Instructional Leadership: A Contextual Analysis of Principals in Kenya and Southeast North Carolina

Mary Ombonga [1*]   Kennedy Ongaga [2]
1.School of Education, Fayetteville State University 1200 Murchison Road, Fayetteville NC 28301, USA
2.School of Education and Human Development, Kisii University, P.O Box 408-40500 Kisii, Kenya
*Corresponding author's email: mombonga@uncfsu.edu

Abstract
Schools around the world need effective school leaders with knowledge and skills to understand the local context with a global view. This paper examines how principals in Kenya and North Carolina use their time as they execute duties in their multifaceted roles. We analyze various aspects of their demographic characteristics, including gender, age, level of educational attainment, and level of schools they lead. Additionally, we examine how they spend their time, how they would like to spend their time, and roadblocks they face in accomplishing their work. Findings indicate that principals overwhelmingly agree on the importance of serving as instructional leaders but traditional roles of principalship hinder them from investing more time in instructional leadership. This research will add to a review and rethinking of educational policies and educational leadership programs.
Keywords: Principals, school leadership, school management, principal roles, instrucaional leadership

1. Introduction
It is indisputable that over the years the major functions of a school principal have largely remained unchanged although their roles have nonetheless continued to change rapidly (Hull, 2012). The changing nature of the role of principals coupled with standards and accountability movement, with its increased emphasis on high stakes and external assessment, underscores the increasing pressure on principals to fulfill the expectations of different stakeholders (Platt, et al., 2000). Across the globe countries, states, and school districts have come up with a series of frameworks, policies, procedures and whole-school initiatives aimed at instructional improvement. These frameworks have put pressure on school principals and require them to have substantive knowledge of supervisory skills, strategies, and structures that lead to student achievement.

2. Review of relevant literature on Instructional leadership
Principal instructional leadership is a cardinal theme in the school administration and school improvement. A large research base (e.g., Day et al., 2009; Heck & Hallinger, 2009; Leithwood & Jantzi, 2006; May & Supovitz, 2011; Supovitz, Sirinides, & May, 2010; Darling-Hammond et al., 2007; Hallinger, 2005) continue to show that a principal's instructional leadership is second only to teaching among school-related influences on student achievement. Regardless of their operating context, principals play a key role in promoting instructional improvement and championing a vision for academic success in their buildings (Day & Gurr, 2014). With the changing demography, policy trends, and various reform eras (Green, 2010; DuFour, 2002), it is plausible to argue that the role of the principal has changed over time.

Yet, by the very nature of their training and background as educators, principals face increasing demands on their time use even as they struggle to pay attention to improving instruction. As Owings and Kaplan (2012) note, "American confidence in its school leaders has declined sharply" (p. 4) at a time when "*all children* need a robust education's knowledge and skills if they are to understand and competently make their way in a complex world" (p. 5- emphasis added). Today's school districts always attempt to hire high performing principals who, according to SRB (2015): understand which school and classroom practices improve student achievement; know how to work with teachers to bring about positive change required; support teachers in carrying out instructional practices that help all students succeed; and prepare accomplished teachers to become principals. Coker (2006) outlines the responsibilities and duties of school principals as falling under five categories which include; working effectively with people, being an effective manager, effective supervisor, creating a conducive learning environment, and developing an education program.

Further analysis in the literature, however, establishes three reasons for the limited progress in changing principal attention to instructional issues in their schools: (1) organizational norms push them away from instructional leadership (Murphy, Hallinger, & Heck, 2013); (2) principals lack skills and knowledge about learning, teaching, and related domains required to undertake instructional leadership work; and (3) principals lack sufficient time to do the work, largely because of the pressure from other responsibilities. Carter and Klotz (1990) and Jenkins (2009) warn that unless principals free themselves from bureaucratic administrative tasks associated with their roles and take charge of instructional leadership, their efforts to improves teaching and learning in their buildings will be an exercise in futility.

2.1 School principals in Kenya

In Kenya, school principals are primarily considered as managers. Unlike their counterparts in North Carolina, who are required to undergo formal principal preparation training, school principals in Kenya rise to their positions through seniority and experience. While they have the authority to implement all decisions, decisions making is a participatory activity shared by Board of Management (BOM) and Parents Teachers Association (PTA). According to Kenya's Ministry of Education Science and Technology (1994) principals have the authority to make decisions about how school finances are utilized. They are responsible for monitoring and guiding the quality of teaching and learning in addition to working with all stakeholders to support educational goals.

Teachers Service commission (TSC), a body charged with employment of teachers in Kenya, outlines some of the responsibilities of a principal as being the accounting officer of the school, interpreting and implementing policy decisions pertaining to training, overall organization, coordination and supervision of activities in the institution as well as maintaining high training and learning standards (Nandhwa, 2011). As part of their leadership skills, they are also expected to be conversant with Total Quality Management (TQM) practices, which focus on instructional leadership, continuous improvement, teamwork and process- based problem-solving (Sangeeta & Banwe, 2004).

According to Oduro (2009), effective leadership at the school level is critical in cultivating a conducive teaching and learning environment that is attractive to students and teachers and promotes effective teaching and learning. It is however worth noting that school principals in Kenya do not undergo any formal principal training as those in developed countries, including US. Bush and Jackson (2002) underscore the importance of principal preparation and development stating, "... in dealing with a wide range of issues, and managing relationships with many different groups within and outside the school, principals need to be able to call on a subsequent reservoir of expertise and experience, to identify solutions to what are often complex problems" (p. 424). What goes right or wrong in the school rests with the principal's office.

2.2 School principals in North Carolina

School principals in North Carolina are required to hold a valid state professional educator's license after completing a state-approved school administration program at the Masters level or above. The training encompasses seven leadership standards (See Table 1), including: instructional leadership, cultural leadership, managerial leadership, human resource leadership, micro-political, external leadership and strategic leadership upon which their effectiveness is evaluated (NCSBE, 2006). It is argued that principal effectiveness is realized in the "creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action" (NCSBE, 2006, p. ii).

This study, which was conducted in western Kenya and southeast North Carolina, sought to examine how school principals in the two settings utilize their time in leadership practices and the challenges they experience. Three questions guided this study:

1. *How do today's principals spend their time?*
2. *How would they like to spend their time?*
3. *What roadblocks stand in the way of principals work?*

These questions hinge on the inherent notion that the strain of time placed on today's multifaceted roles of school principals may be a cause for disorientation for them. No doubt, some principals are more adept at some facets of their role as leadership styles and contexts vary widely. Researchers have examined this paradigm; for instance, the *Balanced Leadership Framework* (Waters & Cameron, 2007), which is used to help leaders better apply findings from research and better understand their own leadership approach and related behaviors.

2.3 Role of principals

Research (e.g., Leithwood et al., 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010) continue to show that despite the pivotal role teachers play in schools, school principals' roles remain influential in steering student achievement. In their research on effect of teachers and principals on the students in their school, Branch et al. (2013) found that teachers affect only their students, while principals affect all students in a school.

While it is not clear which roles and responsibilities are important for principals, studies provide a strong argument that as instructional leaders, principals should establish a school vision, (Murphy & Hallinger,1992), build a school culture (Heck & Hallinger, 2014), create a positive instructional climate (May & Supovitz, 2011; Supovitz, Sirinides, & May, 2010), and engage with curriculum and instruction issues with teachers (Horng & Loeb, 2010). This literature prompted us to seek to understand *how principals spend their time* on several areas related to their roles and *how they wish* to spend time on curriculum-related aspects compared to many other facets of their roles.

2.4 Principal time use

In their report, *Making Time for Instructional Leadership* commissioned by the Wallace Foundation, Goldring et al. (2015) chronicles an evolution of early studies (e.g., Wolcott, 1973; Peterson, 1977) where principals devoted little time to instructional matters. Instead, principals' work was characterized by an array of short, fragmented activities often conducted through brief, unplanned personal interactions dominated by managerial issues and unrelated to teaching and learning.

It is assumed that increasing the time principals spend on instruction will improve the quality of instructional leadership, teaching, and, ultimately, student outcomes. In their study to find out how principals utilized their time, Turnbull et al. (2009) found that school leaders spent, on average, only about one-third of their working hours on instruction-related tasks and the bulk of the day was occupied in non-instruction related activities. This is similar to another study by Horng, Klasik, and Loeb (2009) in which they found that school principals spend 70 percent of their time on non-instructional related tasks. In other research, Horng et al. (2010) and Grissom et al. (2013) found that on average, principals spent less than 13% of their time on instruction-related activities and their days' routines were instead dominated by administrative and managerial activities. Further, Grissom's study found that classroom walkthroughs dominated what they considered as instructional activities; principal-teacher conversations around instructional practice was seldom held. While Supovitz's (2011) study showed that principals spent least time on instruction, 8% overall, Goldring et al. (2008) found that only 20% of the principal's typical day is spent on instructional matters.

Even though principals could be spending more time on instruction today compared to what earlier studies indicate, time devoted to purposeful engagement with instruction remains below one-fifth of the typical school day (Goldring, Grissom, Neumerski et al., 2015). Gaining a better understanding of how principals spend their time as related to how they wish to spend their time can help shape efforts to prepare, train, and support principals to be effective instructional leaders for today's schools. We wonder whether this is just a conundrum facing Kenyan or American principals? Is this conflict a result of context, policy, political issues, or it is more of a global characteristic that principals in other nations are grappling with as well?

3. Methodology

This study sought to examine how school principals in the two settings, western Kenya and southeast North Carolina, utilize their time in their leadership practices and the roadblocks they face in executing their roles. Data for this comparative study came from surveys of school principals in southeast North Carolina and western Kenya and serves as the only data source upon which results for this study are premised. In May 2016, an online survey was randomly sent to 62 school principals in southeast North Carolina, whose schools at the time partnered with a Professional Development System (PDS) of a University in southeast North Carolina. The survey was sent out anonymously using SelectSurvey program with links distributed to 62 principals. Survey responses were received from 35 principals, for a response rate of 56 percent (see table 2).

A hard copy of the same survey was randomly administered to 38 secondary school principals from western Kenya. The principals took the survey during a three- day professional development seminar on Total Quality Management (TQM) sponsored by Kenya's Ministry of Education, Science and Technology in June 2016. With permission from the seminar's organizers and consent of the principals, we provided the principals the opportunity to volunteer to take the survey. Each principal received the survey in an envelope with instructions to complete and return it the next day or by the end of the seminar. At the end of the 3-day seminar, 22 principals responded to the survey, a response rate of 58 percent. Most of the principals who did not return the surveys were either absent during the last day of the seminar or had forgotten it in their hotels. We decided to use the ones that had been returned as a representative sample of those who attended the seminar.

3.1 Instrumentation

With prior permission, we customized and utilized a survey instrument that the Consortium of Chicago School Research (CCSR) at the University of Chicago has used for many years to identify what matters for student success and school improvement in Chicago public schools. The CCSR survey is designed to understand aspects such as school climate, professional development, instruction, and school leadership. We picked items from the surveys that we considered critical and applied to the local contexts of the principals that we surveyed.

The items we selected for the survey examined more closely the role and work of the principals and the daily aspects of their roles: how satisfied principals are with their work, how they spend their time, how they *wish* to spend their time, and roadblocks that prevent their schools from improving (See Table 3).

3.2 Data Analysis

This study employed within case and cross case analysis (Miles & Huberman, 1994) and qualitative comparative case study design (Stake, 1995; Yin, 1994) to understand how principals spend their time on various roles, including instructional leadership, international school organization and

external management. While our analyses consider principals as a group, we make comparisons of principals from Kenya and southeast North Carolina based on broad research questions. We also highlight their personal characteristics (profiles) and contextual factors. We asked principals to estimate the number of hours per week spent on a list of activities. For data analysis purposes, we clustered the activities into three broad categories;

1. *Instruction*, which consists of curriculum and instructional leadership, personnel, staff development, and principal professional development.
2. *Internal School Organization*, which includes planning, budget, internal school management, student discipline and attendance, playground, and student related activities, walking hallways, building maintenance, capital development.
3. *External management*, which consists of items like working with parents and the community.

Besides asking principals to provide information on how they use their time, we further asked them to share on the survey how they *wished* to spend their time on several activities contained in the three broad categories above. The last question in the survey contained a list of 19 factors (roadblocks) ranging from poverty, resource management, funding, pressure to get test scores up quickly, pressure to constantly adopt new programs, difficulty recruiting, hiring, and retaining right teachers, to lack of time to evaluate teachers, and teacher turnover. We asked principals to rate each item as "not a factor," "somewhat a factor," or a "serious factor" that prevented their schools from improving. (see table 4).

4. Results
We used descriptive data to present the results of the survey. We made comparative analyzes that looked for differences in experiences and perceptions based on responses from the survey questions. While principals in different school levels; elementary, middle and high school, might have different experiences (Lovely, 2004; Columbus, McPherson, & Baehr, 1979; Alvy & Robbins, 1998), we did not disaggregate data to further understand their experiences or perceptions at the different levels.

4.1 Principal profiles
There were significant differences in terms of profiles of both Kenyan and North Carolina principals. While all principals (98%) in our survey in Kenya served at secondary school level, those from North Carolina included elementary (46%), middle school (25%) and high school (20%). Of the eight profile areas we examined, four were found to have significant differences. The areas included; age, education level, years of experience as principal, and years they have served as principal in their current school (See Table 5). Data show that majority of principals in Kenya (73%) are aged between 40-49, while those in North Carolina (47%) are over 50 years. In terms of educational level, all principals in NC hold Masters (83%) and doctoral degrees (18%) while majority of those in Kenya hold bachelor's degrees (55%) with only 27% with Masters degrees. It is also possible to be a principal in Kenya with an Associate degree (18%) with significant experience in teaching especially at the primary school level.

Although most principals have been employed as educators for over 10 years (Kenya = 45%; NC = 51%), their years of experience as principals range from 1-10 years. Half of the principals (NC = 57%; Kenya = 50%) seem to have more than 6 years of experience as principals, but majority of them have served less than 6 years as principals in their current schools (Kenya = 70%; N.C = 77%). This finding highlights the potential for principal turnover. Majority of principals (91%) who took the survey in Kenya come from high schools characterized as rural (90%) while those in NC (46%) come from elementary schools also considered to be rural (49%). We did not find any significant differences in terms of gender for principals in both settings (Kenya – Male = 68%; NC = 54%) (see table 2).   Our take away from this finding is that principal training is important, but research needs to be done to understand the relationship between principal success based on principal training and level of education. In other words, does level of education matter on principal success? For instance, in Kenya, where there is no formal principal preparation program, we have principals who are considered highly successful based solely on experience and not educational attainment.

4.2 Principals' time use
Principals from both Kenya and North Carolina (NC) reported spending an increased percentage of their time focused on activities clustered in the category of instruction and a decreased amount of time on external management activities (see Table 3). Kenyan principals reported spending more time focused on teacher development (show %), as well as student discipline and attendance issues (show %), whereas their NC counterparts spend more time working with parents (show %). The focus on instructional related activities is in tandem with the literature, which underscores good leadership as that which supports best instructional practices in schools (Stein & D'Amico, 2000; Halverson, Grigg, Prichett, & Thomas, 2007; Hallinger & Heck, 2010a).

Consistent with their responses on how they spend their time, principals from both settings, Kenya and NC *wish* to significantly use more time on curriculum and instruction (Kenya =100%; NC = 100%), teacher

development (Kenya = 71%; NC =100%), principal professional development (Kenya = 70%; NC = 91%), and student-related activities (Kenya = 67%; NC = 86%). A significant difference is observed where principals in Kenya wish to spend more time than their counterparts in these areas; school management (Kenyan = 81%; NC = 20%) and student discipline and attendance (Kenya = 55%; NC = 14%) (see Figure 1). Overall, principals in both settings wish to spend less time in personnel related issues (see figure 2). Additionally, North Carolina principals wish to spend less time on management and discipline and attendance issues contrary to their Kenyan counterparts who embrace managerial leadership more tightly. It is worth noting that the principals we surveyed in Kenya lead public boarding secondary schools. Hence, principals' roles in such schools are considered more managerial; planning, organizing and coordinating everyday running of the school as opposed to leadership, which innovates and inspires the people to develop best ways to succeed (Kotter, 1996).

4.3 Roadblocks to Instructional Improvement

The study revealed that principals, whether serving in Kenya or NC, overwhelmingly agree on the importance of serving as instructional leaders. This is in line with research that continues to show the importance of principals serving as instructional leaders (Grissom, Loeb & Master, 2013). Regardless of context, today's principals are indeed finding it challenging to ensure that students are prepared, teachers are growing professionally, and that school management issues are addressed. From the surveys, it was apparent that principals in both settings are confronted with different challenges (see table 4). For instance, school principals in Kenya struggle to hire and retain teachers while also dealing with poverty and HIV/AIDS epidemic in their school and community, whereas NC principals report difficulties finding time to evaluate teachers as well as dismissing ineffective ones.

NC principals also identify difficulties with apathetic parents and dealing with pressures to constantly adopt new initiatives and programs as challenges to their school's success. However, principals in both countries are overwhelmingly satisfied with their roles, yet not content in their work. This means that today's learning leaders must be ready and willing to wear "many hats" and ensure continued success for their students and staff in this new era of school leadership.

From the survey, it was evident that there are different roadblocks confronting principals in each context. While principals in Kenya are confronted by poverty, HIV/AIDS, and constant policy changes, NC principals grapple with the need to serve as instructional leaders in a time of changing mandates. For instance, 81% of Kenyan principals consider it "Pressure to get test scores up quickly" as opposed to 51% of NC principals. Perhaps the "disorientation" and roadblocks that today's principals confront are more of a global phenomenon that requires further consideration in the changing landscape of educational leadership.

5. Discussion and conclusion

Our study sought to investigate how principals spend their time on instructional activities and on other facets of their roles. While research continues to show the importance of principals serving as instructional leaders (Sebastian, J., & Allensworth, E. 2012; Jenkins, 2009) new accountability standards have not changed the way principals use their time. For example, the structure of principalship and what is believed to be their roles have not changed to reflect the emphasis put on instructional leadership. On the other hand, instructional leadership is characterized by many activities and tasks including, "conducting structured classroom observations, providing teachers with feedback, having "courageous conversations" with teachers about performance, placing teachers on improvement plans, monitoring teacher progress via data systems, and removing consistently low-performing teachers" (Goldring et al., 2015, p. 21). There is need for intervention programs that can increase principals' investment in instructional leadership. For example, teacher evaluation systems have become part of policy requirements in the US while Kenya's Ministry of Education Science and Technology is paying increasing attention to accountability by introducing performance contracts for teachers in all public schools. Implementation of these policy requirements mean that principals ought to be equipped with supervisory skills and knowledge that develop and use tools that make explicit a vision of instructional quality focused on student achievement and improved instructional practice.

For Kenyan principals, that may mean undergoing a reliable formal principal preparation and development program to acquire skills, competencies and dispositions that identifies, recruits and develops people who have a proven record of raising student performance and closing the achievement gap. At the same time, there is need for redefining and restructuring principal roles from what we traditionally know of them to increasingly embracing distributed leadership to free up principal time to focus on matters instruction. Pertinent questions arise out of our study:

1. Does devoting sufficient time to curriculum and instruction related activities necessarily translate to better quality learning outcomes?
2. What value does principal preparation and training add to successful principals?

In defining the role of the principal, it is imperative to be mindful of the contextual environment in which the principal operates. Each principal's school—and by extension their role—is unique. It can be argued that the NC

standards (Table 1) are "universal" standards that adequately cover the work of the school leader regardless of context. However, application of these standards may significantly differ based on the context of the school and its community. All these leadership aspects are important, yet each principal quickly learns that he or she must deal with the specific contextual needs that present themselves in their particular school community. Overcoming contextual challenges will allow greater focus on key leadership issues that are of utmost priority, regardless of whether the principal operates in Kenya or in North Carolina.

More research need to be conducted with special attention to context and needs of educational leaders within a specific cultural context. This kind of research, argues Pashiardis and Johansson (2016), should be intensive, diagnostic, and developmental in nature, in order to predict the needs of, and develop new approaches to, successful and effective educational leadership.

Appendixes
Table 1
North Carolina Standards for School Executives

Standards	Practices/Action
Instructional Leadership	**Be knowledgeable** of best instructional and school practices and use this to create collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.
Cultural Leadership	**Support and value** the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future.
Managerial Leadership	**Put process and systems** in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building.
Human Resource Leadership	**Tend to the recruitment**, induction, support, evaluation, development and retention of a high performing staff.
Micro-political Leadership	**Build systems and relationships** that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school's vision for success.
External Development Leadership	**Design structures and processes** that result in community engagement, support, and ownership.
Strategic Leadership	**Create conditions that result** in strategically re-imaging the school's vision, mission, and goals in the 21st century. Also, **create a climate of inquiry** that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

Source: http://www.ncpublicschools.org/docs/profdev/training/principal/standards.pdf

Table 2.
Descriptive Statistics: Profile of Principals in the Study

Gender	Kenya (n=22)	NC (n=35)
Male	68% (15)	54% (19)
Female	32% (7)	45% (16)
Age	**Kenya (n=22)**	**NC (n=35)**
21-29	0	0
30-39	14% (3)	6% (2)
40-49	73% (16)	49% (17)
50-59	14% (3)	40% (14)
60-70	0	6% (2)
Highest Level of Education Attainment	**Kenya (n=22)**	**NC (n=35)**
Doctorate	0	18% (4)
Master's	27% (6)	83% (29)
Bachelor's	55% (12)	0
Diploma (Associate Degree equiv.)	18% (4)	0
Grade Level of School[1]	**Kenya (n=22)**	**NC (n=35)**
Pre-K Center		0
Elementary	9 % (2)	46% (16)
Middle		25% (9)
High	91% (20)	20% (7)
Other/ Combined		9% (3)
Setting of School	**Kenya (n=22)**	**NC (n=35)**
Rural	90% (19)	49% (17)
Urban	10% (2)	23% (8)
Suburban	0	29% (10)
Years employed as an educator	**Kenya (n=22)**	**NC (n=35)**
2-3 Years	5% (1)	0
4-6 Years	5% (1)	0
7-10 Years	5% (1)	3% (1)
11-20 Years	45% (10)	51% (18)
20 + Years	41% (9)	46% (16)
Years employed as a principal	**Kenya (n=22)**	**NC (n=35)**
Up to 3 years	35% (7)	14% (5)
4-6 Years	15% (3)	29% (10)
7-9 Years	10% (2)	26% (9)
10-13 Years	15% (3)	17% (6)
14 + Years	25% (5)	14% (5)
Years as a principal at current school	**Kenya (n=22)**	**NC (n=35)**
First Year	15% (3)	14% (5)
2-3 years	30% (6)	34% (12)
4-6 Years	25% (5)	29% (10)
7-10 Years	15% (3)	20% (7)
11-20 Years	15% (3)	3% (1)

---

[1] (note- merged cells as Kenya designates "primary" as pre-K through middle)

Table 3
Time Spent on Leadership Areas

Leadership Areas	Principals	Amount of Time Spent (Hours per Week)					
		0-5	6-10	11-15	16-20	21-25	26-30
Curriculum & Instructional Leadership	NCP[2] (N=35)	23%	29%	20%	20%	8%	0
	KP[3] (n=20)	15%	35%	20%	30%	0	0
Teacher Development	NCP (N=35)	60%	29%	11%	0	0	0
	KP (n=20)	17%	33%	28%	23%	0	0
Principals' Development	NCP (N=35)	83%	17%	0	0	0	0
	KP (n=20)	19%	38%	18%	26%	0	0
Planning	NCP (N=35)	40%	42%	18%	0	0	0
	KP (n=19)	33%	32%	16%	27%	0	0
Budget	NCP (N=35)	71%	17%	12%	0	0	0
	KP (n=19)	35%	29%	30%	6%	0	0
Internal School Management	NCP (N=35)	9%	31%	31%	20%	9%	0
	KP (n=19)	6%	11%	26%	21%	36%	0
Student discipline & attendance	NCP (n=35)	46%	34%	20%	0	0	0
	KP (n=20)	20%	15%	20%	45%	0	0
Student-related activities	NCP (n=35)	9%	49%	26%	9%	9%	0
	KP (n=20)	30%	35%	30%	5%	0	0
Playground	NCP (n=35)	89%	6%	6%	0	0	0
	KP (n=20)	80%	15%	5%	0	0	0
Working with parents	NCP (n=35)	23%	43%	23%	12%	0	0
	KP (n=19)	79%	21%	0	0	0	0
Working with the community	NCP (N=35)	71%	17%	10%	0	0	0
	KP (N=20)	65%	30%	5%	0	0	0

Table 4.
Top roadblocks that prevent a school from improving

Types of Roadblocks	Serious Factor		Somewhat a factor		Not a factor	
	NCP[4] (n=35) %	KP[5] (n=22) %	NCP (n=35) %	KP (n=22) %	NCP (n=35) %	KP (n=22) %
Lack of support from external organizations (business, district office, ministry of education)	3	10	46	62	51	29
Pressure to constantly adopt new programs	14	10	49	60	37	30
Pressure to get test scores up quickly	14	14	37	67	49	19
Lack of teacher knowledge and skills	6	10	46	43	49	48
Faculty apathy and resistance to change	9	19	29	62	9	19
Teacher transfer/turnover	0	20	20	30	80	50
Difficult recruiting and hiring right teachers	14	48	29	29	57	24
Difficulty removing poor/ineffective teachers	6	33	51	33	43	33
Lack of time to evaluate teachers	17	19	60	33	23	48
Mistrust between parents and teachers	3	19	37	38	60	43
Parents apathetic or irresponsible about their children	17	48	60	38	23	14
Problem students (apathetic, hostile, etc.)	11	16	46	42	43	42
Lack of support from school community	0	30	34	40	66	30
Social problems in the school's community (poverty, gangs, HIV/AIDS, drugs etc)	11	67	46	33	43	0
Negative stereotypes about the school's community	3	29	26	52	66	19

---

[2] Principals in North Carolina
[3] Principals in Kenya
[4] Principals in North Carolina
[5] Principals in Kenya

Figure 1

Areas Principals Wish to Spend MORE Time

Student-Related Activities: Kenya Principals 67, NC Principals 86
Personnel Issues: Kenya Principals 27, NC Principals 17
Principals' Professional Development: Kenya Principals 70, NC Principals 91
Teacher Professional Development: Kenya Principals 71, NC Principals 100
Curriculum and Instruction: Kenya Principals 100, NC Principals 100
School Management: Kenya Principals 81, NC Principals 20
Discipline and Attendance: Kenya Principals 55, NC Principals 14

Percent of Principals

Figure 2

Areas Principals Wish to Spend LESS Time

Student-Related Activities: Kenya Principals 33, NC Principals 14
Personnel Issues: Kenya Principals 73, NC Principals 83
Principals' Professional Development: Kenya Principals 30, NC Principals 9
Teacher Professional Development: Kenya Principals 29, NC Principals 0
Curriculum and Instruction: Kenya Principals 0, NC Principals 0
School Management: Kenya Principals 19, NC Principals 80
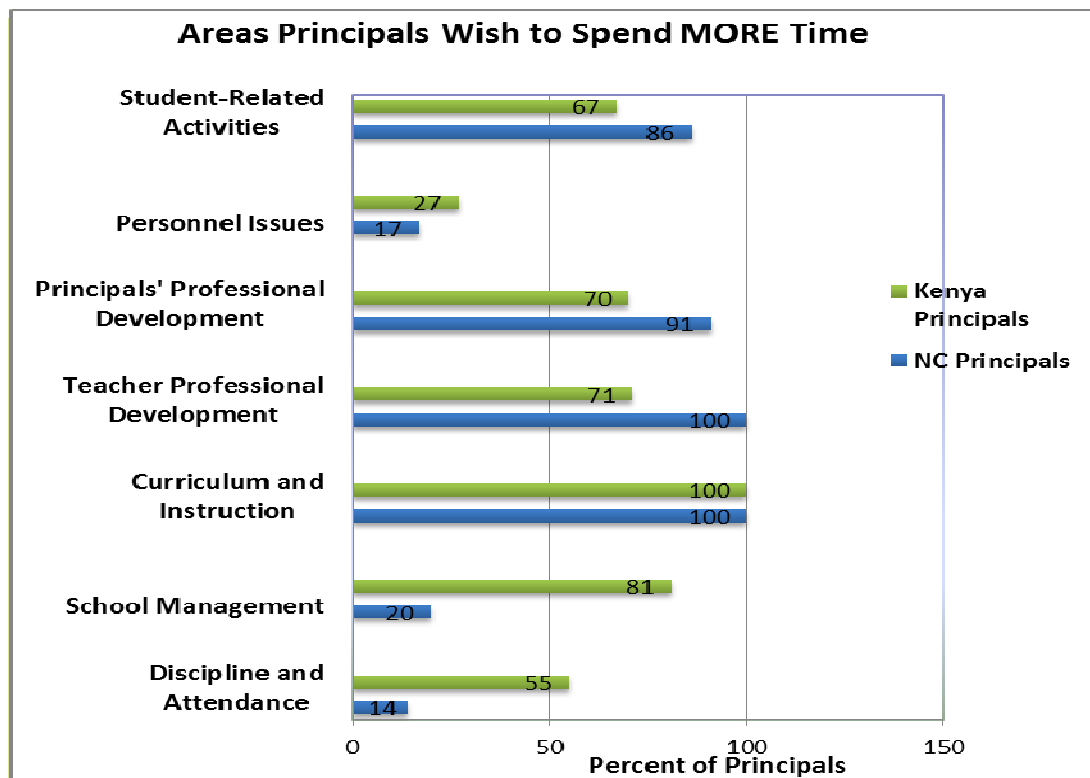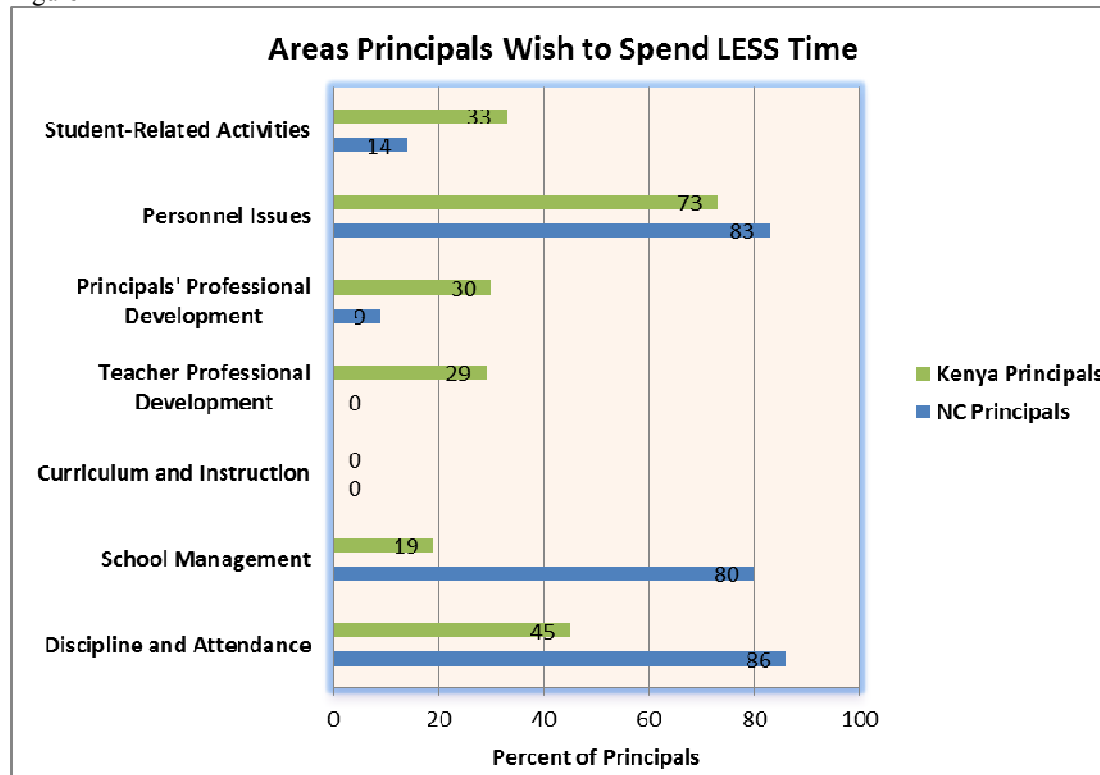Discipline and Attendance: Kenya Principals 45, NC Principals 86

Percent of Principals

References
Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2013). School leaders matter: Measuring the impact of

effective principals. *Education Next, 13*(1), 62–69. Retrieved from http://educationnext.org/school-leaders-matter

Bottoms, G., O'Neill, K., Fry, B., & Hill, D. (2003). Good principals are the key to successful School: Six strategies to prepare more good principals. Southern Regional Education Board. Retrieved from http://www.wallacefoundation.org/knowledge-center/Pages/Six-Strategies-to-Prepare-More-Good-Prinicipals.aspx

Bush, T. & Jackson, D. (2002). A preparation for school leadership: International Perspectives. *Educational Management and Administration and Leadership*, 30(4), 417-429.

Carter, C. & Klotz, J. (1990). What principals must know assuming the role of instructional leader. NASSP Bulletin. 74(525): 36-41.

Columbus, S., McPherson, R. B., & Baehr, M. E. (1979). What principals do: A preliminary occupational analysis. In D. Erickson, & T. Reller (Eds.), *The principal in Metropolitan Schools*. Berkeley, CA: McMutchan Publishing.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr. M. T., & Cohen, C. (2007). Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Day, C & Gurr, D. (Eds.) (2014). *Leading Schools Successfully: Stories from the field:* Routledge London, UK.

Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., & Kington, A. (2009). The impact of school leadership on pupil outcomes. Nottingham, UK: Department for Children, Schools, and Families.

DuFour, R. (2002). The learning-centered principal. *Educational Leadership, 59*(8), 12–15.

Goldring, E., Grissom, T. A., Neumerski, C.M., & Murphy, J., Blissett, R., & Porter, A. (2015). *Making time for instructional leadership. The evolution of the SAM process*. New York, NY: The Wallace Foundation.

Goldring, E., Huff, J., May, H., & Camburn, E. (2008). School context and individual characteristics: What influences principal practice? *Journal of Educational Administration*, 46(3), 332–352.

Green, R. L. (2010). *The four dimensions of principal leadership: A framework for leading 21st century schools.* Boston, MA: Allyn and Bacon.

Grissom, J.A., Loeb, S., & Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. *Educational Researcher*, 42(8), 433-444

Habegger S., (2008). *The principal's role in successful schools. Creating a positive school culture*. Ohio, Wadsworth.

Hallinger, P. (2005). Instructional Leadership and the School Principal: A Passing Fancy That Refuses to Fade Away. *Leadership and Policy in Schools 4*(3), 1-20.

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980–1995. *Educational Administration Quarterly 3*(21), 5-44

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement, 9*, 157-191.

Hallinger, P., & Heck, R. H. (2010a). Collaborative leadership and school improvement: understanding the impact of school capacity and student learning. *School Effectiveness and School Improvement, 30*, 95-110.

Halverson, R., Grigg, J., Prichett, R., & Thomas, C. (2007). The new instructional leadership: Creating data-driven instructional systems in school. *Journal of School Leadership, 17*, 159-194.

Harvey, A., & Robbins, P. (1998). *If only I knew…Success strategies for navigating the principalship.* Thousand Oaks, CA: Corwin Press.

Heck, R. H., & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *American Educational Research Journal*, *46*(3), 659–689.

Heck, R. H., & Hallinger, P. (2014). Modeling the longitudinal effects of school leadership on teaching and learning. *Journal of Educational Administration*, *52*(5), 653–681.

Horng, E., & Loeb, S. (2010). New thinking about instructional leadership. Phi Delta

Horng, E., Klasik, D., & Loeb, S. (2010). Principals' time use and school effectiveness. Retrieved from http://www.mcrel.org/pdf/leadershiporganizationdevelopment/4005IR_BL_Framework.pdf

Hull, J. (2012). The principal perspective: Full report. Retrieved from Center for Public Education. Retrieved from: http://www.centerforpubliceducation.org/principal-perspective

Jenkins, B. (2009). What it takes to be an instructional leader. *Principal*. *88*(3): 34-37.

Kowalski, T. J. (2012). *Case studies on educational administration*. Boston, MA: Allyn and Bacon.

Kotter, J. (1996). *Leading Change.* Boston, MA: Harvard Business Review Press.

Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, *17*(2), 201–227.

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28, 27–42. doi:10.1080/13632430701800060

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning. Retrieved from Wallace Foundation website: www.wallacefoundation.org/knowledge-center/school   leadership/keyresearch/documents/how-leadership-influences-student-learning.pdf

Louis, K. S., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement, 21*, 315-336.

Lovely, S. (2004). *Staffing the principalship: Finding, Coaching, and Mentoring School Leaders.* Alexandria, VA: Association for Supervision and Curriculum Development.

May, H., & Supovitz, J. A. (2011). The scope of principal efforts to improve instruction. *Educational Administration Quarterly*, *47*(2), 332–352.

Miles, M. & Huberman, M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook, 2nd Edition.* SAGE Publications.

Ministry of Education (1994). *Education in Kenya: Information handbook.* Nairobi: Jomo Kenyatta Foundation.

Murphy, J., & Hallinger, P. (1992). The principalship in an era of transformation. *Journal of Educational Administration, 30*(3), 77-89.

Murphy, J., Hallinger, P., & Heck, R. (2013). Leading via teacher evaluation: The case of the missing clothes? *Educational Researcher, 42*(6), 349–354.

Nandwah, I. (2011): Preparation and Development of public secondary school principals in Kenya. *International Journal of Humanities and Social Science Vol. 1 No. 9.*

North Carolina State Board of Education (2006). *North Carolina Standards for School Executives*. Available: http://www.ncpublicschools.org/docs/profdev/standards/school-executives-standards/principals.pdf

Oduro, G. (2009). The missing ingredient: Head teacher leadership development in Sub-Saharan Africa. Commonwealth Education Partnership.

Onguko, B. B., Abdulla, M., & Webber, C. F. (2008). Mapping principal preparation in Kenya and Tanzania. *Journal of Educational Administration*, *46*, 715–726.

Owings, W. A. & Kaplan, L. S. (2012). *Leadership and organizational behavior in education*. Boston, MA: Allyn and Bacon.

Pashiardis, P. & Johansson, O. (2016). *Successful School Leadership: International Perspectives.* London: Bloomsbury Academic Publishing Plc.

Platt, A., Tripp, C., Ogden, W., & Fraser, R. (2000). *The Skillful Leader: Confronting Mediocre Teaching.* Acton MA: Read About Press.

Sangeeta, S. & Banwe, D.K (2004) Conceptualizing total quality management in higher education. *The TQM Magazine*, Vol. *16* (2); Emerald Group Publishing Limited.

Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly,* XX(X), 1-38 DOI: 10.1177/0013161X1143627.

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publishing.

Stein, M. K., & D'Amico, L. (2000, April). *How subjects matter in school leadership*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Supovitz, J., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly, 46*, 31-56.

The Wallace Foundation (2013). *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*. New York, NY.

Turnbull, B., Haslam, M., Arcaira E., Riley, D., Sinclair, B., & Coleman, S. (2009). *Evaluation of the School Administration Manager Project*. Washington, DC: Policy Studies Associates.

Waters, T. & Cameron, G. (2007). The balanced leadership framework: Connecting vision with action. Retrieved   from http://www.mcrel.org/pdf/leadershiporganizationdevelopment/4005IR_BL_Framework.pdf

Yin, R. (1994). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publishing.