

**INSTITUTIONAL FACTORS INFLUENCING PRINCIPALS' INSTRUCTIONAL
SUPERVISION IN PUBLIC SECONDARY SCHOOLS IN NYANDO SUB COUNTY,
KISUMU COUNTY, KENYA**

SALOME ATIENO OMOTH

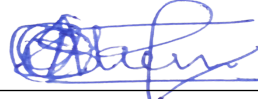
**A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of
the Degree of Master of Education in Educational Administration**

University of Nairobi

2023

DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university.



Salome Atieno Omoth...

E55/36101/2019

This research project has been submitted for examination with our approval as university supervisors:



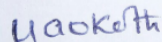
25/7/2023

Prof. Khatete Ibrahim

Associate Professor

Department of Educational Management, Policy and Curriculum Studies

University of Nairobi



Prof. Ursulla Achieng Okoth

Associate Professor

Department of Educational Management, Policy and Curriculum Studies

University of Nairobi

DEDICATION

This research work is dedicated to my family son Erick, daughter in law Mary, my granddaughters Lesley, Sally and Hawi.

ACKNOWLEDGEMENT

I am grateful to the Almighty God for giving me the strength, ability, vigor, wisdom and focus in the course of the study up to its completion. I am very grateful to the staff at the Department of Educational Administration and Planning for their endless support and encouragement. Special thanks to Professor Ursula Achieng Okoth and Prof. Ibrahim Khatete who were my supervisors and whose support and endless positive input made this piece of work a success. Their professional guidance kept this study within the required standards of academic achievements.

My heartfelt gratitude is to my family members who gave me peace during this time. I am also thankful to my colleague Mr. Aristarico Oyuga whose support to me from the beginning of this study cannot be underrated. Much gratitude to the National Commission for Science Technology and Innovation (NACOSTI) for the provision of the research permit and to the county director of Education Kisumu County for giving me the Authorization letter. I greatly appreciate the principals, heads of departments and teachers from the public secondary schools in Nyando Sub County for their cooperation in providing the necessary information during the data collection period. May our God bless all in their endeavors.

TABLE OF CONTENTS

Declaration	ii
Dedication	iii
Acknowledgement	iv
Abstract	xi

INTRODUCTION

1.1 Background to the Study	1
1.2 Statement of the Problem	8
1.3 The Purpose of the Study	10
1.4 Research Objectives	10
1.5 Research Questions	10
1.6 Significance of the Study	11
1.7 Limitations of the Study	11
1.8 Delimitations of the Study	11
1.9 Basic Assumptions of the Study	12
1.10 Definition of Key Terms	12
1.11 Organization of the Study	13

REVIEW OF RALETED LITERATURE

2.1 Introduction	14
------------------	----

2.2 Concept of Instructional Supervision	14
2.3. The School Size and Principals' Instructional Supervision	15
2.4 The Principal's Training Level and Instructional Supervision	16
2.5 Teachers' Attitude and the Principals' Instructional Supervision	17
2.6 Principals' Workload and Instructional Supervision	19
2.7 Summary of the Literature Review	19
2.8 Theoretical Framework	20

RESEARCH METHODOLOGY

3.1 Introduction	24
3.4 Sample Size and Sampling Technique.	26
3.5 Research Instruments	27
3.5 .1 Instrument Validity	27
3.5.2 Instrument Reliability	28
3.8 Data Collection Procedures	29
3.10 Ethical Consideration	30

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction	31
4.2 Instrument Return Rate	31

4.3 Demographic Characteristics of Respondents	32
4.3.1 Distribution of Respondents by Age	32
4.3.2 Distribution of Respondents by Gender	34
4.3.3 Distribution of Heads of Department by Level of Education	34
4.3.4 Length of Service as Heads of Department	35
4.3.5 Distribution of Teachers by Teaching Experience	36
4.4 School Size and Principal’s Provision of Instructional Materials	37
4.7 Principals’ Workload and Classroom Observation for Teachers	39
4.6 Teacher’s Attitude and Preparation of the Professional Documents	42
4.7 Principals’ Training Level and Students’ Performance in National Examination	45
4.8 Principals’ Responses on the Interview Guide	47

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	49
5.2 Summary of the Study	50
5.3 Conclusion of the Study	52
5.4 Recommendations	52
5.5 Recommendations for Further Study.....	53
REFERENCES	54

APPENDICES

APPENDIX I Letter of Introduction	59
APPENDIX II: Research Licence	60
APPENDIX III: Research Authorization from Ministry Of Education	62
APPENDIX IV: Research Authorization from Office of the President	63
APPENDIX V: Authorization Letter from County Government	64
APPENDIX VI: Questionnaire for Heads of Department	65
APPENDIX VI: Questionnaire for the Teachers	70
APPENDIX VII: Interview Guide for Principals	75

LIST OF TABLES

Table	Page
Table 1.1 Kisumu County performance per Sub- County	8
Table 1.2 Summary of Other Scholars' Findings.....	19
Table 3.1: Sampling Frame on Sample Size	25
Table 4.1 Instrument Return Rate	31
Table 4.2 Distribution of Respondents by Age	32
Table 4.3 Distribution of Principals by Age	33
Table 4.4 Distribution of Respondents by Gender	34
Table 4.5 Distribution of Respondents by Level of Education	34
Table 4.6 Length of Service as Heads of Department	35
Table 4.7 Distribution of Teachers by Teaching Experience	37
Table 4.9 Responses by Teachers on School Size	38
Table 4.10 Responses by Heads of Department on Principal's Workload	39
Table 4.11 Responses by Teachers on Principal's Workload	41
Table 4.12 Responses by Heads of Department on Teachers' Attitude	42
Table 4.13 Responses by Teachers on Teachers' Attitude	44

ABBREVIATIONS AND ACRONYMS

CEB	County Education Board
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
QASO	Quality Assurance and Standards Officer
TSC	Teachers service commission

ABSTRACT

The objective of this study was to examine the institutional elements that impact the instructional supervision practices of principals in public secondary schools located in Nyando Sub-county, inside Kisumu County, Kenya. The study was guided by four objectives. These objectives were: (1) to investigate the impact of school size on principals' instructional supervision in public secondary schools in Nyando Sub-county, (2) to assess the influence of principals' level of training on instructional supervision, (3) to examine the relationship between teachers' attitudes and principals' instructional supervision, and (4) to determine the influence of principals' workload on instructional supervision in public secondary schools in Nyando Sub-county. The research design employed in this study was a descriptive cross-sectional survey. The study's target population comprised 42 principals, 210 heads of departments, and 968 subject teachers in Nyando sub-county, Kenya. The researchers employed a stratified sample technique to select the schools for the study, while the respondents were chosen using a basic random technique. The researchers employed questionnaires as study instruments to gather data from department heads and subject instructors, while an interview guide was utilized to obtain data from principals. The data was subjected to descriptive statistics in order to assess and establish comparisons among the variables of interest. The research findings indicated that the size of the school had a significant impact on instructional supervision in public secondary schools within Nyando Sub County. Specifically, 64 percent of the instructors and 50.8 percent of the Heads of department acknowledged this influence. Seventy percent of the respondents indicated that the degree of training of principals has a significant impact on instructional supervision. Furthermore, the survey results indicated that the instructional supervision process was significantly influenced by the attitude of teachers, as reported by 72 percent of the participants. The majority of respondents, specifically 56.9 percent, indicated that workload had a significant impact on instructional supervision. According to the findings of the study, the conclusion can be summarized as follows: a) Principals in public secondary schools in Nyando Sub County have a significant impact on instructional supervision. b) The size of the school has a considerable influence on the principal's oversight of instructional material distribution (UNESCO, 2016). The impact of administrators' supervision on school performance is largely influenced by the attitude of teachers, as stated in the Innovation for Students Learning report (2018). This influence can be either positive or negative. The study's recommendations were formulated on the basis of its results, which encompassed the following: The Ministry of Education, in collaboration with the Teachers Service Commission, should prioritize the assignment of sufficient administrators to schools experiencing high student enrollments, in order to provide effective instructional oversight. It is imperative to raise awareness among educators regarding the significance of classroom observation and feedback provided by their superiors. It is imperative that principals receive comprehensive training in their capacity as instructional supervisors. Additional research is warranted to ascertain the external variables that impact the instructional supervision practices of principals in public secondary schools within Nyando sub county.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is often regarded as a paramount resource for individuals, serving as a tool to facilitate critical thinking, knowledge acquisition, and decision-making processes (Kholid & Rohmatik, 2019). The catalytic function of this entity is of significant importance in the advancement of a given nation. According to Nasibulana (2017), the education system has a significant role in fostering the growth of human potential, which in turn leads to the cultivation of individuals who possess both creative abilities and strong moral values. These individuals are equipped with the necessary skills to effectively address the challenges associated with national development.

Therefore, the primary objective of educational institutions should be to enhance the caliber of instruction and training, thereby enabling the achievement of educational benchmarks within a nation (Usman, 2016).

According to Stark, McGhee, and Jimerson (2017), educators possess the most advantageous vantage point to determine the course of action that has a direct impact on the welfare and academic success of students. Hence, a crucial factor contributing to the effectiveness of educational institutions is the provision of adequate supervision for teachers.

As per The National Policy on Education (2004;5), supervision entails the regular guidance of educational activities, the coordination of specific tasks, and the fostering of positive professional relationships among all individuals engaged in the teaching and learning process. According to Owoeye (2016), supervision can be defined as the component of school administration that specifically relates to ensuring the suitability of instructional expectations, or

products, inside educational programs. According to this particular definition, supervision can be conceptualized as the act of overseeing and directing workers in order to effectively accomplish the objectives of administration.

Instructional supervision refers to the systematic process of providing teachers with advice, direction, stimulation, and other developmental activities aimed at enhancing and improving the teaching and learning process and overall educational environment (Archibong, 2017). The primary categories of supervision encompass clinical, accountability, monitoring, advising, and mentorship, all of which recognize a progressive journey for both the instructional leader and the instructor (Aashem, 2017). In the context of clinical practice, the process of clinical supervision involves direct interaction between the supervisor and the supervisee. Typically, this practice is conducted within a physical location where individuals engage in certain activities. The aforementioned scenarios may occur throughout the period of student teaching, medical residency, or dental residency. In the context of Accountability oversight, the individual responsible for overseeing the process assumes a conventional position akin to that of an inspector. There is frequently a need for precise responsibility about criteria. In the context of supervision, the individual in a supervisory role assumes the responsibility of overseeing and observing the actions and behaviors of the subordinate. The monitor assesses the individual's advancement, provides input, and frequently aids in the generation of remedies or alternatives. In the context of advisory supervision, it is common for the supervisor to operate at a hierarchical level distinct from that of the individual under their supervision. The availability of in-person interaction is restricted, and the supervisor's role is confined to providing guidance or evaluations. Typically, the role of a mentor in a supervisory capacity entails a hierarchical relationship wherein the mentor holds a higher status than the one under their supervision. In this

particular scenario, the individual assuming the role of a supervisor assumes the responsibility of serving as a role model for people under their supervision. The mentor employs demonstrations and modeling techniques to illustrate the anticipated behaviors or outcomes. According to Forstall (2019), The principle, in their role as an instructional supervisor, possesses the autonomy to select the most suitable form of supervision in order to achieve the intended outcomes. According to the findings of Willegems et al. (2017), the efficacy of a principal's instructional supervision is contingent upon several elements that might originate from either internal or external sources within the school context. The size of the school is a determinant that affects the instructional supervision practices of principals. The implementation of global education policies, which prioritize equity, access, and improved transitions, has led to increased enrollment of students in public schools and subsequently higher pupil-teacher ratios in many countries. As a consequence, this has resulted in larger class sizes and increased workload for school administrators (UNESCO, 2016). The potential consequences of this situation on principals' instructional supervision practices are expected to be adverse. Principals would be compelled to assume additional teaching responsibilities, resulting in a significant increase in their workload and a potential neglect of their supervisory duties. Consequently, principals may encounter challenges in conducting classroom observations, ensuring syllabus coverage, and implementing model teaching practices, as highlighted by UNESCO (2016).

Special focus was given to the utilization of peer workers in schools with large enrollment in the United States of America (USA) in order to provide help to administrators in carrying out their responsibilities related to instructional monitoring. According to Webb, Metha, and Jordan (2016), the implementation of enhanced instructional monitoring in schools has resulted in the

adherence to USA standards of learning and the observation of instructors' effectiveness in implementing training programs.

The academic performance of tiny schools in Chicago has a varied outcome, as seen by the lower rates of student absenteeism and greater graduation rates observed among students enrolled in such institutions. Kahne et al. (2018) conducted a study. In a study conducted by Darling-Hammond, Ancess, and Ort (2016), it was discovered that the Coalition Campus Schools, which were established as smaller alternatives to a larger, conventional high school in New York City, exhibited superior performance across various indicators when compared to their larger predecessors. These indicators encompassed attendance rates, disciplinary incident rates, performance on reading and writing assessments, graduation rates, and rates of college enrollment.

Concerns have been made in Kenya over the quality of education at public institutions, particularly with the implementation of Subsidized Free Day Secondary Education (SFDSE) in 2008 (Sifuna, 2014). Following the implementation of the School Fee Discount and Subsidy Expansion (SFDSE) program, some head teachers encountered a situation wherein the number of students seeking enrollment exceeded the available capacity of their respective schools (Ng'ethe, 2016). Although there exists a general agreement regarding the suitability of the Secondary Free Day Secondary Education (SFDSE) policy as a means to tackle the issue of declining secondary school enrollment in Kenya, scholars Oketch and Somerset (2016) have raised a significant apprehension over the impact of this program on the quality of education.

Another influential component in the realm of instructional monitoring by principals is the attitude exhibited by teachers. Attitudes are determined by cognitive and affective processes. Attitudes can be understood as the outcome of interconnected ideas and values. Measuring

attitude poses a considerable challenge. Direct observation of the phenomenon is not possible (Wanjiru, 2015). The disposition of teachers towards supervision has a crucial role in shaping the practice of instructional supervision by principals. The acceptance and engagement of teachers with instructional practices, including techniques, methods, models, or procedures employed by the head teacher, serve as a catalyst for their involvement in instructional supervisory activities (Wanjiru, 2015). According to Stark, Mc Ghee, and Jimerson (2017), the attitude of teachers plays a crucial role in the impact of supervision on the enhancement of educational quality and the evaluation of institutional performance. Many educators hold a negative perception of supervisors, leading to a fluctuation in their feelings towards supervision, sometimes justified and sometimes unfounded. According to Blumberg (2016), the relationship between supervisors and teachers can be characterized as a Private Cold War.

The findings of a study conducted in Malaysia indicate a complex relationship between the knowledge and technical skills of instructors and their attitudes towards supervision. Specifically, a positive association was observed between knowledge and technical skills and favorable attitudes towards supervision. However, it was also noted that interpersonal skills posed a significant obstacle in this regard (Khum-inkeeree et al., 2019). Therefore, it is imperative to establish a cohesive integration of supervision and assessment in order to enhance effectiveness (Hvidstone et al., 2019).

The impact of the principal's level of training on instructional supervision may also be significant. According to Muriithi's (2012) research, it was shown that the effectiveness of school administrators is influenced by their level of training. Additionally, the level of training is a crucial factor in the promotion process for the position of head teacher, as it allows for the evaluation of an individual's performance prior to being assigned greater responsibility. The

research findings also indicate that teachers with lower levels of education demonstrate comparatively lower effectiveness when compared to those with greater levels of education. Slarhabi (2017) posits that the efficiency of a principal's supervision techniques is significantly influenced by the level of their training and experience. In accordance with the findings of Innovation for Students Learning (2018), individuals with fewer than five years of experience in administration may exhibit deficiencies in managing personnel due to limited training and administrative background. These deficiencies might have a substantial impact on their ability to effectively carry out instructional leadership responsibilities.

In the context of Ethiopia, the evaluation of a head teacher's leadership abilities and behavioral practices is a crucial factor that must be taken into account prior to their appointment to a post. The nation implements a rigorous program that mandates head teachers to participate in periodic training and undergo evaluation of their leadership and behavior management competencies. According to Slarhabi (2017), teachers are expected to serve as exemplary role models, and a substantial remuneration is commonly linked to this profession. The performance of the teaching supervisory function has become a crucial quality that compels head teachers to prioritize it diligently, as it serves as an indicator of their outcomes (Kerio, 2016).

The Ugandan government has implemented policy standards pertaining to instructional supervision that present a significant challenge. The primary responsibilities of head teachers encompass the role of safeguarding excellent education and upholding high standards within educational institutions. They are tasked with effectively implementing the national curriculum, ensuring comprehensive coverage of syllabi, and promoting quality teaching and learning practices in order to successfully attain the educational objectives set at the national level. The government has placed significant emphasis on the role of school administrators in overseeing

instructional practices as a strategic objective aimed at enhancing the quality and efficiency of secondary education through effective managerial practices. This is substantiated by the policy guidelines for head teachers, which emphasize their role as guardians of quality education, their commitment to attaining high educational standards, their effective implementation of the national curriculum, and their responsibility for ensuring comprehensive syllabus coverage and the provision of quality teaching and learning in schools, all with the aim of achieving national educational objectives. According to the Ministry of Education and Sports (2019),

A research investigation conducted in South Africa aimed to identify the characteristics that influence instructional supervision. According to head teachers, the teaching load emerged as a significant concern in the context of instructional supervision, with certain principals being responsible for instructing up to five different topics. The majority of respondents expressed that they lacked the necessary support personnel to address routine administrative matters, resulting in a significant diversion of resources from the primary responsibility of overseeing teaching and learning, so potentially compromising its quality. According to the Republic of South Africa (2016),

In the context of Kenya, the practice of instructional supervision can be traced back to the year 1910, when the colonial administration of the time designated the inaugural Director of Education. One of the primary responsibilities assigned to this position was to oversee and evaluate the delivery of education services with a focus on ensuring their quality. Since the year 1910, a multitude of reforms and improvements have been implemented with the aim of ensuring the provision of high-quality education. The government has prioritized the improvement of access to quality education through instructional supervision as a key objective since

independence. This is because education has consistently been recognized as the primary catalyst for development (the Republic of Kenya, 2005; UNESCO, 2012).

The Kenya Education Commission emphasized the significance of instructional supervision inside educational institutions, assigning principals the responsibility of overseeing instructional activities at the school level. Principals possess the authority to exercise leadership and oversee all aspects of school operations. Namunga (2017) emphasizes the importance of enhancing academic achievement through the implementation of institutional efficiency measures, such as effective teacher observation, regular verification of student teachers' professional credentials, the provision of comprehensive induction programs for new teachers, and the organization of educational conferences aimed at enhancing teaching and learning (Mutinda, 2016).

The Nyando sub-county has experienced a decline in academic achievement in the Kenya Certificate of Secondary Education (KCSE) examinations over the course of the last five years. This trend has sparked concerns over the effectiveness of instructional monitoring conducted by secondary school administrators.

Table1.1 Kisumu County academic Performance per Sub- County

S/N	SUB COUNTY	2017	2018	2019	2020
1	Kisumu Central	273.09	294.76	294.10	295.45
2	Kisumu East	260.15	260.96	265.54	268.57
3	Kisumu West	254.14	252.19	250.00	254.41
4	Muhoroni	261.43	372.55	255.57	250.49
5	Nyando	242.99	252.10	252.11	249.74
6	Nyakach	257.48	257.26	251.02	248.5
7	Seme	242.15	243.22	243.55	247.59

The table presents data on the academic performance of Kisumu County, categorized by Sub County. The Nyando sub-County exhibited an average mean ranging from 242.99 to 252.11. However, its performance was very low in comparison to other sub-counties, with the exception of Nyakach and Seme Sub-County.

1.2 Statement of the Problem

The establishment of the Department of Quality Assurance and Standards by the Kenyan government, under the Ministry of Education, has the purpose of upholding and enhancing educational standards within the country through the implementation of supervisory measures. The department's responsibilities are delegated to the school level, where they are executed by the heads of institutions. Nevertheless, the academic performance of certain secondary schools fails to fulfill the prescribed norms. During a public forum held in 2019, the Director of

Education for Kisumu County, Atebe, identified insufficient instructional supervision as a contributing factor to the subpar academic performance observed in the majority of public secondary schools within the county. In Nyando Sub County, several strategies, including benchmarking and team teaching, were implemented by different schools in order to enhance academic performance within the sub-county. Nevertheless, the sub county had a further fall in the 2021 results. Therefore, it is imperative to conduct an investigation into other elements that impact the instructional supervision of principals in public secondary schools within Nyando sub-county. One may inquire about the degree to which several elements, like school size, principle training level, teachers' attitudes, and principal workload, impact the instructional supervision conducted by principals. This study aims to examine the institutional elements that impact the instructional supervision practices of principals in public secondary schools within Nyando sub-county.

1.3 The Purpose of the Study

The objective of this study was to examine the institutional elements that impact the instructional supervision practices of principals in public secondary schools located in Nyando Sub County, which is situated in Kisumu County, Kenya.

1.4 Research Objective

The objective of the research was defined as follows:

A. To examine the influence of the size of the school on principals' provision of instructional materials in public secondary institutions in Nyando sub-county.

B. To determine the influence of principals' level of training on Principals 'Instructional supervision in public secondary schools in Nyando Sub County.

C. To establish the influence of teachers' attitudes on principals' instructional supervision in public secondary schools in Nyando Sub County.

D. To establish the influence of the principals' workload on classroom observation for teachers in the in public secondary schools in Nyando sub-county.

1.5 Research Questions

1. To what extent does the size of the school influence principal's provision of instructional materials in public secondary schools in Nyando sub-county?
2. How do the principals' training levels influence the students' performance in National examination in public secondary schools in Nyando Sub County?
3. To what extent do teachers' attitudes influence their preparation of the professional documents in public secondary schools in Nyando sub-county?
4. To what extent does the principals' workload influence classroom observation for teachers in public secondary schools in Nyando sub-county?

1.6 Significance of the Study

The study findings can be utilized by education officers, including the Director of Quality Assurance and Standards (DQASO), as well as other educational partners, in order to create tools and interventions aimed at improving instructional supervision. The research findings could potentially provide valuable insights for Quality Assurance and Standards Officers in effectively addressing the many issues encountered in the realm of educational supervision.

This study may also aid principals in identifying the obstacles they have as instructional leaders and devising strategies to address these issues, so enhancing the quality of teaching and learning within their schools.

1.7 Limitations of the Study

However, this research found several constraints.

One primary constraint observed was the emergence of conflicts stemming from the personalities of the principals involved. Certain principals expressed concerns about the surveillance of their professional activities, which therefore hindered their willingness to participate in interviews due to a perceived lack of freedom. The data gathering was delayed. The researcher provided reassurance to the principals that their comments would solely be utilized for the purposes of the study and not for any other intentions. Certain participants expressed a desire to impart knowledge throughout the completion of the surveys. The participants were educated by the researcher on the significance of completing the questionnaires individually, as the sharing of information could have potentially compromised the neutrality of the research outcomes.

1.8 Delimitations of the Study

The focus of the study was limited to public secondary schools within Nyando sub-county. Private schools were excluded from the study due to the distinct nature of their supervision practices. Unlike public schools, where principals often oversee supervision, private schools commonly delegate this responsibility to directors or managers. The focus of the study was specifically on Nyando Sub County, excluding any other sub counties.

1.9 Basic Assumptions of the Study

The researcher used the assumption

- That the schools had sufficient staffing levels to enable the principals to fulfill their supervisory responsibilities as mandated.
- The implementation of instructional supervision by principals, which encompasses activities such as providing instructional materials, reviewing instructors' records, monitoring students' progress, conducting classroom visits, and facilitating teacher development programs, has been found to have a favorable impact on students' academic performance in public secondary schools.
- The principals placed a high importance on their instructional role in improving the KCSE grades in their respective schools.

1.10 Definition of Key Terms

Administrative experience pertains to the cumulative duration of an individual's tenure as a principal inside a secondary educational institution.

Instructional supervision pertains to the task of guaranteeing the execution of a school's instructional objectives through the oversight, provision of resources, and empowerment of instructors to deliver significant learning opportunities for students.

The term "principal" will be utilized in this study to denote the individual responsible for the administration of a school, and it may be used interchangeably with the term "head teacher".

The term "Principals' Training level" pertains to the length of time required to get the necessary knowledge and abilities for the successful execution of a specific duty.

instructors' attitudes are to the perspectives, beliefs, and emotions that instructors hold on the role of principals in instructional oversight.

1.11 Organization of the Study

The findings of the study have been organized and presented in a structured manner over five chapters. Chapter one encompasses the introductory section, encompassing the backdrop of the investigation, statement of the problem, research goal, study objectives, research questions, and the significance of the study. The study also encompassed the identification of constraints and delimitations, the establishment of assumptions, and the clarification of essential phrases. Chapter two provides a comprehensive examination of the existing literature pertaining to instructional supervision. The literature review encompasses various aspects, such as an overarching understanding of instructional supervision, the impact of school size, teachers' perspectives on instructional supervision, the level of training received by principals, the workload of principals, and the influence of these factors on instructional supervision. Additionally, this chapter incorporates a summary of the reviewed literature, as well as the theoretical and conceptual framework that underpin the study. Chapter three of the study encompasses the research methodology, including a comprehensive account of the study's design, the target population, the sample size and sampling procedure, the research instrument's validity, the instrument's reliability, the data collection procedures, the data analysis techniques, and the ethical considerations. Chapter four of the study centers on the intricacies of data collecting, the analysis of gathered data, the interpretation of findings, and the subsequent

discussion of these findings. Chapter five of the research report centers on the synthesis of the study's findings, the derived conclusions, and recommendations for future research endeavors.

CHAPTER TWO

REVIEW OF RALETED LITERATURE

2.1 Introduction

This section mostly centers on the literature pertaining to the subject of inquiry. The study also introduced the notion of instructional supervision, examining its relationship with factors such as school size, principals' level of training, teachers' attitudes, and the workload of principals. Additionally, the paper provides a summary of the literature review and presents the theoretical and conceptual framework.

2.2 Concept of Instructional Supervision

The historical roots of supervision may be traced back to the inception of public education,

during which emerging nations employed it as a means to foster a shared culture and language (Zebeda, 2017). During this period, the concept of supervision progressively evolved as a separate practice that is closely associated with professional, cultural, intellectual, and institutional processes that have long influenced the educational agenda. Educational management, a longstanding presence across nations, holds a crucial role in overseeing educational systems. It can be conceptualized as a specialized technical service primarily focused on the scientific examination and enhancement of the factors influencing the process of learning and the development of students (Atiklt, 2018).

The potential of effective instructional supervision lies in its ability to facilitate teachers in critically analyzing their classroom practices, with the guidance and support of supervisors (Zebeda, 2017). This approach aims to foster growth, development, and a collaborative environment that encourages problem-solving and capacity building, while minimizing fear and anxiety. Enhancing students' academic performance and providing appropriate educational opportunities for learners are crucial aspects of effective instructional supervision. The objective is explicitly articulated by the Supervisor, aiming to provide instructors with opportunity to gain knowledge about the educational standards and regulations of their own country as well as other geographical areas, and to explore strategies for effectively meeting these criteria. The Principal plays a crucial role in overseeing teachers' activities to ensure compliance with the regulations and standards set by the country and education system. They are responsible for monitoring various aspects of teachers' work, including lesson preparation, classroom interactions, formative assessment, and final evaluation, to ensure adherence to the prescribed guidelines. According to James and Massia (2019), The supervision of teachers by their supervisors plays a crucial role in enhancing their teaching practices. This involves monitoring the teachers' work, inquiring about

their choice of teaching methodology, and then providing them with information on effective teaching strategies. By doing so, supervisors can contribute to the professional development of educators and facilitate improvements in their instructional approaches. Supervision provides a collaborative platform for supervisors and teachers to enhance students' learning outcomes (Aseltine, Faryniarz, & Rigazio-Digilio, 2016).

Insufficient oversight inside educational institutions has significant consequences for students' academic performance and poses obstacles to the achievement of educational goals (Usman, 2015). Therefore, it is advisable to implement comprehensive instructional supervision methods in order to attain both quantitative and qualitative delivery of services by educators (Usman, 2015).

2.3. The School Size and Principals' Instructional Supervision

According to Guillemette (2017), the concept of school size can be operationalized by measuring the pupil-teacher ratio. According to the author, the calculation of pupil-teacher ratios involves dividing the total number of full-time equivalent students enrolled in a school by the combined count of full-time or part-time equivalent teacher professionals, which includes various educational personnel such as guidance counselors, psychologists, principals, vice-principals, teacher librarians, special education teachers, and other specialized instructors like physical education, art, and music teachers. The term "student-teacher ratio" denotes the quantity of students under the supervision and guidance of a given teacher.

According to Zepeda's (2017) study, there exists a correlation between increased enrollment rates and the presence of high class sizes, which in turn have been linked to worse academic outcomes. Teachers encounter difficulties during the execution of the curriculum because to the

limited opportunities for individual connection between the instructor and the student. Additionally, principals may face difficulty in overseeing all activities conducted by teachers in the classroom and other learning environments. According to Wathera (2018), the rise in enrolment is a significant challenge for head teachers, as they struggle to adequately allocate attention to both teachers and pupils. The substantial influx of students in public secondary schools necessitates head teachers to engage in administrative tasks, such as clerical labor, financial management, and record keeping, so diverting their focus from their primary responsibility of instructional supervision.

According to Bays (2019), principals of schools with larger student populations have a greater number of challenges in comparison to those leading institutions with smaller enrollments. Educational administrators and managers face numerous concurrent administrative and managerial obligations, including but not limited to strategic planning, resource allocation to support effective school operations, and addressing disciplinary concerns that may arise among both students and teachers. These challenges can be attributed to the diverse characteristics associated with high student enrollments. This phenomenon results in a decrease in the amount of time that students have to engage in direct interactions with teachers regarding instructional matters.

The primary focus of this study is around the examination of the influence of student enrollment on the availability of instructional resources within educational institutions. It is noteworthy to mention that this particular aspect has not been thoroughly explored by previous scholars.

2.4 The Principal's Training Level and Instructional Supervision

The principal assumes the role of a leader, providing strategic guidance to foster positive growth and development within the school. According to Okendu (2017), in his research on instructional supervision conducted among principals, it was found that the effectiveness of a principle is contingent upon their proficiency in various areas such as goal setting, strategic planning, program implementation, effective communication, fostering collaboration and cooperation, as well as possessing the ability to motivate individuals towards creativity and innovation. According to the findings of Baker and Cooper (2016), it was observed that principals who possess robust academic backgrounds demonstrate a higher propensity to engage in the recruitment, selection, and retention of teachers who possess similar academic traits.

According to Fernandez et al. (2017), the educational level of principals exerts a substantial impact on the rate of student attendance. The examination of child psychology and child development reveals that the acquisition of skills and competences via education empowers the principal to effectively implement practices that prioritize the well-being of students. This includes offering appropriate advice and assistance within a setting that is favorable to learning. Wieczore and Manard (2017) argue that principals who possess a deep understanding of both practice and educational theories are better equipped to comprehend the difficulties encountered by teachers during the implementation of the curriculum. The principal, in their role as the instructional leader, must possess a comprehensive understanding of contemporary advancements within the education sector, as the instructional landscape is perpetually evolving. Insufficient attention has been given to the potential impact of principal-level training on students' performance in national examinations. This study aims to examine the impact of the principal's training level on students' academic achievement.

2.5 Teachers' Attitude and the Principals' Instructional Supervision

Attitudes are determined by cognitive and affective processes. Attitudes can be understood as the outcome of interconnected ideas and values. Measuring attitude poses a considerable challenge. Direct observation of attitude may not be feasible; nonetheless, one's attitude can be inferred from their performance in various activities (Glickman, 2017).

According to Zepeda (2018), the perspective of teachers on instructional supervision plays a crucial role in enhancing school effectiveness and facilitating the professional growth of educators, hence contributing to successful educational management and training. Additionally, the speaker emphasized the significance of a teacher's attitude in relation to the impact of supervision on the enhancement of educational quality. The author further asserts that the willingness of teachers to embrace and engage with supervisory practices, together with their attitudes towards classroom supervision, have a crucial role in both facilitating successful supervision and influencing the overall outcomes of the supervisory process.

According to Kutsyuruba's (2018) study on the attitudes of infant teachers towards instructional supervision, it was found that both internal and external factors have a significant role in shaping teachers' impressions of head teachers' management practices. Internal variables pertain to the attributes of an individual's learning requirements that have been acquired from previous experiences, self-perception, and personality traits. Additionally, the author observed that educators exhibit reluctance towards instructional supervisory methods due to the bureaucratic and casuistic characteristics associated with teacher assessment implemented through some forms of supervision. According to Glickman (2017), it is important for supervisors to possess a comprehensive comprehension of the belief system held by the supervisee in order to effectively

execute educational programs within a school. The absence of teacher support renders these programs susceptible to malfunctioning.

When there are divergent perspectives among teachers and supervisors regarding the concept of supervision, it is inevitable that friction and distrust will arise, ultimately resulting in a negative attitude towards instructional supervision. Nonetheless, the facilitation of instructional supervision is facilitated by the presence of cooperation, objectivity, and mutual agreement, hence enhancing its ease and objectivity. Hence, it is crucial to emphasize the significance of fostering a cordial relationship between head teachers and the entire staff, while also ensuring that teachers are duly informed about the criticality of effective supervision.

The existing research has not yet developed a clear understanding of the impact of instructors' attitudes on their development of professional documents. This study aims to investigate the impact of teachers' attitudes on the drafting of professional documents.

2.6 Principals' Workload and Instructional Supervision

The principals within their various educational institutions possess professional qualifications as instructors and supervisors. According to Mwaniki's (2017) research, the principal fulfills multiple roles within the educational setting, including that of a professionally educated teacher, an administrator, a planner, and an instructional supervisor. Additionally, the principal emphasized that the primary problem in secondary schools is the growing number of obligatory administrative responsibilities and the resulting increase in burden, particularly in relation to classroom instruction. According to Morris (2017), the increase in tasks faced by principals poses a significant problem and impedes their ability to fulfill their primary responsibility of instructional supervision. Many principals have expressed their dissatisfaction with the

overwhelming demands placed on them, as they are required to fulfill multiple responsibilities in addition to their supervisory duties. According to Kieleko (2016), the teaching load of the principal has a significant impact on the effectiveness of their instructional supervision. This is due to the fact that a considerable amount of time that could be allocated to supervision is instead dedicated to classroom teaching.

The scholarly community has not yet provided a definitive analysis of the impact of principals' workload on their execution of classroom observations. The investigation of this matter will be conducted by the researcher in the present study.

2.7 Summary of the Literature Review

The literature review revealed the impact of institutional factors, including school size, principals' training level, teacher attitudes, and principals' workload, on the instructional supervision practices of principals in public secondary schools. Numerous gaps have been detected. Principals overseeing schools with substantial student populations encounter difficulties in effectively supervising instructors, particularly in the areas of classroom observations and allocation of educational materials. The management skills of principals exhibit variation in accordance with their level of training. A correlation was seen between the attitude of teachers, the workload of principals, and the academic performance of students. These findings align with the conclusions reached by other scholars, as depicted in the table provided below.

Table 1.2 Summary of other scholars' findings

Author	Year	Literature review
Wathera	2018	Principals of highly enrolled schools are confronted with many competing administrative and managerial responsibilities which reduce the time available for them to directly interact with teachers on instruction supervision matters
Bays	2019	Came to an agreement that principals of highly enrolled schools are confronted with many competing administrative and managerial responsibilities which reduce the time available for them to directly interact with teachers on instruction supervision matters.
Okendu	2017	Principal Level of training influences how he/she plans for the school activities. the study findings also indicated that principals gained more knowledge and skills as they attend trainings
Morris Kieleko	2017 2016	The study further agreed with the statements in their studies that the doubling up of principal's roles as an administrator and a classroom teacher hinders their role of instructional supervision

2.8 Theoretical Framework

The present study adhered to the Transformational Leadership Theory for Education proposed by Leithwood (1994). Leithwood (1994) formulated the notion of transformational leadership in the context of education, specifically emphasizing the supervisory responsibilities of principals. According to Leithwood, Transformational Leadership holds the potential to enhance the

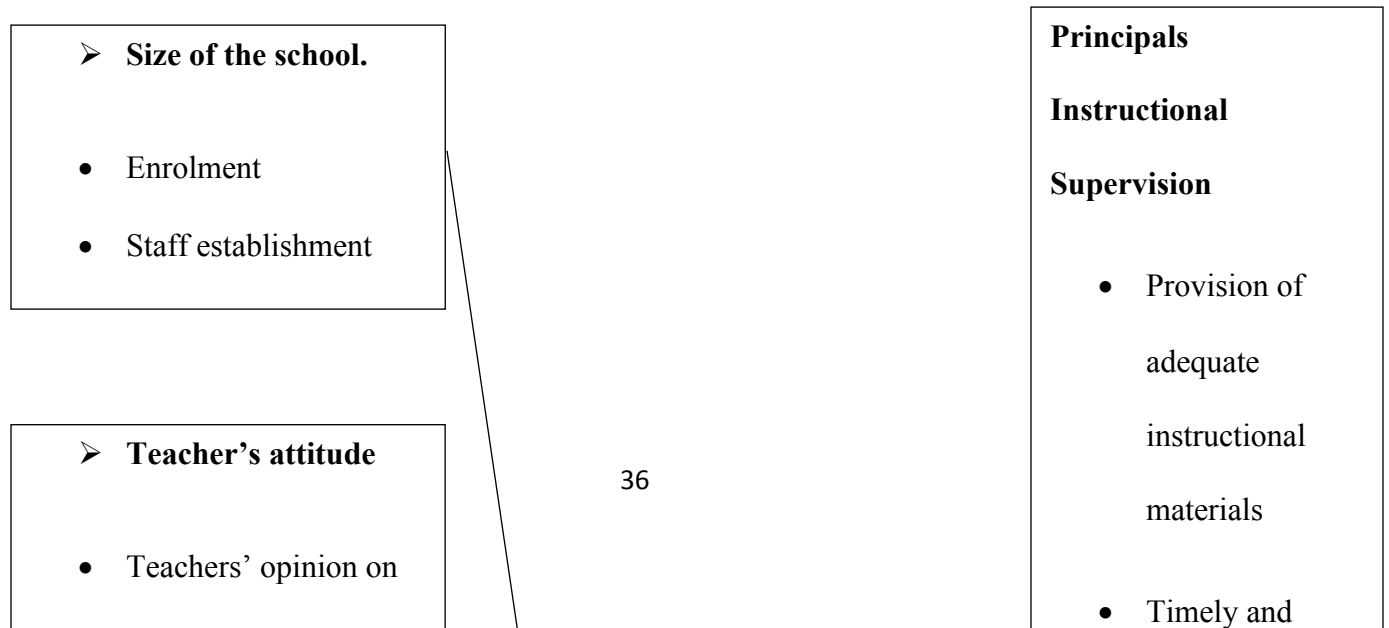
capacity of school leaders to enact the essential changes inside educational institutions, so enabling them to effectively address the demands for stakeholder responsibility and performance improvement. The theoretical framework proposed by Leithwood emphasizes three primary objectives of transformational leadership within educational settings: supporting educators in cultivating and sustaining a collaborative and professional school culture. This study focuses on advocating for the supervisory role of principals in arranging school-level workshops and implementing peer mentorship programs. These initiatives aim to facilitate teacher development by promoting contacts among teachers, allowing them to learn from one another. The present study was influenced by this perspective, which underscores the significance of principals' involvement in the professional development of teachers. The responsibility for creating and conducting teacher development programs, including as induction, in-service education, workshops, conferences, and seminars, is with the principals. These programs aim to assist teachers in enhancing their problem-solving abilities. This suggests that it is the responsibility of school principals to support teachers in the creation of professional documents.

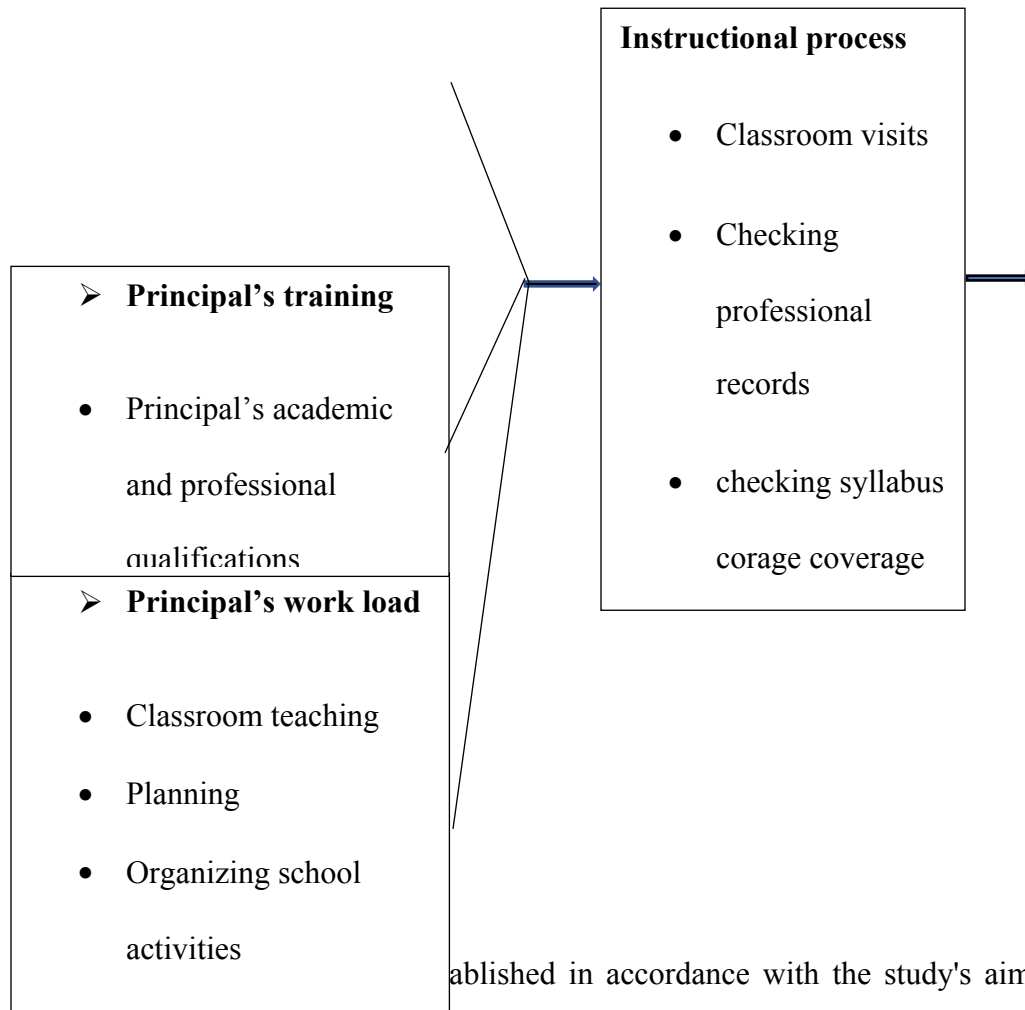
The Theory emphasizes that the instructional leadership duties fulfilled by principals have a positive impact on teachers' classroom behavior and contribute to overall school improvement. Leithwood established a correlation between principals' implementation of transformational leadership and the enhancement of instructional practices among teachers. The theory posits that principals who employ transformational leadership in educational settings employ a range of specific strategies. These strategies encompass visiting classrooms, providing direct support to teachers, monitoring student progress, fostering teacher collaboration through activities such as peer observation and shared learning, involving teachers in discussions regarding school goals, safeguarding instructional time, reviewing teachers' records to facilitate their professional

development, engaging teachers in governance functions, encouraging experimentation with innovative ideas, facilitating on-site workshops to promote teacher growth, and sharing information from conferences attended by the principals with the teaching staff. The present study will incorporate Leithwood's (1994) theory to conceptualize the roles of principals in instructional supervision and the various elements that impact these roles within public secondary schools.

2.9 Conceptual Framework

A conceptual framework can be defined as model of representation where a researcher presents the relationship between variables in the study and depicts them diagrammatically. (Orodho,





established in accordance with the study's aims to illustrate the interrelationships among the variables under investigation. Figure 2.1 depicts the interconnectedness of the several components that exert influence on instructional supervision, including independent variables, process, and dependent variables. The independent variables in this study encompassed the size of the school, the attitude of instructors, the training level of the principal, and the workload of the principal. The indicators of the principal's instructional supervision include their influence on the dependent variable, which encompasses the provision of instructional materials, preparation of professional documents by teachers, realization of improved performance in the National Examination, and classroom observation for teachers. These factors hold significant importance in the instructional supervision process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section of the study encompasses the research design, target population, sample size and sampling procedures, data collection instruments, data collection protocols, instrument validity, instrument reliability, data processing methodologies, and ethical considerations.

3.2 Research Design

A research design refers to the systematic organization of components intended for the collection and analysis of data, with the objective of effectively integrating relevance and the study purpose. According to Orodho (2003), a research design refers to the systematic blueprint or plan employed to obtain solutions to research problems. According to Best and Khan (2004), a descriptive design involves the identification of a well-defined problem, the establishment of

explicit objectives and research questions, and the formulation and generalization of principles or theories that have broad applicability.

The objective of this study was to investigate the institutional elements that impact the instructional supervision practices of principals in public secondary schools within Nyando Sub County. The study employed a cross-sectional methodology, enabling the researchers to make generalizations based on their findings (Best & Kahn, 2016). The analysis of data obtained from principals, heads of department, and teachers was conducted in order to ascertain the institutional elements that impact the instructional supervision of principals in public secondary schools within Nyando sub-county.

The sample size for this study was determined by selecting a subset of individuals from the overall population. Specifically, the sample consisted of 13 principals, 63 heads of departments, and 290 instructors. These individuals were chosen to represent 30 percent of the target population, which comprised the selected sample institutions. According to Mugenda & Mugenda (2003) as well as Kamindo (2008), it is recommended that researchers utilize a sample size ranging from 10-30% of the target population for descriptive studies.

Table 3.1: Sampling Frame on Sample Size

Category of respondents and their numbers

Category of respondents	Target population	Sample size	30%
Principals	42	13	

Heads of departments	210	63
Subject teachers	968	290
Total	1220	366

Table 3.1 illustrates the methodology employed by the researcher to determine the overall population size by categorizing respondents into several groups. It is from this analysis that the researcher derived the sample for the study.

3.3 Target Population

Kombo and Tromp (2006) argue that the term "population" encompasses more than only the human population. The individual conveyed that the concept of population is a specialized phrase denoting the entirety of all entities under consideration for a certain field of study. The entities under examination may encompass human beings as well as other living and nonliving entities. The study focused on the target populations of Principals, Heads of departments, and Teachers in public secondary schools within Nyando Sub County.

Based on the statistical data provided by the Nyando sub county Education Office in 2021, it is seen that there exist a total of forty-two public secondary schools within the region. Consequently, this implies the presence of forty-two principals, Two hundred and Ten Heads of Departments, and a total of 968 subject teachers who are employed in these public secondary schools situated in Nyando Sub County.

3.4 Sample size and sampling Techniques

The method of sampling the means of selecting a unit of discrete respondents for a research study in a manner that ensures the selected respondents are a representative sample of the larger population they are drawn from, thereby accurately reflecting the behaviors of the entire group (Orodho, 2017). In order to determine the samples for this study, a combination of stratified sampling technique and simple random sampling technique was utilized. This decision was made due to the uneven distribution of public secondary schools across the four zones of Nyando sub county, namely: Awasi zone, Ahero zone, Rabuor zone, and Nyan'gande zone. The implementation of stratified sampling technique was deemed appropriate as it allowed for the broadest possible opportunity to sample from the population. Stratified sampling involves the division of the target population into more homogeneous groupings referred to as strata. The purpose of this action was to guarantee that each demographic group is adequately and fairly included in the samples used for the investigation (Orodho et al., 2016). Therefore, a total of three schools were chosen from the Awasi, Rabuor, and Nyan'gande zones, which consist of ten, seven, and eleven public secondary schools, respectively. Additionally, four schools were selected from the Ahero zone, which has fourteen public secondary schools. The participation of the principals from the chosen schools in the study was motivated by their responsibility for overseeing instructional practices and monitoring student achievement within the school setting. The researchers employed a simple random sampling procedure to identify five heads of departments from each school that was chosen for the study. In total, 290 teachers were included in the sample from the selected schools. Thirty percent of the total teaching staff was allocated to each school for representation purposes.

The determination of the sample size in this study was based on the recommendations provided by Mugenda and Mugenda (2003), Gay and Airasian (2003), and Kamindo (2008). These

scholars propose that a researcher can select a sample size ranging from 10 to 30 percent of the target population for a descriptive study.

3.5 Research Instruments

In order to ensure the collection of sufficient data, a self-administered closed-ended questionnaire was employed for the study, specifically targeting the heads of departments and subject teachers. Questionnaires facilitated expedited access to a larger pool of respondents, offering flexibility to participants in terms of the location and timing of their questionnaire completion. Questionnaires were deemed appropriate for this study due to their utilization of standardized questions and adherence to a consistent approach (Orodho & Kombo, 2017).

The Likert scale was employed as a means of obtaining high-quality data, with response options ranging from "strongly agree" to "agree" and from "strongly disagree" to "disagree." The questionnaire comprised several distinct sections. Section A encompassed general information pertaining to the respondents. Section B focused on the size of the school and the principal's role in instructional supervision. Section C delved into the principals' workload and their involvement in instructional supervision. Section D explored the teachers' attitudes towards instructional supervision. Lastly, section E examined the principals' level of training and its impact on instructional supervision.

The collection of data on the institutional elements that influence instructional supervision was conducted through the utilization of an interview guide administered to principals. The interview process is an expeditious method of data collection that facilitates the acquisition of firsthand

responses. Due to the limited number of principals involved, this approach enables the interviewee to gather firsthand information directly from them.

3.5.1 Instrument Validity

The concept of test validity refers to the degree to which a test accurately measures the construct it is intended to assess, as defined by Best and Kahn (2004). Content validity refers to the degree to which an assessment instrument accurately measures the specific construct or content that it is intended to measure. Demonstrating veracity and research precision is of utmost importance. The conventional approach to assessing content validity is seeking input from experts in the relevant field (Mugenda, 2003). The researcher sought consultation from experts, supervisors, and professionals in the field of Education to determine the validity of the study tools. Validity was established by systematically reviewing the data collecting instruments, namely the questionnaire and the interview guide, in conjunction with the research objectives and relevant literature. The recommendations for expertise were implemented and appropriate modifications were made prior to the collection of data.

3.5.2 Instrument Reliability

Reliability refers to the extent to which the outcomes of a test exhibit consistency and stability (Kombo & Tromp, 2016). According to Clark (2008), an instrument demonstrates reliability when it accurately assesses a variable and produces consistent results under similar conditions within a specific timeframe. The study employed a test-retest methodology in order to ascertain the reliability of the instruments. The chosen institutions administered identical questionnaires or instruments twice to a consistent group of respondents, with a two-week interval between

administrations. This was done to determine whether the instrument would yield consistent results when administered at different times to the same group of individuals. The instruments were administered to the participants in the pilot schools selected from the target population in order to assess their reliability. The reliability coefficient for the questionnaires administered to the Heads of Department was found to be 0.76, but the questionnaires administered to the teachers yielded a reliability coefficient of 0.73. According to Clark (2008), a reliability coefficient of 0.70 or higher is widely regarded as indicative of excellent reliability. Consequently, the devices were deemed to possess a high level of reliability. The participants involved in the pilot phase were not incorporated into the primary research. The data obtained from the pilot study was subjected to analysis using Pearson's Product Moment Correlation coefficient in order to determine its dependability, as demonstrated by the results.

The aforementioned formula was utilized.

$$1220 \times 366 = 446520$$

$$= 610 \times 366 = 223260$$

$$(446520 - 223260) \div (402 \times 406) = 0.73$$

Where:

r- Pearson product-moment correlation coefficient

n- Number of observations

x- Results from the first test

y- Results from the second test

3.8 Data Collection Procedures

The researcher acquired an introductory letter from the Department of Educational Management and Planning at the University of Nairobi. The researcher obtained a research authorization from the National Commission for Science, Technology and Innovation (NACOSTI) prior to doing data collecting, which facilitated the process. The researcher sought authorization from the Ministry of Education office at the sub-county level to conduct the research. Subsequently, arrangements were established to schedule appointments with the respective school principals for the purpose of distributing the necessary tools to the principle, Heads of Departments, and teachers. The researcher provided clarification on challenging aspects that may have been encountered by the participants.

3.9 Data Analysis Techniques

The data analysis process encompassed the systematic categorization of data into coherent segments or components, followed by a thorough evaluation of each part in isolation as well as in relation to the entirety of the dataset. According to the study conducted by Best and Kahn

(2017). The researcher organized and processed the raw data to minimize errors produced by the respondents, assess the return rate, and ensure completeness and clarity.

The data was encoded and inputted into the Statistical Package for Social Sciences (SPSS version 20.0) software. The quantitative data collected was analyzed using descriptive statistics, namely frequencies and percentages. The results were then presented in tabular form. The qualitative data gathered via questionnaires and interview guides was subjected to theme analysis in accordance with the research goals.

3.10 Ethical Consideration

The inclusion of ethical considerations in research is typically undertaken to foster positive relationships between the researcher and the respondents, as well as between the researcher and the specific topic of study (Cresswell & Clark, 2017). To facilitate participants' autonomous decision-making regarding their participation in research, the researcher diligently adhered to scientific ethical principles, thereby ensuring that informed consent and freedom were upheld, enabling participants to voluntarily choose their involvement in the study. The confidential data provided by the participants will be exclusively utilized for educational objectives.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction

The data obtained from the field has been given in this chapter. Additionally, it encompasses the examination and explication of the research outcomes. The items are arranged in the following manner: The study examines the instrument return rate and the demographic characteristics of the respondents. It investigates the impact of school size on principals' provision of instructional materials and the influence of principals' training level on instructional supervision. Additionally, it explores the relationship between teachers' attitudes and their preparation of professional documents. Lastly, it investigates the influence of principals' workload on classroom observation for teachers.

4.2 Instrument Return Rate

A successful study was conducted with a sample size of 366 respondents. The researcher distributed surveys to a total of 63 department heads, 290 teachers, and conducted 13 interviews with principals using interview guidelines.

This chapter presents the data collected and evaluated from a sample consisting of 63 heads of departments, 290 instructors, and 9 principals. Table 4.1 presents the research tools that have been returned.

4.1 Instruments Return Rate

Type of Instrument	Number Administered	Number Returned	Return Rate (%)
Questionnaire for Head of Departments	63	63	100.0
Questionnaire for teachers	290	290	100.0
Interview Guide for Principals	13	9	69.2
Total	366	362	98.9

According to Table 4.1, the rate of return for heads of department was recorded as 100 percent. Mugenda and Mugenda (2003) assert that a response rate of 50% can be considered satisfactory, while a rate of 60% is deemed good. Furthermore, they suggest that a response rate of 70% or greater is considered excellent for the purposes of analysis and reporting. The response rate of 98.9% seen in this study's research instruments can be considered representative and outstanding for reporting purposes.

4.3 Demographic Characteristics of Respondents

The objective of the study was to ascertain the demographic characteristics of the participants, including their age, gender, educational attainment, and tenure and experience in the field of teaching. In the context of this study, the significance of each of these factors cannot be understated. For example, the inclusion of age-related data was crucial in determining the level of maturity and experience possessed by the respondents, so enabling the collection of insightful and analytical perspectives on instructional supervision. The respondents were asked to provide information on their gender. The acquisition of gender-related data was imperative for the researcher in order to ascertain the potential impact of gender on teaching supervision and to determine the distribution of males and females in principal roles. The assessment of the educational attainment of department heads and principals was vital to determine whether they have the requisite qualifications necessary to equip them with sufficient knowledge and abilities for their respective school duties. The duration of one's tenure also held significance. The purpose of this study was to ascertain the level of work and time that individuals would allocate in order to achieve success. According to Ndungu (2015), the acquisition of job experience has a significant role in fostering motivation and proficiency in school management.

4.3.1 Distribution of Respondents by Age

The objective of the study was to ascertain the age of the participants. The results corresponded to the data shown in table 4.2.

Table 4.2 Distribution of Respondents by Age

Age in Years	Teachers	Heads of Departments
---------------------	-----------------	-----------------------------

	F	%	F	%
21-30	14	4.8	6	9.5
31-40	172	59.3	29	46.0
41-50	83	28.6	24	38.1
Over 50	21	7.2	4	6.3
Total	290	100	63	100

According to the data presented in Table 4.2, a majority of the teachers, specifically 59 percent, were between the age range of 31 to 41 years.

This suggests that a significant proportion of the teachers have the necessary maturity to offer analytical perspectives on instructional monitoring.

Table 4.3 Distribution of Principals' by Age

Age in Years	Principals	
	F	%
35-40	1	11.1
41-50	3	33.3
51-60	5	55.6
Total	9	100

According to the data presented in Table 4.3, it can be observed that a majority of the principals, specifically 55.6 percent, fell within the age range of 51-60 years.

4.3.2 Distribution of Respondents by Gender

The objective of the study was to ascertain the gender of the participants. The participants were requested to specify their gender. The acquisition of gender-related data was imperative for the researcher to ascertain the potential influence of gender as an independent variable on instructional supervision procedures. The findings are displayed in Table 4.4.

Table 4.4 Distribution of Respondents by Gender

	Teachers		Heads of Departments		Principals	
Gender	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	176	60.7	39	61.9	6	66.72
Female	114	39.3	24	38.1	3	33.3
Total	290	100	63	100	9	100

According to the data presented in Table 4.4, it can be observed that a majority of 66.72 percent of the principals who participated in the survey were identified as male. A gender discrepancy was observed among the principals of public secondary schools in Nyando Sub County. According to Lowe (2016), there exists a disparity in leadership qualities between male and female principals. Women exhibit a higher propensity for engaging in transformational leadership behaviors, characterized by a focus on fostering collaboration and inspiring others. In contrast, men tend to adopt a transactional leadership style, which involves a reliance on a

system of exchanges based on rewards and punishments. Therefore, it is probable that the implementation of educational monitoring procedures could be impacted by gender domination within a specific region. Consequently, it may be inferred that the prevalence of a single gender within a certain domain can have an impact on instructional supervision (Wanjiru, 2015).

4.3.3 Distribution of Heads of Department by Level of Education

The objective of the study was to ascertain the educational attainment of departmental leaders. The findings are displayed in Table 4.5.

Table 4.5 Distribution of Respondents by Level of Education

Professional Qualification	Heads of Departments		Principals	
	F	%	F	%
Diploma in Education	9	14.3	0	0.0
Bachelor's Degree	46	73.0	6	66.7
Postgraduate Degree	8	12.7	3	33.3
Others	0	0.0	0	0.0
Total	63	100	9	100

According to the data presented in Table 4.5, it can be observed that 66 percent of the principals held a bachelor's degree. This finding suggests that a significant proportion of individuals obtained the necessary degrees to gain the appropriate information and abilities required for their academic duties.

4.3.4 Distribution of Teachers by Teaching Experience

The objective of the study was to ascertain the level of teaching experience possessed by the teachers. The findings are displayed in Table 4.7

Table 4.6 Distribution of Teachers by Teaching Experience

Period in Years	Teachers	
	Frequency	%
1-5	31	10.7
5-10	156	53.8
10-15	73	25.2
15 and above	30	10.3
Total	290	100

According to the data presented in Table 4.7, it can be observed that a mere 10.7 percent of the educators possessed a teaching tenure ranging from 5 to 10 years. This suggests that the majority

of teachers possessed sufficient teaching experience, which served as a driving force to fulfill their responsibilities effectively.

4.4 School Size and Principal’s Provision of Instructional Materials

The heads of departments and teachers were requested to provide their perspectives on the impact of school size on administrators' instructional supervision using a Likert scale ranging from 1 to 5. The rating scale used in this study ranges from 1 to 5, with 5 representing a strong agreement, 4 indicating agreement, 3 indicating a strong disagreement, 2 indicating disagreement, and 1 representing a neutral stance. The data pertaining to the responses provided by the heads of departments has been displayed in Table 4.8.

Table 4.8 Responses by Heads of Department on School Size

Item	Strongly Agree				Disagree				Strongly Disagree			
	F	%	F	%	F	%	F	%	F	%	F	%
The distribution of instructional materials	30	47.6	25	39.1	0	0.0	3	4.8	5	7.9		
Principals classroom observation	39	59.7	27	42.4	1	1.6	2	3.2	8	12.7		
Students performance	32	50.8	41	64.1	0	0.0	1	1.6	6	9.5		

The results presented in Table 4.8 demonstrate that 50.8 percent of department heads strongly

concluded with the assertion that the principal's allocation of instructional materials is influenced by the size of the school.

The data collected from the interview guide for principals yielded the following responses:

Principle 1: The magnitude of the educational institution had an impact on my classroom observations of teachers. I have challenges in conducting comprehensive observations of the complete staff as a result of the substantial number of teachers.

Principle 2: The substantial student population poses challenges in terms of equitable access to learning resources.

Principal 6: The enrollment at my institution is rather small, allowing for close supervision of teachers with the assistance of department heads.

In a study conducted by Bays (2019), it was revealed that principals who achieve higher grades encounter a multitude of challenges as compared to their counterparts with lesser grades.

Principals overseeing schools with higher enrolment face a greater number of challenges in comparison to their counterparts managing schools with lower enrolment. Principals of schools with high enrolments face a multitude of administrative and managerial obligations. These include the task of strategic planning and the acquisition of sufficient resources to facilitate the smooth operation of school activities. Additionally, principals must address various disciplinary challenges that may arise among both students and teachers. These challenges can be attributed to the diverse characteristics that often accompany high enrolments. This phenomenon results in a decrease in the amount of time that students have to engage in direct interactions with teachers regarding instructional matters.

Table 4.9 Responses by Teachers on School Size

Item	Strongly Agree		Undecided				Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	The distribution of instructional material	186	64.1	69	23.8	0	0.0	9	6.6	16
The principals classroom observation	192	66.2	69	23.8	0	0.0	8	6.2	11	3.8
Students performance in national examination	121	41.7	15	5.3	5	1.7	4	1.4	0	0.0

According to the data presented in Table 4.9, a significant majority of teachers, specifically 64 percent, expressed strong agreement about the impact of school size on the distribution of instructional resources by principals.

4.7 Principals' Workload and Classroom Observation for Teachers

The administrators and educators were requested to utilize a Likert scale ranging from 1 to 5 in order to provide their feedback on a statement on the workload of principals and the observation of instructors in the classroom. In this scale, the value of 5 represents a strong agreement, 4 represents agreement, 3 represents a strong disagreement, 2 represents disagreement, and 1 represents a neutral stance. The data pertaining to the feedback provided by the department heads is displayed in Table 4.10.

Table 4.10 Responses by Heads of Department on Principal's Workload

Item	5	4	3	2	1
------	---	---	---	---	---

	F	%	F	%	F	%	F	%	F	%
Planning of all school activities	20	31.7	2	36.4	0	0.0	3	4.8	17	0
Classroom observation	23	36.4	1	27.3	1	1.6	2	3.2	20	7
Representing the school in different forums	30	47.6	5	39.1	0	0.0	5	7.9	3	4.8
Classroom teaching	28	44.1	7	27.3	0	0.0	3	4.8	15	8
Monitoring all school activities	25	39.1	0	47.6	0	0.0	3	4.8	5	7.9
Provision of instructional materials	20	31.7	0	47.6	3	4.8	0	0.0	10	9

According to the data presented in Table 4.10, a significant proportion of department heads, specifically 47.6 percent, expressed a strong agreement with the notion that principals effectively represent the institution in various venues.

The teachers' responses were documented and shown in Table 4.11

Table 4.11 Responses by Teachers on Principal’s Workload

Item	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
Planning/Organizing school activities	165	56.	75	25.	0	0.0	0	2	30	10.
Classroom observation	192	66.	63	21.	1	0.3	1	3.8	23	7.9
Representing the school in different forums	89	30.	5	18	6	63.	4	2.1	5	1.7
Classroom teaching	172	59.	10	35.	0	0.0	0	1	3.4	1.7
Monitoring all school activities	176	60.	72	24.	1	0.3	4	11.7	7	2.4
Provision of instructional materials	175	60.	73	25.	1	0.3	8	6.2	23	7.9

According to the data shown in Table 4.11, a significant majority of teachers (56.9%) expressed strong agreement with the notion that the organization of school activities is among the responsibilities carried out by school principals.

The principals provided the following responses:

According to two principals, she held the position of secretary to the Board of Management and was also a member of the school's planning committee. Additionally, she verified that she conducted classroom observations and assumed the role of a classroom instructor.

4.6 Teacher’s Attitude and Preparation of the Professional Documents

The administrators and educators were requested to employ a Likert scale ranging from 1 to 5 in order to provide their evaluations on the impact of a teacher's attitude on the creation of professional documents. In this scale, the value 5 represents a high level of agreement, 4 indicates agreement, 3 signifies a strong level of disagreement, 2 represents disagreement, and 1 denotes a neutral stance. Table 4.12 displays the responses provided by the heads of departments.

Table 4.12 Responses by Heads of Department on Teachers’ Attitude

Item	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%

The teachers preparation of professional materials	28.	2	38.						28.	
	18	6	4	1	0	0.0	3	4.8	18	6
		25.	1	22.						41.
Their lesson attendance	16	4	4	2	2	3.2	5	7.9	26	3
Frequency of classroom observation	47.	1	23.							25.
	30	6	5	8	0	0.0	2	3.2	16	4
Giving feedback on classroom observation	50.	1	28.							19.
	32	8	8	6	0	0.0	1	1.6	12	0
Monitoring all school activities	23.	3	52.							
	15	8	3	4	1	1.6	8	12.7	6	9.5
Provision of instructional materials	33.	1	27.				1			11.
	21	3	7	0	5	7.9	3	20.6	7	1

According to the data presented in Table 4.12, it can be observed that 28 percent of the heads of department expressed a strong agreement on the significant impact of a teacher's attitude on the principals' instructional oversight.

The instructors' replies were documented and shown in Table 4.13. The interview guide for principals yielded the following responses:

According to one of the principals, the attitudes of teachers have an impact on their performance of their professional responsibilities. According to his statement, a portion of the educators within the educational institution displayed reluctance in consenting to classroom observations. Certain educators experienced a sense of intimidation when subjected to monitoring.

According to another school administrator, the majority of teachers in his institution willingly agree to be watched and demonstrate a constructive attitude towards implementing the comments

provided to them. However, a small number of instructors still perceive classroom observation as a critical exercise aimed at identifying faults.

Another principal noted that the attitudes of teachers have an impact on their lesson preparation, interactions with students in the classroom, and overall performance of their professional responsibilities.

According to Zepeda (2018), the acceptance and engagement of instructors with supervisory practices, as well as their attitudes towards classroom supervision, play a crucial role in both facilitating successful supervision and influencing the outcomes of the supervising process.

Table 4.13 Responses by Teachers on Teachers’ Attitude

Item	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
How the teachers preparation of professional documents	165	56.9	75	25.0	7	2.4	2	11.0	11	4.8
How the teachers attend to the lessons	210	72.4	68	23.0	4	0.7	6	2.1	4	1.4
How the principals carries out classroom observation	132	45.5	14	4.9	2	0.30	7	2.4	8	2.8
Giving feedback on classroom observation	210	72.4	75	25.0	9	0.0	0	0.0	0	0.0

According to the data presented in Table 4.13, a significant majority of teachers, specifically 72.4 percent, expressed a strong agreement with the notion that the attitude of instructors has a direct impact on the instructional supervision conducted by principals.

4.7 Principals’ Training Level and Students’ Performance in National Examination

The heads of departments and teachers were requested to utilize a Likert scale ranging from 1 to 5 in order to provide their opinions regarding the correlation between the principals' degree of training and the performance of pupils in national examinations. In this survey, the rating scale is as follows: 5 represent a strong agreement, 4 indicates agreement, 3 signifies strong disagreement, 2 represents disagreement, and 1 denotes neutrality. The data pertaining to the responses provided by the heads of departments has been displayed in Table 4.14.

Table 4.14 Responses by Heads of Department on Principals’ Level of Training

Item	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%

Assessing teachers' work records and giving advice accordingly	39.2	36.14	25	7	3	5	0	0.0	6	9.5	9	3
Carrying out classroom observation and giving formative feedback	39.3	47.11	25	7	0	6	1	1.6	0	0.0	7	1
Creating conducive environment for teaching and learning	34.3	57.7.9	22	9	6	1	0	0.0	0	0.0	5	7.9
Providing adequate learning resources	31.3	55.12	20	7	5	6	0	0.0	0	0.0	8	7

According to the data presented in Table 4.14, a significant proportion of department heads, specifically 39.7 percent, expressed a strong agreement on the impact of principals' training on their evaluation of teachers' work records and the subsequent provision of relevant guidance.

The responses obtained from the interview guide administered to the principal are as follows:

One principal affirmed that training provided individuals with sufficient skills and knowledge, enabling them to properly fulfill their roles. As an individual undergoes training, their acquisition of necessary skills increases in proportion.

Another principal claimed that possessing sufficient training is a prerequisite for effectively managing the school. It is imperative to possess a comprehensive understanding and proficiency in managerial abilities. In order for an administrator to effectively collaborate with individuals and efficiently allocate resources, it is imperative that they receive comprehensive training to acquire the necessary abilities.

Wieczore and Manard (2017) conducted a study whereby they highlighted the significance of principals possessing expertise in both practice and educational theories. This information equips principals with a deeper understanding of the issues faced by teachers throughout the implementation of the curriculum. The principal, in their role as the instructional leader, must possess a comprehensive understanding of contemporary advancements within the education sector, as the instructional landscape is subject to perpetual transformation. The data pertaining to the teachers' responses were reported in Table 4.15.

Table 4.15 Responses by Teachers on Principals' Level of Training

Item	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
Assessing teachers records and advise them accordingly	179	71.7	61	21.0	0	0.0	0	6.9	30	3.1
Carrying out classroom	203	70.0	58	20.0	0	0.0	9	3.1	20	6.9

observations and give	0	0									
formative feedback											
Creating conducive	36.	17	61.								
environment for learning	106	6	9	7	0	0.0	0	0.0	5	1.7	
Providing adequate	64.		31.								
learning resources	188	8	92	7	0	0.0	5	1.7	5	1.7	

According to the findings presented in Table 4.15, a significant majority of teachers, specifically 70 percent, express a strong agreement with the notion that the extent of training received by principals has a direct impact on their approach to conducting classroom observations and providing feedback.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The present chapter is dedicated to providing a concise overview of the main findings, drawing inferences based on the results, offering recommendations for practical applications, and proposing potential avenues for further research.

5.2 Summary of the Study

The primary objective of this study was to examine the various elements that have an impact on the instructional supervision practices of principals in Nyando Sub County, located in Kenya. The researcher formulated four research objectives to be addressed in the study. The objectives of this study were: (1) to investigate the potential impact of school size on the instructional supervision practices of principals in public schools within Nyando sub-county, (2) to assess the influence of teachers' attitudes on the instructional supervision practices of principals in public secondary schools within Nyando sub-county, (3) to examine the potential influence of principals' experience on their instructional supervision practices in public schools within Nyando sub-county, and (4) to determine whether principals' workload has an impact on their instructional supervision practices in public secondary schools within Nyando sub-county. A comprehensive examination of the existing body of literature pertaining to instructional supervision was conducted, leading to a subsequent exploration and analysis of the underlying theoretical and conceptual framework. The survey encompassed all 42 public secondary schools within the sub county. The study utilized a combination of stratified sampling and basic random sampling methods to determine a sample size consisting of 13 principals, 63 heads of departments, and 290 teachers. The study employed a cross-sectional design. The primary data collection instruments employed in this study consisted of self-structured questionnaires administered to the heads of departments and teachers, as well as an interview guide utilized with the principals. The response rate was 100% for heads of departments and teachers, while the percentage for the interviewed principals was 69%. The findings are displayed in tabular format, presenting the data in terms of frequency, percentages, and mean values.

5.3 Summary of the Research Findings

The study encompassed four research inquiries. The initial inquiry of the study investigated the degree to which the size of the educational institution impacted the instructional supervision practices of principals within public secondary schools located in Nyando sub-county. The research findings indicated that a significant proportion, specifically 50 percent, of the Heads of Department expressed a strong agreement regarding the impact of school size on the principals' approach to instructional supervision. A significant majority of teachers, specifically 64 percent, concurred that the enrollment of students had an impact on the manner in which principals allocated instructional resources inside the educational institution. According to Okech and Somerset (2016), there is a negative correlation between the size of a class and the academic performance of its students in national examinations. This can be attributed to the challenges associated with effectively monitoring the progress of each individual learner.

In relation to the second study inquiry, which investigated the impact of principals' training level on supervision, it was found that more than 70 percent of the instructors concurred that the instructional supervision provided by principals was significantly influenced by their level of training. Training programs provide principals with the necessary information and skills required to effectively fulfill their supervisory responsibilities. (Slahabi, 2017) conducted a study on this topic.

The third research inquiry aimed to determine the degree to which the attitude of teachers impacted the instructional supervision conducted by principals. According to the findings, a significant proportion of principals (47%), heads of departments (47%), and teachers (72%) reported that the attitude of teachers had a notable impact on the instructional supervision provided by principals. Teachers' attitudes played a significant role in shaping their approach to

preparing professional documents and delivering lessons for observation by principals. The attitudes of teachers play a significant role in determining their acceptance or rejection of supervision, which in turn affects their implementation of feedback. According to Stark Mc Ghee and Jimerson (2017),

The fourth study inquiry investigated the degree to which the workload of principals impacted instructional supervision within public secondary schools in Nyando Sub County. The findings of the study indicated that the workload of the principal had a significant impact on their ability to conduct instructional supervision. Specifically, 66 percent of the teachers surveyed agreed that the principal's workload had a substantial effect on their ability to observe classrooms at public secondary schools within Nyando Sub County. Principals are assigned numerous responsibilities, such as the planning and organization of school activities, as well as conducting classroom observations. These tasks can be burdensome, leading to challenges in properly fulfilling their instructional supervisory duties. According to Kieleko (2016), The phenomenon of role duplication is a significant difficulty and impedes the ability of principals to effectively fulfill their responsibilities as instructional supervisors. According to Morris (2017),

5.3 Conclusion of the Study

Taking the study findings in to account, it is important to note that;

- A principal's major role in a public secondary school in Nyando Sub County is instructional supervision.
- The size of the school greatly influences the principal's instructional supervision. (UNESCO, 2016).
- Level of the principals training influenced their instructional supervision.

- Teacher's attitude greatly influence the impact of principals' supervision hence reflects either positively or negatively on the schools performance (Innovation for Students Learning, 2018).
- Principals spend more time in carrying out other roles in the school other than instructional supervision and this makes it difficult to supervise effectively.

5.4 Recommendations of the Study

The following recommendations were based on the findings and conclusions of the study;

- i. The Ministry of education through Teachers Service Commission should ensure adequate administrators are posted to schools with high enrolments to support in Instructional supervision.
- ii. The importance of classroom observation and feedback from supervisors should be brought to the attention of teachers..
- iii. Principals should be adequately trained on their roles as instructional supervisors
- iv. Besides having the professional qualifications, an individual's experience in teaching profession should be considered for promotion.
- v. iv. Reinforcement of the importance of monitoring and feedback should be given to teachers.

5.5 Suggestions for Further Research

The researchers recommend further studies in the following areas;

- i. Factors influencing principals instructional supervision in private schools in Nyando Sub County

- ii. External factors influencing Principals' instructional supervision in public secondary schools in Nyando Sub County.

REFERENCES

- Afolabi, F. O., & Loto, A. B. (2008). *The Head Master and Quality Control in Primary Education through Effective Intra School Supervision, Nigeria: Journal of teachers' perception (Jotep) Vol 2 No 24.*
- Best, J. W., & Kahn, J. V. (1989). *Research in education (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.*
- Blumberg, A. (1980). *Supervisors and Teachers: A Private Cold War, 2nd edn.* Berkeley, Calif.: McCutchan Publishing Company

- Castaneda, L. (1992). "*Alternative visions of practice: An exploratory study of peer coaching, sheltered content, cooperative instruction, and mainstream subject matter teachers.*" Paper presented at the Third National Research Symposium on Limited English Proficient Student Issues: *Focus on Middle and High School Issues*, Washington, DC.
- Ebele, U., & Olofu, P. (2018). *Enhancing the standard of teaching and learning in the 21st century via qualitative school-based supervision in secondary schools in Abuja municipal area council (AMAC)*. *International Journal of Educational Administration and Policy Studies*, 9(6), 79-83.
- Ekyaw, A. (2014). *The practices and challenges of instructional supervision in Asossa Zone primary schools* (Unpublished master's thesis). Jimma University, Ethiopia.
- Fayol, H. (1949) *General and Industrial management*. London: pitman.
- Glickman, C.D. (1992). *Supervision in transition*. Alexandria, VA: ASCD
- Grauwe, A. (2007). *Supervision: A key component of a monitoring system*. Retrieved: http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Training/Training_Materials/Supervision/SUP_Mod1.pdf
- Haile Abbay. (2006). *Practices and Problem of School-Based Supervision in Selected Secondary Schools of Central Zone of Tigray*. AAU (Unpublished MA Thesis).

- Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. University of Minnesota: Center for Applied Research and Educational Improvement
- Leithwood, K., & Jantzi, D. (2008). *Effective School Leaders: How to Evaluate for Changing Times*. Buckingham, UK: Open University Press.
- Marczely, B. (2001). *Supervision of education: A differentiated approach with legal perspectives*. Gaithersburg, Md: Aspen Publishers.
- Mavindu, P. S. (2013). *Influence of principals' instructional supervision practices on students' performance on KCSE in Trans Mara West District*, M.Ed. Project, University of Nairobi.
- Muriithi, M. M. (2012). *Influence of Head Teachers' Instructional Supervision Strategies on Curriculum Implementation in Public Primary Schools in Imenti South District*, Unpublished M.Ed. Project, University of Nairobi.
- Namunga, N.W. (2017). *Effects of supervision of Institutional Practices on Teaching and Learning in Secondary Schools in Kenya*. *Instructional Journal of Scientific a Research Publication*, 7, (2), 418-427
- Naomi, N.M. Rono, A., & Tanui E. (2016). Relationship between Principals' *Instructional Supervision and Students academic achievements in Science in Secondary schools*. *Instructional Journal of Scientific and Engineering Research*

- O'Neil, N (2016). *What makes an effective head teacher? A study to determine the qualities and experiences that enable a head teacher to effectively manage and lead.* A south Wales Primary school. Cardiff Metropolitan University.
- Orodho J. A., Wenceslas, N., Paul. O., Peter, N., W., & Irene, N. (2016). *Quantitative and qualitative research methods in education and social sciences: A step by step guide to scholarly excellence.* Nairobi: Kanezja Publishers & Enterprises.
- Owuor, D.J. & Jonyo B, O. (2017). *Performance management in Kenyan public secondary schools; implications and challenges.* European Journal of Educational Sciences 9(Ejes).4(3). 19-35
- Ozdemir, M. (2019). *Principal leadership and students' achievement: Mediated pathways of professional community and teachers' instructional practices.* KEDI Journal of Educational Policy.
- Rana, M., & Kumar, K. (2015). *The principal as the instructional leader.* International Journal of Educational Planning & Administration
- Rashdi, N., & Khamis, M. K. (2017). *Instructional Leadership perspective of private school's mission definition.* Research and Innovation for Student Learning.
- Slarhabi, A. (2011). *Leadership and behavior practices of a head teacher in an excellent school.* Them. Ed. Project, Centre for Graduate Studies, Open University of Malaysia.

- Rous, B. (2004). *Perspectives of Teachers about Instructional Supervision and Behavior That Influence Pre-School Instruction*, Journal of Early Intervention, 26 (4), 266- 283. doi: 10.1177/105381510402600403
- Stark, M. D., McGhee, M. W., & Jimerson, J. B. (2017). *Reclaiming instructional supervision: Using solution-focused strategies to promote teacher development* Journal of Research on Leadership Education.
- UNESCO (1994). *Framework for Action on Special Needs Education*, 1994; Universal Declaration of Human Rights. Spain: Salamanca.
- Wanjiru, N. L. (2015). *A study of school-based factors influencing head teachers' instructional practices in public secondary schools in Kiambu County, Kenya*. Unpublished. Project, University of Nairobi.
- Watene, D. N. (2007). *A study of teachers' perception on the supervisory duties of primary school head teachers in Olkalou division of Nyandarua*. Unpublished M.Ed. Project, University of Nairobi.
- Webb, D.L, Metha, A., & Jordan, K.F. (2010). *Foundation of American Education*. Upper Saddle River, NJ. Merrill, Publishers
- Wieczorek, D., & Manard, C. (2018). *Instructional Leadership Challenges and Practices of Novice Principals in Rural Schools*. Journal of Research in Rural Education.

Zepeda, S. J. (2012). *Instructional supervision: Applying tools and concepts* (3rd ed.).
Larchmont, NY: Eye on Education

Zepeda, S. J., & Ponticell, J. A. (1998). *At cross purposes: what do teachers need, want,
and get from supervision*. *Journal of Curriculum and Supervision*, 14(1), 68-87.

Zorlu, H., & Arseven, A. (2016). *Instructional Leadership Behaviors of School
Administrators on the Implementation of Secondary School Curricula*.
International Journal of Higher Education.

APPENDIX I LETTER OF INTRODUCTION

University of Nairobi,
Department of Educational Administration & Planning,
P.O Box 30197,
Nairobi.

Date:

To The Principal School

Dear Sir/Madam

RE: REQUEST TO COLLECT DATA

I am a postgraduate student at the University of Nairobi pursuing a Master's degree in Educational Administration and Planning. I am conducting a research project on the **Factors Influencing Principals' Instructional Supervision in Secondary Schools in Nyando Sub-County**. Your school has been selected through the sampling method to participate in the study. I am therefore seeking your permission and assistance to collect data from your school. All responses will be used for this academic work only and respondents' identities will be treated confidentially. Thank you in advance.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'Salome Atieno Omoth', written over a horizontal line.

Salome Atieno Omoth

APPENDIX II: RESEARCH LICENCE



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **803201**

Date of Issue: **24/February/2023**

RESEARCH LICENSE



This is to Certify that Ms.. Salome Atieno Omoth of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: INSTITUTIONAL FACTORS INFLUENCING PRINCIPALS' INSTRUCTIONAL SUPERVISION IN PUBLIC SECONDARY SCHOOLS IN NYANDO SUB COUNTY, KISUMU COUNTY, KENYA for the period ending : 24/February/2024.

License No: NACOSTI/P/23/23886

803201

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

See overleaf for conditions

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation (NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX III: RESEARCH AUTHORIZATION FROM MINISTRY OF EDUCATION



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education**

Telegrams: "schooling", Kisumu
Telephone: Kisumu 057 - 2024599
Email:
countyeducation.kisumu@gmail.com

**COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY
P.O. BOX 575 - 40100
KISUMU**

When replying please quote

REF: CDE/KSM/GA/3/24/VOL.V/61

10th March, 2023

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION
Ms. SALOME ATIENO Omoth - NACOSTI/P/23/23886**

This is to confirm that Ms. Salome Atieno Omoth of University of Nairobi has been granted authority by NACOSTI to conduct research on the topic *"Institutional Factors Influencing Principals' Instructional Supervision in Public Secondary Schools in Nyando Sub County, Kisumu County, Kenya"* for the period ending **24th February, 2024**.

Any assistance accorded to her to accomplish the assignment will be highly appreciated.

**EVANS MOSE
For: COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY**



APPENDIX IV: RESEARCH AUTHORIZATION FROM OFFICE OF THE PRESIDENT



OFFICE OF THE PRESIDENT

**MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION**

Telephone: Kisumu 2022219/Fax: 2022219
Email: ckisumucounty@gmail.com

COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU

Ref: CC/KC/R.E.S./1/3/VOL.V/29

Date: 10th March, 2023

DEPUTY COUNTY COMMISSIONER
NYANDO

RESEARCH AUTHORIZATION: MS. SALOME ATIENO OMOH

Reference is made to a letter from the National Commission for Science, Technology and Innovation No. NACOSTI/P/23/23886 of 24th February, 2023 on the above subject matter.

The above named is a student of University of Nairobi. She has been authorized to undertake research on *"Institutional Factors Influencing Principals' Instructional Supervision in Public Secondary Schools in Nyando Sub County, Kisumu County, Kenya"* for the period ending 24th February, 2024.

Kindly accord her any assistance that she may need.

**JOSEPHINE OUKO
COUNTY COMMISSIONER
KISUMU**

Copy to:

Ms. Naomi Nkirote
Dedan Kimathi University of Technology

APPENDIX V: AUTHORIZATION LETTER FROM COUNTY GOVERNMENT

REPUBLIC OF KENYA



THE COUNTY GOVERNMENT OF KISUMU

Office of the County Secretary, Head of County Public Service and Secretary to the Executive Committee

CGK/CS/ADM/14/VOL.I/140

13/03/2023

SALOME ATIENO OMOTH

RESEARCH AUTHORIZATION

This is to inform you that the County Government of Kisumu has authorized you to conduct research and collect data on Institutional Factors Influencing Instructional Supervision of Principals in Public Secondary Schools in Nyando Sub-County

The research period is one month.

By copy of this letter, the relevant departments are requested to accord him the necessary assistance.


PATRICK OCHIENG'
FOR: COUNTY SECRETARY

Prosperity House (Former Nyanza Provincial Headquarters Building) 2nd Floor
P.O. Box 2738-40100 Kisumu, E-mail: countysecretary@kisumu.go.ke

APPENDIX VI: QUESTIONNAIRE FOR HEADS OF DEPARTMENT

The objective of this Questionnaire is to collect data on establishing factors that influence instructional supervision practices among principals in public secondary schools in Nyando sub-county. To provide confidentiality, do not indicate your name on the questionnaire. Please answer by putting a tick (✓) in the boxes or writing your answer in the space provided.

Section A: Background Information

1. What is your gender? Male Female
2. How old are you? 21 – 30 31 – 40 41 – 50 Over 50 years
3. What is your highest level of education? College Diploma Bachelors' Degree
Postgraduate Degree
4. How long have you served as a head of department? Less than 1 year 1-5 6 - 10
Over 10

Section B: School Size

- i. Kindly indicate your school enrolment; Below 200 201 – 400 401 and above
- ii. How many streams are the classes in your school?
Single stream Double stream Triple stream More than tree streams
- iii. How often does the principal carry out lesson observations to teachers in your department?
Weekly Monthly Termly Twice in a term
- iv. How does the size of the school influence;
➤ Provision of instructional materials to teachers in the school?

-
- Students' performance?
-
- Classroom observation?
-

v. Using a linker scale of between 1 and 5, please use a tick (√) to give your responses on the following statement on how the school size influences the principal's instructional supervision. Where 5 is strongly agree, 4 is agree, 3 is strongly disagree, 2 is disagree and 1 is neutral.

The size of the school will greatly influence the principal's instructional supervision on;

Item	5	4	3	2	1
The distribution of instructional materials					
Principals classroom observation					
Students performance					

Section C: Workload and Instructional Supervision. Using a linker scale of between 1 and 5. Please use a tick (√) to give your response on the duties performed by the principal in the school. Where 5 is strongly agree, 4 is agree, 3 is strongly disagree, 2 is agree and 1 is neutral.

The following are some of the duties performed by the principal in my school;

Item 5 4 3 2 1

Planning of all school activities

Classroom observation

Representing the school in different forums

Classroom teaching

Monitoring all school activities

Provision of instructional materials

ii. How many duties does your principal perform in the school?

1-3 [] 3-5 [] more than 5 []

iii. The principal's work load will influence his/ her instructional supervision greatly;

Strongly agree [] agree [] strongly disagree [] disagree []

Section D: Teachers' Attitude and Instructional Supervision

i. Using a linkert scale, give your response on the influence of ,teacher's attitude on instructional supervision, where 5 is strongly agree, 4 is agree, 3 is strongly disagree 2 is disagree and 1 is neutral.

Teacher's attitude will greatly influence the principal's instructional supervision on;

Items 5 4 3 2 1

The teachers preparation of professional materials

Their lesson attendance

Frequency of classroom observation

Giving feedback on classroom observation

ii. How often do the teachers in your department get supervised as they carry out their lessons by the head of the institution? Weekly fortnightly termly others , specify-----

iii. Why doesn't the principal carry out regular supervision of teachers?

iv. The teachers' attitude will strongly influence the principal's Instructional supervision.

Agree strongly agree disagree strongly disagree

iv. Teachers attitude can be motivated to enhance their performance.

Agree strongly agree disagree strongly disagree

Section E: The Principal Level of Training and Instructional Supervision

i. Principal's level of training will give him/ her prerequisite skill to carry out the instructional supervision activities. Strongly agree agree strongly disagree disagree

ii. Please indicate with a tick (√) to what extent you agree or disagree with the statement.

Where 5 is strongly agree 4 is agree 3 is strongly disagree 2 is disagree and 1 is neutral.

Principal's level of training equips him/her with appropriate skills to;

Item	5	4	3	2	1
Assessing teachers records and giving advice accordingly					
Carrying out classroom observation and giving formative feedback					
Creating conducive environment for teaching and learning					
Providing adequate learning resources					

iii. The principal can enhance his/her supervision competencies by attending more causes on management.

Agree [] strongly agree [] disagree [] strongly disagree []

PPENDIX VI: QUESTIONNAIRE FOR THE TEACHERS

The main purpose of these questionnaires is to collect relevant data to assess the factors that influence principals' instructional supervision in public secondary schools in Nyando Sub

County. The researcher is a degree of master's student of Nairobi University. It is hoped that the findings of the study will be used to improve supervisory practices in secondary schools based on the needs and expectations of the teachers, principals, and supervisors. An accurate and honest response to the questions is highly appreciated as it will go a long way in enhancing the successful accomplishment of this study. Please, be assured that your response will remain as confidential and will utilize only for this research. Thanks a lot for your anticipated cooperation.

INSTRUCTION:

- a. Do not indicate names on the questionnaire.
- b. Write your response briefly for the open-ended questions.
- c. Please answer by putting a tick [] in the boxes or writing your answer in the provided spaces.

Section A: Background Information

- i. What is your gender? Male [] Female []
- ii. How old are you? 21 – 30 [] 31 – 40 [] 41 – 50 [] Over 50 years []
- iii. What is your teaching experience? 1-5 years [] 5-10 years [] 10-15 years [] 15 and above []

Section B: School Size

- i. Kindly indicate your school enrolment Below 200 [] 201 – 350 [] 351 – 500 []
Above 500 []
- ii. How many streams are your school's classes? Single stream [] Double stream [] Triple stream [] More than tree streams []
- iii. . Kindly indicate class size. Below 30 [] 31 – 40 [] 41 – 50[] above 50 []

iv. Is your principal able to carry out instructional supervision in all classes? Yes [] No [] b.

If yes how often? Termly [] Monthly [] Weekly []

v. How often does the principal carry out supervision of the teachers in your department?

Weekly [] Monthly [] Termly [] Twice in a term []

vi. How does the size of the school influence;

➤ Provision of instructional materials to teachers in the school?

➤

➤ Students' performance?

.....

➤ Classroom observation?

.....

vii. Using a liker scale of between 1 and 4, please use a tick (✓) to give your responses on the following statement on how the school size influences the principal's instructional supervision.

Where 5 is strongly agree, 4 is agree, 3 is strongly disagree 2 is disagree and 1 is neutral.

The size of the school will greatly influence the principal's instructional supervision on;

Items 5 4 3 2 1

The distribution of instructional material

The principals classroom observation

Students performance in national examination

Section C. Principals' Workload

i. Using a likert scale of between 1 and 4. Please use a tick (✓) to give your response on the duties performed by the principal in the school. Where 5 is strongly agree, 4 is agree, 3 is strongly disagree 2 is agree and 1 is neutral.

Items	5	4	3	2	1
Planning/ Organizing school activities					
Classroom teaching					
Monitoring school activities					
Representing the school in different forums					
Provision of instructional materials					
Classroom observation					

ii. In your observation, how many duties does your principal perform in the school?

1-3 [] 3-5 [] more than 5 []

iii. The principal's work load will influence his/ her instructional supervision greatly;

Strongly agree [] agree [] strongly disagree [] disagree []

Section D: Teachers' Attitude and Instructional Supervision

i. Using a linkert scale, give your response on the influence of ,teacher’s attitude on instructional supervision, where 5 is strongly agree, 4 is agree, 3 is strongly disagree 2 is disagree and 1 is neutral.

Teacher’s attitude will greatly influence the principal’s instructional supervision on;

Items	5	4	3	2	1
-------	---	---	---	---	---

How the teachers preparation of professional documents

How the teachers attend to the lessons

How the principals carries out classroom observation

Giving feedback on classroom observation

ii.How often do you get supervised by the principal?

Weekly [] fortnightly [] Termly [] others []

specify.....

iii. Teacher’s attitude toward supervision strongly influences the instructional supervision of the principal.

Agree [] strongly agree [] disagree [] strongly disagree []

iv.In your opinion how would the principal enhance the teacher’s attitude toward instructional supervision? -----

Section E: The Principal Level of Training and Instructional Supervision

i. Principal’s level of training will give him/ her prerequisite skill to carry out the instructional supervision activities;

Strongly agree [] agree [] strongly disagree [] disagree []

ii. Indicate with a tick (√) to what extent you agree or disagree with the statement.

Where 5 is strongly agree 4 is agree 3 is strongly disagree 2 is disagree and 1 is neutral.

Principal’s level of training equips him/her with adequate skill to;

Items	5	4	3	2	1
-------	---	---	---	---	---

Assess teachers records and advise them accordingly

Carry out classroom observations and give formative feedback

Create conducive environment for learning

Provide adequate learning resources

iii. In your opinion, how do you think the principal’s level of training will influence his/her instructional supervision? -----

APPENDIX VII: INTERVIEW GUIDE FOR PRINCIPALS

Age: 35-40 [] 41-50 [] 51- 60 []

i. Qualification: Diploma in education [] bachelor’s degree [] postgraduate degree []

Others [] specify

ii. Apart from the professional qualification training, which other trainings have you acquired?

PRISM [] TPAD [] Senior Management course [] none []

ii. What is your work experience (as a principal): 5 years and below [] 5- 10 years [] 10- 20 years above 20 years []

ii .What major roles do you carryout as the head of the institution?

1. In your opinion, what are some of the factors that influence your role as the supervisor in the school?

2. In your opinion, how does the size of the school influence your instructional supervision in the school?

3. How would you relate the students' performance in the National examination to the school's enrolment?

4. How does your training level influence your roles as an instructional supervisor?

5. How do you think the teacher's attitude influence your role as an instructional supervisor?

6. How does your work load influence your instructional supervision on the following?

- provision of instructional materials
- Classroom observation