

Appointment Type of Principals on Students' Academic Performance in Trans Nzoia County Secondary Schools

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Abstract- Locally appointed principals refer to individuals who are selected for the principalship position from within the school or district itself. These individuals typically have a strong familiarity with the local context, including the school's culture, community dynamics, and educational challenges. Despite the implementation of delocalization practices in Trans Nzoia County, there is a need to examine the specific impact of delocalization on students' academic performance. The effectiveness of delocalized principals in improving student outcomes remains unclear, and there is a lack of comprehensive research addressing the factors influencing academic performance in schools with delocalized principals. The purpose of this study is to examine how the appointment type of principals (locally appointed vs. delocalized) impacts students' academic performance in secondary schools of Trans Nzoia County. The research employed a descriptive research design to examine the impact of principal appointment types on students' academic performance in secondary schools in Trans Nzoia County. The study focused on two types of principals: locally appointed principals, who are selected from within the school or district, and delocalized principals, who bring external perspectives to the school environment. The research aimed to gather insights into the advantages and challenges associated with each appointment type and their effect on student outcomes. The target population consisted of secondary school students in Form 3 and Form 4 from the 142 public secondary schools in Trans-Nzoia County, Kenya. The sample size was determined using the Krejcie and Morgan table, resulting in a sample of 416 students (4 students from each of the 104 selected schools). Additionally, the study included the participation of a Principal and a Director of Studies from each school, bringing the total sample size to 624 participants.

Through interviews with deputy principals and directors of studies, the research aimed to gather valuable information on the perceived impact of principal appointment types on students' academic performance in the county. This study investigated into the examination of the appointment type of principals and its impact on students' academic performance in Trans Nzoia County Secondary Schools. Through interviews with deputy principals and directors of studies, valuable insights were gathered regarding the advantages and challenges associated with both locally appointed and delocalized principals. The findings revealed that locally appointed principals were perceived to have a better understanding of the local community's needs, leading to enhanced community engagement and support. On the other hand, delocalized principals were recognized for bringing fresh perspectives and innovative ideas to the school environment. However, challenges were also identified for each appointment type, such as biases and resistance to change for locally appointed principals, and potential disconnect and unfamiliarity with the local community for delocalized principals.

Indexed Terms- Appointment Type of Principals, Students' Academic Performance

I. INTRODUCTION

Locally appointed principals refer to individuals who are selected for the principalship position from within the school or district itself. These individuals typically have a strong familiarity with the local context, including the school's culture, community dynamics, and educational challenges. They may have previously served in leadership roles within the same school or district, allowing them to leverage their knowledge and relationships to effectively lead and make informed decisions. Delocalized principals,

on the other hand, are appointed from outside the school or district. These individuals often come with diverse experiences and perspectives gained from working in different educational settings. Delocalized principals bring fresh ideas, innovative approaches, and a broader range of skills and knowledge that can contribute to school improvement efforts. Their external appointment allows for the introduction of new strategies and practices that may benefit the school community (Sezer&Engin, 2021).

Locally appointed principals are individuals who are chosen from within the school or district and possess a deep understanding of the local context, including the school's culture and community dynamics. They often have established relationships with staff, students, and parents, facilitating collaboration and trust. On the other hand, delocalized principals are selected from outside the school or district and bring diverse experiences and perspectives from different educational settings. They can offer fresh ideas, innovative approaches, and a broader range of skills and knowledge. However, they may initially face challenges in navigating the local community and building relationships. The qualifications and characteristics of locally appointed and delocalized principals play a significant role in their ability to effectively lead schools and support student achievement. Locally appointed principals leverage their familiarity with the local context, while delocalized principals bring new perspectives and experiences to the table. The choice between these appointment types depends on the specific needs and goals of the school or district (Dehaloo, 2008).

Research exploring the relationship between the appointment type of principals and students' academic performance has examined various measures of academic success, including standardized test scores, graduation rates, student engagement, and other relevant outcomes. The findings from these studies have been mixed, with some suggesting that the appointment type of principals does not significantly impact academic outcomes, while others have found modest differences. Some research indicates that schools led by locally appointed principals may demonstrate higher levels of academic performance, potentially due to their deep understanding of the local context

and established relationships with stakeholders. On the other hand, schools led by delocalized principals may benefit from their fresh perspectives and innovative approaches, which can positively influence student achievement. However, the specific effects of appointment type on academic outcomes may vary depending on factors such as the quality of leadership transitions, the level of support provided to new principals, and the extent to which instructional continuity is maintained. Further research is needed to better understand the nuanced relationship between appointment type and student performance, in order to inform decision-making and improve educational practices (Hamzaoglu&Hamedoglu, 2019).

Research investigating the impact of appointment type on school climate and culture has provided insights into how the leadership style and approach of principals, influenced by their appointment type, can shape the overall learning environment. Studies have examined factors such as teacher morale, student discipline, and parent involvement to understand the influence of locally appointed and delocalized principals. The findings indicate that locally appointed principals, leveraging their deep understanding of the local context and established relationships, can foster a positive school climate characterized by trust, collaboration, and a sense of community. They are often effective in addressing teacher morale concerns, implementing discipline policies tailored to the specific needs of the school community, and engaging parents in meaningful ways. On the other hand, delocalized principals may bring fresh perspectives and innovative approaches that contribute to a positive school climate and culture. Their external appointment allows for the introduction of new ideas and practices that positively impact teacher morale, student behavior, and parent involvement. However, the success of either appointment type in shaping school climate and culture relies on effective leadership practices, ongoing support, and the ability to build relationships with staff, students, and parents. Further research is needed to deepen our understanding of how different appointment types influence school climate and culture and to identify best practices that promote a positive and supportive learning environment (Olaiya, Ayinla, Atanda, & Lagos, 2019).

Gaining insights from various stakeholders, including teachers, students, parents, and community members, regarding the appointment type of principals is essential in understanding the advantages and disadvantages associated with each type. Studies have examined the experiences, attitudes, and perceptions of these stakeholders towards locally appointed and delocalized principals. Teachers may value locally appointed principals for their deep understanding of the local context, established relationships, and ability to navigate the specific challenges of the school community, fostering trust and collaboration. On the other hand, stakeholders may appreciate delocalized principals for their fresh perspectives, innovative approaches, and potential to introduce new ideas to the school. Students may benefit from the diverse experiences and knowledge that delocalized principals bring, while parents and community members may welcome the potential for change and improvement. However, stakeholders may also express concerns about the lack of familiarity and initial challenges that delocalized principals may encounter in understanding the local community. Understanding stakeholder perspectives is crucial for making effective decisions in principal appointments and can inform policies and practices that best serve the needs of the school community (Heystek&Emekako, 2020).

Research investigating the effectiveness of locally appointed and delocalized principals in terms of instructional leadership highlights the influence of appointment type on their ability to implement research-based practices, support teacher professional development, and promote effective teaching and learning strategies. Studies have examined how appointment type may impact leadership effectiveness in these areas. Locally appointed principals, leveraging their deep understanding of the local context and established relationships, are often adept at implementing research-based practices that align with the specific needs of the school community. They can effectively support teacher professional development by identifying relevant training opportunities and providing tailored support. Additionally, their familiarity with the local context enables them to promote effective teaching and learning strategies that resonate with students and teachers. Delocalized principals, however, bring fresh

perspectives and innovative approaches to instructional leadership. Their external appointment allows for the introduction of new research-based practices, instructional strategies, and professional development opportunities. Nevertheless, they may initially face challenges in understanding the local context and tailoring their leadership practices accordingly. Further research is necessary to develop a comprehensive understanding of the impact of appointment type on instructional leadership effectiveness and to identify best practices that enhance teaching and learning outcomes (Medford & Brown, 2022).

When examining the impact of appointment type on student academic performance, it is crucial to consider the influence of contextual factors. The specific characteristics of the school, district, or educational system can interact with appointment type to shape outcomes. Factors such as school size, student demographics, socio-economic conditions, and available resources can have a significant impact on the effectiveness of both locally appointed and delocalized principals. For instance, in a small, close-knit community, a locally appointed principal's deep understanding of the local context and established relationships may be particularly beneficial. However, in a larger and more diverse school with complex needs, a delocalized principal's fresh perspectives and expertise may bring innovative solutions and effective strategies. Moreover, the availability of resources, including funding for professional development and support staff, can influence the ability of principals to implement research-based practices and support teacher growth. Therefore, it is important to consider the impact of appointment type on student academic performance within the broader context of factors that shape the educational environment (Adli, 2023).

Despite the implementation of delocalization practices in Trans Nzoia County, there is a need to examine the specific impact of delocalization on students' academic performance. The effectiveness of delocalized principals in improving student outcomes remains unclear, and there is a lack of comprehensive research addressing the factors influencing academic performance in schools with delocalized principals. This study aims to investigate how the appointment

type of principals (locally appointed vs. delocalized) affects students' academic performance in secondary schools in Trans Nzoia County. The research will utilize a descriptive research design and target secondary school students in Form 3 and Form 4, enrolled in the 142 public secondary schools within Trans-Nzoia County, Kenya. The methodology will involve determining the appropriate sample size using the Krejcie and Morgan table (1970). Based on this table, a sample size of approximately 104 is suitable for the target population of 142 schools. The sample will consist of four students from each of the 104 secondary schools, totaling 416 students. Additionally, one Principal and one Director of Studies from each school will be included, resulting in a total sample size of 624 participants.

II. DESCRIPTIVE ANALYSIS ON APPOINTMENT TYPE OF PRINCIPALS ON STUDENTS' ACADEMIC PERFORMANCE IN TRANS NZOIA COUNTY SECONDARY SCHOOLS

The findings of the descriptive analysis conducted on the impact of Appointment Type of Principals on Students' Academic Performance in Trans Nzoia County Secondary Schools are summarized in Table 4.4. The table presents a summary of the responses received for each statement on the Likert scale.

Table 4.4: Appointment Type of Principals on Students' Academic Performance in Trans Nzoia County Secondary Schools

Statements	1	2	3	4	5
1. The current principal of my school is locally appointed.	14(3.5%)	29(7.2%)	72(17.9%)	158(39.2%)	130(32.3%)
2. The appointment type of the principal affects teacher-student relationships.	13(3.2%)	38(9.4%)	88(21.8%)	139(34.4%)	126(31.2%)
3. Delocalized principals bring new perspectives and ideas to the school.	13(3.2%)	51(12.6%)	88(21.7%)	139(34.3%)	114(28.2%)
4. Locally appointed principals have a better understanding of the local community's needs.	10(2.5%)	61(15.1%)	91(22.5%)	131(32.4%)	111(27.5%)
5. The appointment type of the principal has an impact on the school's academic performance.	10(2.5%)	67(16.6%)	87(21.5%)	125(30.9%)	115(28.5%)

The descriptive analysis of the impact of principal appointment type on students' academic performance in Trans Nzoia County Secondary Schools yielded interesting findings. Regarding the current principal's appointment type, the results indicated that a majority of the respondents reported having locally appointed principals. A significant portion of the participants (39.2%) strongly agreed with this statement, while 32.3% agreed. These findings suggest that a considerable number of schools in the county have principals who are appointed from within the local community.

affects these relationships, 34.4% agreed, indicating a significant impact. However, 9.4% of the respondents disagreed, suggesting that they perceive the appointment type to have minimal effect on teacher-student relationships. In terms of the influence of delocalized principals in introducing new perspectives and ideas to the school, a notable number of participants (34.3%) agreed, while 28.2% strongly agreed. This suggests that many believe delocalized principals are capable of bringing fresh perspectives and innovative ideas to the school environment.

The findings regarding the impact of principal's appointment type on teacher-student relationships yielded mixed responses. While 31.2% of the participants strongly agreed that appointment type

When examining the understanding of locally appointed principals regarding the needs of the local community, a significant proportion of the respondents (32.4%) strongly agreed, while 27.5%

agreed. These findings indicate that a substantial portion of the participants believes that locally appointed principals possess a deep understanding of the local community and its needs. In terms of the impact of principal's appointment type on the school's academic performance, the responses were diverse. While 30.9% agreed that the appointment type has an impact, 28.5% strongly agreed. However, 16.6% of the respondents disagreed, suggesting that they do not perceive the appointment type to have a significant influence on academic performance.

Sezer and Engin (2021) conducted a case study that explored the perspectives of school principals regarding the selection, training, and appointment of administrators within schools. The research aimed to gain a deeper understanding of the views and experiences of principals concerning these critical aspects of school leadership. By conducting in-depth interviews and analyzing the gathered data, the study identified several themes and perspectives related to the selection, training, and appointment of administrators. The findings illuminated the criteria employed by principals when choosing administrators, the significance of relevant qualifications and competencies, the role of experience and expertise, and the importance of continuous professional development for administrators. The study provided valuable insights into the decision-making processes and considerations of school principals in selecting and preparing administrators, thus contributing to a broader understanding of effective school leadership practices.

The study conducted by Olaifa, Ayinla, Atanda, and Lagos (year not provided) focused on investigating the relationship between principals' appointment procedures and their administrative effectiveness in Kwara State secondary schools. The research aimed to gain insights into how the procedures utilized in the appointment of principals influenced their effectiveness in performing administrative duties. By analyzing the collected data, the study examined various factors, including the selection process, qualifications, experience, and training of principals. The findings provided valuable insights into the impact of these appointment procedures on the administrative effectiveness of principals in Kwara

State secondary schools. The study contributed to the understanding of effective leadership practices within the education sector, emphasizing the significance of well-defined appointment procedures in ensuring the presence of competent and efficient school administrators.

Samoei's doctoral dissertation (2015) focused on investigating the impact of principals' instructional supervisory role on students' academic achievement in public secondary schools situated in Nandi North District, Nandi County, Kenya. The study aimed to examine how principals' practices in instructional supervision influenced students' academic outcomes. Through comprehensive data analysis, the research delved into various aspects of instructional supervision, such as classroom observations, provision of feedback, curriculum implementation, teacher professional development, and instructional leadership. The findings underscored the significant influence of principals' instructional supervisory role on students' academic achievement. The study emphasized the importance of effective instructional supervision in establishing a conducive learning environment, enhancing teaching quality, and ultimately enhancing student academic performance in public secondary schools within Nandi North District.

III. INSIGHTS INTO THE APPOINTMENT TYPES OF PRINCIPALS IN YOUR SCHOOL (LOCALLY APPOINTED VS. DELOCALIZED)

During the interviews conducted with deputy principals and directors of studies, valuable insights were gathered regarding the appointment types of principals within the school, specifically focusing on locally appointed and delocalized principals. The majority of the participants indicated that there was a balanced representation of both locally appointed and delocalized principals in the school. Locally appointed principals were perceived to possess a deep understanding of the local community's needs, which positively influenced decision-making processes and fostered stronger community engagement. On the other hand, delocalized principals were acknowledged for bringing fresh perspectives and ideas to the school, thereby contributing to school

improvement initiatives. However, when it came to teacher-student relationships, the appointment type of the principal was seen as having minimal impact, as effective leadership and communication were considered more influential factors. Similarly, the impact of the principal's appointment type on academic performance was not perceived as significant, with student achievement being attributed to various other factors such as teaching quality and student support systems.

IV. APPOINTMENT TYPE OF THE PRINCIPAL AND STUDENTS' ACADEMIC PERFORMANCE

The interviews conducted with deputy principals and directors of studies explored the relationship between the appointment type of principals and students' academic performance. The participants presented diverse perspectives on this matter. While some interviewees acknowledged the potential impact of the principal's appointment type on academic performance, others believed that it played a minimal role compared to factors such as teaching quality and student support systems. Locally appointed principals were recognized for their better understanding of the local community's needs, which could indirectly contribute to academic performance by fostering community engagement and support. However, the interviews highlighted that the appointment type itself was considered secondary to the principal's leadership style, ability to create a conducive learning environment, and implementation of effective educational strategies. Overall, the findings revealed a complex interplay of factors influencing students' academic performance, with the principal's appointment type being just one aspect among many that contribute to the overall educational outcomes in the school.

V. ADVANTAGES OF HAVING A LOCALLY APPOINTED PRINCIPAL IN TERMS OF IMPROVING ACADEMIC PERFORMANCE

The interviews conducted with deputy principals and directors of studies revealed several advantages associated with having a locally appointed principal in terms of improving academic performance. The participants highlighted that locally appointed principals possess a deep understanding of the local community's needs, culture, and context. This familiarity enables them to establish strong connections with students, teachers, and parents, leading to enhanced community engagement and support. The participants also emphasized that locally appointed principals are better positioned to address the specific challenges and aspirations of the community, resulting in tailored strategies and initiatives that directly impact academic performance. Additionally, their knowledge of local resources and networks allows them to leverage community partnerships and secure additional support for the school. Overall, the participants believed that the ability of locally appointed principals to align the school's goals with the community's expectations and aspirations contributes to a positive academic environment, motivating students and promoting their success.

VI. ADVANTAGES OF A DELOCALIZED PRINCIPAL IN TERMS OF ENHANCING ACADEMIC PERFORMANCE

During the interviews with deputy principals and directors of studies, the advantages of having a delocalized principal in terms of enhancing academic performance were emphasized. The participants recognized that delocalized principals bring fresh perspectives, innovative ideas, and diverse experiences to the school environment. Their external outlook allows them to introduce new educational approaches, strategies, and best practices that have proven successful in other contexts. Delocalized principals were seen as catalysts for change, actively driving improvement initiatives and fostering a culture of continuous learning and growth. Furthermore, their broader networks and connections beyond the local community create opportunities for

collaboration with other schools, educational organizations, and experts, enhancing access to resources and enriching the educational offerings provided by the school.

VII. CHALLENGES AND DRAWBACKS ASSOCIATED WITH EACH APPOINTMENT TYPE THAT MAY IMPACT STUDENTS' ACADEMIC PERFORMANCE

During the interviews with deputy principals and directors of studies, several challenges and drawbacks associated with each appointment type were identified, which may have an impact on students' academic performance. For locally appointed principals, participants noted that their deep understanding of the local community can sometimes lead to biases or favoritism, resulting in inequitable treatment or limited opportunities for certain students. Additionally, there may be a tendency for locally appointed principals to maintain the status quo and resist change or innovation. On the other hand, for delocalized principals, challenges include a potential lack of familiarity with the local community's needs and specific challenges, which could hinder their ability to effectively address the unique dynamics and requirements of the students and families. Cultural differences and a potential disconnect with local traditions and values may also pose challenges in building trust and rapport with the community. Overall, the interviews revealed that both appointment types have their own set of challenges, and careful consideration is needed to mitigate these drawbacks and ensure that students' academic performance is not negatively impacted.

Conclusion

This study examined the impact of principal appointment types on students' academic performance in Trans Nzoia County Secondary Schools. Valuable insights were gathered through interviews with deputy principals and directors of studies, exploring the advantages and challenges associated with both locally appointed and delocalized principals. The findings indicated that locally appointed principals were perceived to possess a better understanding of the local community's needs, leading to increased community

engagement and support. On the other hand, delocalized principals were acknowledged for their ability to bring fresh perspectives and innovative ideas to the school environment. However, challenges were also identified for each appointment type, including biases and resistance to change for locally appointed principals, and potential disconnect and unfamiliarity with the local community for delocalized principals.

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