

**ADMINISTRATIVE FACTORS INFLUENCING PRINCIPALS'  
EFFECTIVENESS IN INSTRUCTIONAL SUPERVISION  
IN PUBLIC SECONDARY SCHOOLS IN MUKAA  
SUB-COUNTY, MAKUENI COUNTY, KENYA**

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for the Award of the Degree of Master of Education in Department of  
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Machakos University**

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**DECLARATION**

I declare that this research project is my original work and has not been presented in any other university for consideration. This research project has been complemented by referenced sources duly acknowledged. Where texts, data (spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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## **DEDICATON**

I dedicate this project to my spouse, Caroline Mumbua and sons, Mark Mutuku and Morris Mutua and daughter, Esther Mutheu for their continued support and encouragement during my studies.

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## **ABBREVIATIONS AND ACRONYMS**

<b>FDSE</b>	:	Free Day Secondary Education
<b>HoDs</b>	:	Heads of Departments
<b>IEBC</b>	:	Independent Electoral and Boundaries Commission
<b>INSET</b>	:	In-Service Education Training
<b>KCSE</b>	:	Kenya Certificate of Secondary Education
<b>KEMI</b>	:	Kenya Education Management Institute
<b>KESSHA</b>	:	Kenya Secondary School Heads' Association
<b>KESSP</b>	:	Kenya Education Sector Support Programme
<b>KNBS</b>	:	Kenya National Bureau of Statistics
<b>MoE</b>	:	Ministry of Education
<b>MoEST</b>	:	Ministry of Education, Science and Technology
<b>NACOSTI</b>	:	National Commission for Science, Technology and Innovation
<b>SMT</b>	:	School Management Team
<b>SPSS</b>	:	Statistical Package for Social Sciences
<b>UNESCO</b>	:	United Nations Education, Scientific and Cultural Organization
<b>USA</b>	:	United States of America

## ABSTRACT

In Mukaa Sub-county, instructional supervision by principals is yet to be effectively realized. In many cases, teachers do not complete their syllabus and students also register low academic grades in both internal and national examinations. Thus, the purpose of the study was to assess the influence of administrative factors on principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county, Makueni County, Kenya. The objectives were; to assess the influence of administrative experience, teaching experience, workload and the number of teachers on principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county. The study was guided by the path-goal theory. The study adopted correlation research design. Target population comprised 40 principals and 380 teachers totaling to 420 respondents from which a sample of 36 principals and 191 teachers were selected based on sampling chart by Krejcie and Morgan (1990). Stratified sampling was applied to create three strata based on the number of zones. From each zone, 12 principals and 64 teachers were selected using simple random sampling. Questionnaires were used to collect data from the respondents. Validity was established through expert judgment. Reliability was established using test retest technique and reliability coefficient,  $r = 0.79$ , was obtained using Pearsons Product Moment Correlation Test Analysis which indicated high internal reliability. Data were descriptively analyzed using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Test Analysis with the help of Statistical Package for Social Science (SPSS 23) and presented using tables and charts. The study established that many secondary schools register low grades in national examinations (KCSE) and that there are numerous administrative factors such as principals' administrative and teaching experience, workload and the number of teachers which influence principals' effectiveness in provision of instructional supervision. However, many secondary schools are headed by principals with relatively few years of administration and teaching experience, principals have heavy workload and with very few teachers. Thus, the study recommends that the Ministry of Education through Teachers' Service Commission (TSC) should promote teachers to positions of school principals based on merit and above all the number of years one has served progressively in positions of headship such as Heads of Departments and Deputy Principals. Teachers should be promoted to headship purely on their experience as erstwhile teachers who have consistently displayed high levels of competence and performance in their classroom teaching. TSC should review the number of lessons principals should undertake to enable them have time to conduct tasks which enhance effective instructional supervision and improved students' academic performance in national examinations. On the same, TSC should recruit more teachers to cater for the lessons which principals undertake in order to reduce their workload and have time to concentrate on administrative responsibilities. TSC should also recruit more teachers in order to reduce the teacher-student ratio in schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The twenty first century organizations are making dramatic changes in an effort to increase effectiveness. Susanne (2013) posits that such changes have been occasioned by fast growth of standards-based accountability systems which demand data-driven evidence of success. Educational institutions such as secondary schools are no exception because education is now without the limits and boundaries of the past (Lumadue & Waller, 2013). Educational leaders play important role with the intension to make teaching and learning more effective and to give quality education to students.

For effective instructional supervision, most educational experts consider principals and other administrators as the driving force and main source of the organizational development and academic growth of students (Mirkamali, 2005). The successes of an administrator have been thought to be, due to the various methods that are used in their administration process. Administration practices adopted by secondary school principals play a pivotal role in effective instructional supervision and the academic success of secondary schools.

According to Vashist (2004), instruction supervision is a process of leadership and development of leadership within groups, which evaluates the product in light of accepted educational objectives, studying the teaching-learning situation to determine the antecedents of satisfactory and unsatisfactory pupil growth and achievement and school improvement.

Sergiovani (2001) was of the view that teacher supervision and evaluation should help teachers grow, improve basic teaching skills and expand knowledge and use of teaching repertoires. Todaro (2007) notes that the formal education system of a nation is the principal institutional mechanism used for developing human skills and knowledge. Supervision of instruction therefore plays an important role in education and it is the tool with which educational objectives are achieved. Sergiovani and Starrat (2003) suggested that there should be a renewed interest in supervision due to the necessity for re-ordering or reshaping present strategies for improving the quality of educational services as a result of declining productivity, accountability, teacher surpluses and smaller budgets for education.

Therefore, instructional supervision is the planning for all-round improvement of school factors that seriously affect the teaching learning process which include the school buildings and its equipment, the materials of instruction, the organizations of curriculum, the methods of teaching and the personality of the teacher. Various researches have shown that supervision has significant effect on the performance of a school. Many researchers have noted that instructional supervision can aid in tackling the problems of the education system which include the lagging performance of students during assessment.

In Thailand for instance, there has been a struggle on how to improve the quality of education. Ineffective teachers and ineffective systems of supervision have been identified as major problems (Pitak et al, 2013). In order to address this concern, the King's philosophy on sufficiency economy together with the 1999



National Education Act Amendment in 2003 has been implemented and includes steps of work procedures that involve supervision and coaching. Lots of attention has also been given to supervision of schools for improving the quality of education with the result being enhanced teacher capabilities by providing effective instruction. However, to realize effective instructional supervision in secondary schools, principals are still confronted by myriad factors including administrative factors.

According to Mirkamali (2005), administrative factors range from administrative experience, teaching experience, workload and the number of teaching staff. Given this assertion, Armstrong (2001) indicates professional management training of secondary school principals help them acquire pre-requisite skills to improve their understanding of different aspects which are necessary for their leadership. In India, Kellerman (2015) asserts that school leadership has become a high wire act that only the most skilled are able to perform successfully. These assertions point to the fact that secondary school principal's day is usually filled with diverse activities of administration and management, that is, scheduling, reporting, handling relations with parents and the broader community, dealing with unexpected multiple learner and teacher crises, and extraordinary situations.

In keeping with these viewpoints, Bottery (2016) posits that, in Germany, there is a great recognition that one of the primary tasks of secondary school principals is increasing learner achievement and maintaining teacher satisfaction. This is consistent with the postulations of Kiat, Tan, Heng and Lim-Ratnam (2017) who

underscore the fact that there is a strong belief among educationists that principals can improve the teaching and learning environment by creating conditions conducive to improved curriculum management. Kiat et al (2017) further assert that principals are responsible for creating positive school climates, motivating teachers and learners; and effectively managing resources to enhance best instructional practices.

In Australia and New Zealand, school principals play a key role in the development and maintenance of academic standards which include the knowledge and skills that learners are expected to learn in a subject and in each grade (Shelton, 2011). However, Shelton (2011) assert that school principals cannot achieve this without administrative and teaching experience, a clear and deep understanding of teaching, learning and assessment. Besides, they should also actively promote positive behaviors and interactions among teachers and learners.

In many countries in Sub-Saharan Africa, Bush and Glover (2009) note that secondary school principals are required to undertake the following activities: oversee the curriculum across the school, evaluate learner performance through analyzing internal continuous assessments and examination results, monitor the work of heads of departments (HoDs) through scrutiny of their work schedules and portfolios, ensure that HoDs monitor the work of teachers employed in their subjects/learning areas; and arrange a programme of class visits followed by meaningful feedback to teachers; and ensure the availability of appropriate learning and teaching support materials.

Despite these assertions, Owoeye and Yara (2010) posits that, in countries such as Nigeria, Ghana and Mozambique, secondary school principals are faced with new demands, more complex decisions and additional responsibilities than ever before. According to Owoeye and Yara (2010), principals' day is usually filled with diverse administrative and management functions such as procuring resources, managing learner discipline, resolving conflicts with parents and dealing with unexpected teacher and learner crises and a greater expectation to provide effective instructional supervision.

Hoy and Hoy (2009) note that instructional supervision should emerge freely from the combined efforts of the principal; the school management team (SMT) and teachers. In Ghana, Kallaway (2009) report that instructional supervision of school principals has been completely disregarded. In the same breath, Goslin (2009) argues that many school principals overlook their main responsibility of instructional supervision because they are far too busy attending to day-today critical issues, including learner discipline and parent complaints. Bush (2011) concurs that principal effectiveness can be attained when they find the correct balance among their various functions for a given school context.

In South Africa, scholars agree that the instructional supervision function of school principals has to be intensified (Fleisch, 2008). Prospective or aspiring leaders are considered for principalship positions if they merely complete a teacher's qualification and have at least seven years of teaching experience (Fleisch, 2008). School principals are appointed on the basis of their teaching record rather than their leadership potential (Mestry & Singh, 2007).

In Kenya, instructional supervision has often been seen as the main vehicle through which to improve teaching and learning in schools, with principals as instructional supervisors. As the republic of Kenya Ministry of Education Science and Technology (2003) noted, principals as the managers of their schools have the responsibility to ensure that teachers implement the set curriculum and that learning is actually taking place. Mbera (2015) asserts that many school principals experience great difficulty in balancing their diverse administrative duties with their curriculum leadership or instructional supervision functions.

According to Mbera (2015), many school principals lack the time for and an understanding of their instructional supervision functions. Most of them spend relatively little time in classrooms and even less time analyzing curriculum delivery with teachers. While they may arrange time for teachers' meetings and professional development programmes, they rarely provide intellectual leadership for growth on instructional issues. This brings into question the quality of education offered in public secondary schools.

According to the UNESCO (2009), there has been a lot of concern regarding the improvement of the quality of teaching which addresses the broader question of improving the quality of education. Teacher quality is very much related to education quality (UNESCO, 2009). The need to improve the quality of teaching and learning through instructional supervision has been well highlighted by various scholars. In many schools in Kisumu County, Yambo and Tuitoek (2014) report that instructional supervision is gradually improving from inspection of

teacher to a more democratic approach which concentrates on giving recognition and assistance to teachers. Yambo and Tuitoek (2014) assert that supervision ensures that teaching staff reflects on the appropriate rules, routine, procedures and regulations to achieve set objectives. In the school, the overall supervisor, the principal, has a dream of having the school ranked among the best in national examination and discipline.

In Mukaa Sub-county, Muasya (2012) notes that external supervision involves checking on educational facilities; monitoring, reviewing and assessing how well educational standards are being implemented and maintained by teachers and school administrators and observing classroom teaching by individual teachers to assess their professional competence. Despite the concerted efforts to improve instructional supervision, quality of education offered in public secondary schools in Mukaa Sub-county is still being below average.

For example, in 2012, low grades (E, D- and D) in KCSE stood at 51.9%, 2013 (47.2%) and 2017 stood at 61.4% (Mukaa Sub-county Education Report, 2018). Therefore, supervision in secondary schools should be promoted with principals taking the major role. In secondary schools in Mukaa Sub-county, Muasya (2012), posits instructional supervision embraces all activities that are directed specifically at the establishment maintenance and improvement of the teaching-learning process in the school. However, much still needs to be done to articulate the extent to which administrative factors influence principals' effectiveness in instructional supervision; hence the study.

## **1.2 Statement of the Problem**

Principals' instructional supervision is key for realization of quality education offered in public secondary schools. According to MoE (2015), the government of Kenya recognizes effective instructional supervision as the vital tool towards achieving quality basic Education that is in line with its development goals. The government has, therefore, made numerous efforts to enhance service delivery in education by training principals through in-service workshops and seminars (MoEST, 2005). However, in Mukaa sub-county, instructional supervision by principals is yet to be effectively realized. In many cases, teachers do not complete their syllabus and students also register low academic grades in both internal and national examinations.

For example, in 2012, low grades (E, D- and D) in KCSE stood at 51.9%, 2013 (47.2%) and 2017 stood at 61.4% (Mukaa Sub-county Education Report, 2018). Despite these statistics, much is yet to be done to assess the extent to which administrative factors influence principals' effectiveness in instructional supervision in public secondary schools. In other words, few empirical studies have interrogated the extent to which principals' administrative experience, teaching experience, workload and number of teaching staff influence principals' effectiveness in instructional supervision reflected through improved academic performance.

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

The purpose of the study was to investigate the influence of administrative factors on principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county, Makueni County, Kenya.

#### **1.3.1 Objectives of the Study**

- i. To establish the influence of administrative experience on principals' effectiveness in instructional supervision in public Secondary Schools in Mukaa Sub-county.
- ii. To determine the influence of teaching experience on principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county.
- iii. To find out the influence of workload on principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county.
- iv. To examine the influence of the number of teaching staff on principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county.

#### **1.3.2 Research Questions**

- i. To what extent does the principals' administrative experience influence effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county?
- ii. What is the influence of principals' teaching experience on effectiveness in instructional supervision in Public secondary schools in Mukaa Sub-county?

- iii. How does workload influence principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county?
- iv. To what extent does the number of teaching staff influence the principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county?

#### **1.4 Significance of the Study**

Most secondary schools have registered low performance amongst students, poor relationships between principals, staff and students, lack of conducive learning environment, increased cases of staff indiscipline, high-level dropout amongst students and indiscipline despite the numerous professional trainings which principals have undergone in the past. Thus, the findings of this study may address the issue of the effectiveness of principals in instructional supervision in public secondary schools in Mukaa Sub-county so that it provides useful insight to various educational stakeholders with the aim of improving the quality of education and service delivery.

The Teachers' Service Commission, the Ministry of Education and education managers such as School Boards of Management may find this study useful in addressing the performance gaps in schools occasioned by lack of effective instructional supervision. The teachers may also be assisted in appreciating their role in instructional process. Capacity building bodies such as Kenya Education Management Institute (KEMI) may be assisted to identify the training needs of the education officials and especially secondary school heads and teachers and mount relevant training to address the concerns raised in the study.



The findings of this research may form a basis for other researchers to use as a reference in subsequent research undertakings.

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

In this section, the study highlighted the delimitations and limitations of the study.

#### **1.5.1 Delimitations of the Study**

The study was restricted to public secondary schools in Mukaa Sub-county. The study was restricted to the influence of administrative factors on principals' effectiveness in instructional supervision in public secondary schools. The researcher investigated the extent to which principals' administrative experience, teaching experience, workload and number of teaching staff influence the principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-County.

The respondents were principals and teachers of selected public Secondary schools in Mukaa sub-county because they are the ones who interact closely in instructional supervision. The study used questionnaires to collect data. The study was narrowed to the 36 sampled public secondary schools, 36 Principals and 191 teachers in Mukaa Sub-county.

#### **1.5.2 Limitations of the Study**

The respondents were suspicious of the researcher's objective of collecting the data. It was difficult for the researcher to control the attitude of the subjects as they respond to the questionnaires.

To mitigate this, the researcher built a rapport with the respondents and assured them of strict confidentiality in handling the information provided. The researcher appealed to the respondents to provide honest responses to the questionnaires since anonymity and confidentiality would be preserved. The researcher conducted the sampling randomly so that each of the subjects selected for the study had equal chance of being selected. This made the results of the study to be generalized to the entire population. Some of the respondents, especially the principals, were unwilling to give information which touched on their managerial competencies and challenges. In this case, the researcher explained to them that the study aimed at complementing their efforts of improving quality of education offered in public secondary schools and not to victimize them.

The study findings could not be applied to other secondary schools outside Mukaa Sub-county since there could be other unique dynamics which influence instructional supervision and quality of education offered in public secondary schools other than administrative factors under investigation. To mitigate this, the study recommended that further studies be conducted on principals' effectiveness in instructional supervision, but with focus on other unique dynamics.

### **1.6 Assumptions of the Study**

The study made the following assumptions:

- i. That principals in public secondary schools in Mukaa Sub-county carry out instructional supervision.

- ii. That teachers of public secondary schools in Mukaa Sub-County were aware of their role and that of the principals in instructional supervision.
- iii. That all respondents sampled were co-operative and gave reliable responses.
- iv. That all sampled respondents were able to identify the administrative factors influencing principals' effectiveness in instructional supervision.

### **1.7 Theoretical Framework: The Path-Goal Theory**

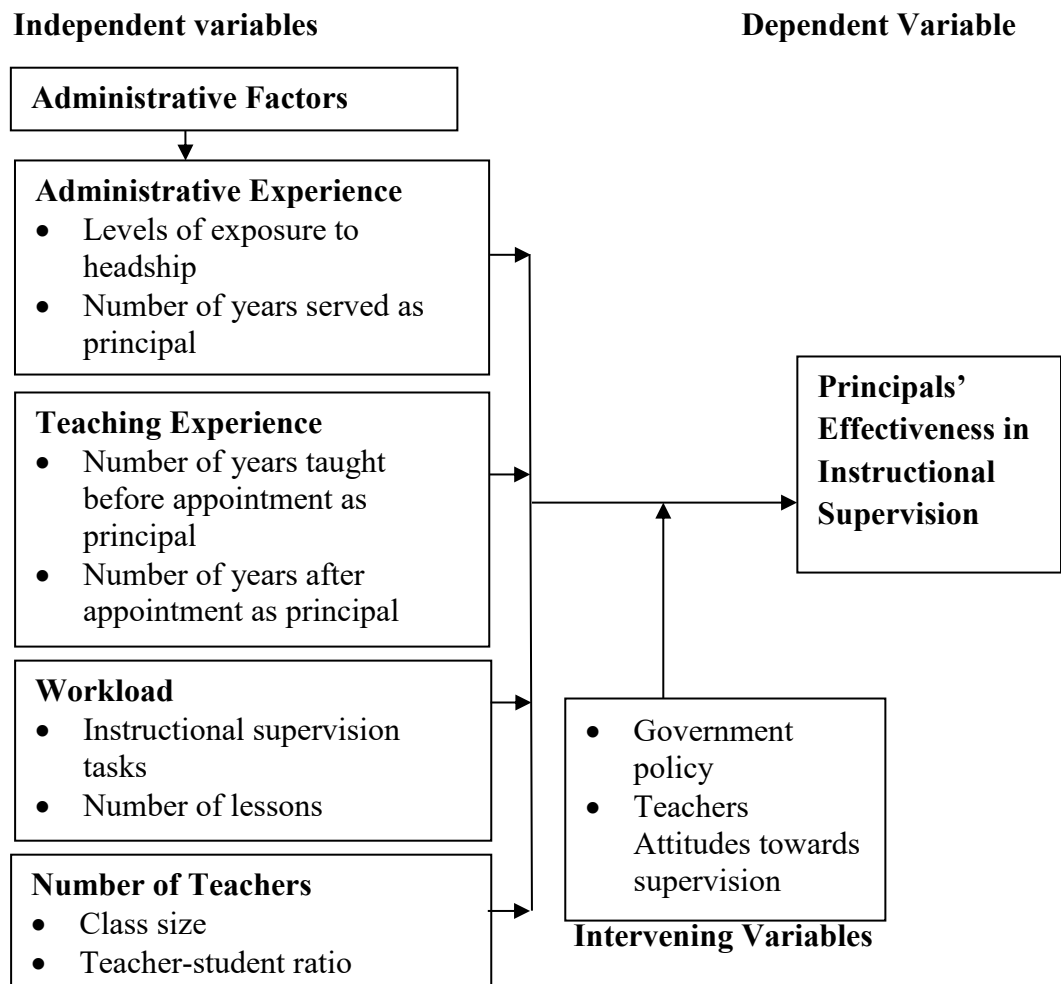
This study was guided by the Path-Goal theory which was advanced by Robert House in 1971. This theory states that a leader's behavior is dependent on the satisfaction, motivation and performance of his or her sub-ordinates. The leader engages in behavior that compliments sub-ordinates abilities and compensates for their deficiencies. This theory can be classified as a contingency as well as transactional leadership theory. According to this theory, the leader should encourage and support followers in achieving the goals they have set by being clear on what they expect from them.

This theory emphasizes that leaders can facilitate task performance by showing sub-ordinates how performance can be instrumental in achieving desired rewards. The managerial behavior should be motivating or satisfying to increase goal attainment by sub-ordinates. This theory further stresses that effective leadership is a function of the interaction between the leaders and situational or contingency variables of the sub-ordinate characteristics and environmental factor. The Path –Goal theory is relevant in this research because the Principal of a school is the leader who is charged with the responsibility to show the staff

under him /her the way. In the context of this study, this theory fits in that it underscores the fact that the principal must guide the subordinates (teachers) on what is expected and clear the paths for them to achieve the expectations. The principal helps his subordinates to interpret the work environment in order to understand the challenges and how to overcome them. This can be done through effective instructional supervision which is influenced by various situational factors and this study focused on the administrative factors (situational factors) that influence the principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-County.

## 1.8 The Conceptual Framework

In this study, the conceptual framework was based on the objectives of the study. The administrative factors reflected through principals' administrative experience, teaching experience, workload and number of teachers constituted the independent variables whereas principals' effectiveness in instructional supervision constituted the dependent variable. The intervening variables were the government policy and teachers' attitude towards instructional supervision as shown in Figure 1.1:



**Figure 1.1: The Conceptual Framework showing Administrative Factors Influencing Principals' Effectiveness in Instructional Supervision**

From the Figure 1.1, the independent variables are the administrative factors. According to the conceptual framework the independent variables influences the principals' effectiveness in instructional supervision which is the dependent variable. The principals' effectiveness in instructional supervision will improve if the levels of the independent variables improve. When the principals' administrative experience is long, the principals' effectiveness in instructional supervision is high. The longer the teaching experience, the higher the effectiveness in instructional supervision. If the workload is high the principals' effectiveness is low. When the number of teachers is high the principal is able to give tasks to individual teachers and also to groups and hence the principal's effectiveness in instructional supervision is enhanced.

The intervening variables are government policy and teachers' attitude towards instructional supervision. The intervening variables are just hypothetical and are there to show the link between the independent variable and the dependent variables. When the government policy is favorable and the teacher's attitude is positive, then their participation in instructional supervision process improves and the principals' effectiveness improves.

## 1.9 Operational Definition of Terms

**Administrative experience:** refers to the knowledge and skills a principal gain by holding an administrative office for a period of time.

**Administrative factors:** refers to the factors that directly relate to the principals' supervisory work and are part of his/her daily interaction in the course of supervision.

**Instruction:** refers to the planned interaction between teacher and learner for the purpose of imparting knowledge to the learner within the classroom.

**Instructional supervision:** it is a type of school –based supervision carried out by the school staff (principals, department heads, senior teachers and assigned supervisors) aimed at providing guidance, support and continuous assessment to teachers for the professional development in the teaching-learning process, which rely on the system that is built on trust and collegial culture.

**Principals' effectiveness:** refers to the ability of the Principals to bring out the intended changes or offer positive results that are intended. The positive change is measured by the set goals such as students set performance

**Public secondary schools:** refers to the Government institutions that offers post primary education up to form four which are funded by the Government through its budgetary allocations by the Ministry of Education, Science and Technology.

**Supervision:** it is the process of bringing about improvement in instruction by stimulating teachers' professional growth and helping teachers and pupils to achieve the organizational objectives.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter highlights the reviewed literature related to the topic of study. The chapter covers: concept and historical development of instructional supervision, the concept of administrative factors and the influence of principals' administrative experience, principals' teaching experience, principals' workload and the number of teachers on principals' effectiveness in instructional supervision in public secondary schools. This chapter also provides a summary of literature review citing research gaps identified during the review.

#### **2.1 The Concept and Historical Development of Instructional Supervision**

The idea of supervision is as old as mankind but its systematic study is more recent. Tyagi (2010) noted that supervision emerged slowly as a distinct practice always in relation to the institutional academics. Supervision is believed to have begun in USA as a process. Internal supervision was introduced where principals were made responsible of supervising schools (Baker, Fabrega, Galindo & Mishook, 2004). The focus at this time was on the teacher rather than instruction and students' learning.

Superintendents were appointed to inspect schools to see that teachers were following the prescribed syllabus and see that students were able to recite their lessons. In school context, principals made decisions based on the teacher rather than on instruction and students' learning (Baker et al, 2004). They made decisions on observations on the spot without engaging the teacher in interaction

and supervision. The major concern was on the management of schools rather than on improvement of teaching and learning. Starrat (1997) however, notes that this trend changed as schools continued to multiply. Supervision was formalized in the late 1830's when common schools were formed. Okumbe (1998) further asserts that professional administrators undertook supervisory activities that placed attention on assisting the teachers to improve their teaching effectiveness. In the years 1876-1936, supervision moved from administrative inspection to efficiency orientation. This was focused on the teaching and learning of students. The traditional methods of inspection were therefore gradually dropped.

According to Okumbe (1998) supervisors started providing a friendly atmosphere and good interpersonal relationships gave rise to the period of co-operative group effort. This group effort enhanced collective responsibility on classroom instruction. Many scholars in the 1960's carried out research on supervision leading to a new way of managing supervision. This greatly improved supervision in schools and led to the development of scientific method of supervising teachers. Various forms of clinical supervision such as collegial, coaching and objective classroom observation were adopted.

Starrat (1997) however noted that clinical supervision was not used for a long time since it was time consuming and required intensive labour. Instructional supervision is a significant factor in facilitating, improving, and promoting the academic progress of students (Joseph & Jo Blasé, 2000). Instructional supervision refers to actions that a principal takes or delegates to others, to

promote growth in student learning (Arikewuyo, 2009). Supervision also focuses on improved student achievement through close dynamically shared leadership between principals and teachers who are experts in their subjects (Leithwood & Riehl, 2003). Instructional supervision is committed to the core business of teaching, learning and building a vital community of learners where the school principal serves as the "leader of leaders" (Lineburg, 2010). Kafka (2009) agrees that there is a discernible relationship between school leaders' actions and student achievement. In practice, this means that the principal deliberately makes instructional quality the top priority of the school and strives to bring that vision to realization.

According to Asuga and Eacott (2012), the school principal is directly responsible for quality of education given to learners. Tony and Oduro (2006) also noted that principals have an enormous task of exercising effective instructional supervision which would lead to improved learning and performance of individual learners. In order to ensure that every student receives the highest quality of instruction each day, Jenkins (2009) asserts that the instructional leader should prioritize shared decision-making, set clear goals, allocate resources prudently, manage curriculum, monitor teaching progress, evaluate teachers regularly to promote student learning, create plenty of room for inquiry and improvement, and support ongoing professional development for staff members.

A study conducted by Lyons and Algozzine in 2006 noted that the principal is tasked with responsibility of ensuring that teachers are well equipped, prepared, and apply the best instructional strategies in the classroom when delivering curriculum content. These assertions agree with those of Kruger (2003) who indicated that the principal must provide and coordinate all the school resources and processes to promote student learning, manage the school resources to support and improve teaching, provide supervisory leadership, and empower teachers by including them in decision making.

Cotton (2003) also emphasized that the role of instructional leaders includes; holding high expectations on students and teachers; articulation of a clear vision that the school should embrace; promotion of a conducive instructional climate; clear and open communication with all stakeholders. According to Cotton (2003), principals are also tasked with laying emphasis on managing curriculum and instruction through supervision of teaching process and monitoring of learner progress; use of data to evaluate students' progress and to make informed decisions for school improvement; and ability to link supervision and evaluations to provision of continuous teacher professional development.

In the same token, Okinyi (2015) posits that effective instructional leaders are servants to shared vision of success for all students. Okinyi (2015) further notes that effective principals also participate actively in the instructional process through prioritization of the learners' interest of the school's budget, timely provision of instructional resources, their observations of classroom instruction, and their discussions with teachers about instructional issues.

In addition, Okinyi (2015) further asserts that principals are also tasked with keeping record of the performance of every teacher through learner averages and subject averages, and their interactions with teachers when examining student data (Lineburg, 2010). The instructional leaders use data on student performance to motivate teachers according to their pre-set targets and the abilities of the learners, and also to determine areas of need for staff development and improvement (Asuga & Eacott, 2012). Teachers who need improvement are facilitated to attend workshops and seminars, and to share these ideas with their colleagues (Okinyi, 2015). Above all, when milestone achievements are reached, the successful results are celebrated and individual teachers and students rewarded (Arikewuyo, 2009).

In Kenya, instructional supervision has often been seen as the main vehicle through which to improve teaching and learning in schools with principals as instructional supervisors. Muthoni (2012) also asserts that a number of countries from the 1990's onwards has attempted to reform supervision because of its effectiveness as a key tool in monitoring and improving education quality. Since independence, various commissions of education have recommended that supervisory service for secondary schools be expanded and strengthened with qualified and experienced personnel (Watene, 2007).

The Ominde Report emphasized on the need of good supervision if educational objectives were to be achieved. Onyango (2008) says that the report recommended two types of supervision viz; peripatetic supervision done by officers representing Local Authorities who visit schools often and school-based

supervision done by the principals. It further recommended reforms in education through provision of sufficient supervision and careful selection of supervisors. Careful selection and preparation of principals for their task was suggested and in-service courses were to be organized and their teaching load lowered which clearly emphasizes on the role of the principal in instructional supervisor at the school level (Watene, 2007). Wawira (2012) reiterates that according to the Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond known as the Kamunge Report, the provision of government policy guidelines on supervision for improving quality education through optimal use of existing human, physical and fiscal resources as Kenya enters the 21<sup>st</sup> century has been well highlighted.

The Report further underscored the importance of the inspectorate and recommended training of school heads as first supervisors of their schools. Principals have been 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 were entrusted to the Ministry of education in accordance with the provision of the Education Act cap 211 of 1968 revised 1980 (Republic of Kenya ,1980) which empowered the Minister for education to promote the education of the people of Kenya.

The Minister therefore has to satisfy himself/herself that educational standards are being maintained as a representative of the government and the people of Kenya. According to Republic of Kenya (2013) as explained in the Basic

Education Act 2013 (part IX section 67) further empowers the Cabinet Secretary, Teachers Service Commission, the Standards and Quality Assurance Council, National Education Board, national quality assurance bodies and the County Education Boards to ensure the maintenance of standards, quality and relevance of education and training as provided under the Act or any other written law. To achieve this objective, the Directorate of Quality Assurance and Standards (formerly the inspectorate) has endeavored to visit schools to carry out general supervision. Chabala et al (1994) lists the following activities that are conducted by external supervisors; checking on educational facilities, monitoring and reviewing and assessing how well educational standards are being maintained and educational standards implemented by teachers and school administrators, observing classroom teaching by individual teachers to assess their professional competence.

Supervision also identifies the in-service training needs of teachers and principals. External supervision has however been associated with the following constraints (Chabala et al, 1994; Ministry of Education, 1994; Republic of Kenya Ministry of Education, Science and Technology, 1999): inadequate supervisory personnel; limited resources such as funds and equipment; lack of transportation or flexible mobility ; incompetent supervisory personnel who lack training specifically in instructional supervision; lack of meaningful feedback to schools on supervisory matters and inadequate legal provision which limits the enforcement of inspection recommendations. This therefore has rendered the supervision by the Ministry of Education personnel unproductive.

The Koech Report (1999) concluded that the Ministry of Education's provision of professional guidance to teachers was not forthcoming and therefore this led to teachers developing low morale. The Koech Report therefore recommended the use of school-based supervisors such as principals, departmental heads and subject heads in instructional supervision. Internal instructional supervision should therefore be promoted and principals should play the overall role. Lodiaga (1995) notes that the move towards school-based arrangements relative to supervision of teaching are more cost effective than maintaining a team of external school inspectors who not function effectively.

Many research reports point out that curriculum supervision is a key component of the principal's instructional supervision role. Meyer and Macmillan (2001), explored the views of in-service administrators in Nova Scotia (Canada) school boards regarding principals' tasks and found out that curriculum is one of the major tasks geared towards improving instruction in Nova Scotian schools. Effective principals therefore provide leadership in instruction, co-ordinate instructional programs and emphasize high academic standards and expectations (DiPaola & Tschannen-Moran, 2003).

Research by various scholars (Deborah, 2002; Elmore, 2000; Wanzare & da Costa, 2001) were of the view that instructional supervision is a shared responsibility distributed across the school community, with principals, Vice-principals, Departmental Heads, teachers and policy makers having complimentary responsibilities. James and Whiting (2008) asserted that distribution of instructional supervision role does not mean that key players work



isolated; instead their effort are interdependent, frequently spanning boundaries. In addition, Kimeu (2010) explains that the ministry of Education instructs that principals have a role to supervise teachers by ensuring that lessons are planned early, lessons are structured with an interesting beginning, revision of previous knowledge and teachers' use of voice variation and summary of major points at the end, teachers use backups/teaching aids properly, teachers have a good relationship with their students and teachers follow up the curriculum strictly. This implies that effective instructional supervision is the path to quality teaching and learning.

When the principal leads to ensure teaching resources are available on time as well as instructional activities are well planned, coordinated, and supervised, then, a continuous improvement of student performance can be obtained (Kamau, 2010). In addition, fulfilling these highly demanding responsibilities of instructional supervision requires the principal to possess an inner compass, which is “skills,” that consistently points them toward the future interests of the school, never losing sight of their schools' visions, missions, and goals. Thus, this study focused on the influence of administrative factors on principals' effectiveness in instructional supervision in Mukaa Sub-County.

## **2.2 Administrative Factors Influencing Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

Administration is an integral part of an organization. It is crucial for maintaining and expanding the effectiveness and productivity of complex institutions like schools, colleges and other institutions.

According to Musaazi (1994), the survival of organizations like schools is depended largely on the quality of administrative service available. According to Sergiovani (1991) the success of administrative actions depends on the interpretations that principals make as they translate theoretical understanding into practical decisions and behaviors. Administration therefore is indispensable component of all institutions and organizations. Leadership demonstrated by principals play a pivotal role in the success of secondary schools and given such an assertion, Armstrong (2001) indicates professional management training of secondary school principals help them acquire pre-requisite skills to improve their understanding of different aspects which are necessary for their leadership.

Training of principals on preparedness for management of secondary schools has been a common practice worldwide. For example, Keegam (2003) indicated that training of principals in Greece was considered important for instructional supervision and had a lot of benefits for the secondary school principals. Such training equips principals with a better grasp of the management skills and as a result they can proactively manage school finances, human resources, physical facilities and risks within the school.

In a study conducted in Malaysia, Karia and Ahmad (2000) revealed that training of secondary school principals on management skills increase efficiency and competency. In other words, training of secondary school principals on management can essentially be thought of as a measure of the extent to which the principals have acquired pre-requisite skills for running the daily school activities.

Consistent with Karia's and Ahmad's (2000) findings, Stoll, Bolam and Collarbone (2011), in a study conducted in the Netherlands, reported that change requires strategic initiatives, and such initiatives don't die from lack of buy in from the schools' management, instead, from the lack and kind of high-level commitment and direction that are critical to the implementation of strategy and sustainable performance at school. In Kenya, the need for preparation and development of principals can be traced back to The Training Review Committee (Wamalwa Report, 1971) of 1971-72. The committee discovered that there was no formal programme to train administrators and therefore, saw the need to train them in administrative aspects of their work. This led to formation of Kenya Institute of Administration (KIA).

A later review by Muigai committee (Muigai Report of 1978) led to formation of Kenya Educational Staff Institute (KESI) in 1981; currently referred to as Kenya Educational Management Institute (Muigai Report, 1978). KEMI, among other functions is mandated to identify staff educational development needs and provide in-service training to meet those needs; organize and conduct training for educational managers; and conduct research on staff training and development programmes in the field of education (Nandwah, 2011).

Currently, KEMI offers in-service education training (INSET) and capacity building courses to principals, deputy principals and heads of departments in school management (Asuga & Eacott, 2012). This has been done to enhance quality of management capacities amongst education managers and the delivery of educational services to learners in the most effective and efficient manner

(KESSP, 2005-2010). In addition, the principals in Kenya attend annual conferences that are organized by KESSHA (Goldring & Vye, 2004). KESSHA is a national body to which Kenyan principals of public secondary schools belong and amongst other activities, it organizes annual conferences at county, regional and national level in which they discuss educational issues affecting their schools and ways in which such issues can be addressed. In Mukaa Sub-county, cases of leadership challenges are on the rise which has led to low performance amongst students, poor commitment of teachers and staff in their work and rise in cases of indiscipline amongst staff and students.

Principals need therefore, to know techniques and preparedness for offering effective instructional supervision for their school's progress. Most secondary schools have registered low performance amongst students and witnessed increase in cases of staff and students' indiscipline despite the numerous professional advancement trainings principals have undergone in the past (Onderi & Croll, 2008). Despite these findings, few studies have interrogated the influence of administrative factors on principals' effectiveness in instructional supervision; thus, the study.

### **2.2.1 Principals' Administrative Experience and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

Experience in management is one of the most important human activities in any society. No institution can function effectively without an experienced leader (Dominique, 2000). Cognizant of these viewpoints, Huang (2000) posits that experience which secondary school principals have is very important in

improving their ability to provide instructional supervision and leadership. According to Huang (2000), principals with a better grasp of the administrative experience and prudent management skills proactively manage school finances, human resources, physical facilities and risks within the school. In a study carried out in Saudi Arabia, Alzaidi (2008) established that the quest for improved instructional supervision witnessed through improved academic performance of students necessitated the ability of principals to demonstrate or use certain administrative experience and strategies to ensure a complete well-round education and production of quality students from the secondary school system.

According to Alzaidi (2008), the government, parents and other stakeholders in education expect principals to work effectively for the enhancement of students' academic performance. Alzaidi (2008) asserts that principals, as schools' chief executives, are charged with the daunting task of managing the school for effectiveness in instructional supervision. Towards this end, Lydiah and Nasongo (2009), were of the view that students' academic performance depends on experienced and effective administration.

To corroborate these findings, Derel (2008) carried out a study in the Netherlands which established that school principals who work three years or more in the school are likely to be held accountable for 60 percent or more of the school's activities. Derel (2008) maintains that principals learn from their experience a good deal concerning future leadership situations. Also, they learn how to meet future leadership challenges: creating more effective schools in the

future and improving students' performance (Derel, 2008). Another examination of the role of experience suggests that with experience, especially for the school principal, comes creation of values systems and clarification of values (Derel, 2008). This alone might be sufficient to warrant principals' own high valuation concerning job experience in the principal's role and function. These findings point to the fact that only through experience in the job within which decisions will be made and carried out and through which both organizational and environmental contexts will be confronted can the principal clarify what he or she believes.

In many countries in Sub-Saharan Africa, Ejieh, Olajide, Igbasan, Babarinde and Ojuade (2011) assert that school principal instructional leadership behavior works toward effectiveness through socialization process, which is organization experience, but from a specific vantage, that of organizational leadership. To some extent the experience and learning that take place are organization-specific, but in another sense, the principal, besides learning a specific organization system, is also learning about organization leadership as part of the totality of education involvement and about the experience of administration overall.

For example, in a study carried out in Nigeria, Owoeye and Yara (2010) revealed that principals' administrative experience totally reshapes these expectations and, moreover, moves to an almost opposite formulation of knowing and activation of practice. Owoeye and Yara (2010) further established that experience-derived practice understands administrative situations and problems as complex entities, interlinking facets of a composite not knowable except in its

original manifestation. In other words, principal effectiveness drawing from administrative experience may interact importantly with leadership approach. Principals' administrative experience is enhanced in cases where secondary school emphasize employment of subordinate skills and knowledge, since leaders largely learn leadership effectiveness through group process. In a study carried out in KwaZulu Natal Province in South Africa, Leu and Bryner (2005) emphasized principal experience as necessary for school instructional leadership.

Frequent observation of teaching and learning situations are important as are direct principal recommendations to specific teachers (Leu & Bryner, 2005). This implies that secondary schools, however, must be joined with appropriate attitudes for modifying, revising, and improving education methods. This lends credence to the findings of a study conducted in Rwanda in which Konchar (2001) also revealed that principals themselves value on-the-job experience along with basic common sense as the two most important elements in their success and the basis of true expertise.

In Kenya, it has been argued by various scholars that the principals work experience is a critical factor in supervision of instruction as it improves performance (Kirui, 2012). Mwiria (1995) opined that limited teaching and administrative experience contribute to management deficiencies in those with less than five years of administrative experience. Olembo, Wanga and Karugo (1992) principals are expected to possess superior knowledge, skills and attitudes obtained through training and experiences to enable them discharge

their instructional duties effectively. De Grauwe (2001) has commended that in most countries, principals are promoted on the basis of seniority and experience. The principals' job and teaching experience influence teachers' perception towards the principals' instructional supervision practices. It is clear therefore that teachers willfully accept the leadership and guidance of experienced principals. Implementation of curriculum change and instructional supervision practices is positively influenced by the principal's experience (Kirui, 2012). Mbera (2015) and Eshiwani (1988) contended that one's leadership experience can have differential effects on one's leadership efficiency.

Effectiveness is attained when principals are trained, experienced, organized and motivated. This fact was supported by the work of Yambo and Tuitoek (2014) when they pointed out that improving poor performance or maintaining excellence has been the major task of an instructional and experienced leader. The principal has to employ and manifest characteristic which will help them achieve their intended objectives. It is extremely rare to find a principal with all of these qualities and have served for a substantial period of time. Elmore (2000) argued that the major influence on the type of leadership one has today is as a result of experience one gained in leading people.

In a study by Kihara (2011) on the performances of primary school principals, results showed that there was a significant difference in performance between primary school principals with duration of experience ranging from 4 to 11 years and those with 20 years of experience and above. One can thus infer that experience significantly contributes to difference in principals' performances.



In the same token, in a study conducted in Kilungu and Mukaa Sub-counties in Makueni County, Muasya (2012) established that positive principals' administrative experiences give rise to higher efficiency beliefs that in turn predict future performance of their schools. However, Muasya (2012) as do other empirical studies have not specified the number of years a secondary school should have in order to be effective in providing instructional supervision as a strategy for improving academic performance.

### **2.2.2 Principals' Teaching Experience and Effectiveness in Instructional Supervision in Public Secondary Schools**

There is sufficient literature to support the idea that beginning teachers face more challenges than more experienced teachers. Glickman, Gordon and Ross-Gordon (1998) argued that "teaching has been a career in which the greatest challenge and most difficult responsibilities are faced by those with the least experience". Sergiovani and Starratt (1998) further assert that for many less experienced teachers, supervision is viewed as meaningless exercise that has little value than completion of the required evaluation form. They further described that "no matter how capable are designated supervisors, as long as supervision is viewed as nothing of value to teachers, its potential to improve schools will not be fully realized (Sergiovani & Starratt,2007).

Instructional supervision become effective when supervisors (Principals, Vice-Principals, department heads, senior teachers, assigned supervisors) focus their attention on building the capacity of supervisee, then giving them the autonomy they need to practice effectively, and finally, enabling them to be responsible

helping students be effective (Sergiovanni & Starratt,2007). A principal who is an effective supervisor should bring about team spirit, co-operation among teachers for achievement of agreed objectives. Bakhda (2004) while supporting this stated that a discrete principal will employ team-work as a working strategy. In keeping with these assertions, Copeland (2003) carried out a study in Australia which established that principals generally attributed success to experience as classroom teachers and on-the-job experience as principals.

Principals with less than 5 years' experience in the principal role were more likely to emphasize classroom experience as a major success factor than were principals with 15 years' experience or more. The more on-the-job experience possessed by the principal, the more likely the principal was to report job experience as a principal as most important. According to Copeland (2003), in an ideal world, school leaders would have a few years of experience in the classroom before they take a school management role. This is indicative of the fact that secondary school principals with many years of teaching experience having interacted with subject matter and diverse classroom experiences for a longer time are likely to have a positive impact on provision of instructional supervision in public secondary schools.

Copeland (2003) observes that the beginning principal however seeks a gentler leadership style. This impact negatively on the principal performance and consequently learner achievement. In an analysis of learner achievement and drop out in a sample of California secondary schools, Dobbie and Fryer (2011) established that secondary schools whose dropout rates were high, had more new

principals than did schools with low dropout rates. A comprehensive analysis by Dobbie and Fryer (2011) of 60 studies found a positive relationship between years of principals' teaching experience and provision of instructional supervision in secondary schools. Similarly, the Texas schools project data showed that secondary schools headed by principals who have a wealth of experience in teaching attained significantly higher levels of achievement than did schools headed by principals with few years of teaching (Dobbie & Fryer, 2011). These findings corroborate the fact that secondary school principals with pedagogical training and teaching experience performed better than those who entered into principalship without adequate teaching experience or training.

In most countries in Sub-Saharan Africa such as South Africa and Kenya, principals' teaching experience which is determined by the training that principals go through and the duration of their teaching significantly determines their efficiency in provision of instructional supervision (Bush & Glover, 2009). In Kenya, many occupations recognize employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefits packages, and promotion decisions and that is the case with secondary schools (Ndana, 2010). According to Ndana (2010), the idea is that experience, gained over time, enhances the knowledge, skills, and productivity of principals.

In education, principals' teaching experience is probably the key factor in provision of instructional supervision in public secondary schools. In Mukaa Sub-county, Muasya (2012) notes that secondary school principals with few years of teaching experience are less likely to be effective and guarantee

successful provision of instructional supervision in public secondary schools. However, the study by Muasya (2012) as did other empirical studies have not specified the specific number of years a principal requires to be effective instructional supervision in public secondary schools; a research and knowledge gap which this study sought to fill.

### **2.2.3 Workload and Principal's Effectiveness in Instructional Supervision in Public Secondary Schools**

The nature of work performed by secondary school principals may have a significant impact on their level of job satisfaction. Luthans (2005) observed that a principal derives satisfaction from work that is interesting, challenging and a job that provides them with status. Work that is personally interesting to principals is likely to contribute to job satisfaction. In a study carried out amongst 13 principals in three secondary schools in Thailand, Deepak (2004) asserted that jobs that have little challenges create boredom, but too many challenges create frustrations and feeling of failure. In other words, dealing with work load that is too heavy and deadlines that are impossible to meet can be very stressful combined with the demand to offer effective instructional supervision.

In US schools, it is often the duty of principal to handle matters such as student discipline, parent conference meetings, asset inventory and ordering, school improvement planning, bus and lunch supervision, and teacher observations (Chen, Blendinger & McGrath, 2000). In the same vein, in a study conducted in Austria, Harris and Lambert (2003) indicated that principals frequently serve as testing coordinators, training staff on procedures related to standardized

assessment, as well as accounting for testing materials. In addition to these duties, principals are instructional leaders. However, principals' workload is a common reason for principals' inability to provide effective instructional supervision. Harris and Lambert (2003) report that several measures have been put in place to ensure that principals' time and energies are focused on the key tasks that require their particular professional skills, expertise and judgment, and thus to reduce the overall workload by redistributing or eliminating other tasks.

In United Kingdom, a study conducted by Morrison (2002) based on 900 senior staff revealed that more than two thirds of secondary school principals in England are considering taking early retirement with most blaming an excessive workload. The survey also showed that few teachers wanted to step-up to become principals (Morrison, 2002). Only 25% are considering such a promotion with fear about workload being blamed. Morrison (2002) focused upon elements of the role and in particular, the responsibilities associated with headship and this concentration upon the duties and responsibilities of principals frequently raised issues of role demarcation and by association the relationship with the staff.

The literature pointed unequivocally towards tensions concerning the exact role of the principals in comparison with the principal. However, the degree to which some of these responsibilities clashed and overlapped with those of the principal remained an important tension for principals. In most countries in Sub-Saharan Africa, Day and Harris (2000) report that, in some cases deputy principals are expected to fulfil all the responsibilities of the principal and to deputize fully

when the principal is away from the school. A survey of over 400 principals in KwaZulu Natal in South Africa found that the majority of this group perceived a lack of clarity in their role which led to difficulties of role demarcation with other staff members (Helps, 2004). There was also a view that principals needed a much stronger leadership role than they actually possessed and that the role was too reactive with little real scope for leading innovation and change. As a direct result, job dissatisfaction and low levels of motivation were prevalent in up to 20 per cent of those surveyed (Helps, 2004).

In Ghana, Calabrese (2011) similarly points to the lack of a 'real' leadership role for many principals. These findings illuminate how many principals are required to undertake the routine administrative tasks not wanted by the principal. Principals are trained both as teachers and supervisors of their schools which implies that their workload doubles up to include teaching and school administration. A study by Abdile (2012) found out that workload affected principal's instructional supervision. Most of the principals indicated that workload affected their position to a greater extent since their performance in the schools is judged depending on how well they are able to control and coordinate the schools in one direction.

Lack of time as cited by Ogunu (2005) is a challenge to school supervision. He asserts that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. Glanz and Sullivan (2007) indicate that principals are given many non-institutional duties hence they do not have the

time to undertake continuous and meaningful supervision. Muoka (2007) established that heavy work is one of the challenges that face principals in performing effective instructional supervision. The teacher- pupil ratio in Kenya is high leading to increased workload for teachers and this affects principals' effectiveness in instructional supervision. Issa (2012) also found out that the teaching load of the principal influences the effectiveness of the principal in instructional supervision.

Buckley et al (2004) also revealed that the teaching load significantly influences supervision especially on the principals' ability to observe teachers in class, giving feedback after classroom observation and checking the teaching aids used by teachers. Wawira (2012) found out that this doubling of the tasks has been a challenge to many principals. This has made their work overwhelmingly high. It also increases the confusion regarding their job specification leading to some opting to concentrate on one of the two tasks; teaching or administrative work. Therefore, workload remains one of the challenges hampering effective execution of instructional supervision among principals.

Mwiria (1995) also noted that the weight of school principals' workloads works against them discharging their core instructional supervision responsibilities. This study therefore sought to establish whether workload/teaching load influences the principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-County.

#### **2.2.4 Number of Teaching Staff and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

The teacher resource plays a critical role towards the achievements of educational aims and objectives and when considering staff capacity, both competence and the number of teaching staff needed to deliver services to the client is important. In other words, human resource is the most important resource in a school organization and that teachers are the most important staff in the school. In keeping with these assertions, a study carried out in Australia by Goddard and Leask (2012) found that teachers work with the mind and much of their work is unseen which makes judgement of their effectiveness difficult. This points to the fact that poor teaching is insidious and its effects may not be seen for many years since it gives room for superficial judgments about what the work of the teacher involves.

Quality education can only be achieved if the teaching and learning is underpinned by a model of learning for service as a whole. This was consistent with the findings of Iwanicki and Ridone (1995), in a study on teacher evaluation in the state of Connecticut, U.S.A which found out that the administrator experienced difficulty in managing a teacher evaluation program and in evaluating meaningful professional development growth plans for all teachers because of time constraints.

Curtis (2002) studied issues that high school principals confront in instructional supervision in the state of Georgia, U.S.A and found out that the principals agreed that time constraints and unexpected interruptions frustrated their



endeavors to effect meaningful teacher supervision. In the same token, in the United States of America's schools today, teacher quality is a priority area in policies of education. The Federal No Child Left Behind Act of 2001 requires that every state put a highly qualified teacher in every classroom (Gross et al, 2010). To meet the "highly qualified" teachers challenge, the role of teacher quality and variables that influence student learning come to the forefront in current educational goals. For learners to become better learners, the teaching process demands that teachers must be engaged in continuous learning throughout their careers for them to remain effective (Goddard & Leask, 2010).

Fullan (2011) further posits that the quality of instruction relies on the teachers' competence. Gross et al (2010) concurs with Fullan (2011) by asserting that effectiveness and efficiency in teaching and learning are determined by a teacher's academic and professional characteristics as well as his/her experiences as a teacher. On supervisor competence, Garubo and Rothstein (1998) observed that initial problems of instructional supervisors are related to their own sense of competence.

A reflection by Chapman and Burchfield (1994) on the African situation observes that those individuals selected for headship may lack formal training in instructional supervision and consequently, they may not command sufficient respect among teachers to operate effectively as instructional supervisors. A supervisor unfamiliar with proven supervisory techniques and strategies will perform poorly or slide into 'supervision avoidance' (Kosmoski, 1997). Instructional supervision is often a secondary task for many school principals

who may not have time to devote to curriculum and instructional supervision because they are too busy with other day-to-day operations in their schools which tend to be much more 'do-able' than the demands for instructional supervision (Olivia & Pawlas, 2001). In a study conducted in Ghana, Akinsolu (2014) asserts that teacher characteristics found to be dominant in cross-country studies are related to; qualification, experience, attitude and personality. Akinsolu (2010) further asserts that availability of qualified teachers determined the performance of students in schools. This therefore meant that teacher's qualification and attitude directly affect quality of education manifested through academic performance.

However, Akinsolu (2014) fails to articulate how universal free secondary school education addresses teacher shortage arising from the free secondary education policy. To corroborate these assertions, Bennaars, Otiende and Boisvert (2010) also observe that untrained, poorly trained, discontented and frustrated teachers cannot bring about the anticipated economic, cultural and moral change spelt out in the aims and goals of education as envisaged in free secondary education.

The change from paid secondary education to free secondary education which occasioned increased enrollment in secondary schools is much more visible and will need to receive more attention from teachers and school administrators. Teachers are expected to teach a new programme in the classroom while working within a complex social system. The teachers need to acquire some ownership of the new programme.

This can be achieved through in-servicing of teachers. For these reasons, teachers may be required to undertake retraining in various subjects. Organized short courses could be arranged throughout training colleges and teachers' advisory centers to prepare teachers for the initial implementation of FDSE programme. In Kenya, fair teacher distribution continues to be a major challenge in teacher management. Teacher adequacy has remained a major challenge for quite a long time despite the increase in enrolments and proliferation of schools. This has occasioned an imbalanced teacher distribution which has affected access and the quality of education.

Onyango (2010) stresses that human resource plays a critical role in a secondary school of which teaching staff constitute critical segment in the school. Besides, a school serves the most important purpose of providing learners with equal opportunities for learning and the role of teachers in achieving that purpose of imparting the knowledge, skills and learning cannot be overemphasized (Onyango, 2010). This concurs with the viewpoints held by Nkinyangi (2003) who recommended that the pupil/teacher ratio is a significant measure of quality in education because in a system where the ratio is high, learners may lack personal attention from the teacher while less academic learners are likely to lag behind.

In this regard, the learners' progress through the curriculum may be hindered and this may lead to dismal performance in the exit exam. Katunzi and Ndalichako (2004) noted that in a low pupil/teacher ratio learning environment, learners are more likely to get more one-on-one time with the teacher.

The teachers may get to know the individual students better leading to enhanced teacher's capacity to identify areas where the student may need assistance. The learners therefore get more value for their education. Kamindo (2008) added that the provision of free education in schools has reduced principals to managers, accountants, record keepers and supervisors instead of instructional supervisors. Wanzare (2012) has highlighted several issues associated with instructional supervision viz; supervisor competence, time availability, teachers' attitude towards instructional supervision, collaboration, communication and staff development, feedback and management of time.

Similar issues are likely to influence the principal's effectiveness in instructional supervision. He chose to elaborate on them by referring to various scholars. In Mukaa Sub-county, due to high enrollment of students attributed to free day secondary education, the ratio of students to teachers is alarmingly high which has occasioned increased workload for teachers. However, empirical researchers such as Bennaars et al (2010) and Akinsolu (2014) have not indicated how the number of teachers influence principals' ability to offer effective instructional supervision realized through improved academic performance in national examinations.

### **2.3 Summary of Literature Review and Research Gaps**

From the literature, secondary school principals undertake numerous tasks such as teaching and administration duties which influence the extent to which the principals provide effective instructional supervision. These administrative factors include; administrative experience, teaching experience, workload and

the number of teachers. However, the review has discovered numerous research and knowledge gaps. For example, on administrative experience and principals' effectiveness in instructional supervision, a study conducted in Kilungu and Mukaa Sub-counties in Makueni County, Muasya (2012) established that positive principals' administrative experiences give rise to higher efficiency beliefs that in turn predict future performance of their schools. However, Muasya (2012) as do other empirical studies have not specified the number of years a secondary school principal should have in order to be effective in providing instructional supervision as a strategy for improving academic performance.

On teaching experience and principals' effectiveness in instructional supervision, Ndana (2010) posits that the idea is that experience, gained over time, enhances the knowledge, skills, and productivity of principals. In education, principals' teaching experience is probably the key factor in provision of instructional supervision in public secondary schools. In Mukaa Sub-county, Muasya (2012) notes that secondary school principals with few years of teaching experience are less likely to be effective and guarantee successful provision of instructional supervision in public secondary schools. However, the study by Muasya (2012) as did other empirical studies have not specified the specific number of years a secondary school principal requires to be effective in instructional supervision in public secondary schools.

On workload and principals' effectiveness in instructional supervision, Issa (2012) also found out that the teaching load of the principal influences the effectiveness of the principal in instructional supervision.

Buckley et al (2004) also revealed that the teaching load significantly influences supervision especially on the principals' ability to observe teachers in class, giving feedback after classroom observation and checking the teaching aids used by teachers. Mwiria (1995) also noted that the weight of school principals' workloads works against them discharging their core instructional supervision responsibilities. This study therefore sought to establish whether workload/teaching load influences the principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-County.

On the number of teachers and principals' effectiveness in instructional supervision, in Mukaa Sub-county, due to high enrollment of students attributed to free day secondary education, the ratio of students to teachers is alarmingly high which has occasioned increased workload for teachers. However, empirical researchers such as Bennaars et al (2010) and Akinsolu (2014) have not indicated how the number of teachers influence principals' ability to offer effective instructional supervision realized through improved academic performance in national examinations. These were the research and knowledge gaps which this study sought to address.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter, the study outlines the methodology which the study adopted. It explains the research design, study variables, location of study; target population; sampling techniques and sample size; data collection instruments; methods of testing the validity and reliability of instruments and the data collection techniques. It also presents data analysis and ethical considerations.

#### **3.1 Research Design**

Correlation research design was used in the study. This design involves collection of two or more sets of data from a group of subjects with an attempt to determine the subsequent influence between those sets of data (Kothari, 2005). Correlational research is used to analyze the degree of influence between two variables. In this study, an attempt was made to clarify the relationship between administrators and principals' effectiveness in instructional supervision. Specifically, the researcher sought to establish the relationship between principals' administrative experience in years, number of years in teaching, number of lessons as workload and the number of teachers and meanscore of 2017 KCSE examination.

##### **3.1.1 Study Variables**

There were two levels of variables for this study. They included the independent and dependent variables.

### **3.1.1.1 Independent Variable**

The independent variable was administrative factors which included; principals' administrative experience, principals' teaching experience, principals' workload and the number of teachers.

### **3.1.1.2 Dependent Variables**

The dependent variable of the study was principals' effectiveness in instructional supervision whose indicators were syllabus coverage and KCSE performance.

## **3.2 Location of the Study**

The study was carried out in Mukaa Sub-county with an approximate population of 87, 864 persons and covers an area of 641.3 km<sup>2</sup> (Kenya National Bureau of Statistics, 2009). The Population density is 137 persons per square kilometer with 74.9% of the population living below the poverty line. The main economic activities in Mukaa Sub-county include; sand harvesting, mango fruit farming, livestock husbandry and commercial trade amongst others. In Mukaa Sub-county, instructional supervision by principals is yet to be effectively realized.

In many cases, teachers do not complete their syllabus and students also register low academic grades in both internal and national examinations. For example, in 2012, low grades (E, D- and D) in KCSE stood at 51.9%, 2013 (47.2%) and 2017 stood at 61.4% (Mukaa Sub-county Education Report, 2018). Despite these statistics, few empirical studies have interrogated the extent to which administrative factors influence principals' effectiveness in instructional supervision, thus, the focus on Mukaa Sub-county as the location of the study.



### 3.3 Target Population

Target population comprised 40 principals and 380 teachers all totaling to 420 as shown in Table 3.1;

**Table 3.1: Target Population of the Study**

<b>Categories</b>	<b>Target Population</b>
Principals	40
Teachers	380
<b>Total</b>	<b>420</b>

**Source: Mukaa Sub-county Education Report (2018)**

### 3.4 Sampling Techniques and Sample Size

In this section, the study highlighted the sampling techniques which were adopted and the procedures of determination of the sample size and the sampling techniques.

#### 3.4.1 Sampling Techniques

In this study, sample size was determined based on the sampling chart by Krejcie and Morgan (1990) (Appendix V). From the chart, a population of 40 principals and 380 teachers realized a sample of 36 principals and 191 teachers respectively at a confidence level of 95% and a margin error of 0.05. Stratified sampling was applied to create three strata based on the number of zones in Mukaa Sub-county. From each zone, 12 principals and 64 teachers were selected using simple random sampling considering public secondary schools which registered very high and very low grades in KCSE in 2017.

This sampling procedure enabled the researcher to realize a sample of 36 principals and 191 secondary school teachers as shown in Table 3.2;

**Table 3.2: Sampling Frame**

<b>Categories</b>	<b>Target Population</b>	<b>Sample Size</b>
Principals	40	36
Teachers	380	191
<b>Total</b>	<b>420</b>	<b>227</b>

**Source: Researcher (2018)**

### **3.5 Research Instruments**

The research tools that were used to gather information included; questionnaires and interviews. The instruments for this study were developed along the set objectives with each objective forming a sub-topic with relevant questions.

#### **3.5.1 Questionnaire for Principals and Teachers**

The researcher applied a self-designed questionnaire to collect data from secondary school principals and teachers. The questionnaire was divided into five sections (Appendix VI). The first section (A) captured information on respondents' demographic profiles. Section (B) collected information on principals' administrative experience in years and its influence on principals' provision of effective instructional supervision; Section (C) collected information on principals' teaching experience in years and its influence on principals' provision of effective instructional supervision; Section (D) collected information on principals' workload in instructional supervision tasks and the number of lessons undertaken and their influence on principals' provision of effective instructional supervision; Section (E) collected information on the

number of teachers and its influence on principals' provision of effective instructional supervision. The use of questionnaires in this study was suitable since they enabled the researcher to collect sensitive information on roles of principals and teachers since they were answered anonymously. At the same time, it enabled the researcher to gather sensitive and personal questions which were much more likely to be answered truthfully. The test items were organized in a 5-point Likert type of questions drawn from the study objectives.

### **3.6 Pilot Study**

Piloting of research instruments was conducted among 23 respondents (4 principals and 19 teachers) from a sample for public secondary schools in the neighboring Kilungu Sub-county since according to Connelly (2008), a pilot sample should constitute 10.0% of the study sample, that is, 10.0% of 227. The purpose of carrying out a pilot study was to initially examine the methodology using the planned data-gathering techniques involving a restricted sample in order to provide information about the functionality and viability of research design. It also enabled the investigator to identify difficulties and problems which could be anticipated during the actual data-gathering process and plan for them.

Therefore, piloting was done to ascertain the skills of the instruments, and the generated items, to elicit the data they are expected to elicit and to measure that which they were designed to measure before the actual data collection. The instruments and generated items were tested for reliability and validity. The data obtained from the pilot study did not form part of the project.

### **3.6.1 Validity of the Instruments**

To establish validity of the instruments, the research objectives, questions together with reviewed literature were used as a guide in the formation of questionnaires. The validity of the instruments was therefore measured against construct and content of the instruments which involved consultation with experts and professionals in the department. This was achieved by going through the questionnaires one at a time and comparing the items with the research objectives. Items that failed to measure the variables they were intended to measure were modified and unnecessary items were discarded for improvement of the instruments.

### **3.6.2 Reliability of the Instruments**

In order to improve the reliability of the instrument, the researcher critically assessed the consistency of the responses on the piloted instruments to make a judgement on their reliability. The reliability of the instruments was established using test retest technique where the researcher administered test items to a group of respondents twice. From the two sets of scores obtained from piloting, Pearson's Product Moment Correlation Method (with the help of SPSS 23) was used to obtain reliability index,  $r = 0.79$ . This value indicated high internal reliability since the closer an instrument's reliability coefficient is closer to 1.0, the more reliable it is taken to be.

### **3.7 Data Collection Techniques**

A letter of introduction was obtained from the Graduate School of Machakos University. The researcher then obtained a research permit and an authorization

letter from the National Commission for Science, Technology and Innovation (NACOSTI). In addition, authorization letters were also obtained from the County Commissioner and the County Director of Education, Makueni. After obtaining the letters of authorization and research permit, the researcher then booked appointments with the respondents. The questionnaires were administered to the respondents with the help of research assistant who had been trained for three days on what was expected from the respondents. The duly filled questionnaires were collected and safely stored for analysis together with the documentary records which had data on KCSE performance.

### **3.8 Data Analysis Procedures**

Data analysis began by taking the frequency counts and percentages of the responses to generate descriptive information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Science (SPSS Version 23). The quantitative findings were presented using tables and charts.

### **3.9 Logistical and Ethical Considerations**

Ethical considerations in research involve outlining the content of research and what was required of participants and informed consent was obtained and confidentiality ensured.

### **3.9.1 Informed Consent**

The participants were informed of the nature and the procedures of data collection. The researcher requested the respondents to voluntarily and willingly provide information and respect the views of the participants if they refuse to disclose information.

### **3.9.2 Confidentiality**

During the informed consent process, if applicable, subjects were informed of the precautions that would be taken to protect the confidentiality of the data and be informed of the parties who may have access. This allowed subjects to decide about the adequacy of the protections and the acceptability of the possible release of private information to the interested parties. The researcher assured the participants that the information they would give would be treated with utmost confidentiality and only be used for no other purposes other than the one stated in the study and that no unwanted persons would access the information. The respondents' details would not appear anywhere on the data instrument except a code that is understood only by the researcher. This enhanced honesty and openness.

### **3.9.3 Anonymity**

The researcher requested the respondents to supply information without giving their identities on the instruments. The researcher employed codes to identify the respondents. The participants were protected from undue exposure. This helped overcome biased response from participants.

**CHAPTER FOUR**  
**PRESENTATION OF FINDINGS, INTERPRETATION AND**  
**DISCUSSION**

**4.0 Introduction**

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

**4.1 Response Rate**

In this study, 36 questionnaires were administered to principals and 191 to teachers. In return, 32 principals and 145 teachers filled and returned their questionnaires. This gave response rates shown in Table 4.1;

**Table 4.1: Response Rates**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those Who Participated</b>	<b>Achieved Return Rate (%)</b>
Principals	36	32	88.9
Teachers	191	145	75.9
<b>Total</b>	<b>227</b>	<b>177</b>	<b>78.0</b>

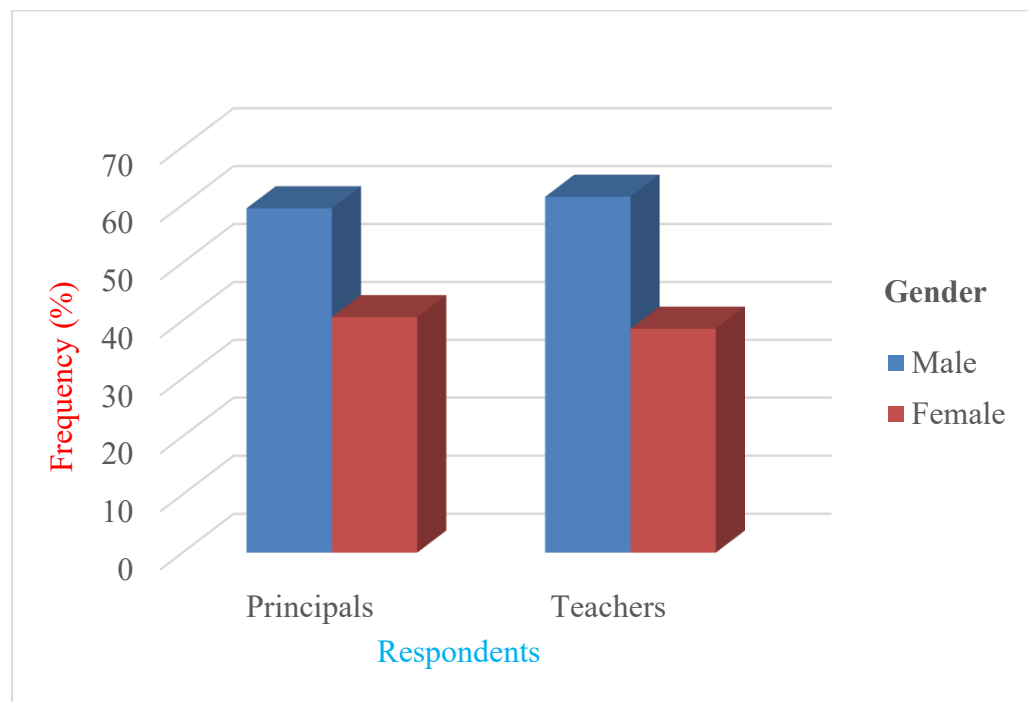
Table 4.1 shows that principals and teachers registered a response rate of 78.0% which lends credence to the assertions of Creswell (2012) that a response rate above 75.0% is adequate for generalization of the study outcomes to the target population.

**4.2 Demographic Information**

The research instruments solicited demographic information of the respondents. These included; gender and level of education of the respondents.

#### 4.2.1 Gender of the Respondents

Information about the distribution of the respondents by gender was collected and the results are presented in Figure 4.1:



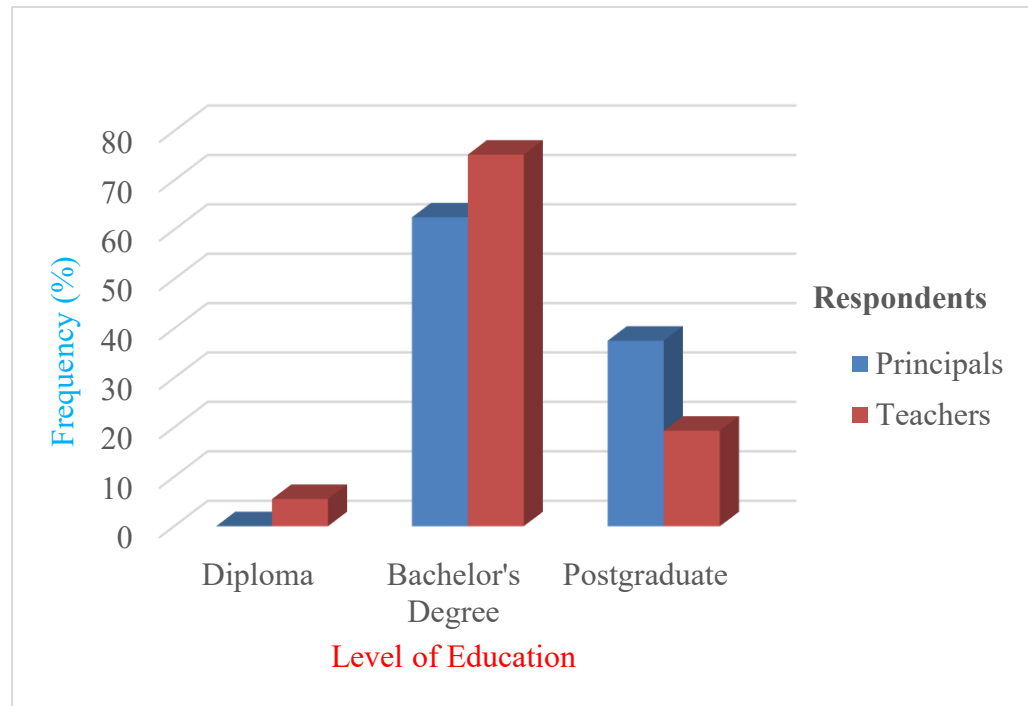
**Figure 4.1: Distribution of the Respondents by Gender**

Figure 4.1 indicates that, 19(59.4%) of the principals were male whereas 13(40.6%) were female. Majority, 89(61.4%) of the teachers were male whereas their female counterparts constituted 56(38.6%) of the proportion. This information indicates that there was gender parity in the study and that the influence of administrative factors on principals' effectiveness in providing instructional supervision concerns both male and female principals and teachers.



#### 4.2.2 Respondents' Level of Education

The research instruments also elicited information on level of education of the respondents since this variable could influence their ability to provide reliable information about the research questions. The results are shown in Figure 4.2;



**Figure 4.2: Respondents' Level of Education**

Figure 4.2 indicates that majority, 20(62.5%) of the principals had Bachelors' Degrees whereas slightly more than a third, 12(37.5%) had postgraduate qualifications. At the same time, the study established that slightly more than three-quarters, 109(75.2%) of the secondary school teachers had Bachelors' Degrees, 28(19.3%) had postgraduate qualifications whereas a paltry 8(5.5%) had diploma. Hence, this information attest to the fact that level of education is an important characteristic in making the respondents understand the influence of administrative factors on principals' effectiveness in providing instructional supervision in public secondary schools. In other words, the respondents met the

minimum requirements to be principals and teachers and were thus, expected to be competent to respond to the research questions.

#### **4.3 Administrative Experience and Principals’ Effectiveness in Instructional Supervision in Public Secondary Schools**

Objective one of this study sought to establish how administrative experience which secondary school principals have influence their effectiveness in providing instructional supervision. This was measured in terms of the number of years principals have served as secondary school heads. Descriptive data was collected from principals and teachers, organized and summarized and results are shown in Tables 4.2 and 4.3:

**Table 4.2: Principals’ Administrative Experience**

<b>Experience in Year</b>	<b>Number of Principals</b>	<b>Percentage (%)</b>
Less than a year	0	0.0
1-5	8	25.0
6-10	11	34.3
11-20	10	31.3
Over 20 years	3	9.4
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field Data (2018)**

Table 4.2 shows that 11(34.3%) of the principals had a headship experience stretching between 6-10 years, 10(31.3%) had a headship experience between 11-20 years, a quarter, 8(25.0%) had headship experience between 1-5 years whereas 3(9.4%) had headship experience of well over 20 years.

These findings corroborate the assertions of Mwiria (1995) that limited administrative experience contribute to management deficiencies in principals with less than five years of administrative experience. Similar views were also expressed by Kirui (2012) who also noted that principals work experience is a critical factor in supervision of instruction as it improves performance. This points to the fact that principals are expected to possess superior knowledge, skills and attitudes obtained through training and experiences to enable them discharge their instructional duties effectively. Hence, these findings indicate that majority of the principals had accumulated a wealth of headship experience which could enable them to provide plausible and reliable information as far as the influence of administrative factors on their effectiveness in providing instructional supervision in public secondary schools is concerned.

**Table 4.3: Principals’ and Teachers’ Views on the Influence of Administrative Experience on Principals’ Effectiveness in Instructional Supervision**

<b>Test Items</b>	<b>RESP</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Administrative experience influences principals’ effectiveness in instructional supervision	<b>PR</b>	68.8	12.5	6.3	9.4	3.0
	<b>TR</b>	86.9	7.6	1.4	3.4	0.7
A longer administrative experience enhances principals’ effectiveness in instructional supervision	<b>PR</b>	65.6	12.5	3.1	12.5	6.3
	<b>TR</b>	74.5	17.2	1.4	4.1	2.8
Inadequate administrative experience is the cause of ineffectiveness in instructional supervision by principals	<b>PR</b>	71.9	12.5	3.1	9.4	3.1
	<b>TR</b>	62.1	20.0	2.8	10.3	4.8
Administrative experience before appointment to the position of principal greatly influences effectiveness in instructional supervision	<b>PR</b>	84.4	3.1	3.1	6.3	3.1
	<b>TR</b>	62.1	9.7	4.1	13.8	10.3

**Key:** RESP-Respondents; PR-Principals; TR-Teachers

Table 4.3 reveals that majority 22(68.8%PR) and 126(86.9%TR) of the principals and teachers strongly agreed with the view that administrative experience influences principals’ effectiveness in instructional supervision in public secondary schools as did 4(12.5%PR) and 11(7.6%TR) who agreed. However, only a paltry 2(6.3%) of the principals as well as 2(1.4%) of teachers were undecided, 3(9.4%) of principals as did 5(3.4%) of the teachers disagreed whereas 1(3.0%) of principals and 1(0.7%) of the teachers strongly disagreed. These findings corroborate the assertions of Huang (2000) that experience which secondary school principals is very important in improving their ability to

provide instructional supervision and leadership. According to Huang (2000), principals with a better grasp of the administrative experience and prudent management skills proactively manage school finances, human resources, physical facilities and risks within the school. These findings further corroborate the findings of a study conducted in Saudi Arabia in which Alzaidi (2008) established that the quest for improved instructional supervision witnessed through improved academic performance of students necessitated the ability of principals to demonstrate or use certain administrative experience and strategies to ensure a complete well-round education and production of quality students from the secondary school system.

Alzaidi (2008) further notes that the government, parents and other stakeholders in education expect principals to work effectively for the enhancement of students' academic performance. Alzaidi (2008) further asserts that principals, as schools' chief executives, are charged with the daunting task of managing the school for effectiveness in instructional supervision. Thus, these findings affirm the fact that students' academic performance largely depends on principals' administrative experience and effective administration.

In other words, for a secondary school to realize its educational objectives, experience which principals have matters a lot and only through such experience in the job within which decisions will be made and carried out and through which both organizational and environmental contexts will be confronted can the principal clarify what he or she believes. The study also found out that majority of the respondents 21(65.6%PR) and 108(74.5%TR) strongly agreed with the

view that a longer administrative experience enhances principals' effectiveness in instructional supervision in secondary schools. At the same time, 4(12.5%) of the principals as did 25(17.2%) of the teachers agreed. However, 1(3.1%) of principals and 2(1.4%) of the teachers were undecided, 4(12.5%) of principals and 6(4.1%) of the teachers disagreed whereas 2(6.3%) of the principals as did 4(2.8%) of the teachers strongly disagreed. In the same token, these findings further lend credence to the findings of a study carried out in Nigeria in which Owoeye and Yara (2010) established that experience-derived practice understands administrative situations and problems as complex entities, interlinking facets of a composite not knowable except in its original manifestation.

In other words, principal effectiveness drawing from administrative experience may interact importantly with leadership approach. According to Owoeye and Yara (2010), principals' administrative experience is enhanced in cases where secondary school emphasize employment of subordinate skills and knowledge, since leaders largely learn leadership effectiveness through group process. This implies that principal experience as necessary for school instructional leadership since it equips the secondary school principals with capabilities to conduct frequent observation of teaching and learning situations that are important to specific teachers.

The study also revealed that majority 23(71.9%PR) and 90(62.1%TR) of the respondents strongly agreed with the view that inadequate administrative experience is the cause of ineffectiveness in instructional supervision by

principals. On the same breath, 4(12.5%) of the principals as did 29(20.0%) of the teachers agreed. However, 1(3.1%) of principals and 4(2.8%) of the teachers were undecided, 3(9.4%) of principals and 15(10.3%) of the teachers disagreed whereas 1(3.1%) of the principals as did 7(4.8%) of the teachers strongly disagreed. Majority 27(84.4%PR) and 90(62.1%TR) of the respondents strongly agreed with the view that administrative experience before appointment to the position of principal greatly influences effectiveness in instructional supervision. A paltry 1(3.1%) of the principals and 14(9.7%) of the teachers agreed. At the same time, 1(3.1%) of the principals and 6(4.1%) of teachers were undecided, 2(6.3%) of principals and 20(13.8%) of the teachers disagreed whereas 1(3.1%) of the principals as did 15(10.3%) of the teachers strongly disagreed.

These findings are consistent with the assertions of Mwiria (1995) that limited teaching and administrative experience contribute to management deficiencies in those with less than five years of administrative experience. Similarly, these findings concur with the assertions of Olembo, Wanga and Karugo (1992) that principals are expected to possess superior knowledge, skills and attitudes obtained through training and experiences to enable them discharge their instructional duties effectively. This points to the fact that secondary school principals are promoted on the basis of seniority and experience.

In other words, the principals' administrative experience plays an important role in teachers' perception towards the principals' instructional supervision practices. In a nut-shell, these findings lend credence to the perspectives of Path-Goal Theory that administrative factors such as administrative experience serve

as key determinants for principals' effectiveness in providing instruction supervision. This further implies that effectiveness in provision of instructional supervision is attained when principals are trained, experienced, organized and motivated. With experience, secondary school principals are able to employ and manifest characteristics which help them achieve their intended objectives. Thus, administrative experience which secondary school principals have given rise to higher efficiency beliefs that in turn predict future performance of their schools.

#### **4.3.1 Inferential Findings on the Influence of Principals' Administrative Experience and Effectiveness in Instructional Supervision**

To verify the possibility of relationship between principals' administrative experience and effectiveness in instructional supervision, data were collected on the number of years principals have served as secondary school heads and their schools' meanscore in KCSE examination in the previous year and the results are shown in Table 4.4:



**Table 4.4: Results of the Number of Years Principals have Served as School Heads and Meanscore in 2017 KCSE Performance**

<b>No. of Years as Principal</b>	<b>Meanscore in 2017 KCSE</b>
4	1.95
6	2.16
12	2.254
21	2.316
10	2.348
7	2.433
3	2.481
4	2.533
20	2.545
4	2.614
8	2.644
10	2.732
22	2.754
11	2.772
5	2.777
7	2.936
5	3.016
7	3.02
7	3.069
5	3.111
13	3.286
12	3.316
5	3.528
20	4.194
10	4.294
12	4.417
10	4.424
16	4.439
14	4.576
23	4.742
10	5.171
17	6.046

**Source: Field Data (2018)**

Table 4.4 indicates that secondary schools with principals who have served for many years as school heads register impressive academic grades in national

examinations. These results further lend credence to the assertions of Kirui (2012) that principals work experience is a critical factor in supervision of instruction as it improves performance. This points to the fact that principals are expected to possess superior knowledge, skills and attitudes obtained through training and experiences to enable them discharge their instructional duties effectively. These results were subjected to Pearson's Product Moment Correlation Test Analysis and results are indicated in Table 4.5:

**Table 4.5: Pearson's Product Moment Correlation Test Analysis Showing Relationship between Principals' Administrative Experience in Years and Meanscore of 2017 KCSE Examinations**

		Principals' Administrative Experience in Years	Meanscore for 2017 KCSE examinations
Principals' Administrative Experience in Years	Pearson Correlation	1	.391*
	Sig. (2-tailed)		.027
	N	32	32
Meanscore for 2017 KCSE Examination	Pearson Correlation	.391*	1
	Sig. (2-tailed)	.027	
	N	32	32

\*. Correlation is significant at the 0.05 level (2-tailed).

From Table 4.5, the results are presented in a matrix form such that the correlations are replicated. A Pearson Product-Moment Correlation was run to determine the relationship between principals' administrative experience in years and mean score of 2017 KCSE examinations. The test generated a correlation coefficient of  $r = 0.391$  with corresponding significant level (p-value) of 0.027 which was less than the predetermined level of significance, 0.05, that is,  $p\text{-value} = 0.027 < 0.05$ . These findings further affirm the fact that principals work experience is a critical factor in supervision of instruction as it improves

performance. This is indicative of the fact that administrative experience plays an important in teachers’ perception towards the principals’ instructional supervision practices. Hence, principals are expected to possess superior knowledge, skills and attitudes obtained through training and experiences to enable them discharge their instructional duties effectively.

#### **4.4 Teaching Experience and Principals’ Effectiveness in Instructional Supervision in Secondary Schools**

Objective two of the study sought to establish the influence of teaching experience on principals’ effectiveness in instructional supervision in public secondary schools. Descriptive data was collected from principals and teachers, organized and summarized and results are shown in Table 4.6:

**Table 4.6: Principals’ Teaching Experience**

<b>Principals’ Teaching Experience in Years</b>	<b>Number of Principals</b>	<b>Percentage (%)</b>
10-15	1	3.1
16-20	4	12.5
21-25	14	43.8
Over 25 years	13	40.6
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field Data (2018)**

Table 4.6 indicates that 14(43.8%) of the principals had taught for a period between 21-25 years, 13(40.6%) had a teaching experience stretching well over 25 years, 4(12.5%) had a teaching experience between 16-20 years whereas 1(3.1%) had teaching experience between 10-15 years. These findings lend credence to the findings of a study conducted in Australia in which Copeland

(2003) established that principals generally attributed success to experience as classroom teachers and on-the-job experience as principals. Principals with less than 5 years' experience in the principal role were more likely to emphasize classroom experience as a major success factor than were principals with 15 years' experience or more. This implies that the more on-the-job experience possessed by the principal, the more likely the principal was to report job experience as a principal as most important.

**Table 4.7: Principals' and Teachers' Views on the Influence of Teaching Experience on Principals' Effectiveness in Instructional Supervision in Secondary Schools**

Test Items	RESP	SA	A	U	D	SD
Principal's teaching experience influences the effectiveness in instructional supervision	<b>PR</b>	78.1	9.4	3.1	6.3	3.1
	<b>TR</b>	86.9	6.2	3.4	2.1	1.4
A long teaching experience enhances principals' effectiveness in instructional supervision	<b>PR</b>	71.9	15.6	6.3	3.1	3.1
	<b>TR</b>	77.2	13.1	1.4	6.2	2.1
Teaching experience should be considered before appointment to the position of principal	<b>PR</b>	68.8	15.6	3.1	9.4	3.1
	<b>TR</b>	75.2	18.6	3.4	0.7	2.1
Principals' inadequate teaching experience implies inadequate knowledge on effective supervision approaches	<b>PR</b>	71.9	18.8	3.1	3.1	3.1
	<b>TR</b>	60.0	27.6	2.8	5.5	4.1

**Key:** RESP-Respondents; PR-Principals; TR-Teachers

**Source: Researcher (2018)**

Table 4.7 reveals that 25(78.1%PR) and 126(86.9%TR) strongly agreed with the view that principal's teaching experience influences the effectiveness in instructional supervision as did 3(9.4%PR) and 9(6.2%TR) who agreed. However, only a paltry 1(3.1%) of the principals as well as 5(3.4%) of teachers

were undecided, 2(6.3%) of principals as did 3(2.1%) of the teachers disagreed whereas 1(3.1%) of principals and 2(1.4%) of the teachers strongly disagreed. These findings are consistent with the assertions of Copeland (2003) that, in an ideal world, school leaders would have a few years of experience in the classroom before they take a school management role. Hence, this is indicative of the fact that secondary school principals with many years of teaching experience having interacted with subject matter and diverse classroom experiences for a longer time are likely to have a positive impact on provision of instructional supervision in public secondary schools.

The study also found out that majority 23(71.9%PR) and 112(77.2%TR) strongly agreed with the view that a long teaching experience enhances principals' effectiveness in instructional supervision. At the same time, 5(15.6%) of the principals as did 19(13.1%) of the teachers agreed. However, 2(6.3%) of principals and 2(1.4%) of the teachers were undecided, 1(3.1%) of principals and 9(6.2%) of the teachers disagreed whereas 1(3.1%) of the principals as did 3(2.1%) of the teachers strongly disagreed.

These findings lend credence to the assertions of Dobbie and Fryer (2011) that, in the Texas schools project data showed that secondary schools headed by principals who have a wealth of experience in teaching attained significantly higher levels of achievement than did schools headed by principals with few years of teaching. Thus, these findings attest to the fact that secondary school principals with pedagogical training and teaching experience performed better than those who entered into principalship without adequate teaching experience

or training. The study also revealed that majority 22(68.8%PR) and 109(75.2%TR) strongly agreed with the view that teaching experience should be considered before appointment to the position of principal. On the same breath, 5(15.6%) of the principals as did 27(18.6%) of the teachers agreed. However, 1(3.1%) of principals and 5(3.4%) of the teachers were undecided, 3(9.4%) of principals and 1(0.7%) of the teachers disagreed whereas 1(3.1%) of the principals as did 3(2.1%) of the teachers strongly disagreed.

In the same vein, these findings are in line with the assertions of Copeland (2003) that, in an ideal world, school leaders would have a few years of experience in the classroom before they take a school management role. This points to the fact that teaching experience is a critical characteristic which teachers must have in order to be elevated to a position of secondary school principal. The study also revealed that majority 23(71.9%PR) and 87(60.0%TR) strongly agreed with the view that principals' inadequate teaching experience implies inadequate knowledge on effective supervision approaches. 6(18.8%) of the principals and 40(27.6%) of the teachers agreed.

At the same time, 1(3.1%) of the principals and 4(2.8%) of teachers were undecided, 1(3.1%) of principals and 8(5.5%) of the teachers disagreed whereas 1(3.1%) of the principals as did 6(4.1%) of the teachers strongly disagreed. These findings further corroborate the assertions of Bush and Glover (2009) that, in many countries in Sub-Saharan Africa such as South Africa and Kenya, principals' teaching experience which is determined by the training that principals go through and the duration of their teaching significantly determines

their efficiency in provision of instructional supervision. Hence, this is indicative of the fact that the number of years a principal has taught determines their effectiveness in providing instructional supervision when they assume the position of secondary school headship.

#### **4.4.1 Inferential Findings on the Influence of Teaching Experience on Principals' Effectiveness in Instructional Supervision in Secondary Schools**

To verify the possibility of relationship between principals' teaching experience and effectiveness in instructional supervision, data were collected on the number of years principals have taught and their schools' meanscore in KCSE examination in the previous and the results are shown in Table 4.8:

**Table 4.8: Results of the Principals' Teaching Experience in Years and Meanscore in 2017 KCSE Performance**

<b>Teaching Experience in Years</b>	<b>Meanscore in 2017 KCSE</b>
13	1.95
19	2.16
21	2.254
23	2.316
22	2.348
23	2.433
20	2.481
20	2.533
21	2.545
27	2.614
26	2.644
28	2.732
28	2.754
29	2.772
23	2.777
25	2.936
23	3.016
25	3.02
29	3.069
26	3.111
27	3.286
27	3.316
26	3.528
22	4.194
20	4.294
24	4.417
24	4.424
24	4.439
29	4.576
30	4.742
28	5.171
24	6.046

**Source: Field Data (2018)**

Table 4.8 indicates that secondary schools with principals who have many years of teaching experience register impressive academic grades in national



examinations. These results further lend credence to the assertions of Muasya (2012) that secondary schools headed by principals who have a wealth of experience in teaching attained significantly higher levels of achievement than did schools headed by principals with few years of teaching. These results were subjected to Pearson's Product Moment Correlation Test Analysis and results are indicated in Table 4.9:

**Table 4.9: Pearson's Product Moment Correlation Test Analysis Showing Relationship between Principals' Teaching Experience in Years and Meanscore of 2017 KCSE Examinations**

		Principals' Teaching Experience in Years	Meanscore for 2017 KCSE Examination
Principals' Teaching Experience in Years	Pearson Correlation	1	.361**
	Sig. (2-tailed)		.042
	N	32	32
Meanscore for 2017 KCSE Examination	Pearson Correlation	.361**	1
	Sig. (2-tailed)	.042	
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From Table 4.9, the results are presented in a matrix form such that the correlations are replicated. A Pearson Product-Moment Correlation was run to determine the relationship between principals' teaching experience in years and meanscore of 2017 KCSE examinations. The test generated a correlation coefficient of  $r = 0.361$  with corresponding significant level (p-value) of 0.042 which was less than the predetermined level of significance, 0.05, that is,  $p\text{-value} = 0.042 < 0.05$ .

This affirms the fact that secondary school principals with pedagogical training and teaching experience performed better than those who entered into principalship without adequate teaching experience or training. In other words, principals' teaching experience which is determined by the training that principals go through and the duration of their teaching significantly determines their efficiency in provision of instructional supervision. These findings thus, further attest to the fact that the number of years a principal has taught determines their effectiveness in providing instructional supervision when they assume the position of secondary school headship.

#### **4.5 Workload and Principals' Effectiveness in Instructional Supervision in Secondary Schools**

Objective three of the study sought to assess the influence of workload on principals' effectiveness in instructional supervision in public secondary schools. This was measured by assessing how often principals undertake instructional supervision tasks, the number of lessons principals undertake in a week and how this influences principals' ability to enhance performance by providing effective instructional supervision. Descriptive data was collected from principals and teachers, organized and summarized and results are shown in Tables 4.10 and 4.11:

**Table 4.10: Principals' Instructional Supervisory Tasks**

<b>Principals' Instructional Supervisory Tasks</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>N</b>
Advising teachers on school curriculum implementation	26.9	54	6.2	12.9	0.0
Monitoring syllabus coverage by teachers monthly	19.2	38.5	22.8	18.2	1.3
Sampling and checking students' notes and assignments	19.7	17.5	47.3	12.1	3.4
Checking lesson plans and teachers records of work	16.8	23.4	40.2	14.3	5.3
Utilization of instructional materials	13.5	17.5	56.3	12.5	0.2
Checking schemes of work before the start of every term	21.3	33.8	23.7	15.4	5.8
Conducting lesson observation/giving feedback	10.7	29.6	53.9	4.1	1.7
Checking lesson attendance weekly	13.6	19.9	51.4	13.2	1.9
Appraising teachers monthly	34.1	45.7	16.7	3.5	0.0
Facilitating monthly exam evaluation	21.4	19.8	49.4	6.3	3.1
Supporting teacher's professional development	10.4	11.5	53.9	17.1	7.1

**Key:** VO-Very Often; O-Often R-Rarely S-Sometimes N-Never

Table 4.10 shows that 26.9% of the principals advise teachers on school curriculum implementation very frequently, slightly more than half (54.0%) indicated they often advise teachers, 6.2% rarely do, 12.9% sometimes advise whereas no principals ever fail to advise teachers on school curriculum implementation. The study also established that 19.2% of the secondary school principals very often monitor syllabus coverage by teachers monthly, 38.5% often do, 22.8% rarely monitor, 18.2% sometimes monitor whereas a paltry 1.3%

never monitor syllabus coverage by teachers monthly. In the same vein, only 19.7% of principals, sample and check students' notes and assignments, 17.5% often do. However, majority (47.3%) rarely do, 12.1% sometimes do whereas 3.4% never sample nor check students' notes and assignments. These findings corroborate the findings of a study conducted in Austria in which Harris and Lambert (2003) indicated that principals frequently serve as testing coordinators, training staff on procedures related to standardized assessment, as well as accounting for testing materials.

In addition to these duties, principals are instructional leaders. This indicates that principals are trained both as teachers and supervisors of their schools which implies that their workload doubles up to include teaching and school administration and thus, hinder them from undertaking effective instructional supervision. 16.8% of the principals very often check lesson plans and teachers records of work, 23.4% often do, 40.2% rarely do, 14.3% sometimes do whereas 5.3% do not check lesson plans and teachers' records of work. A very small proportion (13.5%) very often assess utilization of instructional materials, 17.5% often assess, slightly more than half (56.3%) rarely assess, 12.5% sometimes assess whereas only 0.2% do not assess utilization of instructional materials.

In the same token, 21.3% of the principals very often check schemes of work before the start of every term, 33.8% often check, 23.7% rarely check, 15.4% sometimes check whereas 5.4% never check schemes of work. The study also established that 10.7% of the principals very often conduct lesson observation/giving feedback, 29.6% often do, slightly more than half (53.9%)

rarely do, 4.1% sometimes do whereas 1.7% never do. Similarly, 13.6% of the principals very often check lesson attendance weekly, 19.9% often do, majority (51.4%) rarely do, 13.2% sometimes do whereas 1.9% of the principals never check lesson attendance on a weekly basis. These findings corroborate the findings of Wawira (2012) who established that principals' doubling of the tasks has been a challenge to many principals. This has made their work overwhelmingly high. It also increases the confusion regarding their job specification leading to some opting to concentrate on one of the two tasks; teaching or administrative work.

This affirms that principals are trained both as teachers and supervisors of their schools which implies that their workload doubles up to include teaching and school administration. Therefore, workload remains one of the challenges hampering effective execution of instructional supervision among principals. Slightly more than a third (34.1%) of the principals appraise the teachers monthly, 45.7% often do, 16.7% rarely do, 3.5% sometimes do whereas 0.0% never do. The study also established that 21.4% of the principals very often facilitate monthly exam evaluation, 19.8% often do, 49.4% rarely do, 6.3% sometimes do whereas 3.1% never facilitate monthly exam evaluation.

However, only 10.4% of the principals support teacher's professional development, 11.5% often do, slightly more than half (53.9%) rarely do, 17.1% sometimes do whereas 7.1% never support teachers' professional development. These findings agree with the assertions of Glanz and Sullivan (2007) that secondary school principals attend to many administrative roles which hamper

their capability to carry out any effective instructional supervision. Thus, this affirms that many secondary school principals are not in a position to offer effective instructional supervision due to workload. That is, many secondary school principals are affected to a greater extent since their performance in the schools is judged depending on how well they are able to control and coordinate the schools in one direction and provide effective instructional supervision. In other words, principals lack time to conduct effective instructional supervision since they are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. This indicates that secondary school principals are required to undertake a myriad of non-institutional duties hence they do not have the time to undertake continuous and meaningful supervision.

**Table 4.11: Principals' Workload in Terms of Teaching Lessons**

<b>Principals' Number of Lessons/Week</b>	<b>Number of Principals</b>	<b>Percentage (%)</b>
Below 4	1	3.1
4-8	10	31.3
9-13	5	15.6
14-18	12	37.5
Over 18	4	12.5
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field Data (2018)**

Table 4.11 indicates that majority, 12(37.5%) of the principals had a teaching workload between 14-18 lessons per week, 10(31.3%) had a teaching workload between 4-8 lessons, 4(12.5%) had workload over 18 lessons whereas 1(3.1%)

had a teaching workload below 4 lessons per week. These findings further corroborate the viewpoints of Glanz and Sullivan (2007) that secondary school principals attend to many administrative roles which hamper their capability to carry out any effective instructional supervision. Thus, this affirms that many secondary school principals are not in a position to offer effective instructional supervision due to workload.

**Table 4.12: Principals’ and Teachers’ Views on the Influence of workload on Principals’ Effectiveness in Instructional Supervision in Secondary Schools**

<b>Test Items</b>	<b>RESP</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Workload influences principals’ effectiveness in instructional supervision	<b>PR</b>	53.1	21.9	6.3	15.6	3.1
	<b>TR</b>	66.2	9.7	4.1	12.4	7.6
A low workload enhances the principals’ effectiveness in instructional supervision	<b>PR</b>	56.3	21.9	3.1	15.6	3.1
	<b>TR</b>	64.1	11.7	1.4	13.8	9.0
Principals should be relieved from teaching work to enhance effectiveness in instructional supervision	<b>PR</b>	59.4	15.6	3.1	18.8	3.1
	<b>TR</b>	57.2	7.6	4.8	22.1	8.3
Principals spend more time doing other tasks other than instructional supervision	<b>PR</b>	68.8	15.6	3.1	9.4	3.1
	<b>TR</b>	72.4	6.9	2.8	10.3	7.6

Key: RESP-Respondents; PR-Principals; TR-Teachers  
**Source: Researcher (2018)**

Table 4.12 reveals that a fair majority 17(53.1%PR) and 96(66.2%TR) of the principals and teachers strongly agreed with the view that workload influences

principals' effectiveness in instructional supervision. 7(21.9%) of the principals agreed as did 14(9.7%) of the teachers. However, only a paltry 2(6.3%) of the principals as well as 6(4.1%) of teachers were undecided, 5(15.6%) of principals as did 18(12.4%) of the teachers disagreed whereas 1(3.1%) of principals and 11(7.6%) of the teachers strongly disagreed. The study revealed that a fair majority of the respondents 18(56.3%PR) and 93(64.1%TR) strongly agreed with the view that a low workload enhances the principals' effectiveness in instructional supervision. 7(21.9%) of the principals as did 17(11.7%) of the teachers agreed.

However, 1(3.1%) of principals and 2(1.4%) of the teachers were undecided, 5(15.6%) of principals and 20(13.8%) of the teachers disagreed whereas 1(3.1%) of the principals as did 13(9.0%) of the teachers strongly disagreed. These findings are consistent with the findings of a study carried out amongst 13 principals in Thailand in which Deepak (2004) also established that jobs that have little challenges create boredom, but too many challenges create frustrations and feeling of failure. In other words, dealing with work load that is too heavy and deadlines that are impossible to meet can be very stressful combined with the demand to offer effective instructional supervision.

These findings also support the assertions of Chen et al (2000) that, in the United States schools, it is often the duty of the principal to handle matters such as student discipline, parent conference meetings, asset inventory and ordering, school improvement planning, bus and lunch supervision, and teacher observations. Hence, this indicates that principals' workload is a common reason



for principals' inability to provide effective instructional supervision. The study also revealed that slightly more than half of the respondents 19(59.4%PR) and 83(57.2%TR) strongly agreed with the view that principals should be relieved from teaching work to enhance effectiveness in instructional supervision. On the same breath, 5(15.6%) of the principals as did 11(7.6%) of the teachers agreed. However, 1(3.1%) of principals and 7(4.8%) of the teachers were undecided, 6(18.8%) of principals and 32(22.1%) of the teachers disagreed whereas 1(3.1%) of the principals as did 12(8.3%) of the teachers strongly disagreed.

In the same vein, majority of the respondents 22(68.8%PR) and 105(72.4%TR) strongly agreed with the view that principals spend more time doing other tasks other than instructional supervision. A small proportion of 5(15.6%) of the principals and 10(6.9%) of the teachers agreed. On the same breath, 1(3.1%) of the principals and 4(2.8%) of teachers were undecided, 3(9.4%) of principals and 15(10.3%) of the teachers disagreed whereas 1(3.1%) of the principals as did 11(7.6%) of the teachers strongly disagreed.

These findings concur with the findings of a study carried out in in the United Kingdom in which Morrison (2002) established that more than two thirds of secondary school principals in England are considering taking early retirement with most blaming an excessive workload. Morrison (2002) also revealed that very few teachers wanted to step-up to become principals. This implies that the responsibilities associated with school headship and this concentration upon the duties and responsibilities of principals frequently raises issues of role demarcation and by association the relationship with the staff. Thus, this is

indicative of the fact that workload is a major hindrance to principals' provision of effective instructional supervision.

#### **4.5.1 Inferential Findings on the Influence of Workload on Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

To verify the possibility of relationship between principals' workload and effectiveness in instructional supervision, data were collected on the number of lessons principals undertake in a week and their schools' meanscore in KCSE examination in the previous and the results are shown in Table 4.13:

**Table 4.13: Results of the Number of Lessons Principals Undertake in a Week and Meanscore in 2017 KCSE Performance**

<b>Principals' Number of Lessons/Week</b>	<b>Meanscore in 2017 KCSE</b>
20	1.95
18	2.16
4	2.254
16	2.316
18	2.348
20	2.433
18	2.481
20	2.533
20	2.545
18	2.614
16	2.644
14	2.732
18	2.754
18	2.772
18	2.777
12	2.936
12	3.016
9	3.02
8	3.069
18	3.111
4	3.286
5	3.316
8	3.528
14	4.194
5	4.294
12	4.417
8	4.424
4	4.439
4	4.576
9	4.742
3	5.171
4	6.046

**Source: Field Data (2018)**

Table 4.13 indicates that secondary schools with principals who have many teaching lessons are overworked and thus, most of their schools' low academic

grades in national examinations. These results further support the assertions of Glanz and Sullivan (2007) that secondary school principals attend to many administrative roles which hamper their capability to carry out any effective instructional supervision. Thus, this affirms that many secondary school principals are not in a position to offer effective instructional supervision due to workload. These results were subjected to Pearson's Product Moment Correlation Test Analysis and results are indicated in Table 4.14:

**Table 4.14: Pearson's Product Moment Correlation Test Analysis Showing Relationship between Principals' Administrative Experience in Years and Meanscore of 2017 KCSE Examinations**

		Principals' Teaching Lessons/Week	Meanscore for 2017 KCSE Examination
Principals' Teaching Lessons/Week	Pearson Correlation	1	-.698**
	Sig. (2-tailed)		.000
	N	32	32
Meanscore for 2017 KCSE Examination	Pearson Correlation	-.698**	1
	Sig. (2-tailed)	.000	
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From Table 4.14, the results are presented in a matrix form such that the correlations are replicated. A Pearson Product-Moment Correlation was run to determine the relationship between principals' teaching lessons per week and meanscore of 2017 KCSE examinations. The test generated correlation coefficients of  $r = -0.698$  with corresponding significant level (p-value) of 0.000 which was less than the predetermined level of significance, 0.05, that is,  $p\text{-value} = 0.000 < 0.05$ .

This further indicates that principals' workload which include teaching and attending to many administrative roles hamper their ability to ensure good academic performance of their schools through effective instructional supervision.

#### 4.6 Number of Teaching Staff and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools

Objective four of the study sought to examine the influence of the number of teaching staff on principals' effectiveness in instructional supervision in public secondary schools. Descriptive data was collected from principals and teachers, organized and summarized and results are shown in Table 4.15;

**Table 4.15: Principals' and Teachers' Views on the Influence of the Number of Teaching Staff on Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

RESP		SA	A	U	D	SD
Number of teaching staff influences principals' effectiveness instructional supervision	PR	75.0	12.5	3.1	6.3	3.1
	TR	81.4	9.7	3.4	3.4	2.1
Inadequate number of teachers may lead to principals' ineffectiveness in instructional supervision	PR	65.6	21.9	6.3	3.1	3.1
	TR	70.3	18.6	2.8	2.8	5.5

**Key:** RESP-Respondents; PR-Principals; TR-Teachers

**Source: Researcher (2018)**

Table 4.15 reveals that a fair majority 24(75.0%PR) and 118(81.4%TR) of the principals and teachers strongly agreed with the view that the number of teaching staff influences principals' effectiveness instructional supervision. 4(12.5%) of

the principals agreed as did 14(9.7%) of the teachers. However, only a paltry 1(3.1%) of the principals as well as 5(3.4%) of teachers were undecided, 2(6.3%) of principals as did 5(3.4%) of the teachers disagreed whereas 1(3.1%) of principals and 3(2.1%) of the teachers strongly disagreed. These findings concur with the viewpoints held by Nkinyangi (2003) who recommended that the pupil/teacher ratio is a significant measure of quality in education because in a system where the ratio is high, learners may lack personal attention from the teacher while less academic learners are likely to lag behind. In this regard, the learners' progress through the curriculum may be hindered and this may lead to dismal performance in the exit exam.

Katunzi and Ndalichako (2004) noted that in a low pupil/teacher ratio learning environment, learners are more likely to get more one-on-one time with the teacher. The teachers may get to know the individual students better leading to enhanced teacher's capacity to identify areas where the student may need assistance. The learners therefore get more value for their education. This implies with increased number of teachers, workload on secondary school principals is reduced and thus can effectively provide instructional supervision and ensure improved academic performance in national examinations.

The study revealed that a fair majority of the respondents 21(65.6%PR) and 102(70.3%TR) strongly agreed with the view that inadequate number of teachers may lead to principals' ineffectiveness in instructional supervision. 7(21.9%) of the principals as did 27(18.6%) of the teachers agreed. However, 2(6.3%) of principals and 4(2.8%) of the teachers were undecided, 1(3.1%) of principals and

4(2.8%) of the teachers disagreed whereas 1(3.1%) of the principals as did 8(5.5%) of the teachers strongly disagreed. These findings are consistent with the assertions of Onyango (2010) that, in Kenya, fair teacher distribution continues to be a major challenge in teacher management. Teacher adequacy has remained a major challenge for quite a long time despite the increase in enrolments and proliferation of schools. This has occasioned an imbalanced teacher distribution which has affected access and the quality of education. This indicates that the number of teachers influence principals' ability to offer effective instructional supervision realized through improved academic performance in national examinations.

#### **4.6.1 Inferential Findings on the Influence of the Number of Teaching Staff on Principals' Effectiveness in Instructional Supervision in Secondary Schools**

To verify the possibility of relationship between the number of teaching staff and principals' effectiveness in instructional supervision, data were collected on the number of teachers in public secondary schools and schools' meanscore in KCSE examination in the previous and the results are shown in Table 4.16:

**Table 4.16: Results of the Number of Teachers in Public Secondary Schools and Meanscore in 2017 KCSE Performance**

<b>Number of Teachers</b>	<b>Meanscore in 2017 KCSE</b>
5	1.95
5	2.16
10	2.254
6	2.316
4	2.348
7	2.433
4	2.481
4	2.533
7	2.545
6	2.614
8	2.644
9	2.732
9	2.754
9	2.772
8	2.777
6	2.936
6	3.016
7	3.02
10	3.069
10	3.111
10	3.286
10	3.316
12	3.528
13	4.194
15	4.294
16	4.417
14	4.424
17	4.439
17	4.576
18	4.742
30	5.171
38	6.046

**Source: Field Data (2018)**

Table 4.16 indicates that public secondary schools with many teachers register impressive academic grades in national examinations.



These findings further support the views expressed by Onyango (2010) that fair teacher distribution continues to be a major challenge in teacher management. Teacher adequacy has remained a major challenge for quite a long time despite the increase in enrolments and proliferation of schools. These results were subjected to Pearson’s Product Moment Correlation Test Analysis and results are indicated in Table 4.17:

**Table 4.17: Pearson’s Product Moment Correlation Test Analysis Showing Relationship between the Number of Teachers in Public Secondary School and Meanscore of 2017 KCSE Examinations**

		Number of Teachers	Meanscore for 2017 KCSE Examination
Number of Teachers	Pearson Correlation	1	.913*
	Sig. (2-tailed)		.000
	N	32	32
Meanscore for 2017 KCSE Examination	Pearson Correlation	.913*	1
	Sig. (2-tailed)	.000	
	N	32	32

\*. Correlation is significant at the 0.05 level (2-tailed).

From Table 4.17, the results are presented in a matrix form such that the correlations are replicated. A Pearson Product-Moment Correlation was run to determine the relationship between the number of teachers and meanscore of 2017 KCSE examinations. The test generated correlation coefficients of  $r = 0.913$  with corresponding significant level (p-value) of 0.000 which was less than the predetermined level of significance, 0.05, that is,  $p\text{-value} = 0.000 < 0.05$ . This is indicative of the fact that teacher distribution continues to be a major challenge in teacher management. Teacher-student ratio is alarmingly high. In other words, teacher adequacy has remained a major challenge for quite a long time despite the increase in enrolments and proliferation of schools.

This has occasioned an imbalanced teacher distribution which has affected access and the quality of education. Thus, the number of teachers influence principals' ability to offer effective instructional supervision realized through improved academic performance in national examinations. Besides, when teachers are many in a secondary school, then principals' teaching workload is drastically reduced since they undertake many lessons from principals who are just left to carry out administrative duties and responsibilities including effective instructional supervision.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

#### **5.1 Summary of Research Findings**

This section provides a summary of the findings of the research objectives which included; investigating the influence of principals' administrative experience, principals' teaching experience, principals' workload and the number of teachers on principals' effectiveness in instructional supervision in public secondary schools.

##### **5.1.1 Administrative Experience and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

The study established that the number of years a secondary principal has served in position of school headship is a critical determinant of how effective they become in providing instructional supervision. However, in Mukaa Sub-county, many secondary school principals have served for relatively shorter periods as school heads which has had major contributions to the management deficiencies in principals with less than five years of administrative experience. In other words, effective provision of instructional supervision in secondary schools is dependent on the wealth of administrative experience which principals have accumulated.

This implies that experience which principals have enable them to make critical decisions geared towards improvement of instructional supervision manifested in improved academic performance in national examinations.

### **5.1.2 Teaching Experience and Principals' Effectiveness in Instructional Supervision in Secondary Schools**

The study established that teaching experience is a very important dynamic which contributes towards secondary school principals' ability to provide effective instructional supervision. That is, principals with many years of teaching experience are well placed to be effective in ensuring that schools perform better in national examinations. However, principals with few years of experience in the classroom before they take a school management role rarely perform better in providing instructional supervision. In other words, secondary school principals with many years of teaching experience having interacted with subject matter and diverse classroom experiences for a longer time are likely to have a positive impact on provision of instructional supervision in public secondary schools.

Hence, secondary schools principals with good pedagogical training and many years of teaching experience performed better than those who entered into headship without adequate teaching experience or training. This points to the fact that teaching experience is a critical characteristic which teachers must have in order to be elevated to a position of secondary school principal. Besides, the number of years a principal has taught determines their effectiveness in

providing instructional supervision when they assume the position of secondary school headship.

### **5.1.3 Workload and Principals' Effectiveness in Instructional Supervision in Secondary Schools**

The study established that principals undertake a heavy workload which negatively impacts on their ability to provide effective instructional supervision in secondary schools. These include; teaching and administrative duties. From this study, it is evident that many secondary schools principals rarely advise teachers on curriculum implementation, monitoring teachers' syllabus coverage, sampling and checking students' notes and assignments, checking teachers' lesson plans and records of work, teachers' utilization of instructional materials, checking teachers' schemes of work before the start of every term, conducting lesson observation and giving feedback, checking lesson attendance weekly, appraising teachers on a monthly basis, facilitating monthly exam evaluation and above all they rarely support teachers' professional development.

This is attributed to workload which they have to undertake. These findings are indicative of the fact that secondary school principals are trained both as teachers and supervisors of their schools which implies that their workload doubles up to include teaching and school administration and thus, hinder them from undertaking effective instructional supervision. Secondary school principals have to undertake a heavy workload which increases the confusion regarding their job specification leading to some opting to concentrate on one of the two tasks; teaching or administrative work. In addition, principals have got to handle matters such as student discipline, parent conference meetings, asset inventory

and ordering, school improvement planning, bus and lunch supervision, and teacher observations. Hence, this indicates that principals' workload is a common reason for principals' inability to provide effective instructional supervision. In other words, the responsibilities associated with school headship and this concentration upon the duties and responsibilities of principals frequently raises issues of role demarcation and by association the relationship with the staff. Thus, this is indicative of the fact that workload is a major hindrance to principals' provision of effective instructional supervision.

#### **5.1.4 Number of Teaching Staff and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

The study established that teachers are critical component in the realization of educational objectives. They are responsible for classroom pedagogy and ensure that secondary school curriculum is effectively implemented through syllabus coverage. From this study, it is evident that the number of teachers is key to ensuring that secondary school principals provide effective instruction supervision. However, in many secondary schools in Mukaa Sub-county, the number of teachers is inadequate and this affects the extent to which principals provide effective instructional supervision in public secondary schools.

This further implies that the number of teaching staff influences principals' effectiveness in instructional supervision. This implies that the pupil/teacher ratio is a significant measure of quality in education because in a system where the ratio is high, learners may lack personal attention from the teacher while less academic learners are likely to lag behind.

In this regard, the learners' progress through the curriculum may be hindered and this may lead to dismal performance in the exit exam. In other words, any secondary school with increased number of teachers, workload on secondary school principals is reduced and thus can effectively provide instructional supervision and ensure improved academic performance in national examinations. Thus, the number of teachers influence principals' ability to offer effective instructional supervision realized through improved academic performance in national examinations. This indicates that, when teachers are many in a secondary school, then principals' teaching workload is drastically reduced since they undertake many lessons from principals who are just left to carry out administrative duties and responsibilities including effective instructional supervision.

## **5.2 Conclusions**

- i. Drawing from the above findings, it is evident that administrative experience which principals have plays a major role in enhancing their ability to provide effective instructional supervision in public secondary schools. Despite this, many public secondary school principals have served for relatively shorter periods as school heads which has had major contributions to the management deficiencies in principals with less than five years of administrative experience. This has had a negative implication on principals' ability to provide effective instructional supervision in secondary schools.
- ii. From the study findings, it is also evident that teaching experience is also a very important dynamic which contributes towards secondary school

principals' ability to provide effective instructional supervision. That is, principals with many years of teaching experience are well placed to be effective in ensuring that schools perform better in national examinations. However, principals with few years of experience in the classroom before they take a school management role rarely perform better in providing instructional supervision.

- iii. The study also established that principals undertake a heavy workload which negatively impacts on their ability to provide effective instructional supervision in secondary schools. These include; teaching and administrative duties. From this study, it is evident that many secondary schools principals rarely advise teachers on curriculum implementation, monitoring teachers' syllabus coverage, sampling and checking students' notes and assignments, checking teachers' lesson plans and records of work, teachers' utilization of instructional materials, checking teachers' schemes of work before the start of every term, conducting lesson observation and giving feedback, checking lesson attendance weekly, appraising teachers on a monthly basis, facilitating monthly exam evaluation and above all they rarely support teachers' professional development.
- iv. It is also evident that the number of teachers is inadequate and this affects the extent to which principals provide effective instructional supervision in public secondary schools. In other words, the number of teaching staff influences principals' effectiveness instructional supervision.



### **5.3 Recommendations**

The study makes the following recommendations:

- i. On administrative experience and principals' provision of effective instructional supervision, the study established that many secondary school principals have relatively few years in school management which has compromised quality of education offered in such schools. Thus, the study recommends that, to improve instructional supervision, the Ministry of Education through Teachers' Service Commission (TSC) should promote teachers to positions of school principals based on merit and above all the number of years one has served progressively in positions of headship such as Heads of Departments and Deputy Principals.
- ii. On principals' teaching experience and provision of effective instructional supervision, the study established that, in some secondary schools, principals have few years of teaching experience which makes it difficult to conduct instructional supervision since it becomes a challenge to understand the shortcomings which every teacher in every discipline encounter during classroom pedagogy. Thus, the study recommends that teachers should be promoted to headship purely on their experience as erstwhile teachers who have consistently displayed high levels of competence and performance in their classroom teaching.
- iii. On principals' workload and effective instructional supervision, the study established that secondary school principals have a heavy

workload ranging between classroom instruction to administrative duties which compromise their ability to provide effective instructional supervision. Thus, the study recommends that Teachers' Service Commission should review the number of lessons principals should undertake to enable them have time to conduct tasks which enhance effective instructional supervision and improved students' academic performance in national examinations. On the same, TSC should recruit more teachers to cater for the lessons which principals undertake in order to reduce their workload and have time to concentrate on administrative responsibilities.

- iv. On the number of teachers and effective instructional supervision, the study established that many secondary schools have very few teachers and this has compromised the quality of education due to incomplete syllabus coverage. Thus, the Teachers' Service Commission should recruit more teachers in order to reduce the teacher-student ratio in schools.

### **5.3.1 Suggestions for Further Research**

- i. A study should to be carried out to assess the influence of principals' administrative practices on provision of effective instructional supervision in public secondary schools.
- ii. A study should also be conducted to assess the influence of principals' leadership styles on provision of effective instructional supervision in public secondary schools.
- iii. A study should also be carried out to examine the extent to which staff attitude influences principals' effectiveness in provision of instructional supervision in public secondary schools.

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## APPENDIX I

### LETTER OF INTRODUCTION

**July, 2018**

**Dear Sir/Madam,**

**RE: PERMISSION TO CARRY OUT RESEARCH**

I am a student taking a course in Master of Education in Machakos University. I am required to submit as part of my research work assessment, a research project on **“Administrative Factors Influencing Principals’ Effectiveness in Instructional Supervision in Public Secondary Schools in Mukaa Sub-county, Makueni County, Kenya”**. To achieve this, you have been selected to participate in the study. I kindly request you to participate in the study by providing the information contained in instruments. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Jacob Kyengo Muthoka

**APPENDIX II**

**RESPONDENTS' CONSENT FORM**

Dear Respondent.

My name is Jacob Kyengo Muthoka of registration number, **E55/1029/2014**, a Master student at Machakos University, and undertaking a programme in Master of Education. I am carrying out a study on **Administrative Factors Influencing Principals' Effectiveness in Instructional Supervision in Public Secondary Schools in Mukaa Sub-county, Makueni County, Kenya**. Your participation in this study is voluntary. The information you will provide will be treated with uttermost confidentiality. Your responses cannot be tracked back to you because they will be combined with the responses of others to establish common trends. The questionnaire will collect information on your school. Your responses will be confidential. Please fill in all the sections of the questionnaire as honest as you can. Your positive responses will be highly appreciated. Kindly sign below if you agree to participate.

**Sign.....Date.....**

Thank you

Jacob Kyengo Muthoka,

**Reg. No.** E55/1029/2014

**Sign.....Date.....**



**Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree**

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Administrative experience influences principals' effectiveness in instructional supervision					
A longer administrative experience enhances principals' effectiveness in instructional supervision					
Inadequate administrative experience is the cause of ineffectiveness in instructional supervision by principals					
Administrative experience before appointment to the position of principal greatly influences effectiveness in instructional supervision					

**Section C: Teaching Experience and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

1. How many years have you taught since your placement?.....
2. Please, rate the extent to which you agree with the following statements on the influence of your teaching experience on your ability to provide effective instructional supervision

**Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree**

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Principal's teaching experience influences the effectiveness in instructional supervision					
A long teaching experience enhances principals' effectiveness in instructional supervision					



Teaching experience should be considered before appointment to the position of principal					
Principals' inadequate teaching experience implies inadequate knowledge on effective supervision approaches					

**Section D: Workload and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

1. Please, rate how often you undertake the following tasks

<b>Principals' Instructional Supervisory Tasks</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>N</b>
Advising teachers on school curriculum implementation					
Monitoring syllabus coverage by teachers monthly					
Sampling and checking students' notes and assignments					
Checking lesson plans and teachers records of work					
Utilization of instructional materials					
Checking schemes of work before the start of every term					
Conducting lesson observation/giving feedback					
Checking lesson attendance weekly					
Appraising teachers monthly					
Facilitating monthly exam evaluation					
Supporting teacher's professional development					

2. Please, state the number lessons you undertake on a weekly basis.....
3. Please, rate the extent to which you agree with the following statements on the influence of your workload on your ability to provide effective instructional supervision

**Key:** SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Workload influences principals' effectiveness in instructional supervision					
A low workload enhances the principals' effectiveness in instructional supervision					
Principals should be relieved from teaching work to enhance effectiveness in instructional supervision					
Principals spend more time doing other tasks other than instructional supervision					

**Section E: Number of Teachers and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

1. Please, state the number of teachers in your secondary school.....
2. Please, rate the extent to which you agree with the following statements on the influence of the number of teachers in your school on your ability to provide effective instructional supervision

**Key:** SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Number of teaching staff influences principals' effectiveness instructional supervision					

Inadequate number of teachers may lead to principals' ineffectiveness in instructional supervision					
--	--	--	--	--	--

Thank you,

Jacob Kyengo Muthoka

## APPENDIX IV

### QUESTIONNAIRE FOR TEACHERS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education at Machakos University carrying out a research on **Administrative Factors Influencing Principals' Effectiveness in Instructional Supervision in Public Secondary Schools in Mukaa Sub-county, Makueni County, Kenya**. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

#### Section A: General Information

*Instruction: Please tick against your most appropriate answer and fill the spaces provided.*

1. Gender: Male  Female
2. Highest level of educational qualification  
Diploma  Bachelors' Degree  Postgraduate

#### Section B: Administrative Experience and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools

1. Please, rate the extent to which you agree with the following statements on the influence of your principals' administrative experience on their effectiveness in providing instructional supervision

**Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree**

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Administrative experience influences principals' effectiveness in instructional supervision					
A longer administrative experience enhances principals' effectiveness in instructional supervision					
Inadequate administrative experience is the cause of ineffectiveness in instructional supervision by principals					
Administrative experience before appointment to the position of principal greatly influences effectiveness in instructional supervision					

**Section C: Teaching Experience and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

1. Please, rate the extent to which you agree with the following statements on the influence of your principals' teaching experience on their effectiveness in providing instructional supervision

**Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree**

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Principal's teaching experience influences the effectiveness in instructional supervision					
A long teaching experience enhances principals' effectiveness in instructional supervision					
Teaching experience should be considered before appointment to the position of principal					

Principals' inadequate teaching experience implies inadequate knowledge on effective supervision approaches					
---	--	--	--	--	--

**Section D: Workload and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

1. Please, rate how often does your school principal undertakes the following tasks

<b>Principals' Instructional Supervisory Tasks</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>N</b>
Advising teachers on school curriculum implementation					
Monitoring syllabus coverage by teachers monthly					
Sampling and checking students' notes and assignments					
Checking lesson plans and teachers records of work					
Utilization of instructional materials					
Checking schemes of work before the start of every term					
Conducting lesson observation/giving feedback					
Checking lesson attendance weekly					
Appraising teachers monthly					
Facilitating monthly exam evaluation					
Supporting teacher's professional development					

2. Please, tick the number of lessons your principal undertakes on a weekly basis

Below 4                    [   ]

4-8                         [   ]

9-13                        [   ]

14-18                      [   ]

Over 18                    [   ]

3. Please, rate the extent to which you agree with the following statements on the influence of your principal's workload on his/her effectiveness in providing instructional supervision

**Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree**

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Workload influences principals' effectiveness in instructional supervision					
A low workload enhances the principals' effectiveness in instructional supervision					
Principals should be relieved from teaching work to enhance effectiveness in instructional supervision					
Principals spend more time doing other tasks other than instructional supervision					

**Section E: Number of Teachers and Principals' Effectiveness in Instructional Supervision in Public Secondary Schools**

1. State the number of teachers in your secondary school.....
2. Please, rate the extent to which you agree with the following statements on the influence of the number of teachers in your school on your principal's effectiveness in instructional supervision

**Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree**

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Number of teaching staff influences principals' effectiveness instructional supervision					
Inadequate number of teachers may lead to principals' ineffectiveness in instructional supervision					

Thank you,  
Jacob Kyengo Muthoka





**APPENDIX VI**  
**INTRODUCTION LETTER FROM THE SCHOOL OF**  
**POSTGRADUATE STUDIES OF MACHAKOS UNIVERSITY**



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

Telephone: 254-(0)735 247939, (0)723805929  
Email: [graduateschool@machakosuniversity.ac.ke](mailto:graduateschool@machakosuniversity.ac.ke)  
Website: [www.machakosuniversity.ac.ke](http://www.machakosuniversity.ac.ke)

P.O.Box 136-90100  
Machakos  
KENYA

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

3<sup>rd</sup> July, 2018

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

Dear Sir

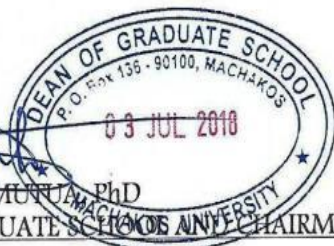
RE: JACOB KYENGO MUTHOKA – REG NO.E55-1029-2014

The above named is a Master's student in the second year of study and has cleared his course work. The University has cleared him to conduct a research entitled: "Administrative factors influencing principals' effectiveness in instructional supervision in public secondary schools in Mukaa Sub-County, Makueni County-Kenya."

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

Thank you.

  
DR.FRANCIS B. MUSYUA, PhD  
AG.DEAN GRADUATE SCHOOL AND CHAIRMAN BOARD OF GRADUATE STUDIES  
FBM/anm



**APPENDIX VII**  
**AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR**  
**SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/89155/24051**

Date: **24<sup>th</sup> July, 2018**

Jacob Kyengo Muthoka  
Machakos University  
P.O. BOX 136 – 90100  
**MACHAKOS.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “*Administrative factors influencing principals effectiveness in instructional supervision in public secondary schools in Mukaa Sub County, Makueni County -Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **24<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Makueni County.

The County Director of Education

**APPENDIX VIII**  
**RESEARCH PERMIT FROM NACOSTI**

**THIS IS TO CERTIFY THAT:**  
**MR. JACOB KYENGO MUTHOKA**  
**of MACHAKOS UNIVERSITY, 0-90134**  
**YOANI, has been permitted to conduct**  
**research in Makeni County**

**Permit No : NACOSTI/P/18/89155/24051**  
**Date Of Issue : 24th July,2018**  
**Fee Recieved :Ksh 1000**

**on the topic: ADMINISTRATIVE**  
**FACTORS INFLUENCING PRINCIPALS**  
**EFFECTIVENESS IN INSTRUCTIONAL**  
**SUPERVISION IN PUBLIC SECONDARY**  
**SCHOOLS IN MUKAA**  
**SUBCOUNTY,MAKUENI COUNTY -KENYA**



**for the period ending:**  
**24th July,2019**



**Applicant's**  
**Signature**



**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 19707**

**CONDITIONS: see back page**

**APPENDIX IX**  
**RESEARCH AUTHORIZATION LETTER FROM COUNTY**  
**COMMISSIONER, MAKUENI**



THE PRESIDENCY  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram:  
Telephone: 0743-987-177  
Fax:  
Email: [makuenicc@yahoo.com](mailto:makuenicc@yahoo.com)

COUNTY COMMISSIONER  
MAKUENI COUNTY  
P.O. Box 1-90300  
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.III/71


16<sup>th</sup> August, 2018

Jacob Kyengo Muthoka  
Machakos University  
P.O. Box 136 - 90100  
MACHAKOS

**RE: RESEARCH AUTHORIZATION**

Reference is made to Director General National Commission for Science Technology and Innovation letter Ref. NACOSTI/P/18/89155/24051 dated 24<sup>th</sup> July, 2018 on the above subject.

You are hereby authorized to undertake research on "*Administrative factors influence principals effectiveness in instructional supervision in public secondary schools in Mukaa Sub-County, Makueni County*" for the period ending 24<sup>th</sup> July, 2019.

  
FLORENCE OBUNGA  
FOR: COUNTY COMMISSIONER  
MAKUENI



c.c.  
County Director of Education  
MAKUENI

The Deputy County Commissioner  
MUKAA SUB COUNTY

**APPENDIX X**  
**RESEARCH AUTHORIZATION LETTER FROM COUNTY**  
**DIRECTOR OF EDUCATION, MAKUENI**

**REPUBLIC OF KENYA**

Tel: 044-33318  
FAX: @gmail.com  
Email: cdemakueni@gmail.com  
When replying please quote



County Director of Education  
Office,  
P.O. Box 41,  
MAKUENI.

**MINISTRY OF EDUCATION**

**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

MKN/C/ED/5/33 VOL 11/108

22<sup>nd</sup> August, 2018


Jacob Kyengo Muthoka  
Machakos University  
P.O Box 136-90100  
**MACHAKOS.**

**TO WHOM IT MAY CONCERN**

**RE: RESEARCH AUTHORIZATION FOR JACOB KYENGO MUTHOKA**

This is to confirm that Jacob Kyengo Muthoka of Machakos University has been authorized to carry out research as per letter dated **24<sup>th</sup> July, 2018**, Ref No. **NACOSTI/P/18/89155/24051** on “ **Administrative factors influence principals effectiveness in instructional supervision in public secondary schools in Mukaa Sub County, in Makueni County, Kenya,**” for the period ending **24<sup>th</sup> July, 2019.**

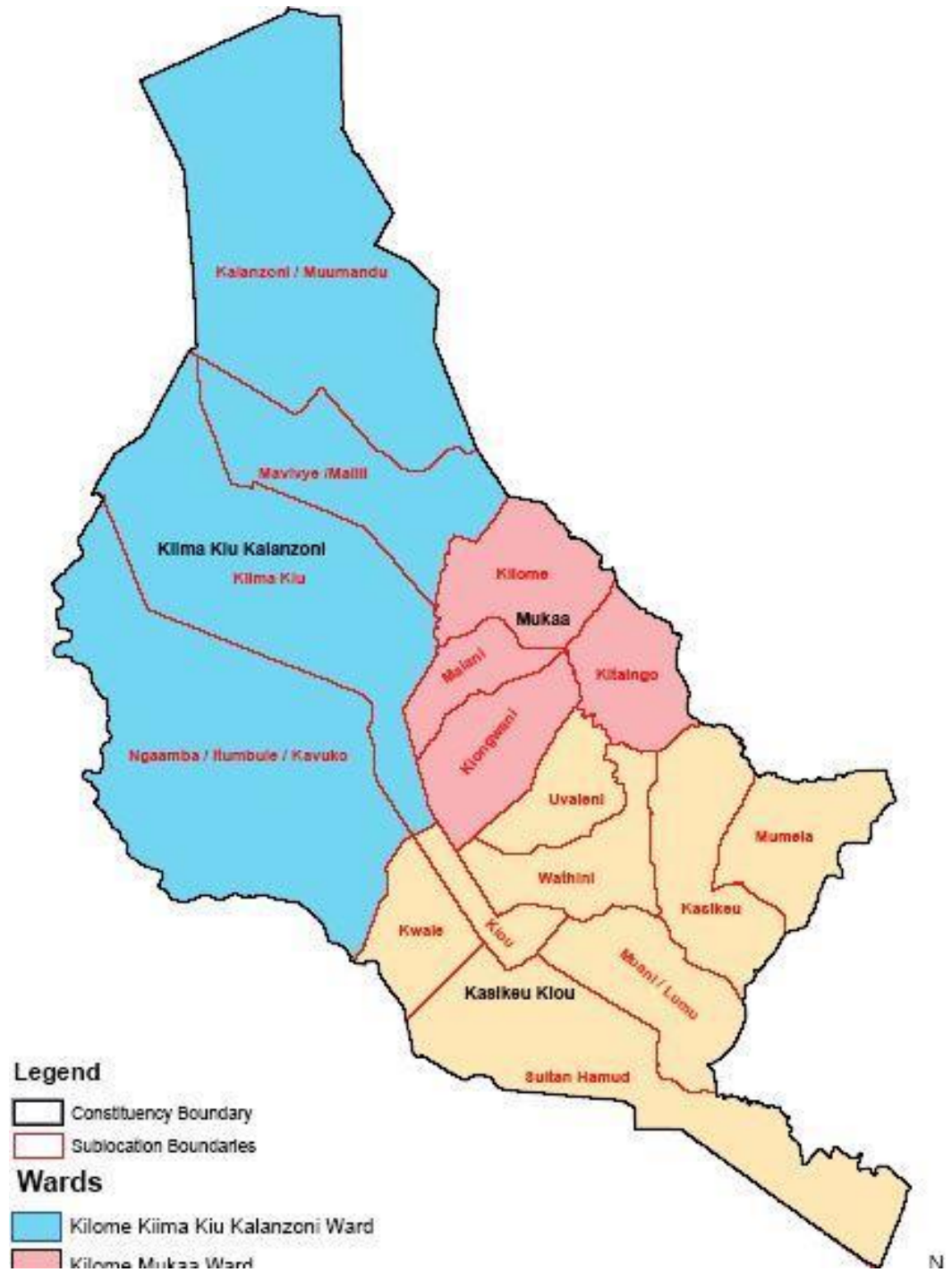
You are however expected to ensure that you conduct the exercise professionally.  
Kindly give her all the assistance required.

  
Gladys Malonza  
For County Director of Education  
**Makueni.**



APPENDIX XI

THE MAP OF KILOME CONSTITUENCY SHOWING MUKAA SUB-COUNTY



Source: IEBC (2018)