

**INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISORY  
PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN KENYA  
CERTIFICATE OF SECONDARY EDUCATION, IN PUBLIC SECONDARY  
SCHOOLS IN MASHURU SUB-COUNTY, KENYA**

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the Requirement for the Award of the Degree of Master of Education in  
Educational Administration of Machakos University**

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## **DECLARATION AND RECOMMENDATION**

I declare that this research project is my original work and has not been presented in any other university or institution for consideration of a degree or any other certification.

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### **Recommendation by Supervisors**

This research project has been submitted for examination with our approval as University Supervisors.

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## **DEDICATION**

I dedicate this work to my beloved daughter Sarah Ngina and my son Ian Muasa who prayed and encouraged me throughout the research period.

## **ACKNOWLEDGEMENT**

I thank the Almighty God for His grace, for blessing me with good health, clear mind and very deep focus which has enabled me to undertake this study successfully. My sincere appreciation is extended to my immediate boss Mr. Kimweli Alexander for the great understanding and moral support he offered me during the study period. Special, thanks to my supervisors; Prof. Fredrick Ogola and Dr. Susan Nzioki for their great scholarly advice and perpetual encouragement throughout the research period.

May God bless you all.

## ABSTRACT

This study was set to establish the influence of principals' instructional supervisory practices on students' academic performance in Kenya Certificate of Secondary Education in public secondary schools in Mashuru Sub-County, Kenya. Particularly, the study sought to determine the influence of; principals' management practices of teachers' professional records, principals' class visitation practices, principals' management practices of academic progress records, and principals' practices on implementation of instructional programmes on students' academic performance in Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Mashuru Sub-County. Descriptive survey design was used to guide this study. The target population consisted of 45 principals, 540 teachers and 585 student leaders totalling to 1170. Purposive sampling was used to select 13 principals while simple random sampling was employed to select a sample size of 54 teachers and 56 student leaders. Data was collected by use of interview schedule for principals and questionnaires for teachers and student leaders. The data collected through questionnaires was analysed using descriptive statistics comprising of frequencies and percentages. The Statistical Package for Social Sciences (SPSS) version 27 was utilized in running the analysis. Analysed data was presented using frequency tables, pie-charts and bar graphs. The qualitative data generated by interviewing the principals was thematically analysed according to themes in the research objectives and presented in continuous prose. The results show that the principals' instructional supervisory practices influence students' academic performance in KCSE. Particularly, the results revealed that the principals' management practices of teachers' records, the principals' practice of class visitation and the principals' management practices of academic progress records influenced students' academic performance in KCSE in public secondary schools in Mashuru Sub-County. On the other hand, the principals' practice of implementation of instructional programs did not have a great impact on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County. The study recommends that the principals should; follow the prescribed schedule for supervision and have regular meetings with members of staff to discuss students' academic performance, establish a good organizational culture that embeds all the involved parties. That is, the teachers, students and parents should contribute to the implementation of the corrective measures suggested in the principals' supervisory report. This will enable all the stakeholders to work as a team having an understanding that they are all working towards a common goal of improving students' academic performance in KCSE. The study also recommends that institutions, such as Kenya Education Management Institute, Teachers Service Commission and Kenya Institute of Curriculum Development, which are tasked with the responsibility of conducting in-service training for teachers should evaluate the challenges that principals experience when performing their role of instructional supervision and design trainings that seek to address these challenges. This would aid in improving their effectiveness in performing supervisory role and thereby improve the overall quality of teaching and the academic performance of the students.

## TABLE OF CONTENTS

<b>DECLARATION AND RECOMMENDATION .....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>ABBREVIATIONS AND ACRONYMS.....</b>	<b>xiv</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	5
1.3. Purpose of the Study.....	6
1.4 Research Objectives .....	7
1.5 Research Questions .....	7
1.6 Significance of the Study .....	8
1.7 Scope of the Study.....	9
1.8 Limitations and Delimitations of the Study .....	9
1.9. Assumptions of the Study.....	10
1.10 Definition of Terms .....	11
<b>CHAPER TWO.....</b>	<b>12</b>
<b>LITERATURE REVIEW .....</b>	<b>12</b>
2.1 Introduction .....	12
2.2 Key Terms .....	12

2.2.1 The Concept of Instructional Supervision .....	12
2.2.2 Concept of Academic Performance .....	14
2.3 The Principals' Role as Instructional Supervisors .....	15
2.4 Principal's Management Practices of Teachers' Professional Records and Students' Academic Performance .....	16
2.5 Principals' Class Visitations Practices and Students' Academic Performance.....	18
2.6 Principals Management Practices of Academic Progress Records and Students' Academic Performance .....	19
2.7 Principals' Practices of Implementing Instructional Programmes and Students' Performance .....	21
2.8 Theoretical Framework .....	22
2.8.1 Systems Theory.....	22
2.8.2 Role Theory .....	24
2.9 Conceptual Framework .....	26
2.10 Summary of Research Gaps Identified.....	27
2.11 Summary of Reviewed Literature .....	27
<b>CHAPTER THREE .....</b>	<b>28</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>28</b>
3.1 Introduction .....	28
3.2 Research Design .....	28
3.3 Location of the Study .....	28
3.4 Target Population .....	29
3.5 Sampling procedure.....	29
3.6 Sample size.....	30
3.7 Research Instruments .....	30
3.8 Piloting of Data collection Instruments.....	31

3.8.1 Validity of the Research Instruments.....	31
3.8.2 Reliability of the Instruments.....	32
3.9 Data Collection Procedures .....	33
3.10 Data Analysis .....	33
3.11 Ethical Considerations.....	35
<b>CHAPTER FOUR.....</b>	<b>36</b>
<b>DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION</b>	<b>36</b>
4.1 Introduction .....	36
4.2 Response Rate .....	36
4.3 Demographic Information of the Respondents .....	36
4.3.1 Gender of the Respondents .....	37
4.3.2 Education Level of the Principals and Teachers.....	37
4.3.3 Age of the Teachers and Students.....	38
4.3.4 Teacher Experience.....	39
4.3.5 Schools' Sex Composition.....	39
4.3.6 School Category.....	40
4.3.7 Training on Instructional Supervision .....	41
4.3.8 Institution of Training on Instructional Supervision.....	41
4.4 Principal's Management Practices of Teachers' Professional records and Students' Academic Performance in KCSE in Public Secondary Schools.....	42
4.5 Principal's Class Visitation Practices and Students' Academic Performance in KCSE in Public Secondary Schools.....	45
4.6 Principal's Management Practices of Students' Academic Progress and Students' Academic Performance in KCSE in Public Secondary Schools.....	49



4.7 Principals’ Practices on Implementation of Instructional Programmes of Student Academic Progress and Students’ Academic Performance in KCSE in Public Secondary Schools .....	52
4.8 Frequency with which the Principals Conducted the Various Instructional Supervisory Practices .....	56
4.9 Students Academic Performance in KCSE in Public Secondary Schools .....	57
<b>CHAPTER FIVE .....</b>	<b>61</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>61</b>
5.1 Introduction .....	61
5.2 Summary of Research Findings .....	61
5.2.1 Principal Management Practices of Teacher Professional Records and students KCSE Academic Performance.....	61
5.2.2 Principal Practice of Class Visitation and students’ academic performance .....	62
5.2.3 Principal Management Practices of Academic Progress Records and students’ performance .....	63
5.2.4 Principals’ Practices on Implementation of Instructional Programmes and students academic performance .....	64
5.3 Conclusions .....	65
5.4 Recommendations .....	66
5.5 Suggestions for Further Studies .....	68
<b>REFERENCES.....</b>	<b>69</b>
<b>APPENDICES.....</b>	<b>80</b>
APPENDIX I: PRINCIPALS’ INTERVIEW SCHEDULE .....	80
APPENDIX II: TEACHERS’ QUESTIONNAIRE .....	82
APPENDIX III: STUDENTS’ QUESTIONNAIRE .....	86
APPENDIX IV: UNIVERSITY AUTHORIZATION LETTER .....	89

APPENDIX V: MINISTRY OF EDUCATION AUTHORIZATION LETTER.....	90
APPENDIX VI: NACOSTI RESEARCH PERMIT .....	91
APPENDIX VII: LOCATION MAP .....	92

## LIST OF TABLES

Table 3.1: Target population of the study .....	29
Table 3.2. Sampling Method and Sample Size .....	30
Table 3.3: Reliability .....	32
Table 3.4: Summary of Variables and Data Analysis Approaches Matrix.....	34
Table 4.1: Response Rate.....	36
Table 4.2: Gender of the Principals, Teachers and Students .....	37
Table 4.3: Education Level of the Principals and Teachers.....	38
Table 4.4: Age of the Teachers and Students .....	38
Table 4.5: School Sex Composition.....	40
Table 4.6: School Category.....	41
Table 4.7: Teachers Response to Principal’s Management Practices of Teachers’ Professional Records.....	43
Table 4.8: Students Response to Principal’s Management Practices of Teachers’ Professional Records.....	44
Table 4.9: Teachers’ Response to Principals’ Class Visitation Practices .....	46
Table 4.10: Students Response to Principals’ Class Visitation Practices .....	48
Table 4.11: Teachers response on Principals’ Management Practices of Student Academic Progress records.....	50
Table 4.12: Students Response to Principals’ Management Practices of Student Academic Progress records.....	51
Table 4.13: Teachers Response to Principals’ Practices on Implementation of Instructional Programmes .....	54
Table 4.14: Students Response to Principals’ Practices on Implementation of Instructional Programmes .....	55
Table 4.15 Frequency with which the Principals Conducted Various Instructional Supervisory Practices.....	57

Table 4.16: Rating Students' Academic Performance .....	58
Table 4.17: Teachers' Response to Influence of Principal Instructional Supervisory Practices on Students Academic Performance.....	59
Table 4.18: Students Response to Influence of Principal Instructional Supervisory Practices on Students Academic Performance.....	60

## LIST OF FIGURES

Figure 2.1. Diagrammatic presentation of Systems Theory .....	23
Figure 2.2: Conceptual Framework .....	26
Figure 4.1: Teacher Experience .....	39
Figure 4.2: Training on Instructional Supervision.....	41
Figure 4.3: Training Institution.....	42

## **ABBREVIATIONS AND ACRONYMS**

BOM:	Board of Management
CDE:	County Director of Education
KCSE:	Kenya Certificate of Secondary Education
KEMI:	Kenya Education Management Institute
KESI:	Kenya Education Staff Institute
KICD:	Kenya Institute of Curriculum Development
KNEC:	Kenya National Examination Council
MOE:	Ministry of Education
NACOSTI:	National Council of Science, Technology and Innovation
SCDE:	Sub-County Director of Education
TPAD:	Teacher Performance Appraisals and Development
TSC:	Teachers' Service Commission
SPSS:	Statistical Package for Social Sciences
UNESCO:	United Nations Educational Scientific and Cultural Organization.
USA:	United States of America

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the Study**

Societal quest to provide youth with education has existed for long (Tikly, 2017). One of the Classical Greek educators, Plato, saw education as one of the great things of life and its provision as an attempt to touch the evil at its source and reform the wrong ways of living as well as one's outlook towards life (Myungjoon, 2010). Education, according to Namunga (2017) is a sound investment that is essential for the development of the society and the world. It is an ultimate and a basic human right, which should be made accessible to all as stipulated in Article 26 of the Universal Declaration of Human Rights (United Nations, 1948). It is through education, that students acquire knowledge, skills and attitudes, which enable them to be effective in the provision of social mobility.

Supervision is defined as the glue of successful schools (Sharma et al., 2011). It is the tool of quality control in a school system and the most single school-based factor in improving students' achievement (Archibong, 2012). Supervision is the relationship between a senior member of a profession and a junior member or members of same profession. It is evaluative, extends over time, serves to enhance the skills of a junior person, and monitors the quality offered by the junior person and gatekeeping to the profession (Obiweluzor, Momoh & Ogbonnaya, 2013). Through supervision of instruction, supervisors assist in improving classroom instruction because teachers are more competent and efficient, parents are satisfied with the performance of their children who are motivated to work harder in order to achieve the required standard. Hence, in the long run, the goal of education is achieved (Ebele & Olofu, 2017).

Okumbe (2013) defines educational supervision as the administrative coordination of instruction in schools for effectiveness. It is a process of checking what the teachers are teaching and what students are learning in order to achieve conventional goals of education – which are knowledge, skills, attitudes and values. It also entails checking what is taking place in classroom, that is, whether teachers are teaching properly and

at the same time, provide close direction and motivation in a school to enhance the teaching and learning process (Reynolds et al., 2014).

Supervision in schools, according to Sharma et al., (2011) takes two main dimensions: general supervision which subsumes supervisory activities that take place outside the classroom and instructional supervision which is designed to improve teachers' classroom performance. According to Kiptum (2015) instructional supervision can also be referred to as clinical supervision due to the fact that it involves person to person interaction. Further, according to Ayeni (2012), instructional supervision is the systematic process used to develop education programmes that are consistent with educational expectations.

A report by Ministry of Education (Republic of Kenya, 2015) defined instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of the education system. Effective functioning of schools is the result of school management that in turn is critically dependent of quality supervision. To achieve this aim, supervisors usually employ several supervisory practices such as class visitation, management of curriculum and educational programmes. Ngui (2018) defines instructional supervision as the process of leadership and development of leadership within groups. Instructional supervision evaluates production in light of accepted educational objectives, studying the teaching-learning situation to determine the antecedents of satisfactory and unsatisfactory pupil growth and achievement in school improvement (Ngu, 2018).

The need for instructional supervision started in the 1960s in the United States of America. It later spread to the other parts of the world in the two decades that followed (Burns, 2010). Martin and Holts (2010) indicated that instructional supervision in the United States is viewed differently by teachers, administrators and even lawmakers. Without strong well-established systems of instructional supervision good results in schools cannot be achieved.

According to Okumbe (2013), educational supervision in the USA has evolved through phases. During the first phase, a statute authorised certain towns to appoint teachers of sound faith and morals for their schools. Laymen who included the clergy, school wardens, trustees, selected men and citizen committees played the role of



supervisors. Supervision of schools and classrooms was emphasized with control of schools being based upon stated rules. During the second phase, emphasis was mostly on supervision of schools and control although at a later stage focus shifted to assist teachers to improve efficiency in teaching. The third phase of supervision emphasized on supervision of classroom instruction due to increased learner population. During this phase, trained supervisors took charge to replace the previous ones who were mainly inspectors (Dana & Yendol-Hoppey, 2019). From the United States of America, educational supervision began spiral- spreading to other parts of the world in the three decades that followed (Burns, 2010).

According to British Education (Schools) Act of 1992, the role of the school inspector in Britain is to monitor the standards, quality, efficiency and ethos of the school and inform the government and the general public on these matters. Abbott, Rathbone and Whitehead (2012) continues and says that the inspectorate in Britain among other things proposed methods of instruction and discipline, inquiry on school financial position, plans and specification of buildings and availability of books.

In France, school supervisors use authoritarian approach with highly structured and centralised form of instruction such that the Minister of Education is positioned to know every teacher's level of syllabus coverage (Dana & Yendol-Hoppey, 2019). In a research done in the United States of America by Louis et al., (2010), instructional supervision entails principals involving their teachers in the teaching and learning process which improves the pedagogical quality and students' performance. The principals' practice instructional leadership styles which can enable teachers to be in a position to carry out their roles well in the classroom. The study indicated that where instructional leadership is low, schools lack collaborative effort between the principal and the teachers on matters of teaching.

In Ghana, the Ministry of Education is duly responsible for carrying out supervision in schools. The Ministry ensures that all the practices, policies and regulations issued by the Ministry of Education are carried out. A study carried out by Donkoh and Dwamena (2014) indicated that instructional supervision helps to identify the needs of teachers and offer professional development activities as it highlights the strengths of teachers' performance and encourages them to reflect on their challenges. De Garuwe

(2012) posits that national authorities rely on school supervision system to monitor quality of schools with key measure of student achievement in national exams. He underscores that supervision of instruction has the potential to improve students' performance and open avenues for teachers' professional growth and improvement.

Blase, Blase and Philips (2010) explain that school principals have the responsibility of helping teachers to clarify instructional goals and work with them collaboratively in order to improve teaching and learning and to be able to meet institutional goals. The gaps experienced in the teachers' competency in curriculum instructional supervision have a negative impact with many students scoring low grades and extremely few students managing university entrance.

According to Imam (2019), in Uganda the department of Education was introduced in 1925. Its responsibility was to develop the syllabus and supervise how it was being implemented in schools. Burgeya (2010) in his study on influence of head teachers' general and instructional supervision found that most principals did not do proper supervision. He attributed this to large number of students in their schools and many responsibilities the principals had. The Uganda Education Act of 1970 gave the inspectors legitimate powers to visit schools any time. The inspectors would inform the school principals the purpose of the visit.

In Kenya, principals have the responsibility of directly influencing goal setting, tasks accomplishment and supervising curriculum implementation. They are expected to have working knowledge of effective instructional strategies in order to understand the instructional needs of their students and teaching staff to effectively address emerging needs (Blankstein, 2010; Smljie, 2010). Principals are bound to help teachers to comprehend instructional goals and work with them to improve content delivery with clear understanding that what student learn is critical.

Instructional supervision endeavours to improve students' achievement. The principal's task is to initiate academic activities leading to a successful realisation of set goals and targets. Principals are leaders and managers of all that take place in schools. They are charged with ensuring that educational strategies are put in place to support effective teaching and learning in schools (Naomi, Ronoh & Tanui, 2016). Stronge (2021) observed that effective school principals set goals for academic

achievement by harnessing their resources to attain them. They are conversant with timetabling procedures for effective teaching, management of professional records and academic progress records, class visitation as well as to monitoring, setting and administration of examinations.

Namunga (2017) points out that academic performance could be improved if instructional performance is heightened with good teacher-student observation, frequent checking of teachers' professional documents, induction of new teachers and having instructional conferences to improve teaching and learning. This is corroborated by Mutinda (2016) and Reche, Bundi, and Riungu (2012) who found that if principals conduct their role effectively in instructional management, there is inevitable influence on improved students' academic achievement in KCSE.

Archibong (2012) stated that some supervisors will not be able to carry out instructional evaluation effectively if they are not well qualified and trained in techniques of evaluation, versed with subject content, good organization skills and ready to accept teachers' idea and interest. Coe et al., (2014) cited limited supervision experience and skills as being a problem in teacher supervision where supervisors lacked enough training in providing constructive feedback while maintaining professional relationship. Mbera (2015) asserts that many school principals experience great difficulty in balancing their administrative duties with their curriculum leadership or instructional function.

## **1.2 Statement of the Problem**

It is common knowledge that the society make sacrifices to avail resources to enable children to attend school. The expectation is for the schools to offer opportunities to the children to gain competencies in terms of knowledge, skills, attitudes and values that would enable the children to be useful members in the society. The performance in national examinations is a trusted method of measuring the extent that these competencies have been attained. According to records available from the office of the Kajiado County Director of Education (2020), the performance of students in KCSE in Mashuru Sub-County has not only been poor but is also on downward trend

(2016 to 2019). This has culminated in only 23 students attaining a grade of C+ in a period of four years.

The minimum grade for university entry for KCSE graduates is C+ whereas majority of the candidates in the subcounty are scoring below D+ (CDE-Kajiado County, 2020). Just like many public schools in Kenya, schools in Mashuru Sub-County have the necessary resources – including textbooks, furniture, classrooms and trained teachers. Despite these efforts, the performance in K.C.S.E continues to decline. The poor performance has caused concern in the community. For this reason, there was need to undertake a study to establish the influence of the principals’ instructional supervisory practices on students’ academic performance in KCSE in public secondary schools in mashuru sub-county since 2016.

Makau, Ronoh and Tanui (2016) have shown that in Nakuru County there are deficiencies in the process of instructional supervision by principals, which result to poor performance by students. These deficiencies include poor supervision techniques which lead to poor interaction between the principals and teachers, failure of principals to carry out proper class visitation and observation, unconducive learning environment, and poor provision of learning aids.

Based on the foregoing analyses, it appears like some of the causes of poor performance in KCSE in Mashuru Sub-County can be attributed to weaknesses in the instructional supervision by principals. For this reason, this study set out to establish the influence of principals’ instructional supervisory practices on students’ performance in KCSE in public secondary schools in Mashuru Sub-County. The study was undertaken by assessing the KCSE results of 2016 to 2019 to explore if instructional supervision practices by principals could be the cause of the trend in dismal performance in the sub-county.

### **1.3. Purpose of the Study**

The purpose of this study was to establish the influence of principals’ instructional supervisory practices on students’ academic performance in KCSE in public secondary schools in Mashuru Sub-County in Kajiado County.

## **1.4 Research Objectives**

The objectives of the study were:

- i. To determine the influence of principals' management practices of teachers' professional records on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County.
- ii. To establish the influence of principals' class visitations practices on students' academic performance in KCSE in public secondary schools Mashuru Sub-County.
- iii. To determine the influence of principals' management practices of academic progress records on students' academic performance in KCSE in public schools in Mashuru Sub-County.
- iv. To establish the influence of the principals' practices on implementation of instructional programmes on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County.

## **1.5 Research Questions**

The research sought to answer the following questions:

- i. What is the influence of principals' management practices of teachers' professional records on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County?
- ii. What is the influence of principals' class visitations practices on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County?
- iii. What is the influence of principals' management practices of academic progress records on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County?
- iv. What is the influence of principals' practices on implementation of instructional programmes on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County?

## 1.6 Significance of the Study

The findings of this study addressed the influence of principals' instructional supervisory practices in public schools in Mashuru Sub-County and may provide useful insight to various stakeholders with the aim of improving the quality of education and service delivery. They include:

- i. **Principals and teachers** – The findings could be used by serving principals to establish the reasons of poor performance in their schools and the corresponding corrective measures. Teachers may also benefit in improving in teaching duties.
- ii. **Teachers Service Commission (TSC)** – The findings may be of great help to the TSC since it will provide them with some training on instructional supervision before promoting teachers to deputy principals and principals position.
- iii. **The Kenya Institute of Curriculum Development (KICD)** – can use the findings and incorporate them to the training needs of principals, teachers and education officers in regard to instructional supervision in their training programs for school principals to be effective instructional supervisors.
- iv. **The Kenya Educational Management Institute (KEMI)** – may be able to identify the training needs of education officials and especially secondary school principals and teachers on relevant training to address the concerns raised in the study.
- v. **Ministry of Education (MOE)** – The findings of the study will help the Ministry of Education in formulating of assessment modules for schools and skills for empowering the principals to enhance performance. This is because the research findings would provide necessary feedback to the ministry as it seeks ways of improving the performance in KSCE especially in Mashuru Sub-County.
- vi. **Heads of Departments (HODs)** – The findings will help Heads of Department in managing their respective departments and improve their professional competence and performance.
- vii. **The academia** – the findings of the study will add value to the existing knowledge on principals' instructional supervision practices that can lead to better performance.

## **1.7 Scope of the Study**

The study was carried out into the following depths:

- i) It was carried out in public secondary schools in Mashuru Sub- County. Therefore, private secondary schools in the sub-county did not form part of this study.
- ii) The researcher investigated the influence of principals' instructional supervisory practices on students' academic performance in KCSE in public secondary schools.
- iii) The study covered the four aspects on principals' supervisory practices, which are: principals' management practices of teachers' professional records, principals' class visitations practices, principals' management practices of students' academic progress records and, principals' practices on implementation of instructional programmes on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County, Kenya.
- iv) The respondents of the study were principals, teachers and student leaders of selected public schools in Mashuru Sub-County because they are the ones who interact closely in instructional supervision.
- v) The study used interview schedules and questionnaires to collect data.
- vi) The study was narrowed to the sampled public secondary schools, 13 principals, 54 teachers and 56 students in Mashuru Sub-County.

## **1.8 Limitations and Delimitations of the Study**

The study experienced the following limitations:

- i. The teachers and students were suspicious of the researchers' objective in collecting data. The researcher assured the respondent of strict confidentiality in handling the information provided and appealed to the respondent to provide honest responses to the questionnaires since anonymity and confidentiality would be preserved.
- ii. Some principals were not cooperating, fearing that the study would detect their administrative shortcomings. Again, this problem was overcome by assuring principals of anonymity and confidentiality.

- iii. It was difficult for the researcher to control the attitude of the subjects as they responded to the items of the questionnaire. The researcher ameliorated this problem by explaining to the respondents that the purpose of the study was purely academic, with little effect on their professional or normal lives.
- iv. The teachers were fearing giving true responses to the questionnaire items against their principal for fear of being victimized. The researcher assured them confidentiality before filling the questionnaire.

### **1.9. Assumptions of the Study**

The research was based on the following assumptions:

- i) Principals' supervisory practices have an effect on students' performance in KCSE.
- ii) Principals in public secondary schools in Mashuru Sub-County carry out different instructional supervisory practices.
- iii) That KCSE Examination is a valid and reliable measure of academic performance.
- iv) That all the respondent sampled would co-operate and give reliable responses.



### **1.10 Definition of Terms**

**Instructional supervision** – the process through which principals, their deputies and Heads of Departments (HoDs) facilitate teaching and learning in schools by monitoring teachers.

**Academic performance** – in this study poor academic performance will mean performance that is below C+, the grade that assures one of university admission.

**Public secondary schools** – government institutions that offer post-primary education up to form four and which are funded by the government.

**Teachers' professional records**- these are the working tools for effective instruction that guide teachers' performance and act as safeguards for the well-being of the student.

**Principals' class visitations practices** - this is the act of principals conducting lesson observation with an aim of enhancing professional growth of teachers and improve teachers' teaching techniques.

**Academic progress records**- this are records portyaring the performance of students in both academic and co-curriculum activities which allows for comparison against set targets.

**Instructional programmes** – this are outlined schedules that guide the principals to oversee supervision of curriculum and initiating and sustaining school vision and mission which enables the attainment of set educational goals.

## **CHAPER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review related to the study. The chapter discusses the concept of instructional supervision, the role of the principal as an instructional supervisor on checking of teachers' professional records, class visitation, checking of students' academic progress records, implementation of instructional programmes, theoretical and conceptual framework. The chapter also provides a summary of literature review and research gaps.

#### **2.2 Key Terms**

##### **2.2.1 The Concept of Instructional Supervision**

Glickman (2014) views instructional supervision as the actions that enable teachers to improve the quality of instructions for students and as an act of improving the quality of instructions for students and that improves relationships and meets both personal and organizational needs. It is the work of ensuring the implementation of the educational mission of a school by overseeing, equipping and empowering teachers to provide meaningful learning experiences for students. It also involves raising students' achievement and creating valuable educational opportunities for students.

Glickman (2014) indicated that early supervisors in the 19<sup>th</sup> Century set strict conditions for their teachers and visited classrooms to observe the teaching/learning process. Supervision of instruction was earlier on referred to as inspection, implying direct control of how closely teachers complied with stipulated instructions. A clear departure from this was sacking (Sogunro, 2012). Sogunro (2012) state that some school supervisors or inspectors as they are called in other countries continue to fulfil their tasks with authoritarian approach. However, the superintendents have changed their focus from looking for deficiencies that would result in dismissal of teachers to enabling teachers overcome their challenges, as well as assisting in the organization and implementation of curriculum programmes for the learners.

Moss and Brookhart (2019) on instructional supervision posit that the purpose of supervision of instruction is neither to judge the competencies of teachers nor control

them but to jointly cooperate and improve them in delivery of content process. They believe that evaluation, rating, appraisal and assessment are necessary tools for the supervisors of instructional delivery to accurately reflect the process. They aver that the goal of the supervisor is not to solve an immediate problem, but rather to study the process of teaching and learning as part of an ongoing system and experimentation.

In Kenya, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools with principals as instructional supervisors. As the Republic of Kenya Report (2015) noted, headteachers as the managers of their schools have the responsibility to ensure that teachers implement the set curriculum, and that learning is actually taking place.

Muthoni (2012) also asserts that a number of countries from the 1990's onwards have attempted to reform supervision because of its effectiveness as a key tool in monitoring and improving education quality. Since independence, various commission of education have recommended supervisory service for secondary schools (Mwinyipembe & Orodho, 2014).

Muricho and Chang'ach (2013) emphasized on the need for good supervision if educational objectives were to be achieved. The recommended types of supervision: peripatetic supervision done by officers representing Local Authorities who visit schools often and, school-based supervision done by the principals. Principals are viewed as the managers of their schools and therefore, have the responsibility to ensure that teachers implement the set curriculum and that learning is actually taking place.

Supervision in Kenyan secondary schools was entrusted to the Ministry of Education in accordance with the provision of Education Act Cap 211 of 1968 revised 1980 which empowered the Minister (today Cabinet Secretary) for education to promote the education of the people of Kenya. As a representative of the government and the people of Kenya, the Cabinet Secretary therefore, should ensure that educational standards are being maintained (Muricho & Chang'ach, 2013).

The Republic of Kenya Report of (2013) as prescribed in the Basic Education Act 2013 (Part IX Section 67) further gives directions on education and training in Kenya. This is because the act empowers the Cabinet Secretary, the Teachers Service

Commission (TSC), the Standards and Quality Assurance Council, National Education Board and County Education Boards to ensure that there is maintenance of standards, quality and relevance of education and training.

### **2.2.2 Concept of Academic Performance**

As Magolis (2012) observes that the performance of the system depends on how the elements work together and not how each element works independently. For a school to achieve improved academic performance the principal needs to harmonize the four composite variables since the school is an open system rather than a closed entity.

In the contemporary world, improvements in student achievements are recognized as the foremost objective of school reforms and restructuring efforts. With this objective in mind, many different reform packages are being implemented while the key focus of the reforms is more or less the same. The legislation on No child is left Behind by 2020 signed into law in January 2002 in the USA is one of the most prominent and visible action taken by any government, towards achieving this goal. In the meantime, many scholars have acknowledged that the role of the school leadership is the most significant in enhancing school performance and student achievement (Shantal, Halttunen, & Pekka, 2014).

According to Leithwood and Seashore-Louis (2011), effective leaders developed school climates and cultures that help motivate both the students and teachers leading to the creation of better teaching and learning environments which are more conducive to higher levels of students' achievements. Besides, in most schools systems, school principal is required by the systemic authorities to improve student learning and is held accountable for it by building commitments in developing a shared vision for motivating and energizing the teachers and students.

Kythreotis, et al. (2010) found that students' achievement gains were found to be related with five factors at the school level: the principals' human resource leadership style and four dimensions of organizational culture. Principal as a leader should be able to implement the most suitable leadership styles that suit his school most. It is important for the principal to possess the ability and capacity in balancing the

relationship between productivity and educational objectives along with coping with the stress (Yusof, 2012).

The school principal must develop his or her leadership capacity in developing the styles of leadership and management techniques in order to ensure job satisfaction and effective teaching instructions among teachers (Suraya & Yunus, 2012). The research done by Sammons et al (2011) found that leadership effects directly and indirectly on a range of school and classroom processes and effects indirectly on improvements in schools' academic results. Jacobson (2011) found that direction setting, developing people and redesigning the organization were practices common to successful principals in all contexts, including those in challenging, high-poverty schools.

### **2.3 The Principals' Role as Instructional Supervisors**

Schools principals' roles have drastically changed from the early years of 1900 to the modern society. The principals' role increased when schools grew and bureaucracy increased with point persons in schools. The roles have evolved depending on politics of the time, societal changes and expectations, emergence of trade unionism and principals' associations of the 1960s. The notable change was from being a colleague to a boss and as the years progressed, to being the face of the school Board of Management (BOM). This has been more prevalent with eventual centralisation of power and authority to the detriment of other teachers (Blasé, Blasé & Philips, 2010).

Wekesa and Ongunya (2016) assert that principals as instructional supervisors should make it their policy to regularly interact with students and call for their exercise books to see whether they are given tasks by their subject teachers and that their books are checked, marked and corrected. As such these records should be clear and available. Principals anchor their administrative work on issues pertaining to teaching and learning, and school improvement aimed at achieving quality grades at the end of students' study period.

Kiptum (2018) argues that the quality of education depends on the nature of instructional supervision provided by the principals. The principals' role as instructional supervisors has triggered imbalance between the office and the teacher one is. The additional responsibilities have diminished morale as they are expected to

mollify different cadres in the competitive work place and thus answer to different societal demands and expectations.

These findings concur with Kirui and Osman (2012) and Namunga (2017), who aver that instructional supervision is aimed at improving classroom learning and that the principal should be well versed with supervisory knowledge and skills to carry out this process so as to motivate teachers and to influence their mode of teaching. When teaching is reinforced, instructional programmes are developed and this improves instructions by the teachers (Malunda, Onen & Oonyu, 2016).

Principals as central agents for change have to recognise teachers as equal partners in the process of instructional supervision. Hence, for instructional supervision to be effective, principals should invest in teachers the required resources and instructional support because students' performance improves with the availability of teaching and instructional materials (Glickman, 2010; Dangara, 2015). Mugambi (2017) holds that instructional materials help to make instructions practical, enabling understanding by the students.

#### **2.4 Principal's Management Practices of Teachers' Professional Records and Students' Academic Performance**

Professional records are the working tools for effective instruction that guide teachers' performance and act as safeguards for the well-being of the student (Fischer, 2011). These records include: teachers' class attendance registers, clocking in and out times printouts, schemes of works, lesson plans, lesson attendance register, lesson notes and students notes, students class registers and records of work covered and evidence of issued assignments, marking and correction of the same.

According to Olango (2010), instructional supervision enables teachers to plan their teaching in accordance with the syllabus. Thereafter, it is the duty of the instructional supervisor, to gauge the lesson notes and instructional materials, watching teachers actualise teaching in lesson observation, evaluating the teacher in delivery of content, identifying the instructional challenges, introducing the necessary changes, helping the subject teacher realise their potentials and reduce their weaknesses. All these make it possible for learners to actualise good academic grades.

Principals checking on these professional records facilitate a better teaching by teachers. Schemes of work, projects action plan, what teachers use to prepare their lessons, what is to be taught in the week, term and the entire year together with associated learning activities, goals and objectives for each lesson are key documents in the principal's work activity. The existence of lesson plans is an indicator of teachers' preparedness and adherence to the scheme of work plotted (Mavindu, 2013). Principals must ensure that teachers are adhering to the syllabus and schemes of work in terms of content, scope, depth and the learners' intellectual ability for effective teaching and learning process to take place (Mavindu, 2013).

Teachers prepare and structure their lesson plans better when they are certain the principal will check the works and outputs. Principals need to use record of work and lesson attendance register as evidence of teaching. Record of work is an accurate record of what has been taught, the subtopics covered, teacher's observation of the student's reaction and understanding and a measure of their efficiency in content delivery (Mavindu, 2013).

Records of work should be updated regularly and supervised by principals (Mugambi, 2017). The attendance register ensures punctuality by the teachers and students, hence teachers' lessons begin on time, thus leading to good time management, an aspect crucial in learning. Though looked at as too much control, it enables the instructional supervisor to establish a firm culture on time management and other practices (Ngunjiri, 2012).

Kimeu (2010) sought to establish the influence of secondary principals' instructional practices on Kenya certificate of secondary education performance in Kasikeu division, Makueni County. The study maintains that overall high performance would be realized in schools if principals look at what the teacher is utilising to teach, checking of learners' books to ascertain that lesson notes are taken, assignments given are marked and corrected and attendance by the teacher is evident. Dangara (2015) conducted a study on the impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria. The study established that principals should be concerned with how teachers plan their lesson plans and prepare for their class, their presentation of the content to the students and

the subject mastery and their class lesson control. This study sought to establish if principals as instructional supervisors in Mashuru Sub-County check on the teachers' professional records despite the continual drop in performance in schools.

## **2.5 Principals' Class Visitations Practices and Students' Academic Performance**

Class visitation of the principals in lesson observation enhances professional growth of teachers and improves teachers' teaching techniques. As the instructional supervisors, principals are encouraged to spend most of their working times in classrooms observing the teaching and learning process (Gray, Kruse & Tarter, 2016). Class observation allows principals to experience the classroom situation, enabling them to make sound decisions on the basic requirements for effective instructional needs of the students.

Mutungu (2011) holds that principals need to observe their teachers formally on a regular basis and discuss classroom performance to help teachers to improve on their teaching. Classroom visitations and observations are geared towards improving teachers' pedagogical skills. Fischer (2011) indicates that class visitation and observation includes principals' getting into class and observing how teaching and learning is taking place. Principals' efficient use of administrative leadership skills in instructional supervision help teachers utilize their professional techniques and skills in classroom teaching (Mugambi, 2017).

According to Kieti *et al.* (2017), class observation and visitation centre on the improvement of the teaching/learning situation which benefits teachers and learners and thus enabling the identification of areas of strengths and weaknesses of teachers. The on the spot assessment helps teachers to be committed to teaching in line with the curriculum, conscious of students' needs and capacities which in turn help them to improve their performance (Memduhoglu & Zengin, 2012; Archibongs, 2013).

Wanzare (2013) points out that instructional supervision with classroom visitation serves as an opportunity for the principals to assess teaching styles, classroom management skills, various aspects of teaching and allows teachers to receive constructive feedback in their teaching and in the process improves their teaching techniques. In his study in Nigeria, Peretomode (2011) argues that teachers who are adequately observed in the classroom perform more effectively than their counterparts



who are left on their own devices. This is because a teacher who experiences class observations would put in effort to please the principals. The teacher's mistakes are noted and corrections given. Peretomode (2011) is emphatic that classroom observation procedure is of great assistance in aiding teachers improve instructional and learning process, thus improving effectiveness.

Farrel (2011) asserts that classroom visitation and observation is critical in reflecting on pedagogical practices which help teachers evaluate their strengths and weaknesses. Allan (2015) agrees with Dangara (2015) by postulating that it is in principals' checking of the actual classroom teaching that they are able to know whether teachers are teaching and whether students are adhering to the objectives noted at the end of schemes of work. Such observations make teachers to be focused when teaching and even master the content when delivering it to the students. This study sought to establish the relationship between principals' class visitation and students' academic performance in KCSE in Mashuru Sub-County.

## **2.6 Principals Management Practices of Academic Progress Records and Students' Academic Performance**

In monitoring students' progress, Halverson (2010) observed that school leaders should have intermittent measures of student learning across the classes and that collaborative focus should be encouraged on problems of teaching and learning. Meetings to discuss school instructional initiative should be organised and learning goals discussed based on student achievement data.

A principal who provides instructional leadership promotes performance through frequent monitoring of students' progress. The strategies for monitoring student progress is keenly based on the usage of student data for instructional decision making, meeting regularly with teachers to review students' progress, and continuously checking on student progress data to assess teacher effectiveness. Principals are basically concerned with value-addition and commitment to raise student standards, school improvement and facilitating the process of change (Barber, Whelan, & Clark, 2010).

Karuri (2015) sought to establish the factors influencing pupils' discipline in public primary schools in Dagoretti Sub-County Nairobi, Kenya. The study observed that

the most outstanding factor that influence students' performance in examinations has to do with the school management and that principals play this significant role due to their tasks and roles. According to Bush, Kigunda and Moorosi (2011), effective leadership promotes favourable school and learners' outcome. Principals' leadership as instructional supervisors in checking students' academic progress plays an important role in the outcomes of the set goals. It is the genius of the leadership of the principal that mobilises human and material resources and creates the necessary climate of students' productivity in quality grades (Pont, Nusche & Hopkins, 2008).

The key function through which principals' leadership appears to shape students' outcomes includes setting directions, selecting and developing teachers, establishing supportive conditions and shaping core values. Alimi and Akinfolarin (2012) conducted a study on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State, Nigeria. Their study found out that there is significant impact on checking pupils' notes on academic performance in English language subject area. Niehaus and Adelson (2014) assert that, there is a significant impact of checking of students' academic performance in English language subject in secondary schools in New York City, USA. They argued that checking of student progress is a mediating influence on teachers, instructional community and school organization that lead to high performances.

Brown and Harris (2013) on forming personalized goals and monitoring academic progress established that students' academic self-regulation on their goal directed learning strategies related to attainment of educational standards. The consistent monitoring of students' progress by principals saw an increase in their academic performance in KCSE. In Botswana, Morton and Ramsay (2018) affirmed the importance and usefulness of providing extra coaching to pupils who are preparing for major national examinations. Frequent exposure of students to tests can improve examination performance. Promptness in giving and making homework assists in identifying areas of weakness to be improved.

## **2.7 Principals' Practices of Implementing Instructional Programmes and Students' Performance**

Principals as instructional supervisors oversee supervision of curriculum, improving instructional programmes, initiating and sustaining school vision and mission. This enables the attainment of educational goals. They prioritise directing schools towards effective teaching and learning. This includes students' groupings, teacher organization, leadership teams, structure of curriculum basing remediation on common instructional framework (Ikemoto et al., 2014).

According to Blasé, Blasé and Philips (2010), managing the instructional program requires a principal to be engaged in stimulating, supervising and mentoring, teaching and learning. Improving learning outcomes is dependent on setting up effective curriculum management systems at school level and improving instruction in class. Principals should take responsibility for leading the learning programme through directing, supporting and monitoring curriculum delivery. Instructional leaders manage the educational production function through supervising instruction, allocating and protecting instructional time, coordinating the curriculum and monitoring student progress in learning.

Chabari (2010) sought to determine the challenges facing effective implementation of free secondary education in public secondary schools in Kangundo District, Kenya. The study argued that school principals play a key role in instructional planning and adoption, arrangement and management of classroom learning. Principals in high achieving schools involve teachers in making curriculum decisions, create a climate conducive to learning, set high expectations for students, create consistent, coherent and focused reading programme, set clear goals, standards and expectations focussed on results and facilitate a culture that emphasizes learning. The culture emphasizes achievement by setting high expectations, set clear performance expectations for students, set clear and broadly understood performance expectations for the teachers and focus on results.

According to Ministry of Education Report (2005), planning in-service training is an integral part within all the institutional leadership. Staff development can take place at any time, either as full time or part-time study during the continuous professional life

of teachers. It has been used as a means of improving the 8-4-4 system of education. Effective principals should be more informed of modern methods of administration and teaching. An effective instructional supervisor makes teachers respect appropriate rules, school routines, procedures and regulations. The internal supervision entails proper classroom delivery, examinations revisions, supervision of teachers and pupils' work, proper examination testing policy, remedial learning process, teacher induction courses and team building and ensuring that there is enough staff (Mbegi, Ondigi and Oburu, 2010).

Dana and Yendol-Hoppey (2019) observed that principals' instructional leadership prioritises involve directing schools towards effective teaching and learning. This includes student groupings, teacher organisations, leadership teams and structure of curriculum, basing remediation on common instructional frameworks. It is the responsibility of the principal to implement instructional programmes in schools in order to improve students' performance. This study sought to establish the influence of principals on implementation of instructional programmes and students' academic performance in Mashuru Sub-County.

## **2.8 Theoretical Framework**

The study was informed by two theories, namely: Systems Theory and Role Theory.

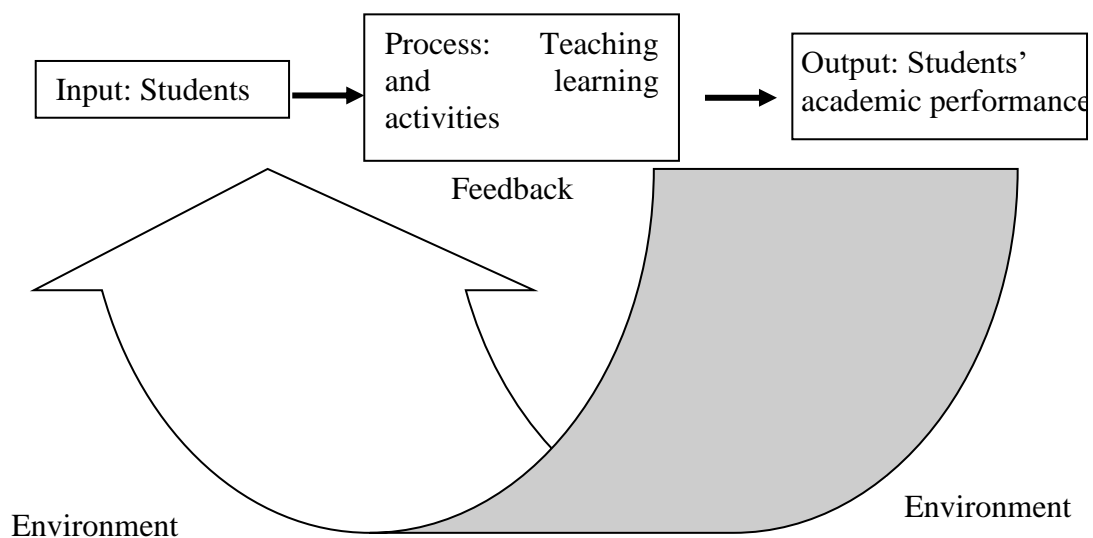
### **2.8.1 Systems Theory**

The first theory to guide this study was Systems Theory which was developed by Ludwig Von Batenlaffe (Patton & McMahon, 2006). A school as a system is composed of various parts which work in an interrelated manner for accomplishment of stated goals. A school exists in the form of an open system because it receives input from the society and it also gives output to the society. The school receives curriculum, teaching materials, finances, teachers, parents and students. The principal coordinates the activities as he/she performs the instructional supervision tasks. Checking of professional documents, class visitation, checking students' academic progress records and implementation of instructional programmes play a major role in the realization of the institution's objectives.

The teacher, students and parent as representatives of the environment influence the function of the system at greater percentage. It is also applicable that the institution as a process unit shapes the environment. Therefore, effective instructional supervision by principals play a major role in the success of an individual student, school and the entire society. The main concepts in the Systems Theory as they will be applied in this study are:

- i) Inputs: The students who attend secondary schools in Mashuru Sub-County
- ii) Environment: Both the internal and external conditions within which schools in Mashuru Sub-County operate. Includes availability of trained teachers and other learning resources as well the supervisory role played by principals.
- iii) Processing: This will refer to the effort made by teachers in the teaching and learning process in schools in Mashuru Sub-County.
- iv) Output: Students' performance in KCSE in Mashuru Sub-County.

The theory can be visualized as presented in Figure 2.1:



**Figure 2.1. Diagrammatic presentation of Systems Theory**

Source: von Bertalanff (1969)

According to Spronck and Compennolle (1998) some system therapists reject the systematic view for various reasons, often related to violence, victimization and power. Also, it is not able to describe an individual's responsibility. The theory also

suggest that some variables have some equality in the extend of impact and control in an organization, this is not to be the case as some variables are bound to have greater impact and degree of control when compared to others. However, this critique is based on an outdated narrow and incompetent knowledge of linear system theories (Spronck & Compernelle, 1998).

### **2.8.2 Role Theory**

The study was also be guided by Role Theory which was advanced by Gatzels and Egon (1975). They looked at an organisation as a social system. The theory espouses a social system where individuals define their role, role of others and expectations (Nyongesa, 2007). The theory postulates that people in their position use their roles to perform their functions and their roles dictate their outward mannerisms. This affects the responsibilities and the expectations in regard to the roles and moreso in educational institutions (Hindsin, 2007). Sesen (2015) explains that the organisation leadership dictates activities undertaken in the organisation and the mode of behaviour is context specific. Roles Theory espouses on how an individual ought to behave in a given position and authority.

According to this theory, education has various positions; namely, principals, HODs, teachers, parents, education officials, the government,-and students and if one fails in their role then the system fails. A school receives teachers and students from the society and the head teacher coordinates the activities as he/she performs his/her instructional supervision tasks: checking of the professional records, pupils' notes/exercise books, classroom visitation, provision of learning and teaching resources, checking of students and instructional programmes play a major role in the realization of good performance (Perker & Wikman, 2005).

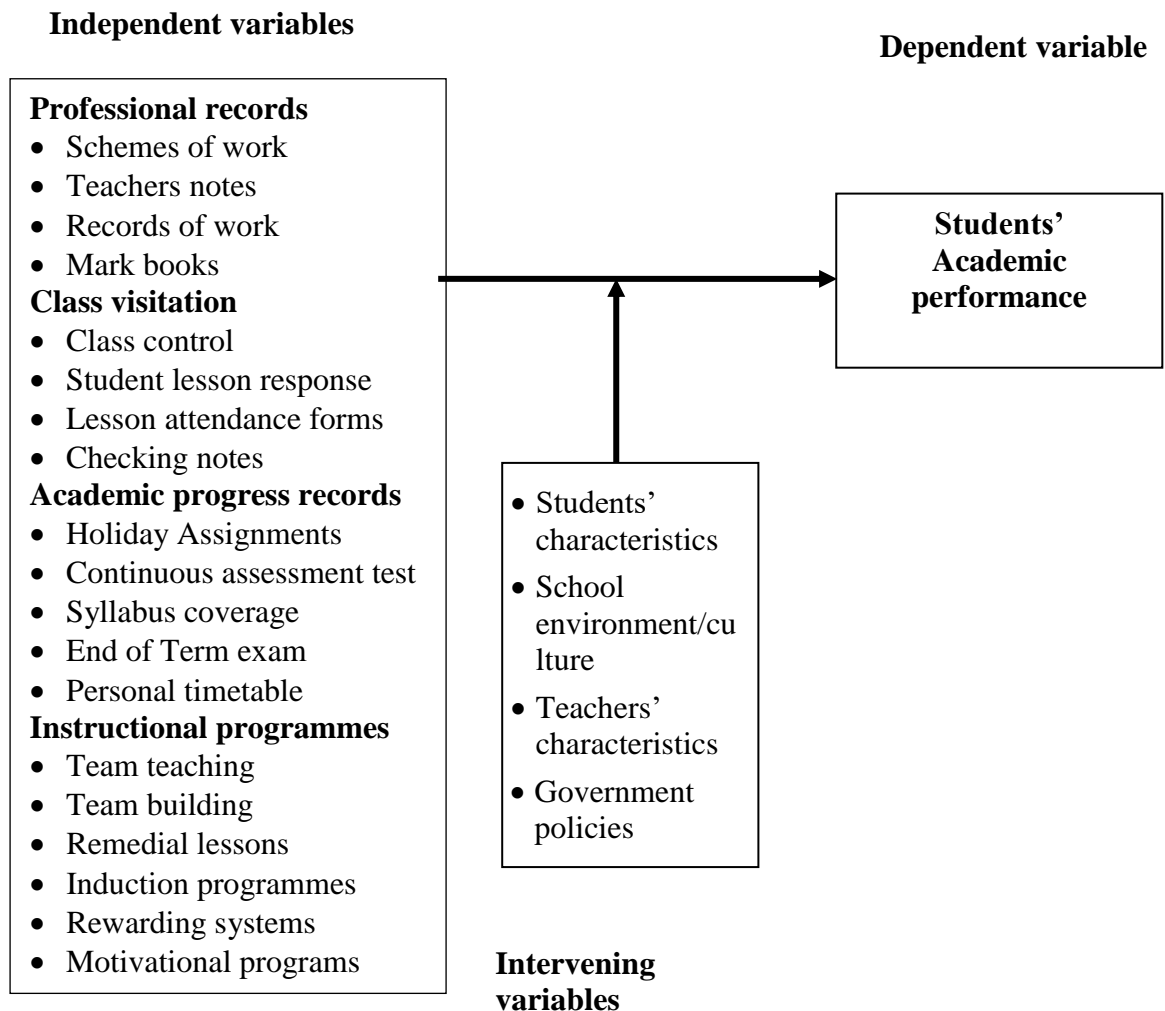
Fulmer (2011) notes that principals are both administrators and supervisors since as they plan and allocate roles, effecting duty rota, school culture rules, supervising the work of teachers, professional records, disciplining teachers and students make them the roles managers. Principals as instructional supervisors ensure that each one's role is abided by to guarantee quality in education which results into good performance. The theory is applicable in this study since a school is an organisation with principals' role vital in enhancement for quality grades. Effective instructional supervision by

principals may play key role in the success of students in KCSE in Mashuru Sub-County.

However, the theory has been criticised by Jackson (1998) who says that the role theory is not comprehensive. She further adds that the theory lacks comprehensiveness and human agencies are not sufficiently addressed. To her, the theory promotes the notion of segmented rather than enfolded occupations.

## 2.9 Conceptual Framework

This study was informed by the conceptual framework in Figure 2.2. The variables in the conceptual framework are in line with those in the research topic and objectives of the study.



**Figure 2.2: Conceptual Framework**

**Source: Researcher's own conceptualisation (2020)**

From the information presented in Figure 2.2, when a principal is effective in instructional supervision it leads to good performance and quality grades are attained by the students. The intervening variables are there to show the link between the independent variables and the dependent variables. When the government policies are implemented, students are well disciplined, teachers' and students' attitude is positive and the learning environment is conducive. Then the participation in instructional



supervisory practices improves, hence improvement in students' academic performance.

### **2.10 Summary of Research Gaps Identified**

In Kenya, the influence of principals' instructional supervisory practices on students' academic performance in KCSE in public secondary schools, has not been investigated widely in Public secondary schools or private secondary schools, except for some effort by Kirui and Osma, (2012), Kimeu (2010), Chabari and Mugambi (2017) who dealt on principles instructional supervision on: knowledge and skills, collaborative process, arrangement and management and lesson plan/note/teachers records respectively.

The report on Republic of Kenya (2015), shows that there has not greatly impacted on improvement of instructional supervisory practices on student performance in KCSE in public secondary schools in Mashuru Sub-county. In the Kenya context, no study has investigated on the influence of principal's instructional supervisory practices on students' academic performance in KCSE in Mashuru sub-county.

### **2.11 Summary of Reviewed Literature**

This chapter reviewed both empirical and theoretical literature. The empirical literature has highlighted on the main parameters of concept of instructional supervision practices and the principal playing the role of instructional supervisor. The empirical review has also provided the insight of instructional supervision by principals in global, regional and local on the positive impact of supervision by the principals in academic institution and how it influences the performance. The theoretical literature has highlighted the two theories that guided the study as well as the conceptual framework that elaborates well the interrelationship between the dependent variables and independent variables. The theoretical framework for the study has been out lighted together with framework and research gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research design, location of study, target population, sampling techniques and sample size as well as research instruments, piloting of data collection instruments, validity and reliability, data collection techniques, data analysis and presentation and ethical considerations.

#### **3.2 Research Design**

This study used a descriptive survey design. This method enables the researcher to summarize and organize data in an effective and meaningful way (Mugenda & Mugenda, 2003). This approach is suitable for this study because data are collected from a sample population as opposed to the whole population at a particular point in time (Morrison et al, 2011). This design is also considered suitable for the study because it gives the researcher an opportunity to obtain opinions and characteristics of the sampled population as it is without manipulating the variables such that the conclusions can be generalised to the entire population (Morrison et al, 2011).

The design explored and evaluate at length the relationship that exists between the stated independent variables and the dependent variable which requires collection of quantifiable information from the sample population (Mugenda & Mugenda, 2003).

#### **3.3 Location of the Study**

The study was carried out in Mashuru Sub-County with a recorded population of 41,077. There are 45 public secondary schools. It covers an area of 2192. 7 sq. km (Kenya National Bureau of Statistics, 2019). The sub-county borders Loitokitok Sub-County to the south, Isinya Sub-County to the east, Kajiado central Sub-County to the north. The main economic activities in Mashuru Sub-County include sand harvesting and pastoral farming. The Sub-County has always registered increasingly dropping low academic grades in KCSE since 2015 according to the Sub-County Director of Education's Examination office.

Mashuru Sub-County was selected deliberately due to the fact that the students academic performance in secondary schools was not only consistently going down: it was the lowest among the five sub-counties in Kajiado from 2016. This calls for serious examination into the cause of the poor performance in the sub-county. This emanates from concerns that despite increased staffing, housing of teachers, improved infrastructure with new classrooms and laboratories, teaching and learning enhancement by sponsoring assessments and common examinations, the sub-county has continued to register low grades. The researcher chose to focus on public secondary schools as they are direct recipients of assistance from the government.

### **3.4 Target Population**

According to Ogula (2005), population refers to any group of institution, people or objects that have common characteristics. Mugenda and Mugenda (2003) define target population as the entire population to which a researcher wants to generalize or infer the result of the study. The study was carried out in Mashuru Sub-County with 45 public secondary schools. The target population comprised of 45 principals, 540 teachers and 585 student leaders, all totalling to 1170 as shown on Table 3.1.

**Table 3.1: Target population of the study**

<b>Category</b>	<b>Target population</b>
Principals	45
Teachers	540
Student Leaders	585
<b>Total</b>	<b>1170</b>

**Source: Mashuru Sub-County Education Report (2019)**

### **3.5 Sampling procedure**

Sampling refers to the process of selecting subjects from the study population accurately with the intention of equal representation of the entire population (Best & Kahn, 2014; Creswell & Clark, 2007). The researcher used purposive sampling to select the sample size for principals and simple random sampling procedures for teachers and students. Purposive sampling was appropriate as it enabled the researcher to select specific principals who had relevant information needed for the study. On the other hand, simple random sampling for teachers and students ensured that the

researcher obtains unbiased information about the influence of principals' instructional supervisory practices on students' performance in KCSE.

### 3.6 Sample size

According to Kothari (2004) a sample is a representative part of a population. Thus, by studying the sample, one can be able to know more about the population without having to study the entire population. Mugenda and Mugenda (2003) suggests that 10% to 30% of the population is adequate. In support of this Kerlinger (1983) indicates that, it ensures that a good representation of a population participates in the study.

Using Mugenda and Mugenda's (2003) formula for selection of a sample, 13 principals (30%), 54 teachers (10%) and 59 student leaders (10%) were sampled to take part in this study. Information on sampling and sample size is presented in Table 3.2.

**Table 3.2. Sampling Method and Sample Size**

<b>Categories</b>	<b>Sampling Method</b>	<b>Target population</b>	<b>Sample Size</b>
Principals	Purposive	45	13
Teachers	Random	540	54
Student Leaders	Random	585	59
<b>Total</b>		<b>1170</b>	<b>126</b>

### 3.7 Research Instruments

The study used primary data. The primary data was collected by use of structured questionnaires and interview guides or schedules. The structured questionnaires were used to collect data from teachers and student leaders. The questionnaires contained both closed and open ended questions which allowed for collection of detailed data. Kothari (2004) indicates that a questionnaire is always free from interview biasness as all the answers are in respondents' own words. Questionnaires are used because they are easier to administer and analyse. They are self-report tools that were confidential in the sense that, teachers and students expressed themselves freely (Kothari, 2004).

The items in the questionnaire were developed using relevant information received from the literature review related to the study and researchers. These questionnaires

were developed along the set objectives. It consisted of two sections. Section A, solicited personal data, while section B, dealt with instructional supervisory practices in the schools. Respondents ticked their convenient responses given in form of 1: (Always), 2: (Frequent), 3: (Occasionally), 4: (rarely), and 5: (Never) or 5: undecided 4: (Strongly Disagree), 3: (Disagree), 2: (Agree), 1: (Strongly Agree) or 1) Daily 2) Weekly 3) Monthly 4) Termly 5) No defined time. The items are organized in a 5-point Likert type of questions drawn from study objectives.

On the other hand, interviews gathered information on principals' views and opinions about supervisory practices. The key informant interview guides are research instruments with only unstructured (open ended) questions mostly administered on a face to face basis. They offer the advantages in that the researcher can elicit more in-depth response. However, they have disadvantages of being intrusive and reactive; being time and money consuming and it is difficult to locate respondents for call-backs (Newing, 2011). In this study, the key interview guide contained open ended questions which are linked to the study objectives.

### **3.8 Piloting of Data collection Instruments**

Piloting of the research instruments was conducted among 13 respondents (three principals, five teachers and five student leaders) from a sample of public secondary schools in the neighbouring Loitoktok Sub-County since according to Connelly (2008) a pilot sample should constitute 10% of the study sample, that is, 10% of 126. The pilot study helped the researcher to note the weaknesses and inconsistencies of the study instruments. Errors noted were corrected to make them reliable.

#### **3.8.1 Validity of the Research Instruments**

Validity of an instrument is the extent to which research instruments measure what they are intended to measure (Kothari, 2004). In order to establish the validity of research instruments, the researcher consulted with research experts, supervisors and professionals in the department of Education. This was achieved by going through the data collection instruments, both the questionnaire and key informant interview guide, one at a time with the research objectives together with reviewed literature. The

supervisors' suggestions, comments and recommendations were used to improve the final data collection instruments which were presented to the respondents.

### 3.8.2 Reliability of the Instruments

According to Mugenda and Mugenda (2003) reliability is the measure of the degree to which research instruments yield consistent results or data after repeated trials. To test reliability of the questionnaire, the researcher used test-retest technique to administer test items to a group of respondent twice. From the two sets of scores obtained from piloting, the Cronbach Alpha Coefficient was used to determine how items correlated among themselves. The Cronbach alpha ( $\alpha$ ) ranges between 0 and 1 and a value of 0.7 or more implies high degree of reliability of the data (Clark, 2008).

The formula for Cronbach's alpha is:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where:

N = the number of items

$\bar{c}$  = average covariance between item-pairs

$\bar{v}$  = average variance

The internal consistency of the research instruments was appropriate as the Cronbach Alpha for the various questions aiding in achieving the study objectives had a coefficient of more than 0.7 for all the variables. This is as illustrated in Table 3.3.

**Table 3.3: Reliability**

<b>Variable</b>	<b>Cronbach Alpha</b>
Students' Performance	0.734
Principal's Management Practices of Teachers' Professional Records	0.862
Principals' Class Visitations Practices	0.727
Principals Management Practices of Academic Progress Records	0.880
Principals' Practices of Implementing Instructional Programmes	0.768

On the other hand, to ascertain the reliability of the interview guide the researcher subjected the interview guide questions to scrutiny by panel experts and then arranged the questions based on the panel experts' comments and suggestions.

### **3.9 Data Collection Procedures**

A letter was obtained from Machakos University to enable the researcher to seek a research permit from the National Council for Science, Technology and Innovation (NACOSTI). The researcher then visited CDE, Kajiado County to obtain permission to carry out research in the County. The researcher personally visited the schools, introduced herself to the principals and explain the purpose of the study. The researcher then interviewed the host principal. Thereafter, researcher agreed with the host principal on the administration of the questionnaires.

The researcher was introduced to teachers and student leaders and set the grounds for the respondents to fill up the questionnaires. The administration of the questionnaires was strictly drop and pick. Both quantitative and qualitative data was collected in this study and stored safely for analysis.

### **3.10 Data Analysis**

The study utilized both quantitative and qualitative data analysis techniques. The raw data collected by the researcher was organized and edited in order to eliminate errors made by the respondents, ascertain the return rate, completeness and clarity. The quantitative data was analysed using descriptive statistics. The Statistical Package for Social Sciences (SPSS) version 27 was utilized in running the analysis. The descriptive statistics of analysis were frequencies and percentages. The results of the analysed data was presented in the form of frequency tables, pie-charts and bar graphs. On the other hand, the qualitative data was generated based on the principals' perception about their supervisory roles then analysed by organizing data into themes, patterns, and sub-topics, according to themes in the research objectives and presented in continuous prose. A summary of variables and data analysis approaches matrix is represented in Table 3.4.

**Table 3.4: Summary of Variables and Data Analysis Approaches Matrix**

<b>Objectives</b>	<b>Independent variable</b>	<b>Dependent variable</b>	<b>Descriptive statistics</b>
To determine the influence of principals' management practices of teachers' professional records on students' academic performance in KCSE in Mashuru Sub-County.	Principals' management practices of teachers professional records.	Students' Academic Performance	Percentages Frequencies
To establish the influence of principals' class visitation practices on students' academic performance in KCSE in Mashuru Sub-County.	Principals' class visitation practices.	Students' Academic Performance	Percentages Frequencies
To determine the influence of principals' management practices of students' academic progress records on students' academic performance in KCSE in Mashuru Sub-County.	Principals' management practices of students' academic progress records.	Students' Academic Performance	Percentages Frequencies
To determine the influence of principals' practices on implementation of instructional programme on students academic performance in KCSE in Mashuru Sub-County.	Principals' practices on implementation of instructional programme	Students' Academic Performance	Percentages Frequencies



### **3.11 Ethical Considerations**

Ethical considerations in research are usually put in place to control the relationship between the researchers and participants, between the researchers and the fields they wish to study (Cresswell & Clark, 2007). The researcher observed and adhered to research ethics and existence of informed consent to participate in the study (Mugenda & Mugenda, 2003). Participants were told about the nature and procedures of the study. The consent of the principals or the school administration was sought before embarking on data collection. The researcher booked an appointment with the school principals and administered the questionnaire personally. This was on voluntary basis and participants were at liberty to participate or withdraw.

The participants were assured of confidentiality of the data and be informed of the parties who may have access. The researcher assured the participants that the information they would give would be treated with utmost confidentiality and no unwanted party would access it. This enhanced honesty and openness. The researcher request the respondents to produce information without identifying themselves on the instruments. This ensured that the participants were protected from undue exposure. It also helped to overcome biased response from participants.

**CHAPTER FOUR**  
**DATA PRESENTATION, ANALYSIS, INTERPRETATION AND**  
**DISCUSSION**

**4.1 Introduction**

This chapter presents the findings and the discussions of the study. The results are in line with the study objectives. Tables and figures are used to present the results.

**4.2 Response Rate**

Questionnaires were administered to 56 student leaders and 54 teachers from public secondary schools in Mashuru Sub County, Kajiado County. Out of the sampled 13 principals for the study, 11 were interviewed. Table 4.1 captures the response rate.

**Table 4.1: Response Rate**

<b>Response</b>	<b>Sampled Respondents</b>	<b>Successful Participants</b>	<b>Return Rate</b>
Principals	13	11	84.6%
Teachers	54	47	87.0%
Students	56	56	100%

Table 4.1 shows that all the students filled in and returned the questionnaires while 47 questionnaires administered to the teachers were properly filled and returned. Of the 13 targeted interviews, the researcher managed to successfully interview 11 principals. The results show that the study had a response rate of over 80%. According to Best and Khan (2006), a response rate of above 70% is considered very good. It also met the threshold.

**4.3 Demographic Information of the Respondents**

This section sought to gather demographic information from the respondents. For the principals the data gathered included gender, level of education, sex composition of the school, the school category, training on instructional supervision and institution of training. For the teachers the data gathered included gender, level of education, age, years of experience, sex composition of the school, and the school category.

Further, for the students the data gathered included gender, age and school category. This information is presented in Tables 4.2 to 4.6.

### 4.3.1 Gender of the Respondents

Table 4.2 outlines the gender of the principals, teachers and students. For the principals, 63.6% were male while 36.4% were female. For the teachers, 68.1% were male while 31.9% were female. Considering the students 42.9% were male while 57.1% were female. The results show that for the principals, teachers and students the proportion of males is slightly higher than that of females. This implies the Schools in Mashuru Sub-county attract both genders and so there is a slightly small disparity. It also shows KCSE performance doesn't depend on gender.

**Table 4.2: Gender of the Principals, Teachers and Students**

<b>Gender</b>	<b>Respondents' Category</b>	<b>Frequency</b>	<b>Percent</b>
Male	Principal	7	63.6
	Teachers	32	68.1
	Students	24	42.9
Female	Principal	4	36.4
	Teachers	15	31.9
	Students	32	57.1

### 4.3.2 Education Level of the Principals and Teachers

Table 4.3 outlines the level of education for both the principals and teachers. Fifty four point five percent (54.5%) of the principals had attained a Masters of Education degree while the rest 45.5% had only attained a Bachelor's degree in Education. Considering the teachers, results illustrate that most (93.6%) had a Bachelor's degree in Education, 2.1% had attained a Masters of Education degree. Another 2.1% had attained a Bachelor's of Science degree with PGDE while 2.1% had a Bachelor of Arts with PGDE. The results show that both the teachers and principals have the requisite qualifications (university degree) to serve in their positions. However, it is apparent that a higher percentage of principals have taken the initiative to further their education to higher levels than the teachers. It also shows that principals are in position to understand and influence students' academic performance positively.

**Table 4.3: Education Level of the Principals and Teachers**

<b>Respondents</b>	<b>Education Level</b>	<b>Frequency</b>	<b>Percent</b>
Principals	M.Ed	6	54.5
	B.Ed.	5	45.5
Teachers	M.Ed	1	2.1
	B.Ed.	44	93.6
	B.A. with PGDE	1	2.1
	B.Sc. with PGDE	1	2.1

### 4.3.3 Age of the Teachers and Students

Table 4.4 shows the age of both the teachers and students. The Table shows that 29.8% of the teachers were aged between 36-40 years, 27.7% were aged between 31-35 years, 19.9% were between 25-30 years, 14.9% were 46 years and above while only 8.5% were 24 years and below. Results also show that, for the students, majority (57.1%) were aged between 16-19 years, 32.1% were between 12 -15 years while 10.7% were 20 years and above.

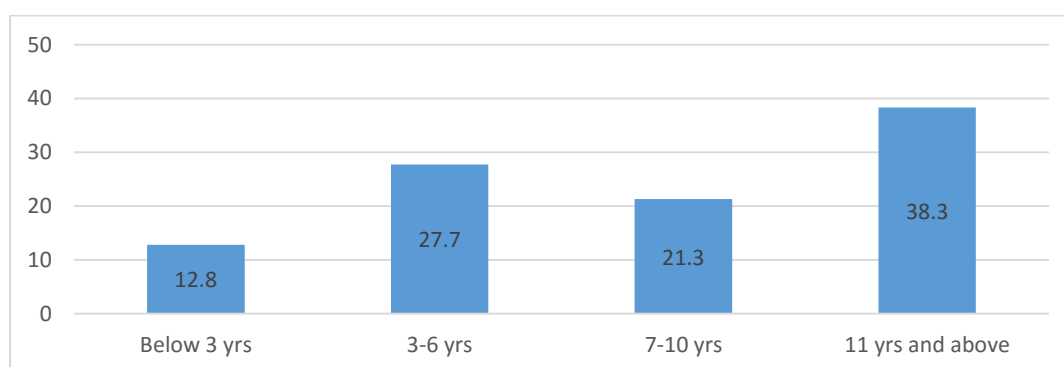
Further, it shows that most of the teachers are middle aged with less proportion being 24 years and below which can be explained by the fact that most university students graduate at this age and it takes time before job placement by the TSC. Similarly, it can be observed that there is decline in the proportion of teachers aged 46 years and above which can be explained by the fact that some teachers choose to retire early while others advance their education and get promotions to other ranks such as university lecturers.

**Table 4.4: Age of the Teachers and Students**

<b>Respondents</b>	<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
Teachers	24 yrs and below	4	8.5
	25-30 yrs	9	19.1
	31- 35 yrs	13	27.7
	36-40 yrs	14	29.8
	46 yrs and above	7	14.9
Students	12-15yrs	18	32.1
	16-19 yrs	32	57.1
	20yrs over	6	10.7

#### 4.3.4 Teacher Experience

Figure 4.1 shows the experience in years of the teachers in their profession. The Figure shows that 38.3% had an experience of 11 years and above, 27.7% had an experience of 3-6 years, 21.3% had an experience of 7-10 years while the rest (12.8%) had an experience of less than 3 years. The results indicate that the teachers had a wealth of experience in their profession and thus possess requisite skills to execute their professional duties. In the same way, they provided relevant information needed to conduct this study.



**Figure 4.1: Teacher Experience**

#### 4.3.5 Schools' Sex Composition

Table 4.5 outlines the school's sex composition for the principals, teachers and students. It shows that 54.5% principals interviewed were from mixed public secondary schools, 27.3% were from girls' public secondary schools, while 18.2% were from boys public secondary schools. With regard to teachers, 53.2% teachers who were reached were from mixed public secondary schools, 12.8% were from girls' public secondary schools, while 34% were from boys public secondary schools. Further, considering the students, 46.4% students reached were from mixed public secondary schools, 26.8% were from girls' public secondary schools, while another 26.8% were from boys public secondary schools. The results show that majority of public secondary schools in Mashuru Sub-County are mixed.

**Table 4.5: School Sex Composition**

<b>Respondents</b>	<b>Sex Composition</b>	<b>Frequency</b>	<b>Percent</b>
Principals	Boys	2	18.2
	Girls	3	27.3
	Mixed	6	54.5
Teachers	Boys	16	34
	Girls	6	12.8
	Mixed	25	53.2
Students	Boys	15	26.8
	Girls	15	26.8
	Mixed	26	46.4

#### **4.3.6 School Category**

Table 4.6 outlines the school's category as indicated by the principals and teachers. The Table shows that 54.5% principals interviewed were from mixed public secondary schools, 27.3% were from girls' public secondary schools, while 18.2% were from boys public secondary schools. With regard to teachers, 53.2% teachers who were reached were from mixed public secondary schools, 12.8% were from girls' public secondary schools, while 34% were from boys public secondary schools. Further, considering the students, 46.4% students reached were from mixed public secondary schools, 26.8% were from girls' public secondary schools, while another 26.8% were from boys public secondary schools. It is evident that majority of public secondary schools in Mashuru Sub-County are mixed.

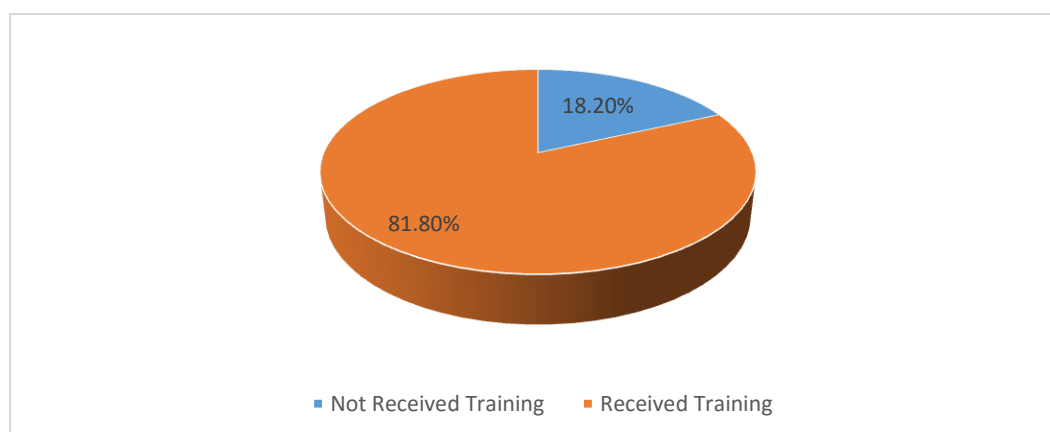
It is also illustrated that most (63.6%) principals headed schools at the Sub-County level while the rest 36.4% headed schools at the county level. For the teachers reached, results illustrate that 57.4% taught on county public secondary schools, 31.9% taught in sub-county level public secondary schools while only 10.6% taught in Extra-County level schools. The disparity in the school categories for principals and teachers reached can be explained by the response to the research instruments. It is also evident that there are few Extra-County schools in Mashuru Sub-County.

**Table 4.6: School Category**

<b>Respondents</b>	<b>School Category</b>	<b>Frequency</b>	<b>Percent</b>
Principals	County	4	36.4
	Sub-County	7	63.6
Teachers	Extra-County	5	10.6
	County	27	57.4
	Sub-County	15	31.9

#### **4.3.7 Training on Instructional Supervision**

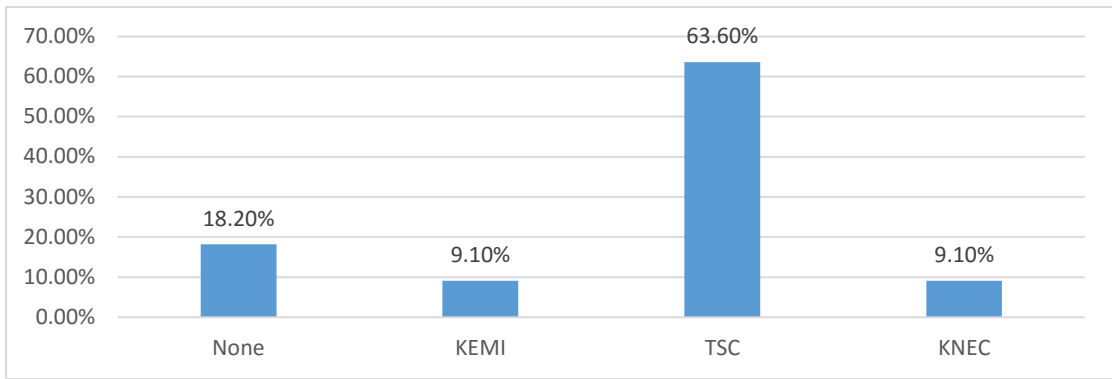
Figure 4.2 portrays the results for the proportion of principals who had received training on instructional supervision. It depicts that most principals (81.8%) had received training on instructional supervision while only 18.2% were yet to be trained. The results point out to the effectiveness of the government of Kenya through the Ministry of Education in training principals on instructional supervision with an aim of improving academic performance in public secondary schools.



**Figure 4.2: Training on Instructional Supervision**

#### **4.3.8 Institution of Training on Instructional Supervision**

Figure 4.3 presents the respective institutions that the principals received training on instructional supervision. The Figure shows that most of the principals (63.6%) had been trained by the Teachers Service Commission (TSC), 18.2% had not been trained while the rest 9.1% were trained by KNEC and KEMI respectively.



**Figure 4.3: Training Institution**

**4.4 Principal’s Management Practices of Teachers’ Professional records and Students’ Academic Performance in KCSE in Public Secondary Schools**

The first objective was to determine the influence of principals’ management practices of teachers’ professional records on students’ academic performance in KCSE in public secondary schools in Mashuru Sub-County. Data was gathered from the principals, teachers and students. Descriptive statistics for the teachers are presented in Table 4.7, those of students are presented in Table 4.8 while descriptive information for the principals is presented in continuous prose.

Results presented in Table 4.7 show that 46.8% teachers stated that the principals checked the schemes of work termly, 27.7% stated that they checked the schemes of work weekly, 10.6% stated that there was no definite time of checking the schemes of work, 8.5% stated monthly while only 6.4% stated daily. Regarding principals checking the coverage of syllabus, 42.6% teachers stated termly, 25.5% stated weekly, 14.9% stated monthly, 12.8% reiterated that there was no defined time of checking while only 4.3% stated daily. Regarding principals checking of teacher’s lesson plans, results showed 29.8% posited that there was no defined time of checking, 25.5% teachers stated weekly, 21.3% stated monthly, 14.9% stated termly, while only 8.5% stated daily.

Further, regarding principals checking records of work, results show that most (61.7%) teachers stated weekly, 12.8% stated monthly, 10.6% stated termly, 8.5% pointed out that there was no defined time of checking while only 6.4% stated daily. Finally, regarding principals checking mark books, results showed that 29.8% posited



that there was no defined time of checking, another 29.8% teachers stated termly, 23.4% stated monthly, 10.6% stated weekly, while only 6.4% stated daily.

These findings are supported by Olango (2010) who opined that instructional supervision enables teachers to plan their teaching in accordance with the syllabus. Thereafter, it is the duty of the instructional supervisor, to gauge the lesson notes and instructional materials, watching teachers actualise teaching in lesson observation, evaluating the teacher in delivery of content, identifying the instructional challenges, introducing the necessary changes, helping the subject teacher realise their potentials and reduce their weaknesses, which makes it possible for learners to actualise good grades. From the findings, it is evident that majority of the principals have no time to check professional records because of other administrative duties and that they mostly they delegate their supervisory role to their deputies. This has a significant effect on students' academic performance.

**Table 4.7: Teachers Response to Principal's Management Practices of Teachers' Professional Records**

<b>Statement</b>	<b>No defined time</b>	<b>Termly</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
Checking of the schemes of work	10.6%	46.8%	8.5%	27.7%	6.4%
Checking coverage of syllabus	12.8%	42.6%	14.9%	25.5%	4.3%
Checking teacher's lesson plans	29.8%	14.9%	21.3%	25.5%	8.5%
Checking records of work	8.5%	10.6%	12.8%	61.7%	6.4%
Checking mark books	29.8%	29.8%	23.4%	10.6%	6.4%

Results in Table 4.8 show that 37.5% of students opined that principals checked students report forms termly, 32.1% stated monthly, 28.6% stated that there was no definite time of checking the students report form while only 1.8% stated daily. Regarding principals checking the student's personal files, 33.9% students stated termly, 32.1% stated monthly, another 32.1% reiterated that there was no defined time of checking while only 1.8% stated daily. Regarding principals checking students' notebooks, results showed that 37.5% students stated termly, 32.1% posited that there was no defined time of checking, 28.6% students stated monthly while only 1.8%

stated weekly. Further, regarding principals checking student’s syllabus coverage, results show that 37.5% pointed out that there was no defined time of checking, 30.4% students stated termly, another 30.4% stated monthly, while only 1.8% stated weekly.

These findings are supported by Kimeu (2010) who maintains that overall high performance would be realized in schools if principals look at what the teacher is utilising to teach, checking of learners’ books to ascertain that lesson notes are taken, assignments given are marked and corrected and attendance by the teacher is evident.

**Table 4.8: Students Response to Principal’s Management Practices of Teachers’ Professional Records**

<b>Statement</b>	<b>No defined time</b>	<b>Termly</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
Checks students report form	28.6%	37.5%	32.1%	0.0%	1.8%
Checks students’ personal file	32.1%	33.9%	32.1%	0.0%	1.8%
Checks students’ notebooks	32.1%	37.5%	28.6%	1.8%	0.0%
Checks students’ syllabus coverage	37.5%	30.4%	30.4%	1.8%	0.0%

To ascertain the information provided by the teachers and students, the researcher implored the principals to state which teacher records they managed. In response, they stated schemes of work, records of work, class registers, lesson plans, mark books, and lesson notes. One of the principals stated

*“I have taken it upon myself to ensure that check the teachers stated schemes of work, records of work, class registers and lesson plans.”*

This matches Fischer (2011) findings that teacher professional records include: teachers’ class attendance registers, clocking in and out times printouts, schemes of works, lesson plans, lesson attendance register, lesson notes and students notes, students class registers and records of work covered and evidence of issued assignments, marking and correction of the same. The results reveal that all the principal management of teacher professional records had influenced students’ academic performance.

However, the principals stated that they experienced challenges in managing those records. The challenges included incidences of teachers using commercial schemes of work, non-commitment of teachers to their work, late submission of teacher records and submission of poorly updated records, and at times lack of submission of teacher records. The principals also cited poor connectivity to online services and general lack of resources such as printing materials as key challenges. One of the principals retorted:

*“I have had instances when teachers outsourced already prepared schemes of work at a fee as opposed to doing the preparation themselves.”*

Another principal had this to say:

*“Some teachers are are not keen with their work which makes them delay submission of records while some submit poorly updated records.”*

To solve, this challenges the principals stated that teachers need sensitization on the importance of these records and how they impact students’ academic performance. Secondly, the principals stated that full adoption of TPAD would aid in solving these challenges and boost students’ academic performance.

#### **4.5 Principal’s Class Visitation Practices and Students’ Academic Performance in KCSE in Public Secondary Schools**

The second objective was to establish the influence of principals’ class visitations practices on students’ academic performance in KCSE in public secondary schools in Mashuru Sub-County. Data was gathered from the principals, teachers and students. Descriptive statistics for the teachers are presented in Table 4.9, those of students are presented in Table 4.10 while descriptive information for the principals is presented in continuous prose.

Results presented in Table 4.9 show that majority (57.4%) teachers stated that the principals checked the lesson attendance forms weekly, 27.7% stated daily, 6.4% stated monthly, 4.3% pointed out that there was no definite time of checking the lesson attendance forms while another 4.3% stated termly. Regarding principals checking students notes, results revealed that 40.4% teachers opined that there was no

defined time of checking, 21.3% stated weekly, another 21.3% stated monthly, 14.9% stated termly while only 2.1% stated daily. These results tally with the assertions of Musungu and Nasongo (2008) that principals as instructional supervisors should make it their policy to regularly interact with students and call for their exercise books to see whether they are given tasks by their subject teachers and that their books are checked, marked and corrected and as such these records should be clear and available.

Regarding principals visiting learning sessions in classrooms, results revealed that 38.3% teachers opined that there was no defined time of such visitations, 25.5% stated weekly, 12.8% stated termly, another 12.8% stated daily while 10.6% stated monthly. Further, regarding giving feedback after the lesson observation, results illustrate that 38.3% teachers opined that there was no defined time of giving feedback, 25.5% stated weekly, 14.9% stated termly, another 14.9% stated monthly while only 6.4% stated daily. Considering the principals management of students' discipline, results show that most (61.7%) teachers posited that this happened daily, 14.9% stated that it happened weekly, another 14.9% opined that there was no defined time, while 4.3% stated that it happened monthly and termly respectively.

**Table 4.9: Teachers' Response to Principals' Class Visitation Practices**

<b>Statement</b>	<b>No defined time</b>	<b>Termly</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
Checking of the lesson attendance forms	4.3%	4.3%	6.4%	57.4%	27.7%
Checking students' notes	40.4%	14.9%	21.3%	21.3%	2.1%
Visiting learning sessions in classroom	38.3%	12.8%	10.6%	25.5%	12.8%
Giving feedback after the lesson observation	38.3%	14.9%	14.9%	25.5%	6.4%
Management of students' discipline	14.9%	4.3%	4.3%	14.9%	61.7%

Concerning principal's observation of lesson, results in Table 4.10 reveal that most (42.9%) students opined that there was no defined time, 28.6% stated monthly, 23.2% stated termly while only 5.4% stated daily. Regarding checking of assignments, results reveal that 33.9% stated monthly, 33.9% stated termly, 28.6% stated that there was no defined time while only 3.6% stated daily. Concerning checking students class

attendance form, results revealed that 39.3% stated monthly, 32.1% stated that there was no defined time, 23.2% stated termly while only 5.4% stated daily. These results are supported by Allan (2015) who agrees with Dangara (2015) by postulating that it is in principals' checking of the actual classroom teaching that they are able to know whether teachers are teaching and whether students are adhering to the objectives noted at the end of schemes of work. Such observations make teachers to be focused when teaching and even master the content when delivering it to the students.

Taking into account checking the students notes, results showed that 33.9% stated that there was no defined time, 35.7% stated termly, 23.2% stated monthly, 3.6% stated weekly while 3.6% stated daily. Further, regarding dealing with class indiscipline cases results revealed that 39.3% students stated daily, 37.5% stated monthly, 17.9% stated termly while only 5.4% stated that there was no defined time. From the results, it is evident that principals lack sufficient time to carry out most of class visitation activities at least weekly or daily apart from while handling indiscipline issues. This has led to chronic absenteeism among students as well as contributing to poor performance in KCSE.

These findings are congruent with the findings of Alimi and Akinfolarin (2012) who conducted a study on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State, Nigeria. Their study found out that there is significant impact on checking pupils' notes on academic performance in English language subject. These findings are related to those of DiPaola and Hoy (2008) who argued that class visitation of the principals in lesson observation enhances professional growth of teachers, improving teaching techniques of teachers. As the instructional supervisors, principals are encouraged to spend most of their working times in classrooms observing the teaching and learning process.

**Table 4.10: Students Response to Principals' Class Visitation Practices**

<b>Statement</b>	<b>No defined time</b>	<b>Termly</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
Principal's observation of lesson	42.9%	23.2%	28.6%	0.0%	5.4%
Checking my assignments	28.6%	33.9%	33.9%	0.0%	3.6%
Checking students' class attendance form	32.1%	23.2%	39.3%	0.0%	5.4%
Checking my notes	33.9%	35.7%	23.2%	3.6%	3.6%
Dealing with class indiscipline cases	5.4%	17.9%	37.5%	0.0%	39.3%

To support these results, the principals revealed that they conducted various activities during class visitation. These activities included lesson observation, checking students notes, checking syllabus coverage, assessing the presence of teacher in class, checking discipline, checking lesson plans, checking absenteeism, and checking class arrangement. One of the principal had this to say:

*“I make impromptu visits to the classes to observe how teachers conduct their lesson, check students notes and assessing the presence of teacher in class”.*

These results align to the findings of Mutunga (2011) who holds that principals need to observe their teachers formally on a regular basis and discuss classroom performance to help teachers to improve on their teaching. Classroom visitations and observations are geared towards improving teachers' pedagogical skills.

However, the principals stated that they experienced various challenges which impeded the class visitation practices. These challenges included wrong attitude by teachers who think it is witch-hunting, tension among students who also misunderstood the principals thinking that teachers ought to be supervised privately, some students do not have notes while others are absent and teachers lack lesson plans. They also said that teachers become nervous which hinders them from giving feedback, high number of students which makes it impossible to check for all the students, failure of students to do assignments, inadequate qualified staff, poor payment of fees, inadequacy of report forms for result analysis, administrative burden that they hardly find time to visit the classroom and observe how teachers are teaching and parents in attendance during class visitations. One principal noted:

*‘‘The effectiveness of class visitation is impeded by the high number of students which makes it difficult to check for all the students and the wrong attitude for both teachers and students’’.*

These contradict with the assertions of Wanzare (2013) who points out that instructional supervision with classroom visitation serves as an opportunity for the principals to assess teaching styles, classroom management skills, various aspects of teaching and allows teachers receive constructive feedback in their teaching and in the process improve their teaching techniques.

To solve these challenges, the principals stated that teachers should be sensitized on the importance of class visitation on students’ performance, setting deadlines for preparation of professional documents, employment of more BOM teachers, introduction of make-up classes and delegate some roles to HoDs. This aligns to the assertions of Halverson (2005) who observed that school leaders should have intermittent measures of student learning across the classes and that collaborative focus should be encouraged on problems of teaching and learning.

#### **4.6 Principal’s Management Practices of Students’ Academic Progress and Students’ Academic Performance in KCSE in Public Secondary Schools**

The third objective was to determine the influence of principals’ management practices of academic progress records on students’ academic performance in KCSE in public schools in Mashuru Sub-County. Data was gathered from the principals, teachers and students. Descriptive statistics for the teachers are presented in Table 4.11, those of students are presented in Table 4.12 while descriptive information for the principals is presented in continuous prose.

Information presented in Table 4.11 on checking of students’ academic files, results reveal that 48.9% teachers stated termly, 38.3% stated monthly, 10.6% opined that there was no defined time, while 2.1% stated weekly. Considering checking of examinations results analysis, results showed that 55.3% stated termly, 36.2% stated monthly, 6.4% stated weekly while 2.1% stated that there was no defined time. Further, considering setting school KCSE mean score results revealed that 59.6% stated termly, 34.0% stated monthly, 4.3% stated weekly while 2.1% stated there was

no defined time. The results reveal that all the principal supervision teacher professional records is carried out termly and it had a significant influence on students KCSE academic performance hence leading to poor performance KCSE in Mashuru Sub-County.

Considering checking the quality of exams, results revealed that 59.6% stated termly, 21.3% stated monthly, 14.9% stated there was no defined time, 4.3% stated weekly. Regarding checking end of term examination results, 63.8% stated termly, 27.7% stated monthly, 4.3% stated weekly, 2.1% stated daily and another 2.1% stated that there was no defined time. Finally, regarding checking students' progress records, results showed that 68.1% stated termly, 21.3% stated monthly, 6.4% stated weekly while 4.3% stated that there was no defined time.

These findings tally with those of Alimi and Akinfolarin (2012) who asserted that there is a significant impact of checking of students' academic performance in English language subject in secondary schools in New York City, USA. They argued that checking of student progress is a mediating influence on teachers, instructional community and school organization that lead to high performances.

**Table 4.11: Teachers response on Principals' Management Practices of Student Academic Progress records**

<b>Statement</b>	<b>No defined time</b>	<b>Termly</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
Checking students' academic files	10.6%	48.9%	38.3%	2.1%	0.0%
Checking of examination results analysis	2.1%	55.3%	36.2%	6.4%	0.0%
Set school KCSE mean score	2.1%	59.6%	34.0%	4.3%	0.0%
Checking the quality of exams	14.9%	59.6%	21.3%	4.3%	0.0%
Checking end of term examinations results	2.1%	63.8%	27.7%	4.3%	2.1%
Student's progress records	4.3%	68.1%	21.3%	6.4%	0.0%

Considering checking of students' examination progress records, information presented in Table 4.12 shows that 41.1% stated that there was no defined time, 39.3% stated termly, while 19.6% stated monthly. Considering checking the students personal examination files, results revealed that 39.3% students stated termly, 37.5%



stated monthly while 23.2% stated that there was no defined time. Regarding checking students holiday assignments, results revealed that 37.5% stated that there was no defined time for checking, 32.1% stated termly, 28.6% stated monthly while only 1.8% stated weekly. Further, regarding checking students set examination targets, results show that 33.9% stated termly, another 33.9% stated monthly while the rest 32.1% stated that there was no defined time.

**Table 4.12: Students Response to Principals’ Management Practices of Student Academic Progress records**

<b>Statement</b>	<b>No defined time</b>	<b>Termly</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
Checking my examination progress records	41.1%	39.3%	19.6%	0.0%	0.0%
Checking my personal examination file	23.2%	39.3%	37.5%	0.0%	0.0%
Checking students’ holiday assignment	37.5%	32.1%	28.6%	1.8%	0.0%
Checking students’ set examination targets	32.1%	33.9%	33.9%	0.0%	0.0%

The principals stated that they performed various activities when checking students academic progress records. But the majority had no definite time of doing it. These activities included checking report forms, checking targets, assignments, checking results analysis. One of the principals had this to say:

*‘I request the class teachers to submit the students report forms after updating the records so as to compare the students performance against the set targets. However, I haven’t managed to do this consistently due to huge workload’.*

These findings align with those of Barber, Whelan, and Clark (2010) who stated that the strategies for monitoring student progress is keenly based on the usage of student data for instructional decision making, meeting regularly with teachers to review students’ progress, and checking on student progress data continuously to assess teacher effectiveness. Principals are basically concerned with value-added and commitment to raise student standards, school improvement and facilitating the process of change.

Nonetheless, conducting the practice was not without challenges. These challenges included overreliance on computer generated progress records, lack of proper records

and filing, absenteeism and high levels of illiteracy among parents which made them lax in checking and pursuing their children to work hard in school. One of the principal stated:

*‘‘Lack of cooperation from parents who at times do not understand the importance of education and thus don’t pursue the students to work hard in school makes the efforts of the teachers futile’’.*

Lack of definite time and many challenges stated above are among the key contributors of poor performance in KCSE academic amongst the students. To mitigate these challenges, the principals opined that the school should maintain a centralized database where a student’s progress can be traced from form 1 to form 4, engaging the students such that they feel they belong and are part of the team that is yearning for success and involving parents in school operations.

The findings also tally with those of Barber,Whelan, and Clark (2010) who opined that a principal who provides instructional leadership promotes performance through frequent monitoring of students’ progress.Also McDevitt (2008) on forming personalized goals and monitoring academic progress established that students’ academic self-regulation on their goal directed learning strategies related to attainment of educational standards. The consistent monitoring of students’ progress by principals saw an increase in their academic performance in KCSE.

#### **4.7 Principals’ Practices on Implementation of Instructional Programmes of Student Academic Progress and Students’ Academic Performance in KCSE in Public Secondary Schools**

The fourth objective was to establish the influence of the principals’ practices on implementation of instructional programmes on students’ academic performance in KCSE in public secondary schools in Mashuru Sub-County. Data was gathered from principals, teachers and students. Descriptive statistics for the teachers are presented in Table 4.13, those of students are presented in Table 4.14 while descriptive information for the principals is presented in continuous prose.

Results in Table 4.13 demonstrate that most teachers (57.4%) stated that there was no defined time when the principals provides in-service for teachers, 23.4% stated

termly, 8.5% stated monthly, 6.4% stated weekly while 4.3% stated daily. Considering provision of guidance and counselling programs, results show that 25.5% asserted that there was no defined time, another 25.5% stated termly, 23.4% stated weekly, 17.0% stated monthly while only 4.3% stated daily. Regarding setting of motivational programmes, results show that 46.9% posited that there was no defined time, 31.9% stated termly, 14.9% stated monthly, while 6.4% stated weekly.

Further, concerning implementation of rewarding systems, results revealed that 40.5% stated that there was no defined time, 40.4% stated termly, 10.6% stated monthly while 8.5% stated weekly. Regarding attendance of induction courses, results revealed that 61.7% stated that there was no defined time, 21.3% stated termly, 8.5% stated monthly, 6.4% stated weekly while the rest (2.1%) stated daily. Finally, regarding revision of block timetable, most (54.7%) teachers stated that this was done on a termly basis, 44.7% stated that there was no defined time while 0.6% stated monthly. From the findings, it is evident that principal practice of implementation of instructional programmes was still below par and majority stated that they had no definite time of implementing them. Therefore, this had impacted negatively on students' KCSE academic performance in Mashuru Sub-county.

These findings align with those of Chabari (2010) who argues that school principals play a key role in instructional planning and adoption, arrangement and management of classroom learning. Principals in high achieving schools involve teachers in making curriculum decisions, create climate conducive to learning, set high expectations for students, create consistent, coherent and focused reading programme, set clear goals, standards and expectations focussed on results and facilitate a culture that emphasizes learning. The culture emphasizes achievement by setting high expectations, set clear performance expectations for students, set clear and broadly understood performance expectations for the teachers and focus on results.

**Table 4.13: Teachers Response to Principals' Practices on Implementation of Instructional Programmes**

<b>Statement</b>	<b>No defined time</b>	<b>Termly</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
Provides in-service for teachers	57.4%	23.4%	8.5%	6.4%	4.3%
Provision of guidance and Counseling programs	25.5%	25.5%	17.0%	23.4%	8.5%
Setting motivation programmes	46.9%	31.9%	14.9%	6.4%	0.0%
Implementation of rewarding systems	40.5%	40.4%	10.6%	8.5%	0.0%
Attendance of induction courses	61.7%	21.3%	8.5%	6.4%	2.1%
Revision of block timetable	44.7%	54.7%	0.6%	0.0%	0.0%

Results presented in Table 4.14 show that 48.2% of students stated that the principal presided on rewarding programs termly, 30.4% stated monthly while the rest 21.4% stated that there was no defined time. Considering organization of educational trips and tours, results show that 39.3% asserted that there was no defined time, 33.9% stated termly while the rest 26.8% stated monthly. Regarding organization of remedial classes, results show that 39.3% stated termly, 35.7% posited that there was no defined time while 25% stated monthly.

Further, concerning formation of discussion groups results revealed that 39.3% stated that there was no defined time, 35.7% stated monthly while 25% stated termly. Finally, regarding attendance of induction courses, results revealed that 41.1% stated that this was done termly, 30.4% stated monthly while the rest (28.6%) opined that there was no defined time. This implies that the student are not frequently exposed to these instructional programs hence contributing to poor KCSE Academic performance.

These findings are supported by Morton and Ramsay (2018) who affirmed the importance and usefulness of providing extra coaching to pupils who are preparing for major national examinations. Frequent exposure of students to tests can improve examination performance. Additionally, promptness in giving and marking homework assists in identifying areas of weakness to be improved.

**Table 4.14: Students Response to Principals’ Practices on Implementation of Instructional Programmes**

Statement	No defined time	Termly	Monthly	Weekly	Daily
Presiding on rewarding programs	21.4%	48.2%	30.4%	0.0%	0.0%
Organizing educational trips and tours	39.3%	33.9%	26.8%	0.0%	0.0%
Organizing remedial classes	35.7%	39.3%	25.0%	0.0%	0.0%
Formation of discussion groups	39.3%	25.0%	35.7%	0.0%	0.0%
Attendance of induction courses	28.6%	41.1%	30.4%	0.0%	0.0%

The researcher also implored the principals to state the instructional programmes that they have implemented in their schools. In response, the principals gave a number of programmes namely mathematics hour, weekend practical lessons for sciences, workshops, symposiums, rewarding, group discussions, team-teaching, timetabling, introduction of remedials classes, educational trips, formation of guidance and counseling department, motivational programs, and capacity building for student leaders and teachers. One of the principal noted:

*“I have introduced weekend practical lessons for sciences as well as emphasized on the need for students to be members of group discussions which makes learning easier”.*

From the study findings, the principals also pointed out that there were challenges that hindered the full implementation of these programs. These included lack of support from parents and teachers, illiterate parents who do not know how to read records and who were never present at home to monitor their children which affects their academic performance negatively, incompetence and lack of experience among the teachers, local politics where best performers are taken to neighboring counties while the low performers are absorbed within the county. This affects performance as there is no motivation from good performers. Other challenges mentioned included lack of finances, general resistance from some teachers, indiscipline, drugs, poor student’s attitude and low entry behaviour. A principal from day school noted:

*“Some teaching staff are incompetent while some lack the necessary experience to impart the students positively. This is due to lack of adequate staffing which makes us result to employing BOM teachers”.*

The principals pointed out that solutions to these challenges include allocation of monetary resources to these programs, setting of deadlines for teachers, creation of work schedules for teachers, introduction of clocking in and out book to monitor attendance of teachers and rollcalls to monitor students school attendance. Further, they cited that lobbying for funds from parents through regular meetings and educating them on the importance of the programmes could go a long way in solving these challenges.

#### **4.8 Frequency with which the Principals Conducted the Various Instructional Supervisory Practices**

This study examined how often the principals carried out the various instructional activities in their respective schools. The findings are shown on Table 4.15. Results reveal that 36.4% of the principals posited that they managed to inspect teachers’ professional records termly, another 36.4% stated weekly, 18.2% stated monthly, while 9.1% stated daily. These findings are supported by those of Mavindu (2013) who averred that principals must ensure that teachers are adhering to the syllabus and schemes of work in terms of content, scope, depth and the learners’ intellectual ability for effective teaching and learning process to take place.

The results also reveal that 36.4% of the principals opined that they conducted class visitation weekly, 27.3% stated termly, 18.2% stated monthly, and another 18.2% stated daily. Further, results show that most (90.9%) of the principals stated that they managed academic progress records on a termly basis while the rest 9.12% stated monthly. Finally, results also show that 45.5% principals stated that they had no defined time for implementation of instructional programs, another 45.5% stated that they implemented these programs on a termly basis while the rest 9.1% stated monthly. This implies that in most of the schools had not fully done the implementation of instructional programs hence it has had a great impact on students KCSE academic performance.

These findings agree with those of Brown and Harris (2013) on forming personalized goals and monitoring academic progress established that students' academic self-regulation on their goal directed learning strategies related to attainment of educational standards. The consistent monitoring of students' progress by principals saw an increase in their academic performance in KCSE.

**Table 4.15 Frequency with which the Principals Conducted Various Instructional Supervisory Practices**

<b>Statement</b>	<b>No defined Time</b>	<b>Termly</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
Frequency of principals' management practices of teachers' professional records	0.0%	36.4%	18.2%	36.4%	9.1%
Frequency of principals' class visitations practices	0.0%	27.3%	18.2%	36.4%	18.2%
Frequency of principals' management practices of academic progress records	0.0%	90.9%	9.1%	0.0%	0.0%
Frequency of principals' practices on implementation of instructional programmes	45.5%	45.5%	9.1%	0.0%	0.0%

#### **4.9 Students Academic Performance in KCSE in Public Secondary Schools**

The study also sought to determine the perception of principal, teachers and students about the students academic performance. Results are as presented in Table 4.16 on performance rating for all the respondent category, Table 4.17 and Table 4.18 for both teachers and students perception on the influence of principals' instructional supervisory practices on students' academic performance.

Results in Table 4.16 show that all the principals stated that the performance of the students was moderate. For the teachers, results show that 51.1% stated that the students' academic performance was low, 25.5% stated that the performance was high while the rest 23.4% stated that the performance was moderate. Considering the students, results show that 51.8% stated that the students' academic performance was low, 42.9% stated that the performance was moderate while only 5.4% stated that the performance was high.

These results confirm the findings of the office of County Director of Education, Kajiado County (2019) that Mashuru Sub-County's, KCSE performance in the County had been going down consistently since 2016 compared to the other sub-counties in Kajiado County. Consequently, a report from Mashuru Sub-County office on Grade Analysis Data for 2019 (County Director of Education – Kajiado County 2019) has shown that there has been a significance drop in the university entrance since very few students have been able to score the minimum grade for university entry in Mashuru Sub-County since 2015.

A general overview of the results shows that the students' academic performance in public schools in Mashuru Sub-County is below average. However, there exists a disparity in responses from among principals, teachers and students point out that there is an underlying issue that needs to be addressed so as to realize better academic performance in KCSE. For instance, principals state that the performance is moderate contrary to the students and teachers whose majority response is that the students' academic performance is low.

This is backed the report by County Director of Education, Kajiado County (2020) which noted that academic performance in Mashuru Sub-County is not only consistently going down: it is the lowest among the five sub-counties in Kajiado from 2015. This has been the case despite increased staffing, housing for teachers, improved infrastructure with new classrooms and laboratories, teaching and learning enhancement by sponsoring assessments and common examinations. The sub-county has continued to register low grades.

**Table 4.16: Rating Students' Academic Performance**

<b>Respondent</b>	<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Principal	Moderate	11	100
Teacher	Low	24	51.1
	Moderate	11	23.4
	High	12	25.5
Student	Low	29	51.8
	Moderate	24	42.9
	High	3	5.4



Results in Table 4.17 show that 66.0% of the teachers reiterated that principals' management practices of teachers' professional records influenced students' academic performance, 70.2% stated that class visitation practices influenced students' academic performance while 60.8% teachers agreed that principals' management practices of students' academic progress records influenced students' academic performance. Results also showed that 68.1% of the teachers disagreed that principals' implementation of instructional programs influenced students' academic performance.

These findings are supported by Karuri (2015) who observed that the most outstanding factor that influences students' performance in examinations has to do with the school management and that principals play this significant role due to their tasks and roles. Similarly, the results align with those of Bush, Kigunda and Moorosi (2011) who asserted that effective leadership promotes favourable school and learners' outcome.

**Table 4.17: Teachers' Response to Influence of Principal Instructional Supervisory Practices on Students Academic Performance**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not true</b>	<b>Agree</b>	<b>Strongly Agree</b>
Principals' Management practices of teachers' professional records	4.3%	27.7%	2.1%	36.2%	29.8%
Class visitation practices	4.3%	23.4%	2.1%	31.9%	38.3%
Principals' Management practices of students' academic progress records	0.0%	29.8%	2.1%	19.1%	48.9%
Principals' implementation of instructional programmes	21.3%	46.8%	2.1%	0.0%	29.8%

Results presented in Table 4.18 show that 64.3% of the students reiterated that principals' management practices of teachers' professional records influenced students' academic performance while 66.1% students agreed that principals' management practices of students' academic progress records influenced students' academic performance. Results also showed that 66.0% of the students disagreed that class visitation practices influenced students' academic performance while 51.8% students disagreed that principals' implementation of instructional programs influenced students' academic performance.

These results are supported by Pont, Nusche and Hopkins' (2008), argument that principals' leadership as instructional supervisor in checking students' academic progress plays an important role in the outcomes of the set goals. It is the genius of the leadership of the principal that mobilises human and material resources and creates the necessary climate of students' productivity in quality grades.

**Table 4.18: Students Response to Influence of Principal Instructional Supervisory Practices on Students Academic Performance**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not true</b>	<b>Agree</b>	<b>Strongly Agree</b>
Principals' Management practices of teachers' professional records	17.9%	3.6%	14.3%	26.8%	37.5%
Class visitation practices	33.9%	32.1%	28.6%	5.4%	0.0%
Principals' Management practices of students' academic progress records	30.4%	1.8%	1.8%	26.8%	39.3%
Principals' implementation of instructional programmes	21.4%	30.4%	17.9%	26.8%	3.6%

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter brings out the summary of the findings, conclusions and recommendations based on the research objectives. It also suggests areas for further study in some related area.

#### 5.2 Summary of Research Findings

This section presents the summary of the research findings in line with the study objectives. The summary is categorized into four sections, namely: principal's management practice of teacher professional records, principal's practice of class visitation, principal's management practice of academic progress records and principals' practices on implementation of instructional programmes. The study sought to address the research objectives in section 1.4.

##### 5.2.1 Principal Management Practices of Teacher Professional Records and students KCSE Academic Performance

The study established that principal management practices of teacher professional records had some influence on student academic performance in KCSE in public secondary schools. However, it is important to note that the responses were varied across the different categories of respondents. For instance, the general overview of the principal's responses to the frequency of supervision of teacher professional records showed that this was conducted termly and weekly.

Focusing on teachers, it is evident that their response to statements on principal management practices of teacher's professional records was termly for checking of schemes of work and coverage of syllabus and no definite time, and termly for checking of lesson plans and mark books. This paints a picture that despite the fact that the principals manage teacher professional records, the frequency is not at par with the required standards.

For instance, checking of teachers' lesson plans should be defined such that the teachers know what to expect and have the plans prepared in time. This is also portrayed by the students feedback whose results show a large proportion of the

students stating that there is no definite time for checking of students' personal files and note books. The feedback also shows that checking of students' personal files and syllabus coverage is done termly for most of the students whereas it ought to be more frequent.

The study also revealed that principal cited various challenges that hinder them from managing teacher professional records professionally. These challenges included incidences of teachers using commercial schemes of work, non-commitment of teachers to their work, late submission of teacher records and submission of poorly updated records, and at times lack of submission of teacher records. The principals also cited poor connectivity to online services and general lack of resources such as printing materials as key challenges. As a way to mitigate these challenges the principals suggested that teachers need sensitization on the importance of these records and how they impact students' academic performance. Secondly, the principals stated that full adoption of TPAD would aid in solving these challenges and boost students' academic performance.

### **5.2.2 Principal Practice of Class Visitation and students' academic performance**

The study established that principals' practice of class visitation influenced student academic performance in KCSE in public secondary schools in Mashuru Sub-county leading to poor performance. This is due to the fact that after comparing the frequency of the practice of class visitation by the principals, results showed that the principals are performing below expectations except for the case of management of students' discipline which was conducted daily.

Other aspects of class visitation such as checking of the lesson attendance forms was done on a weekly basis as opposed to daily. The frequency of checking students notes and visiting learning sessions was not defined and which on the contrary should have been defined. Frequency of feedback about class observation was also not defined which nullifies the importance the practice in the first place.

This was also the case with the students as the results portrayed that various aspects of class visitation such as principals' observation of lesson, checking students' assignments, and checking students' class attendance form and notes was not done

frequently as it ought to. This can make the practice counterproductive as the students do not get timely feedback and change accordingly. This can also demotivate the students and they may end up not seeing the importance of the practice altogether. In the long run, this would derail the progress of improving students' academic performance.

It is also important to note that there were various challenges that the principals attributed to lack of fruition of the practice of class visitation. These challenges included wrong attitude by teachers who think that it is witch-hunting, tension among students who also misunderstood the principals thinking that teachers ought to be supervised privately, some students do not have notes while others are absent and teachers lack lesson plans.

They also cited that teachers become nervous which hinders them from giving feedback, high number of students which makes it impossible to check for all the students, failure of students to do assignments, lack of adequate qualified staff, poor payment of fees, lack of report forms for result analysis, administrative burden that they hardly find time to visit the classroom and observe how teachers are teaching and parents to attend during class visitations. It was also suggested that principals should delegate some of their supervisory duties to their deputies due to administrative burden.

To solve these challenges, they stated that teachers should be sensitized on the importance of class visitation on students' performance, setting deadlines for preparation of professional documents, employment of more BoM teachers, introduction of make-up classes and delegation of some roles to institutional administrators – who are the deputy principals, Senior Teachers and HODs who head various departments in the school.

### **5.2.3 Principal Management Practices of Academic Progress Records and students' performance**

The study determined that principal management practices of academic progress records influenced student academic performance in KCSE in public secondary schools, hence compromising the achievement of quality examination grades.

Precisely, the feedback from the teachers and principal married as they reiterated that the academic progress records were checked on a termly basis. However, the case was different for the students as they stated that the practice had no definite time for some attributes of checking academic progress records such as checking of holiday assignments. This can play a role in encouraging lack of timely completion of such assignments translating to poor academic performance.

The principals also cited several challenges that they encountered which hindered efficiency in the practice of management of academic progress records. These challenges included overreliance on computer generated progress records, lack of proper records and filing, absenteeism and high levels of illiteracy among parents which made them lax in checking and pursuing their children to work hard in school. To mitigate these challenges, the principals cited that the school should maintain a centralized database where a student's progress can be traced from form 1 to form 4, engaging the students such that they feel they belong and are part of the team that is yearning for success and involving parents in school operations.

#### **5.2.4 Principals' Practices on Implementation of Instructional Programmes and students academic performance**

The study established that principals' practice of implementation of instructional programmes did have a great impact on student academic performance in KCSE in public secondary schools in Mashuru Sub-County. This is as depicted by the responses by the respondents. Results show that high proportions of the respondents stated that there was no defined time for implementing the instructional programmes. It is one thing to formulate and design a programme. But timely implementation of the same carried the day on how effective the programme is going to be. Hence, lack of clarity on the timelines for implementation of instructional programmes in public schools could be a leading cause to the reported poor performance.

The principals also stated that they were experiencing several challenges in the practice of implementation of instructional programmes. These included general resistance from some teachers, indiscipline, drugs abuse, inadequate support from parents and teachers, illiterate parents who did not know how to read records and they are never present at home to monitor their children, students school absenteeism

which affects their academic performance negatively, incompetence and lack of experience among the teachers, local politics where best performers are taken to neighbouring counties while the low performers are absorbed within the county. This affects performance as there is no motivation from good performers.

The suggested solutions to these challenges include allocation of monetary resources to these programs, setting of deadlines for teachers, creation of work schedules for teachers, introduction of clocking in and out book to monitor attendance of teachers and rollcalls to monitor students' school attendance. Further, there is need to lobby for funds from parents through regular meetings and educating them on the importance of the programs which could go a long way in solving these challenges.

### **5.3 Conclusions**

In evaluating the research questions and study findings, the study made several conclusions.

- i. The principals' management practices of teacher professional records influence students' KCSE academic performance as well as affecting the quality and standards of education in public secondary schools in Mashuru Sub-County. Principals' responses to the frequency of management practice of teacher professional records showed that this was done termly and weekly.
- ii. On principals' practice of class visitation and instructional supervision practices, the study established that the full impact of the principals' class visitation practices on students' academic performance was not achieved as the frequency of conducting this practice was below par. The principals had no definite time of visiting classes due to other administrative duties which played a negative role in influencing students' academic performance in KCSE in public secondary schools in Mashuru sub-county. Leading to missing

of lessons, late reporting of students to school, and chronic absenteeism among students.

- iii. From the research findings, it is evident that principals' management practices of academic progress records influenced students' academic Performance in KCSE in public secondary schools, hence compromising the quality of examination grades achieved in the sub-county. From the students, it was established that this activity had no definite time in many schools and the principals cited that they were facing a number of challenges which hindered efficiency in the practice of management of academic progress records, translating to poor academic results.
- iv. Principals' supervision of instructional programs also had a great impact on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County. There were various challenges that derailed the practice. This is explained by lack of timely implementation of instruction programs and inadequacy of sufficient funds in public secondary schools in Mashuru Sub-County.

#### **5.4 Recommendations**

The underlisted are the recommendations of this study;

- i. The principals and other stakeholders in the education sector should sensitize the teachers on the importance of preparing teachers professional records to the recommended standards and on time. The Ministry of Education, in collaboration with Teachers Service Commission, should formulate training strategies that will ensure that all institutional administrators are trained on



effective instructional supervision and award them certificate of completion. Other institutions, such as KEMI and KICD, which are tasked with the responsibility of conducting in-service training for teachers should also evaluate and address the challenges that principals experience when performing their supervisory role. This would assist them in the effective management of teachers' professional records as well as improvement on students' academic performance in KCSE.

- ii. The Boards of Management of schools in Mashuru Sub-County should conduct awareness programmes among parents so that they can have an understanding of the importance of education. This way they will be motivated to take their children to school on time and to encourage the learners to pursue academic excellence. The Teachers Service Commission should also appoint, promote and deploy principals, deputy principals and senior teachers trained in instructional supervision. This will enable the principal delegate some duties to their juniors and concentrate on administrative duties. This will ensure that all the class visitation practices are done effectively.
- iii. The principals should establish a good organization structure that embeds all the involved parties together. They should organize frequent academic clinics for all the classes so that the teachers , parents and students can get an opportunity of meeting and discussing the strategies of improving the students academic performance. This way they will work as a team towards similar goals, the collaboration between all the parties involved will in the long run translate to improved academic performance.

- iv. The school principals should be sensitized on the need to implement instructional programs in a structured way in order to prepare the teacher beforehand for the smooth implementation of the programs. The Principals should prepare a schedule for the instructional programs as opposed to when the programs are introduced to them randomly. In this case, the parents will be aware of any additional payment that they ought to contribute to facilitate the programs beforehand. This would aid in improving their effectiveness in performing their respective role and thereby improve the academic performance of the students.

### **5.5 Suggestions for Further Studies**

This section has proposed three areas for consideration for further studies.

- i. A similar study should be conducted in another sub-county within Kajiado County so as to determine whether the scenario is the same. This will help the stakeholders and the Ministry of Education to solve the problem of poor performance in KCSE in poor performing sub-counties in Kenya.
- ii. A similar study should be undertaken in private secondary schools. This will help to establish whether the experience of principals heading private secondary schools is the same as that of principals heading public secondary schools. This would aid in formulation of more inclusive policies by the Ministry of Education for principals' instructional supervision practices.
- iii. A study on the effectiveness of the various principal management instructional programs should be conducted in Secondary schools Mashuru sub-county. This will help to identify and apply those programs that are highly effective.

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## APPENDICES

### APPENDIX I: PRINCIPALS' INTERVIEW SCHEDULE

#### Section 1: Background information

1. Please indicate your gender.

Male [ ] Female [ ]

2.. What is your highest level of Educational qualification?

B.Ed. [ ]; M.Ed [ ]; PhD [ ]; B.A. with PGDE [ ]

B.Sc. with PGDE [ ];

Any other qualification .....

3..How old are you?

.....

5. What is the category of your school?

National [ ]; Extra-County [ ]; County [ ] Sub-County [ ]

6. What is the sex composition of your school?

All boys [ ]; All girls [ ]; Mixed [ ]

7.i) Were you trained to carry out instructional supervision and when?.....

ii) If Yes, which institution?

None [ ] KIE [ ] KEMI [ ] TSC [ ]

KNEC [ ] KSG [ ] Other [ ]

#### Section B: Instructional Supervisory Practices

7.i) Which teachers' professional records do you manage in your school?

ii) How frequent do you manage them?

Daily ( ) Weekly ( ) Monthly ( ) Termly ( ) No defined time ( )

iii) What challenges do you face in the supervision of teachers' professional records and how do you think these challenges be can solved?

8. i) How frequent do you conduct class visitations?

Daily ( ) Weekly ( ) Monthly ( ) Termly ( ) No defined time ( )

ii) What activities do you carry out during visitations?

.....

iii) What challenges do you face during class visitation and how do you think these challenges be can solved? .....

9. i) How frequent do you check students' academic progress records?

Daily ( ) Weekly ( ) Monthly ( ) Termly ( ) No defined time ( )

ii) What activities do you carry out in supervision of students' academic progress records?

.....

iii) What challenges do you face in the supervision of students' academic progress records and in your own opinion, how do you think these challenges can be solved?

.....

10. i) Which instructional programmes have you implemented in your school?

.....

ii) What challenges do you face during implementation of instructional programs and what measures have you put in place to counter the challenges?

.....

11. Principals' instructional supervisory practices influence students' academic performance in KCSE.

1= Strongly Disagree ( ) 2= Disagree ( ) 3=Not true ( ) 4= Agree ( )

5= Strongly Agree ( )

12. How can you rate the KCSE student's performance in your school.

Low ( ) Moderate ( ) High ( )

**Thank you for your participation**

## **APPENDIX II: TEACHERS' QUESTIONNAIRE**

This questionnaire is meant to collect data on the influence of principals' instructional supervisory practices on students' academic performance in KCSE in Mashuru Sub-County for the award of a Master's degree in Educational Administration of Machakos University. The instructional supervisory practices are listed from section two to five of your questionnaire. The information provided will only be used for the purpose of this study. React to all questions in this section on a five point scale regarding applicability in your school. You are requested to tick (√) the appropriate answer and fill in the spaces provided. All the information gathered will be accorded great confidentiality. Please respond to all the items.

### **Section 1: Background information**

1. Please indicate your gender.

Male [ ] Female [ ]

2. Please indicate your age.

24 yrs and below [ ]; 25-30 yrs [ ]; 31- 35 yrs [ ]; 36-40 yrs [ ];  
46 yrs and above [ ]

3. Please indicate your level of education qualification.

B.Ed. [ ]; M.Ed [ ]; PhD [ ]; B.A. with PGDE [ ]  
B.Sc. with PGDE [ ]; any other qualification .....

4. Please indicate your experience in teaching.

Below 3 yrs [ ]; 3-6 yrs [ ]; 7-10 yrs [ ]; 10 yrs and above [ ]

5. Please indicate the sex composition of your school.

Boys [ ]; Girls [ ]; Mixed [ ]

6. Please indicate the category of your school.

National [ ]; Extra-County [ ]; County [ ] Sub-County [ ]

### **Section 2: Supervision of professional records**

7. The statements below indicate the activities of principals' in supervision of professional records. How frequent does your principal carry out the following management practices of professional records in your school? Tick only one option.

1= No defined time, 2= termly, 3=monthly, 4= weekly, 5= daily



<b>Principals' Supervision of professional records</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a). Checking of the schemes of work					
b). Checking coverage of syllabus					
c). Checking teacher's lesson plans					
d). Checking records of work					
e). Checking mark books					

### **Section 3: Class visitation practices**

8. Principal's class visitation practices influence students' performance in KCSE. How frequent does your principal carry out the following class visitation practices in your school? Tick only one option.

1= No defined time, 2= termly, 3=monthly, 4= weekly, 5= daily

<b>Class visitation practices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a) Checking of the lesson attendance forms					
b). Checking students' notes					
c). Visiting learning sessions in classroom					
d) Giving feedback after the lesson observation					
e) Management of students' discipline					

### **Section 4: Supervision of academic progress records**

9. The following are some activities of the principal on the supervision of students' academic progress records in order to enhance students' academic performance.

How frequent does your principal carry out the following supervision of academic progress records? Tick only one option:

1= No defined time, 2= termly, 3=monthly, 4= weekly, 5= daily

<b>Supervision of Academic Records</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a). Checking students' academic files					
b). Checking of examination results Analysis					
c). Set school KCSE mean score					

d). Checking the quality of exams					
e). Checking End of Term Examinations results					
f). Student's progress records					

### Section 5: Principals' implementation of instructional programmes

10. The tasks of the principals involve implementation of instructional programme in order to enhance students' academic performance. How frequent does your principal implement the following instructional programmes in your school? Tick only one option. 1= No defined time, 2= termly, 3=monthly, 4= weekly, 5= daily

Implementation of instructional programmes	1	2	3	4	5
a). Provides in-service for teachers					
b). Provision of guidance and counselling programs					
c). Setting motivation programmes					
d). Implementation of rewarding systems					
e). Attendance of induction courses					
f). Revision of block timetable					

### Section 6: Students Performance

11. How can you rate the KCSE student's performance in your school.

Low ( ) Moderate ( ) High ( )

12. Do the following principal's instructional supervisory practices influence students' performance.

1= Strongly Disagree ( ) 2= Disagree ( ) 3=Not true ( ) 4= Agree ( )

5= Strongly Agree ( )

Principal's Instructional Supervisory Practices	1	2	3	4	5
a) Principals' management practices of teachers' professional records					
b) Class visitation practices					
c). Principals' management practices of students' academic progress records					

e). Principals' implementation of instructional programmes					
--	--	--	--	--	--

**Thank you for your participation.**

### APPENDIX III: STUDENTS' QUESTIONNAIRE

This questionnaire is aimed to gather information about the principals' instructional supervisory practices on students' academic performance in KCSE in Mashuru Sub-County. The instructional supervisory practices are listed from section two to five of your questionnaire. The information provided will only be used for the purpose of this study. React to all questions in this section on a five point scale regarding applicability in your school. You are requested to tick the appropriate answer and fill in the provided spaces. The responses will be accorded great confidentiality

#### Section 1: Background information

1. Please indicate your gender.

Male ( ) Female ( )

2. Please indicate your age bracket.

12-15yrs ( ) 16-19 yrs. ( ) 20yrs and over ( )

3. What is the category of your school?

Boys only ( ) Girls only ( ) Mixed ( )

#### Section 2: Supervision of professional records

4. The statements below indicate the activities of principals' in supervision of professional records. How frequent does your principal carry out the following supervision of professional records in your school? Tick only one option.

1= No defined time, 2= termly, 3=monthly, 4= weekly, 5= daily

<b>Principals' Supervision of professional records</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a). Checks students Report form					
b). Checks students' personal file					
c). Checks students' notebooks					
d) . Checks students' syllabus coverage in time.					

### Section 3: Class visitation practices

5. Principal's class visitation practices influence students' performance in KCSE .How frequent does your principal carry out the following class visitation practices in your school?Tick only one option.

1= No defined time, 2= termly, 3=monthly, 4= weekly, 5= daily

<b>Class visitation practices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a). Lesson observation					
b). Checking my assignments					
c). Checking students' class attendance form					
d). Checking my notes					
e). Dealing with class indiscipline cases					

### Section: Supervision of academic progress records

6. The following are some activities of the principal on the supervision of students' academic progress records in order to enhance students' academic performance. How frequent does your principal carry out the following supervision of academic progress records? Tick only one option. 1= No defined time, 2= termly, 3=monthly, 4= weekly, 5= daily

<b>Supervision of Academic Records</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a). Checking my examination progress records					
b). Checking my personal examination file					
c). Checking students' holiday assignment					
d) Checking students' set examination targets					

### Section 5: Principals' implementation of instructional programmes

7. The tasks of the principals involve implementation of instructional programme in order to enhance students' academic performance. How frequent does your principal implement the following instructional programmes in your school? Tick only one option. 1= No defined time, 2= termly, 3=monthly, 4= weekly, 5= daily

<b>Implementation of instructional programmes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a). Presiding on rewarding programs					
b). Organizing educational trips and tours					
c). Organizing remedial classes					
d) Formation of discussion groups					
e). Attendance of motivational programmes					

### **Section 6: Students Performance**

8. How can you rate the KCSE student's performance in your school.

Low ( ) Moderate ( ) High ( )

9. Do the following principal's instructional supervisory practices influence students' performance.

1= Strongly Disagree ( ) 2= Disagree ( ) 3=Not true ( ) 4= Agree ( ) 5= Strongly Agree ( )

<b>Principal's Instructional Supervisory Practices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a) Principals' management practices of teachers' professional records					
b) Class visitation practices					
c). Principals' management practices of students' academic progress records					
d). Principals' implementation of instructional programmes					

**Thank you for your participation**

## APPENDIX IV: UNIVERSITY AUTHORIZATION LETTER



### **MACHAKOS UNIVERSITY** **OFFICE OF THE DEAN GRADUATE SCHOOL**

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Telephone: 254-(0)735247939, (0)723805929      P.O Box 136-90100  
Email: [graduateschool@mksu.ac.ke](mailto:graduateschool@mksu.ac.ke)      Machakos  
Website: [www.machakosuniversity.ac.ke](http://www.machakosuniversity.ac.ke)      **KENYA**

REF. MksU/GS/SS/011/VOL.1

28<sup>th</sup> May, 2020

The Director,  
National Commission for Science, Technology and Innovation  
P.O Box 30623,  
**NAIROBI**

Dear Sir

**RE: DAMARIS MWIKALI MUASA –E55-12801-2018**

The above named is a Masters student in the second year of study and has cleared course work. The University has cleared her to conduct a research entitled: **“Influence of principals’ Instructional Supervisory Practices on Students’ Performance in KCSE in Public Secondary Schools in Mashuru Sub County, Kenya”**

Kindly assist her with a Research Permit in order to undertake the research.

Thank you

**DR. RICHARD PETER, PhD**  
**DEAN GRADUATE SCHOOL**  
KRP/anm

## APPENDIX V: MINISTRY OF EDUCATION AUTHORIZATION LETTER

### MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Email scdemashuuru@gmail.com.  
Telegram Mash. Ed. Kajiado



**SUB COUNTY EDUCATION OFFICE  
MASHURU SUB COUNTY  
P.O. BOX 33-01100  
MASHURU**

While replying please quote

Ref: Mash /

15<sup>th</sup> January, 2021.

**RE: DAMARIS MWIKALI MUASA – E55-12801-2018**

Your request to conduct a research entitled;

**“Influence of principals’ instructional supervisory practices on students’ performance in KCSE in public secondary Schools in Mashuru Sub County, Kenya “**

Is hereby granted.

Kindly note that you are not expected to interfere with the teaching – learning process or schools daily program.






We wish you well in your endeavor.

**DISTRICT EDUCATION OFFICER  
MASHURU DISTRICT  
P.O. Box 8  
MASHURU**

KINYANJUI MARTIN  
For SUB COUNTY DIRECTOR OF EDUCATION  
MASHURU SUB COUNTY.



# APPENDIX VI: NACOSTI RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 287098	Date of Issue: 14/June/2020
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Ms. DAMARIS mwikali MWIKALI of Machakos University, has been licensed to conduct research in Kajiado on the topic: <b>INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISORY PRACTICES ON STUDENTS' PERFORMANCE IN KCSE IN PUBLIC SECONDARY SCHOOLS IN MASHURU SUB-COUNTY, KENYA</b> for the period ending : 14/June/2021.</p>	
License No: NACOSTI/P/20/5209	
287098 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

## APPENDIX VII: LOCATION MAP

