their schools. The study found the teachers like the way instructional leadership is carried out in their schools at a mean score of 3.94. The teachers also help their leaders in school to ensure effective management of the school affairs a mean rating. The teachers further ensure that they carry out their assignments within the goals and aspirations of the schools while the head teachers were found to have created a positive direction in the teachers through their leadership skills at a mean score of 3.66. Finally the teachers said that they are motivated to work in their current schools because their work is clearly accounted.

This concurs with other scholars' views when they said those effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2013). According to King (2012) this important role extends beyond the scope of the school principal to involve other leaders as well. The key players in instructional leadership include the central office personnel (superintendent, curriculum coordinators, etc.) principals and assistant principals, instructional coaches. Some key elements of instructional leadership include *prioritization* which means teaching and learning must be at the top of the priority list on a consistent basis.

6. CONCLUSIONS

On what the teachers think about implementation of instructional leadership in their schools, the study found that the teachers like the way instructional leadership is carried out, they help their leaders to ensure effective management of the school affairs, ensure that they carry out their assignments within the goals and aspirations of the schools, they have been given a positive direction through the school leadership and because the school leadership promotes accountability.

Further the teachers have responded towards the implementation instructional leadership by embracing it, they have accepted the head teachers and other top leaders' style of leadership, have ensured that all the curriculum requirements are fully met by the end of every term/year, they work without supervision, work hard to achieve the aspirations of their schools and have developed work plans and schemes of work to guide them.

7. RECOMMENDATIONS

Based on the findings, the researcher makes the following recommendations

1. The Ministry of education to give circulars on the details of instructional leadership on regular basis to keep the teachers updated on the changing school management styles

2. The Ministry of Education to organize frequent trainings on instructional leadership for the teachers in order to fully understand and embrace it

3. The head teachers/ top leadership to mentor the teachers on instructional leadership requirements and roles in order to enable the teachers take up such responsibilities in future

4. The stakeholders to appreciate the fact that management of schools depend very much on the circumstances/environment under which it is carried out and therefore allow flexibility in cases where some of the rules and have adjusted to meet the needs of a particular school.

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