



Utilization of Monitoring Feedback by Principals on Learning Outcomes in Public Secondary Schools, Marsabit County, Kenya

Authors: ¹Shirsha Nenge Vitalis, ²Violet Barasa Otieno, and ³Ngundo Lucy Wangechi
^{1,2&3}Tangaza University. Website: <https://tangaza.ac.ke/>

Corresponding author: Shirsha Nenge Vitalis. Email: shirshavitalis@gmail.com

Cite as: Shirsha, N. V., Otieno, V. B., & Ngundo, L. W. (2024). Utilization of Monitoring Feedback by Principals on Learning Outcomes in Public Secondary Schools, Marsabit County, Kenya. *International Journal of Social and Development Concerns*, 21(4), 49–68. <https://doi.org/10.5281/zenodo.13765159>

Chief Editor

Web:

www.ijstdc.org

Email:

info@ijstdc.org

Editing Oversight

Imperials Consultants International Limited

Abstract: This study aimed to investigate whether utilization of monitoring feedback by principals influences learning outcomes in public secondary schools in Marsabit Town, Marsabit County, Kenya. The study was anchored on instructional leadership theory. It employed a convergent parallel mixed methods design. Descriptive research techniques were used to collect quantitative data while qualitative data was collected through exploratory designs. The study's target population comprised 8 schools, 8 principals, 3756 students, and 143 teachers. Purposive sampling was adopted to select 4 principals out of 8 principals. Simple random sampling was applied to select 240 out of 3756 students, and simple random sampling also to select 40 out of 143 teachers. The study used questionnaires to collect data from teachers and students, and an interview guide for principals. Reliability was tested using the Cronbach alpha coefficient, with scores of 0.8. The Analysis of quantitative data was done by computing descriptive statistics with the help of SPSS software, while thematic analysis was done for qualitative data to ascertain confirmability. The findings indicate that principals' monitoring of instructional preparation, teaching methodologies, assessments, and feedback had a moderately significant influence on learning outcomes in Marsabit Town's public secondary schools. It also revealed that some principals delegate deputy principals and heads of departments (HODs) to monitor teachers' instructional practices and provide feedback due to the administrative workload. However, most times deputy principals and HODs do not thoroughly monitor instructional assessments or provide feedback due to their workload and lack of expertise, which results in poor learning outcomes. The study recommends that the government establish implementation policy mandating principals to consistently monitor instructional preparations, methodologies, assessments and provide timely feedback to teachers. It further recommended that workshops and training should also be arranged for deputy principals and Heads of Departments (HODs) to equip them with the necessary knowledge and skills to assist principals in monitoring instructional practices.

Keywords: Monitoring feedback, Principals, Monitoring Utilization, Assessment, Learning outcomes, Preparation and Implementation

1.1 Background of the study

School principals play a pivotal role not only in the daily operations of the schools but also in terms of desired learning outcomes. For instance, principals have the mandate of providing required resources and services, the effectiveness of which is realized through the good academic performance of students. In this way, the school principals influence effective learning outcomes. In most schools globally, principals have the responsibility to ensure that effective learning

outcomes are achieved. This means principals play a fundamental role in ensuring that teachers use the most appropriate instructional practices that enhance positive learning outcomes in schools (UNESCO, 2022).

Principals' monitoring of instructional practices entails frequently checking teachers' professional documents, visiting classrooms during the instructional process, observing teachers' instructional methods, and providing feedback to teachers to establish activities that enhance learning outcomes (Fan, 2022). The principals' monitoring of instruction practices in schools is realized in a variety of ways, this includes checking teachers' lesson plans/notes, scheme of work, students' notes, scheme of work, teachers' punctuality, classroom observation, and administration of assessments (Loyce & Victor, 2021). On monitoring practices, Mbithe et al. (2021) argue that principals' monitoring of instructional practices helps school principals to check the professional documents of teachers such as lesson preparations, lesson presentations, and assessments, and provide feedback to teachers for further improvement in learning outcomes.

In the USA, Urick et al. (2022) stated that principals' monitoring of instructional practices significantly improves learning outcomes in schools. This proactive engagement enables timely adjustments and cultivates a culture of improvement among educators and students. However, most principals spend more time on student achievement than the teacher planning and delivery process (Urick et al, 2022).

In Uganda, studies have shown that most teachers in high schools rarely make lesson plans or schemes of work, and this negatively affects learning outcomes (Malunda, et al, 2019; MoES, 2021). This shows that making a lesson can have significant improvement in learning outcomes. Studies in Nigeria also show that most school principals give little attention to monitoring teachers' instructional practices, leading to poor learning outcomes (Loyce et al., 2021). Further, it was revealed that some school principals need more training on the dimension related to developing a positive monitoring strategy that can foster learning outcomes in school (Bada et al., 2020). In addition, it was revealed that some school principals exercised a low level of monitoring instructional practices in schools leading to poor learning outcomes (Loretta et al., 2023).

In Kenya, studies have established that principals' monitoring of instructional practices plays a crucial role in ensuring the effective implementation of the school curriculum. This oversight by school principals helps in achieving the school's goals and objectives by promoting high standards of teaching and learning (Gathonde & Kagema, 2023). According to Juma et al. (2023), most of the school principals engaged their deputies, heads of departments, and directors to monitor day-to-day instructional practices in schools. In addition, some of the school principals neither monitor instruction nor go through teachers' professional documents and work assigned to learners. It further indicates that when school principals fail to monitor teachers' instructional practices, the quality of tests and exams administered by teachers may lack originality, clarity, and standardization, which in turn can lead to poor learning outcomes (Wambua & Macharia, 2023).

However, there are limited studies on the utilization of Monitoring Feedback by Principals on Learning Outcomes in Public Secondary Schools, in Marsabit County, Kenya. It also points out that the secondary school principals in Marsabit County seem to pay little attention to the

utilization of monitoring of instructional practices. It is therefore against this background the present study sought to examine the extent of utilizing Monitoring Feedback by Principals on Learning Outcomes in Public Secondary Schools, in Marsabit County, Kenya.

1.2 Statement of the problem

The principals' monitoring of instructional practices guides and shapes learning outcomes in schools. It intends to help school principals to constantly monitor teachers' instructional preparation, lesson delivery, assessments and provide feedback to enhance positive learning outcomes (Kumari, 2023). In Kenya, the Teachers' Service Commission (TSC), through the MoE introduced a monitoring tool "*Teacher Performance Appraisal and Development*" (TPAD) to strengthen the principals' monitoring role in schools. Despite its good intentions, some schools are still faced with the challenges of principals in implementing monitoring of instructional practices. This is because some high school principals have little or no time to monitor teachers' instructional practices. This has led to low learning outcomes in some public secondary schools including Marsabit County (MoES, 2020). The low learning outcomes is evident in KCSE performance results (RoK, 2020). On average, Marsabit's town performance was 4.862, which translates to D+. When compared to the minimum university qualification grade of C+, Marsabit town academic achievement was below the expected standards (MoEST, 2020). Some studies by Michael et al. (2022), revealed that principals are not frequently involved in monitoring teachers' instructional preparation. The school principals rarely monitor teachers' use of lesson plans and checking of learners' notebooks (Juma et al., 2023). This is a similar case among public secondary schools in Marsabit County, where principals appear to show minimal interest in monitoring instructional practices (Juma et al., 2023). Despite the findings in other regions, there is a gap in research specifically on the utilization of monitoring feedback in public secondary schools in Marsabit County. Therefore, this study sought to address this gap by investigating the extent to which documented information on monitoring is utilized to provide insights that can inform improvements in educational policies and practices, ultimately fostering learning outcomes in public secondary schools in Marsabit County. Monitoring on teaching methodology and practices is necessary. However, importance and improvement is realized when there is utilization of the monitoring information documented. It is due to this therefore this study assessed the utilization of monitoring feedback by principals on learning outcomes in public secondary schools, Marsabit County, Kenya.

1.3 The Study Objective

This study was guided by the following objective:

To evaluate the utilization of monitoring feedback by principals on learning outcomes in public secondary schools in Marsabit County.

1.4 Significance of the Study

The findings of this study will benefit school principals in adopting effective monitoring of instructional practices that improve learning outcomes in schools and the educational sector. Teachers will also benefit as they will be able to evaluate and understand the school principals' leadership role in the implementation of monitoring instructional practices. The research findings will also contribute to developing training initiatives and professional programs for both principals and teachers that positively enhance instructional practices that foster a culture of continuous improvement in schools. The findings will benefit both students and parents as better academic results may be registered.

Furthermore, the research findings contribute to policies making in schools and the ministry of education at local, regional, and national levels. If the study demonstrates a strong correlation between effective monitoring and improved learning outcomes, policymakers will integrate monitoring practices as a standard component of school leadership responsibilities and offer it as a course or program for school principals. In addition, the study's outcomes contribute to the scholarly discourse on principals' monitoring of instructional practices and its impact on student achievement. The current study also enriches the existing body of research by offering context-specific insights into the dynamics of instructional monitoring and its effects on educational outcomes.

1.5 Scope and Delimitations of the Study

The study focused on utilization of monitoring feedback by principal's on learning outcomes. The study was conducted only in the selected public secondary schools in Marsabit County. The choice of public secondary schools was deliberate because private schools are more of personal schools which lead based on higher competition. The target population was restricted to principals, teachers and students.

1.6 Conceptual Framework

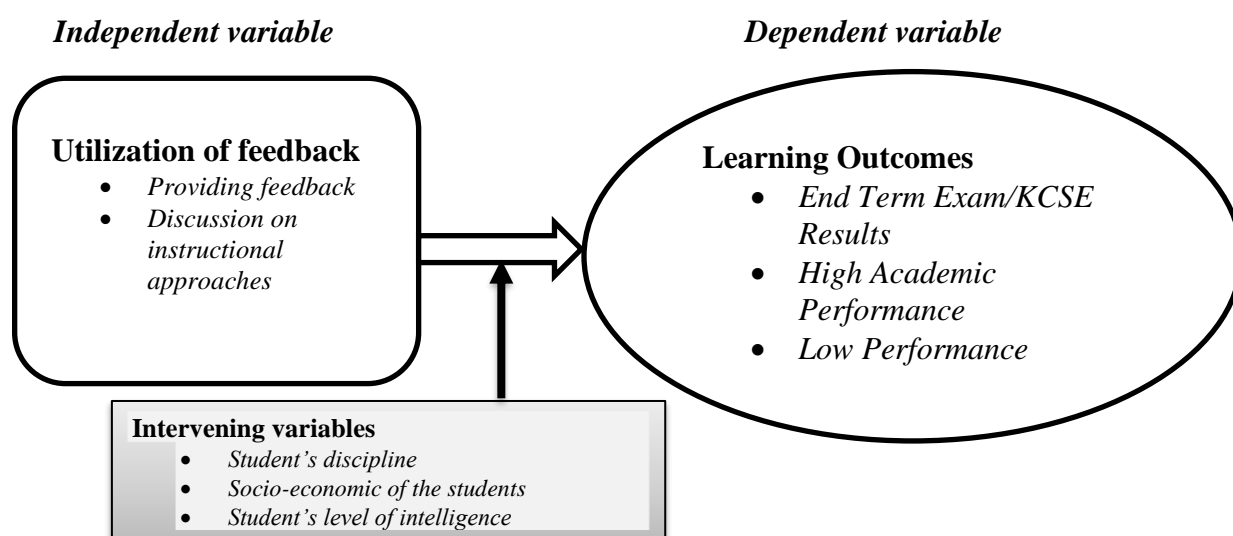


Figure 1: The Conceptual framework

Source: *Researcher, 2024*

1.7 Literature review

In this section, the theoretical framework and empirical review are presented.

1.7.1 Theoretical Framework

The study was anchored on Instructional Leadership Theory (ILT) whose proponent is Hallinger and Murphy (1985). This theory was adopted by private and public schools' leaders to enhance teaching effectiveness and students' achievement in schools. The main objective of ILT is to attain

better and sustainable results. The theory is believed to have been widely used because of its high validity and reliability which comprises three main dimensions that is planning, managing instructional programs and promoting positive learning culture. This helps the school principals to plan, monitor, guide, support and provide feedback to teachers to improve students' achievement in schools (Hallinger & Murphy, 1985). Most recent studies found that school principals have the responsibilities of planning, managing the curriculum and instructions, promoting a positive learning environment, monitoring instructional practices and student progress, observing and assessing classroom management and assessments, providing support and feedback to teachers to enhance learning outcomes (Weber, 1996). A related study by Alig-Mielcarek (2003) found three distinct similarities that emerged from a study of the three models discussed (Hoy & Miskel, 2012). It indicated the importance of instructional leaders defining and communicating goals, monitoring and providing feedback on the teaching and learning process and promoting and emphasizing the importance of professional development of teachers that improve learning outcomes. ILT is a strategy used in planning and monitoring of instructional practices to achieve better results in schools. This theory is based on clearly defined responsibilities that principals, teaching and non-teaching staffs, and learners should undertake. It also emphasizes on constant monitoring, and self-assessment for sustained outcomes and results (Munna, 2023).

Instructional Leadership Theory lies in its holistic perspective on educational leadership. Unlike traditional administrative roles that merely manage operations, this theory recognizes that principals are key drivers of instructional innovation. ILT empowers school principals to shape, support and guide teaching in establishing best instructional practices that improve learning outcomes in schools. Further, learners' needs are very diverse and ILT being an instructional theory, considers individual learning that is concerned more with concrete issues related to the learner and learning context (Daing & Mustapha, 2023). ILT also helps principals as instructional leaders to focus on achieving better and more sustainable results through defined responsibility, emphasis on continuous planning, managing instructional programs, monitoring, assessments, promoting positive learning culture and feedback that focuses on improvement of students' achievement (Munna, 2023). However, critics of Hallinger and Murphy's ILT, such as Thien et al. (2023), argued that this theory only focuses on the principal as the center expertise, power and authority by deliberately ignoring the other facets which ultimately put the burden for just one person, which most a time affect learning outcomes. It can also result in a more bureaucratic and lead to less room for teachers' creativity and innovation in the planning of instructional practices. Furthermore, Hamad and Darge (2021), argue that the ITL failed to point out teachers' cooperation in the school activities. It did not state the time to perform instructional activities, and there is lack of support from principals toward instructional activities. A similar study by Demozie and Dessie (2023), revealed that the principals also faced difficulties in their administrative tasks, increased demands and time constraints. Kilag and Sasan (2023) also noted that ILT does not apply to all situations for it provides only a limited number of factors that influence learning outcomes. It does not explain the psycho-dynamic, social, and institutional aspects of learning. The critics further argue that people differ in their learning type over time and situations.

This theory is appropriate for this study because it empowers school principals to shape, support and guide teaching in establishing best instructional practices that improve learning outcomes in schools. Further, the theory elements are also related to the variables in this study. This includes

the monitoring of teachers' preparation of instructional practices, monitoring of teachers' instructional methodologies, assessments processes and use of monitoring feedback for the purpose of improving learning outcomes. Furthermore, the theory's collaborative philosophy provides a blueprint for fostering an environment where educators collectively contribute to the evolution and utilization of the evaluation results of student outcomes. By applying the ILT, educational institutions can cultivate a culture of effective leadership that translates to the improvements of students' achievement. Therefore, the ILT theory provides a blueprint to school principals in establishing best instructional practices that shape, support, guide and improve the learning outcomes in schools. The ILT theory is therefore considered to be relevant to evaluate the utilization of monitoring feedback by principals on learning outcomes in public secondary schools in Marsabit County.

1.7.2 Empirical review

Principals' utilization of monitoring feedback on learning outcomes can be seen as actions and processes taken by school principals to make productive use of feedback gathered through classroom observations, assessments, teacher evaluations, and other forms of assessment to improve students' achievement. Utilizing this feedback involves analyzing the data, identifying areas for improvement, and taking concrete steps to enhance student learning outcomes (Bautista-Quispe et al., 2023). Several studies, for instance, Glover (2023) indicated a positive correlation between principals' utilization of monitoring feedback and students' learning outcomes in schools. This means when teachers receive constructive feedback and support based on the monitoring process, they are more likely to adapt and refine their instructional practices and enhance positive learning outcomes (Knoop et al., 2023).

Wieczorek et al. (2019) conducted a study on principals' instructional feedback practices during the race to the top in the USA. The study findings show that principals use teaching-practice rubrics to provide teachers with constructive instructional feedback. The use of rubrics provided principals with enhanced authority, guidance, and urgency to develop more constructive feedback and pointed suggestions for teachers' instructional improvement. However, principals' feedback was broadly focused on student engagement and was not subject-area specific or defined by content-relevant pedagogy. Lochmiller (2020) found that feedback makes teachers concentrate on pedagogy in contrast to their comprehension of content, and feedback given by the principals influences learning outcomes. For this Herbert-Smith (2020) argues that for feedback to be effective, principals need to give teachers timely feedback to ensure high academic outcomes.

In Indonesia, Suwandi (2023) examined the roles of teachers and schools in conducting effective classroom assessments. The study established that teachers' and schools' proactive involvement in conducting classroom assessments enhances students' learning outcomes. However, teachers and schools need to increase their role in implementing class assessments that can promote high learner outcomes in schools. This is related to the current study, which aims at principals' monitoring of teacher assessments to promote effective learning outcomes. When teachers are accountable and transparent in their assessments, it ensures that all students are treated fairly and given equal chances to succeed. This fairness helps create a more equitable learning environment where students feel confident that their efforts will be judged accurately and impartially. As a result, this leads to more effective learning outcomes in schools (Sofyan et al., 2022). According to Zulaiha et al. (2020), when teachers have appropriate knowledge about assessment strategies and apply such knowledge to classroom practice, it

promotes student achievement. However, there is a discrepancy between teachers' knowledge and its application in classroom practices leading to poor student learning outcomes.

In China, Wang et al. (2023) explored the Chinese EFL teachers' writing assessment feedback literacy: a scale development and validation study. The study established that an important language skill like writing needs teacher literacy and effective feedback during instruction and assessment. This teacher feedback fosters students' learning outcomes. However, the study focused on teacher literacy and feedback to students but did not specify the role of principals' monitoring of instructional assessments in schools. Komar, et al., (2019) examined the implementation of a monitoring system in the educational process in primary school in Ukraine. The study findings indicated that feedback from colleagues and principals is often seen as disappointing, and it affects learning outcomes.

Ibrahim, Hussaini, and Muhammad (2023) conducted a study on the assessment of classroom management techniques used by teachers learning in some selected junior secondary schools in Nigeria. The study found that principals' supportive feedback to teachers boosts teachers' and students' morale and hence improves learning outcomes. However, this study was conducted in Nigeria. Ampofo, et al (2019) examined the influence of school heads' direct supervision on teacher role performance in public senior high schools in Ghana. The study established that the school principals usually discussed the performance of learners with teachers in whole staff meetings and within the departments. The study confirmed that principals' feedback discussions with teachers on learners' performance positively influence teachers' instructional teaching methodology. However, there is a lack of exploration into the specific strategies and techniques used by school heads during their direct supervision and feedback discussions. The current study focused on exploring the school principals monitor teachers' assessment in schools (Ampofo, et al, 2019).

In Kenya, Asewe, Origa, and Mulwa (2020) conducted a study on feedback provision and learner achievement in mathematics in secondary schools in Nairobi County. The study used quasi-experimental with a sample size of 80 from three participants. They found that effective provision of feedback has a positive effect on teaching and learner achievement in mathematics. However, the study focused on feedback provision and learner achievement in mathematics. Matere (2022) examined the teachers' use of feedback in teaching integrated English and its influence on the achievement of linguistic skills: a case of public secondary schools in Bungoma County. The study stated that teachers' use of feedback in teaching integrated English has a significant influence on learners' achievement of linguistic skills in public schools. However, most teachers did not make use of feedback to learners leading to low achievement of linguistic skills among learners.

Haji (2023) explored principals' effective communication practices and their influence on Kenya's certificate of secondary education performance in public secondary schools in Mandera West Sub-County, Mandera County. The study revealed that most school principals rely on just one type of communication feedback, and do not regularly prioritize communication feedback to teachers on the issue of instructional practices leading to low student achievement. Oyaro (2020) found that most school principals do not give instant feedback to teachers after performance appraisal and it has affected teachers' attitudes towards performance appraisal. A study by Atieno (2019) established that direct feedback and assistance strategy is most effective when giving meaningful feedback to teachers, and hence improve learning outcomes in schools. However, the study lacks an investigation into the

effectiveness of different types of communication feedback from principals to teachers. Therefore, given this context, the current study focused on investigating how school principals monitor teachers' assessments that improve learning outcomes (Atieno, 2019).

1.8 Methodology

This study used a convergent parallel mixed method approach in the study. The approach enabled the researcher to assess the level of principals' utilization of monitoring information and its implications on instructional practices, teaching and learning outcomes. It also helps the researcher to collect data from various respondents namely: principals, teachers and students. These assisted in getting a wider view and deeper understanding of the research problem. The study took place in selected public secondary schools in Marsabit town, Marsabit County. Marsabit County is located in the northern part of Kenya, within the Eastern Africa region. It borders Ethiopia to the North, Wajir to the north east, Isiolo to the south east, Samburu to the south east and Turkana to the west. It covers an area of 70,961.2km² and lies between latitude 10 58'N and 20 1' S and longitude 380 34'E and 410 32'E. As of the 2009 census, the county had a total population of 343,636, and this figure was projected to grow to 348,262 by 2018. Among the population, 21.3% consists of women of reproductive age, while 19.5% comprises children under the age of five (County Government of Marsabit, 2013). The Marsabit County has a total number of 207 Early Childhood Development (ECD) centers, 129 primary schools, 16 secondary schools, out of which are 8 public secondary schools and four youth polytechnics (County Government of Marsabit, 2013). There are eight (8) public secondary schools in Marsabit but this study decided to carry out the research in four (4) public secondary schools in Marsabit Town. This is because the researcher believes that Marsabit Town is a representation of other sub-counties of Marsabit. This means many people come from different sub-counties to settle in Marsabit town and hence make it a rich place for this study.

The target population of this study was 3,919 participants comprising of 8 public secondary schools, 8 principals, 143 teachers and 3756 students in Marsabit town, Marsabit County. The study used a purposive sampling method to select four (4) public secondary schools of 8 schools in Marsabit Town from which the research data was drawn. In every school there is a principal, hence the study used purposive sampling to select four (4) principals out of 8 for the data collection of the study. There are 143 teachers in 8 public secondary schools in Marsabit Town, therefore, this study used simple random sampling to select 10 teachers each in the selected 4 schools for the data collection of the study. Also, there are 3756 students in 8 public secondary schools in Marsabit Town, therefore, this study used simple random sampling to select 60 students each in the selected 4 schools for the data collection of the study.

Data collection instruments and procedures included a questionnaire and an interview guide. Quantitative data was analyzed using statistical methods with the help of SPSS software, while qualitative data was analyzed by identifying key themes, coding, and interpreting patterns. Quantitative findings were displayed using charts, graphs, and tables, while qualitative results were presented in a written format based on themes.

1.9 Findings

Response Rate of the Participants

The researcher distributed research instruments to different participants in the study. The research instruments consisted of questionnaires that were distributed to teachers and students. The questionnaires were used to collect quantitative data. Also, the interview guide was conducted to collect qualitative data from the principals in the selected schools for the study. Table 1 presents a summary of the response rates of the different participants in the study.

Table 1: The Response Rate of the Participants

| Category | Target participants | Response rate | Percentage (%) |
|--------------|---------------------|---------------|----------------|
| Principals | 4 | 4 | 100% |
| Teachers | 40 | 40 | 100% |
| Students | 240 | 240 | 100% |
| Total | 284 | 284 | 100% |

Source: *Field data, 2024*

As shown in Table 1, the researcher distributed 40 questionnaires to the teachers in 4 public secondary schools in Marsabit Town, Marsabit County. Out of the 40 questionnaires that were distributed, 40 were duly completed and returned. This produced a response rate of 100%, which was considered adequate for data analysis. The researcher also distributed 240 questionnaires to students and 240 were duly completed and returned, which yielded a response rate of 100%. Regarding principals, all 4 sampled principals were available for interviews, which yielded a response rate of 100%. This became possible because the researcher was in the field and the research assistant was also committed to ensuring that all questionnaires were duly completed and collected before leaving the venue. According to Mugenda and Mugenda (2013), a response rate of 50% is adequate for data analysis and reporting, a rate of 60% is good, and a response rate of 70% or more is excellent. Thus, following the recommendation of Mugenda, the response rate of 100% for teachers, students and principals respectively was excellent for data analysis and reporting.

Demographic Information of the Participants

The respondents were required to provide their personal information such as gender, age, class, school category, professional qualifications, and experience. The researcher aimed to find out how the personal characteristics of the participants are related to principals' utilization of monitoring of instructional practices on learning outcomes.

Distribution of Gender of the Principals, Teachers and Students

The participants were asked to indicate their gender to determine whether there was a difference between male and female participation in the study. The findings are shown in Figure 2.

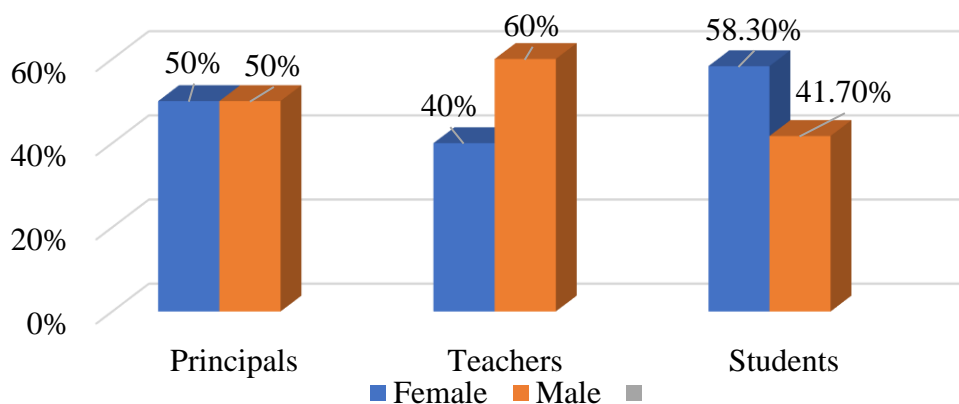


Figure 2: Distribution of Gender of the Principals, Teachers and Students

Source: Field data, 2024

As indicated in Figure 2, 50% of the principals who responded were female while 50% were male. Similarly, 60% of the teacher participants were male and 40% were female. On the other hand, 58.3% of the students who participated in the study were female while 41.7% were male. This implies that although both genders were represented in public secondary schools in Marsabit Town, Marsabit County, male teachers were more than female teachers, and female students were more than male students. This highlights the subject of gender imbalance, which may bring issues such as stereotypes and biases related to learning outcomes. Schools must prioritize gender balance, as diverse genders can bring unique insights, approaches, and ways of addressing various educational challenges. Having teachers of different genders exposes students to a wider range of ideas, problem-solving strategies, and perspectives. This diversity helps enrich their learning experience and supports better educational outcomes by offering various approaches and viewpoints.

Distribution of Principals and Teachers According to the Experience

Under this item, the principals and educators were asked to provide their years of service in schools as a measure of their professional experience. This was to help find out whether they had acquired more knowledge and skills over the period of their service. This was done to establish whether their experience could have helped them, apply various monitoring techniques that enhance learning outcomes. Figure 7 shows the summary of the results.

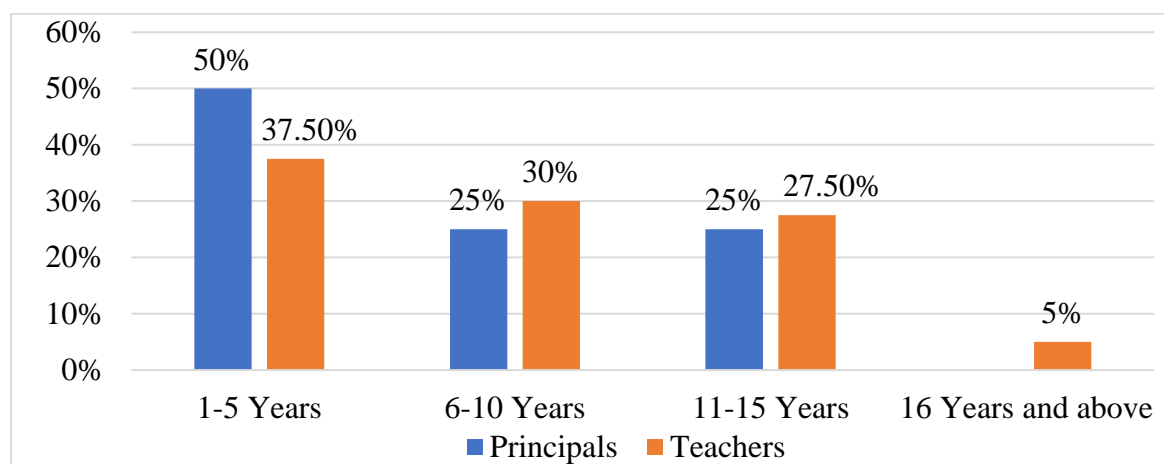


Figure 7: Distribution of Principals and Teachers According to the Experience

Source: Field data, 2024

As seen in Figure 7, the results show that teachers and principals have varied experiences and are at different career growth levels. It indicates that the majority 37.50% of the teachers have experience ranging between 1-5 years, while 30% of teachers are in service between 6-10 years. On the same, 27.5% work for 11-15 years, and 5% work for 16 years and above. Having teachers with varied levels of experience in teaching offer multiple benefits. For example, teachers with different levels of experience bring diverse perspectives to the learning environment. Newer teachers might introduce fresh ideas and innovative teaching methods, while seasoned teachers often possess a profound understanding of instructional practices. This range of perspectives enriches the educational experience for students and aids teachers in developing instructional practices that improve learning outcomes.

Additionally, Figure 7 shows that the majority (50%) of the principals have been in the leadership position for 1-5 years. On the same, 25% of principals had worked for 6-10 years, and 25% had been principals for 16 years and above. These findings suggest that most principals in public secondary schools in Marsabit Town have enough experience to effectively oversee and improve the monitoring of instructional practices. This means their skills and expertise is likely to produce positive learning outcomes in schools. It is also important for school principals to have significant experience because they hold important leadership positions in schools, and their experience plays a crucial role in their ability to effectively manage and lead schools. Over time, these principals have developed and refined their leadership skills, encountering numerous challenges that provide them with valuable experience in effectively monitoring instructional practices in schools. This familiarity allows them to stay informed about educational sector changes, successfully implement new initiatives, and adapt to evolving educational trends, thereby supporting teachers in enhancing positive learning outcomes.

With limited experience, principals may lack an effective understanding of various monitoring of instructional practices and techniques that come with time and exposure. They might struggle to effectively navigate complex situations, such as poor lesson preparation and delivery, or lack of teacher cooperation during lesson supervision, and may find it challenging to use appropriate monitoring strategies and feedback. Additionally, their ability to mentor and guide less experienced teachers in the monitoring process could be compromised. Welsh (2023) argues that experience comes from practical

knowledge gained through working with teachers and learners in various situations over time. Therefore, principals need a wide range of experience to monitor teachers’ instructional practices in enhancing learning outcomes.

Distribution of the Category of Schools

Respondents were asked to identify the category of schools they attended in the survey. Figure 9 presents the results obtained.

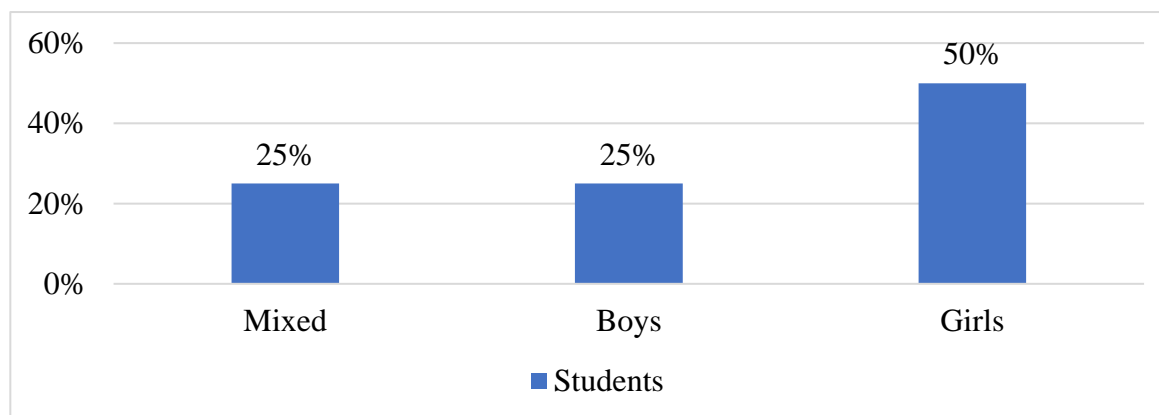


Figure 9: Distribution of the Category of Schools

Source: Field data, 2024

As shown in Figure 9, majority 50% of the respondents were from girls' schools, 25% were from boys' schools, and 25% were from mixed schools. The diverse selection of schools aimed to assist the study in collecting a broad range of perspectives and experiences that accurately represent the overall student population. By including different types of schools, the study can also gain gender-specific insights and compare different learning environments of the learners. This approach helps create a more complete understanding that addresses the unique learning outcomes of girls, boys, and mixed schools, all intending to improve learning outcomes in schools.

Principals’ Utilization of Monitoring Feedback on Learning Outcomes

The study objective was to evaluate the utilization of monitoring feedback by principals on learning outcomes in public High schools in Marsabit County. The study used an interview guide for the school principals while teachers and students were requested to choose the response that best represented their opinions on a five-point Likert scale. The scale of rating was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in Table 6.

Table 2: Principals’ Utilization of Monitoring Feedback on Learning Outcomes

| Statements | SA | | A | | UD | | D | | SD | |
|---|----|-----|----|------|----|-----|----|------|----|---|
| | F | % | F | % | f | % | f | % | f | % |
| Principals provide feedback to teachers after lesson inspection | 2 | 5.0 | 19 | 47.5 | 1 | 2.5 | 18 | 45.0 | - | - |

| | | | | | | | | | | |
|--|----|------|-----|------|---|-----|-----|------|----|------|
| Regular feedback sessions between principals and teachers can foster a culture of continuous improvement | 7 | 17.5 | 22 | 55.0 | 2 | 5.0 | 6 | 15.0 | 3 | 7.5 |
| Principals' ability to use monitoring feedback positively influences the overall learning outcomes | 3 | 7.5 | 24 | 60.0 | - | - | 11 | 27.5 | 2 | 5.0 |
| Principals' lack of instant feedback discourages teachers | 4 | 10.0 | 26 | 65.0 | 2 | 5.0 | 6 | 15.0 | 2 | 5.0 |
| Regular feedback on assessment practices can assist teachers in refining their evaluation methods | 4 | 10.0 | 31 | 77.5 | - | - | 3 | 7.5 | 2 | 5.0 |
| Principals give both verbal and written feedback to teachers | 2 | 5.0 | 2 | 5.0 | 2 | 5.0 | 25 | 62.5 | 9 | 22.5 |
| Regular feedback on instructional preparation helps teachers refine their teaching methods. | 3 | 7.5 | 31 | 77.5 | 2 | 5.0 | 2 | 5.0 | 2 | 5.0 |
| Teachers have a negative attitude towards principals' feedback due to how it is communicated | 2 | 5.0 | 11 | 27.5 | - | - | 16 | 40.0 | 11 | 27.5 |
| Students | | | | | | | | | | |
| Teachers give feedback to students after administering tests and examinations for improvement. | 1 | 0.4 | 132 | 55.5 | 1 | 0.4 | 112 | 42.0 | 4 | 1.7 |
| Teacher's feedback motivates students to improve learning. | 23 | 9.6 | 164 | 68.3 | 3 | 1.3 | 47 | 19.6 | 3 | 1.3 |
| Teacher's use of monitoring feedback can positively influence the overall school environment | 28 | 11.7 | 188 | 78.3 | 3 | 1.3 | 19 | 7.9 | 2 | 0.8 |
| Teachers' lack of instant feedback discourages students | 78 | 32.5 | 119 | 49.6 | 4 | 1.7 | 39 | 16.3 | - | - |

Source: Field Data, 2024

The results in Table 2 indicate that 47.5% of the teachers agreed and 45% disagreed with the statement that the principals provide feedback to teachers after lesson inspection. On the same, the majority 67.5% of the students disagreed with this assertion on principals. Further, 55.5% of the students agreed and 42% disagreed with the statement that the teachers give feedback to students after administering tests and examinations for improvement. This indicates a slighter difference regarding whether principals

provide feedback to teachers after lesson inspection. It also implies most teachers are not consistent in giving feedback to students after administering tests and examinations. The findings also indicate that almost half of the respondents are of the view that principals do not provide adequate feedback after lesson inspection. This shows that there is a lack of consistent communication and support from principals regarding instructional practices, which could imply that principals are either not regularly monitoring teachers or are not following up with constructive feedback when they conduct lesson inspections. Similarly, the study of Haji (2023), revealed that most school principals rely on just one type of communication feedback, and do not regularly prioritize giving feedback to teachers on the issue of instructional practices leading to low student achievement. The study interviewed principals and one of them said:

I value giving feedback to teachers because it is important for the improvement of learning outcomes. After lesson observation, I give feedback to teachers and advise them to use the most effective instructional practices that improve learning outcomes. However, I only provide feedback to teachers twice per term due to the administrative workload ((Interview, 11th June 2024).

In answering on the same, another Principal noted:

I provide feedback to teachers only once a term after lesson inspections because there are numerous responsibilities that constantly demand my attention. Sometimes, I delegate the task of inspecting lessons to the Deputy Principal and Heads of Departments (HODs), who then assist teachers in developing the necessary competencies to achieve better learning outcomes in the school. I only get reports on progress or any concern that needs my intervention for further improvement (Interview, 11th June 2024).

Table 2 also shows that the majority 55% of the teachers agreed while 15% disagreed with the statement that regular feedback sessions between principals and teachers can foster a culture of continuous improvement. This suggests that many teachers are of the view that consistent feedback from principals is beneficial for ongoing development and enhancement of instructional practices. These results align with Ibrahim et al. (2023) who stated that the principals' supportive feedback to teachers boosts teachers' and students' morale and hence improves learning outcomes. In addition, the principals' ability to use monitoring feedback positively influences the overall learning outcomes, 60% of teachers agreed and 27.5% disagreed with the statement. Additionally, 7.5% of teachers strongly agreed and 5% strongly disagreed with the statement. Similarly, 78.3% of students agreed, and 7.9% disagreed that teachers' use of monitoring feedback can positively influence the overall school environment. These results suggest that a significant majority (60%) of teachers view that when principals effectively use monitoring feedback, it can enhance learning outcomes.

Results in Table 2 show that the majority (78.3%) of students believe that the positive use of monitoring feedback by teachers can improve learning outcomes. These results align with Glover (2023) who revealed that there is a positive correlation between principals' utilization of monitoring feedback and students' learning outcomes in schools. This means that when principals give teachers constructive feedback and support based on the monitoring process, they are more likely to adapt and refine their instructional practices that enhance positive learning outcomes. All the sampled principals also acknowledged that constructive feedback assists teachers in putting more effort into developing better lessons that promote high learning outcomes. One of the principals in the interview said:

Principal D said that constructive feedback motivates teachers to do more, and I always have one-on-one meetings to dialogue with the teacher about strengths and areas that need further improvement. I also charge my Deputy Principal and HODs to always consider using constructive feedback on the teachers' strengths rather than weaknesses (Interview, 11th June 2024).

Results in Table 6 also show that the majority (65%) of teachers agreed and 15% disagreed with the statement that the principals' lack of instant feedback discourages teachers. On the other hand, the majority (49.6%) of the students agreed and 16.3% disagreed with the assertion. This implies that both teachers and students view that the absence of immediate feedback from principals can be demotivating and consequently lead to poor learning outcomes. This result aligns with Herbert-Smith (2020) who argues that for feedback to be effective, principals need to give teachers timely feedback to ensure high academic outcomes. However, a study conducted by Oyaro (2020) established that most school principals do not give instant feedback to teachers after performance appraisal. This has affected teachers' attitudes towards performance appraisal. One Principal said:

I give timely feedback because it helps teachers adjust their instructional practices on time and enhance learning outcomes. We usually meet immediately after the lesson to discuss together on strengths of the lesson and areas needed for progress. However, occasionally this does not happen because, after the lesson, the teacher has another class and by the time he/she is done with the class, as a principal, I also have other engagements that require us to schedule a meeting time to discuss the feedback of the lesson (Interview, 11th June 2024).

Table 2 also shows that the majority (77.5%) of teachers agreed and 7.5% disagreed with the statement that regular feedback on assessment practices can assist teachers in refining their evaluation methods. This implies that the school principals play a crucial role in providing this feedback, which in turn supports teachers in enhancing their assessment strategies. These results are in line with Haglund and Glaés-Coutts (2023) who states that principals' regular feedback to teachers on instructional assessments helps guide teachers in developing effective instructional assessments that contribute to high learning outcomes in schools. Similarly, Mashingia (2023) observes that teachers need to be equipped to develop assessment strategies that provide learners with practical skill activities leading to higher learning outcomes. In addition, the majority (62.5%) of teachers disagreed and 22.5% strongly disagreed with the statement that principals give both verbal and written feedback to teachers. This implies that principals use only one form of giving feedback to teachers after lesson supervision. This result is similar Haji's (2023) study that revealed that most school principals rely on just one type of feedback, and do not regularly prioritize communication feedback to teachers on the issue of instructional practices leading to low student achievement. One of the principals in the interview said:

Regular feedback to teachers on the instructional assessment is key to improving students' learning outcomes. I always try to give feedback to teachers on the performance of students. I also organize departmental meetings to help strengthen teachers' assessment strategies aimed at improving student learning outcomes. I usually make use of teacher appraisal and school incentives to motivate teachers to improve their teaching and assessment skills for better learning outcomes. I also use both verbal and written feedback; however, verbal feedback is mostly preferred (Interview, 11th June 2024).

In Table 2, the majority (77.5%) of teachers agreed with the statement that regular feedback on instructional preparation helps teachers refine their teaching methods. This indicates that regular feedback from principals helps teachers refine their instructional methodology and improves learning outcomes. This finding is similar to a study conducted by Lochmiller (2020) who established that regular feedback by principals helps teachers in their preparation of lessons, instructional notes, schemes of work, and assessments that enhance learning outcomes in schools. Similarly, Adams and Periasamy (2023) reveal that regular and timely supervision of teachers offers professional guidance, support, and feedback that can improve learning outcomes. Bada et al. (2020) also established that the instructional leadership role allows principals to monitor teachers' teaching methodologies, and provide feedback to enhance learning outcomes. In addition, 40% of teachers disagreed and 27.5% agreed with the statement that teachers have a negative attitude toward principals' feedback due to how it is communicated. On the other hand, the majority 68.3% of the students agreed and 19.6% disagreed with the assertion that teacher feedback motivates students to improve learning. These results imply that, to a large extent, most teachers are satisfied with the way school principals provide feedback following instructional supervision. One Principal said:

I understand that regular feedback to teachers is essential because it helps teachers not only to improve the assessment process but also to evaluate their teaching methodologies. Therefore, I try to create time as much as possible to give feedback to teachers on how to refine their instructional methodologies like ICT integration, role play, group discussion, and assignments, which contribute to higher learning outcomes in schools (Interview, 11th June 2024).

Based on the findings, school principals provide feedback to teachers following instructional supervision. Additionally, many principals assign the responsibility of monitoring teachers' instructional assessments and providing feedback to their deputies and heads of departments (HODs) to improve learning outcomes in schools. These results align with Juma et al. (2023) who stated that most of the school principals engaged their deputies, heads of department, and directors of studies to monitor day-to-day instructional practices in schools. This study shows a similarity with the current study in that school principals engage their deputies in monitoring instructional practices in schools. Further, Gautama et al. (2023) state that most principals neither monitor instruction nor go through teachers' professional documents and work assigned to learners. However, a study conducted by Thaba-Nkadimene (2020), stated that heads of departments are charged with the responsibility of monitoring teachers' instructional practices. These heads of departments lack capacity, commitment, and pedagogical, and they have minimal time dedicated to monitoring teachers' instructional practices, which can lead to poor learning outcomes. Therefore, there is a need for school principals to take a more active role in monitoring teachers' instructional practices and assessments to ensure better educational and learning outcomes in schools.

1.10 Conclusion

The study concluded that to some extent, the school principals provide feedback to teachers following instructional supervision. However, a large number of the teachers were of the view that some school principals do not provide feedback after lesson inspections. Additionally, in some schools, principals assign the responsibility of monitoring teachers' instructional assessments and providing feedback to their deputies and heads of departments (HODs) to improve learning outcomes in schools. Some of the deputy principals and heads of departments lack capacity, commitment, and pedagogical, and they have minimal time dedicated to monitoring teachers' instructional practices, which can lead to poor learning

outcomes. Therefore, there is a need for school principals to take a more active role in monitoring teachers' instructional practices and provide feedback to improve learning outcomes in schools.

1.11 Recommendation

The study recommends that school principals should consistently monitor teachers' instructional practices and offer timely feedback to encourage positive learning outcomes. The study further highlights the importance of principals actively taking on a supervisory role to ensure that teachers are equipped with the necessary teaching and learning resources to help students excel academically. Moreover, principals should establish a feedback system that regularly supports teachers in improving learning outcomes in schools. The study also recommends that the government establish implementation policy mandating principals to consistently monitor instructional practice and provide feedback to teachers on time. It further recommended that workshops and training should also be arranged for deputy principals and Heads of Departments (HODs) to equip them with the necessary knowledge and skills to assist principals in monitoring instructional practices.

References

- Adams, D., & Periasamy, R. (2023). Instructional Leadership Practices in Primary Schools. *Educational Leadership and Asian Culture: Culturally Sensitive Leadership Practice*, 100.
- Alig-Mielcarek, J. M. (2003). *A model of school success: Instructional leadership, academic press, and student achievement*. The Ohio State University.
- Ampofo, S. Y., Onyango, G. A., & Ogola, M. (2019). Influence of School Heads' Direct Supervision on Teacher Role Performance in Public Senior High Schools, Central Region, Ghana. *IAFOR Journal of Education*, 7(2), 9-26.
- Asewe, G. O., Origa, J. O., & Mulwa, P. K. (2020). Feedback Provision and Learner Achievement in Mathematics in Secondary Schools in Nairobi County, Kenya.
- Atieno, O. E. (2019). Effectiveness of principals' instructional supervision in enhancing teachers' professional development in public secondary schools in Nairobi and Kajjido Counties, Kenya. *Unpublished Thesis*.
- Bada, H. A., Ariffin, T. F. T., & Nordin, H. (2020). Teachers' perception of principals' instructional leadership practices in Nigeria. *Universal Journal of Educational Research*, 8(10), 4459-4469.
- Bada, H. A., Tengku Ariffin, T. F., & Nordin, H. B. (2020). The effectiveness of teachers in Nigerian secondary schools: The role of instructional leadership of principals. *International Journal of Leadership in Education*, 1-28.
- Bautista-Quispe, J. A., Estrada-Araoz, E. G., Yana-Salluca, M., Gallegos, Z. E. C., Coaquira, R. R. A., Reyes, B. V., ... & Alanoca, V. R. M. (2023). Monitoring, support, and inter-learning in teaching performance in basic education of the area of Mathematics. A case study in Puno (Perú). *International Journal of Learning, Teaching and Educational Research*, 22(5), 479-492.
- The Location of the County Government of Marabi, Kenya (2013)
- Daing, C. A., & Mustapha, L. C. (2023). School administrators' instructional leadership skills and teachers' performance and efficacy in senior high schools in the national capital region, Philippines. *International Journal of Educational Policy Research and Review*, 11(1), 1.
- Demozie, A. A., & Dessie, H. G. (2023). The effect of professional qualification and work experience on primary school principals' instructional leadership performance in the Awi zone of Ethiopia. *Education 3-13*, 51(7), 1162-1172.

- Fan, X. (2022). Teachers' perspectives on the evaluation of teacher effectiveness: A focus on student learning objectives. *Teaching and Teacher Education, 110*, 103604.
- Gatama, S. N., Otieno, M. A., & Waweru, S. N. (2023). Principals Instructional Leadership and Its Influence on Students' Academic Achievement in Public Secondary Schools in Nyeri and Nyandarua Counties in Kenya. *East African Journal of Education Studies, 6*(1), 148-163.
- Gathodu, M., & Kagema, J. (2023). Evaluating Teaching Effectiveness in Determining Quality Educational Outcomes in Kenya. *Canadian Journal of Educational and Social Studies, 3*(3), 53-70.
- Glaés-Coutts, L. (2023). The principal as the instructional leader in school-age educare. *Leadership and policy in schools, 22*(4), 873-889.
- Glover, T. A., Reddy, L. A., & Crouse, K. (2023). Instructional coaching actions that predict teacher classroom practices and student achievement. *Journal of School Psychology, 96*, 1-11.
- Haji, M. A. (2023). Principals' Effective Communication Practices and Their Influence on Kenya Certificate of Secondary Education Performance in Public Secondary Schools in Mandera West Sub-County, Mandera County, Kenya. *African Journal of Emerging Issues, 5*(5), 62-72.
- Hallinger, P., & Murphy, J. (1985). Instructional Leadership in Effective Schools.
- Hamad I. Demissie G. & Darge R. (2021). Instructional leadership challenges in public secondary schools in Sudan. *Technium Social Sciences Journal 364–373*.
<https://doi.org/10.47577/tssj.v21i1.3847>
- Herbert-Smith K (12 June, 2018) How to give teachers effective coaching feedback.<https://blog.irisconnect.com/uk/blog/the-importance-of-effective-feedback-in-a-coaching-session> retrieved on 12th April, 2020.
- Hoy, W., & Miskel, C. (2012). Educational Administration: Theory, Research, and Practice (9th ed.). New York, NY: McGraw-Hill Higher Education.
- Ibrahim, I., Hussaini, S. A., & Muhammad, A. (2023). Assessment of Classroom Management Techniques Used by Teachers Learning in Some Selected Junior Secondary Schools in Gombe Metropolis, Gombe State of Nigeria. *Billiri Journal of Education Studies, 1*(1), 16-24.
- Juma, J. J., Ndwiga, Z. N., & Nyaga, M. (2023). Instructional leadership as a controlling function in secondary schools in Rangwe Sub County, Kenya: Influence on students' learning outcomes. *Educational Management Administration & Leadership, 51*(4), 791-808.
- Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the Role of Instructional Leadership in Teacher Professional Development. *Advanced Qualitative Research, 1*(1), 63-73.
- Knoop-van Campen, C. A., Wise, A., & Molenaar, I. (2023). The equalizing effect of teacher dashboards on feedback in K-12 classrooms. *Interactive Learning Environments, 31*(6), 3447-3463.
- Komar, O. A., Komar, S., Kolomiiets, N. A., Roienko, L. M., & Diachuk, P. V. (2019). Implementation of a monitoring system in the educational process in primary school. *International Journal of Learning, Teaching and Educational Research, 18*(11), 232-244.
- Kumari, L. (2023). Instructional Leadership Role of Primary School Principals in Sri Lanka. *International Journal of Latest Technology in Engineering, Management & Applied Science, XII*, 08-17.
- Lochmiller.C.R (2015). Examining Administrators' Instructional Feedback to High School Math and Science Teachers. SAGE Journal. <https://doi.org/10.1177%2F0013161X15616660>
- Loretta, O. N., Obilor, P. U., Nwogbo, M. O., & Ubah, C. G. (2023). Influence of School Leadership Styles on Teachers' Performance in Public Secondary Schools in Anambra State, Nigeria.

- African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 9(2), 69-77.
- Loyce, O. C., & Victor, A. A. (2021). Principals' Application of Instructional Leadership Practices for Secondary School Effectiveness in Oyo State. *Online Submission*, 13(1), 32-44.
- Malunda, P., Onen, D., Musaazi, J., & Oonyu, J. (2019). Instructional supervision and the pedagogical practices of secondary school teachers in Uganda.
- Mugenda, O. M., & Mugenda, A. G. (2012). Research methods: Quantitative and qualitative approaches. Nairobi: Acts Press.
- Mashingia, K. (2023). Assessment of the implementation of practical skills in the secondary school curriculum for the realization of vision 2025 in Kilimanjaro region, Tanzania: Assessment of the implementation of practical skills in the secondary school curriculum in Tanzania. *International Journal of Curriculum and Instruction*, 15(3), 1622-1647.
- Matere, A. (2022). Teachers' Use of Feedback in Teaching Integrated English and Its Influence on Achievement of Linguistic Skills: A Case of Public Secondary Schools in Bungoma County, Kenya.
- Mbithe M. M. Peter K. R. & Kibet K. P. (2021). Effects of principals' supervision practices on teachers' job performance in public secondary schools in Kathiani sub-county. *Scholarly Research Journal for Humanity Science and English Language* 12286–12296. <https://doi.org/10.21922/srjhsel.v10i49.9774>
- Ministry of Education, Science, Technology and Sports (2021). The Education and Sports Sector Annual Performance Report (ESAPR) (FY 2014/15). Kampala: The Government of Uganda
- Munna, A. S. (2023). Instructional leadership and role of module leaders. *International Journal of Educational Reform*, 32(1), 38-54.
- Otieno, M., & Magoma, C. M. (2022). Principals In Monitoring Instructional Assessment and Its Influence on Teaching and Learning Outcome in Secondary Schools in Kajiado County, Kenya. *European Journal of Education Studies*, 9(2).
- Oyaro, C. (2020). *Factors Influencing Teachers' Attitudes Towards Performance Appraisal in Public Secondary Schools in Imenti North Sub County, Kenya* (Doctoral dissertation, University of Nairobi).
- Republic of Kenya (2020). Basic Education Curriculum Framework. Nairobi: Kenya Institute of Curriculum Development.
- Sofyan, M., Barnes, M., & Finefter-Rosenbluh, I. (2022). Fair assessment as an aspect of effective teaching: teachers' and students' perceptions of and positioning within assessment practices in Indonesian vocational higher education. *Journal of Vocational Education & Training*, 1-23.
- Suwandi, N. (2023). The roles of teachers and schools in conducting effective classroom assessment. *International Journal of Social Science*, 3(1), 45-50.
- Thaba-Nkadimene, K. L., Mesuwini, J., Mzindle, D., & Mokoena, S. (2023). Work-integrated learning experiences of South African technical and vocational education and training lecturers. *International Journal of Work-Integrated Learning*, 24(1), 83-97.
- Thien, L. M., Darmawan, I. N., & Adams, D. (2023). (Re) Investigating the pathways between instructional leadership, collective teacher efficacy, and teacher commitment: a multilevel analysis. *International Journal of Educational Management*, 37(4), 830-845.

- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2022). *Global education monitoring report 2022: gender report: deepening the debate on those still left behind*. UNESCO, Paris, France.
- Urlick, A. M., Ford, T. G., Page Wilson, A. S., & Consuegra, E. (2022). How does instructional leadership influence the opportunity to learn in mathematics? A comparative study of pathways for grade 4 students in the US and Belgium. *Research in Comparative and International Education*, 17(3), 372-398.
- Wambua, D. K., & Macharia, S. M. (2023). Investigating School Principals Management Practices in The Implementation of Teacher Performance Appraisal in Public Secondary Schools in Kisauni Sub-County, Mombasa County, Kenya. *Journal of Education and Practice*, 7(1), 83-96.
- Wang, Y., Derakhshan, A., Pan, Z., & Ghiasvand, F. (2023). Chinese EFL teachers' writing assessment feedback literacy: A scale development and validation study. *Assessing Writing*, 56, 100726.
- Weber, J. R. (1996). *Leading the Instructional Program*.
- Wieczorek, D., Clark, B., & Theoharis, G. (2019). Principals' instructional feedback practices during race to the top. *Leadership and Policy in Schools*, 18(3), 357-381.
- Zulaiha, S., Mulyono, H., & Ambarsari, L. (2020). An Investigation into EFL Teachers' Assessment Literacy: Indonesian Teachers' Perceptions and Classroom Practice. *European Journal of Contemporary Education*, 9(1), 189-201.