FACTORS INFLUENCING PRINCIPALS' INSTRUCTIONAL SUPERVISION PRACTICES IN COMMUNITY INITIATED SECONDARY SCHOOLS IN MWINGI CENTRAL DISTRICT, KENYA

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DECLARATION

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

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This research work is dedicated with a lot of love, respect and appreciation to my husband Peter Kilonzo, our children Cecilia Tabitha and Annah as an inspiration in their quest to realize their dreams
ACKNOWLEDGEMENT

I wish to acknowledge with appreciation the help of those without whom this work would have not been completed. It may be impractical to mention all of them individually. I am deeply indebted to my supervisors Dr. J.M. Kalai and Dr. I. Khatete who despite their busy schedule found time to read through my work. Their guidance, suggestions, encouragement and moral support culminated in completion of this work. Special thanks to Dr. Grace Nyagah, Chairman Department of Educational Administration and Planning University of Nairobi, for ensuring that this work is completed.

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<td>ASAL</td>
<td>Arid and Semi- Arid Lands</td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Educational Management Institute</td>
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<tr>
<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<tr>
<td>NCSTI</td>
<td>National Council for Science, Technology and Innovation</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organization</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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ABSTRACT

The study assessed the institutional and individual factor influencing principals instructional supervision practices in community initiated secondary schools in Mwingi Central District Kenya. It sought to establish the influence of principals’ exposure to pre-service, in-service training, advice from the Ministry of Education quality and standards assurance officers, on influences the principal’s instructional supervision practices, to analyse the influence of principals’ teaching load on their instructional supervision practices in community initiated secondary school in Mwingi Central District. This study may help abate the challenges faced by principals in their instructional supervision practices. Principals may gain knowledge, facts and strategies that are required for effective and efficient instructional supervision practices. The research design used in the study was descriptive survey design. The sample consisted of 30 principals and 152 teachers. The respondents and the researcher used questionnaires for class teachers and interview schedule for principal. The sampling unit was Mwingi District to select the teachers’ Krejcie and Morgan table was used and all the 30 principal we sampled. The data was analyzed using statistical packages for social sciences. The study findings were that principals’ pre-service trainings, in-service training, advice from ministry of education quality and standard officers and principals’ teaching load influence the principal instructional supervision. The research made recommendation; that principals’ needs pre-services training, advice from Quality Assurance and Standard Officer and reduce work load in order to improve the instructional supervision. As far as the influence of principals’ exposure to pre-service on instructional supervision practices in community initiated secondary schools in Mwingi Central District. Most of the principal had attained pre-service training. On interviewing school principals on how they have been trained to carry out instruction supervision practices the study interprets that they were trained during the in-serving training programmes through KEMI and other principals’ conferences e.g. the annual conferences for principals where they learn experiences from each other. As far as the advice from the Ministry of Education Quality Assurance and Standards Officers influence the principal’s instructional supervision practices in community initiated secondary schools in Mwingi Central District. The study interprets that they do not receive much support from Quality Assurance and Standards officers from the Ministry of Education officials on principals’ instructional supervision practices. The study further sought to determine the influence of teaching load on principals instructional supervision practices. The study interprets that their principals teach some lessons in their schools. This can be interpreted to mean that in order for the principals to carry on instructional supervision practices effectively, they should also show example by allocating themselves lessons to teach and that this teaching work load influences their supervision practice.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study
Principals carry out prime responsibilities in maintaining conducive learning environment in schools. The world conference on Education For All (EFA) in Jomtein in 1990 recognized that without necessary skills, many school principals may find themselves overwhelmed by the challenging tasks of administration and leadership in schools (Ozer, 2007). The need for instructional supervision started in the 1950s in the United States of America. This was later spread to other parts of the world in the two decades that followed (Burns, 2008). According to Martin and Holt (2010) the practice and purpose of instructional supervision in the United States of America is viewed differently by teachers, administrators, and higher scholars and legislators. Without a strong, effective and adequately staffed progress of supervision, good performance in a school is unlikely to result (Clickman, 2010). Instructional supervision can be defined as the glue of a successful school (Gordon, 2009).

To address the issue of instructional supervision, different countries around the world have different mechanisms. In United Kingdom for instance, there are mandatory requirement for appointment of head teachers based on
sufficient experience and expertise. It is also expected that those to be engaged must have completed a professional qualifications for headship

upto to national standards (Burns, 2008). Turkey and Barber (2010) in their study of factors influencing administrative tasks of headteachers in schools, found out that quality learning resources, instructional processes and practices, teachers’ capacity development, effective and quality outcome were regarded as the means and standards of excellence in education.

In France school supervisors or inspectors as they are called, continue to fulfill their tasks with an authoritarian approach. There is a highly structured form of instructions and a very centralized system of supervision such that the Minister of Education can tell on any day exactly where each teacher is in syllabus coverage anywhere in the country (Glickmann and Gordon 1990).

Supervision in Britain began with the establishment of Majesty the Inspectorate in 1939. A privy of council which comprised Ministers of the Grown was appointed to prepare a plan for education and introduce improvement in the education system. The HMI obtained details of the plans ad specifications of the buildings arrangements of the desks and playgrounds. They enquired whether the financial position of the school was secure and also into the availability of books, the proposed methods of instructions and discipline. They also examined each class and gave a report on the timetable (Clegg and Billington,1994).
One strategy for monitoring teaching and learning in school and for enhancing quality and raising standards which has received a great deal of attention over the years concerns supervision by inspection. According to Clegg and Billington, (1994), in reflecting on the practices of inspection by the Office for Standard in Education (OFSTED), Britain, a major purpose of inspection is to collect a range of evidence, match the evidence against a statutory set of criteria, arrive at judgement and make those judgements known to the public.

Maw (1969), in reflecting on the British Education (Schools) Act 1992, noted that the role of inspection in Britain is to monitor the standards, quality, efficiency, and ethos of the schools and inform the government and the general public on those matters. In many countries where inspectoral system of supervision of schools is conducted, the responsibility for school inspection lies with the inspectorates. For example, in Scotland, as explained by MacGlynn and Stalker (1995), Her Majesty’s Inspectorate (HMI) is charged with the following major inspectoral responsibilities: (a) to undertake a program of inspections of individuals schools and colleges and key aspects of education; (b) to monitor arrangements for quality assurance in education through the Inspectorate’s Audit Unit; (c ) to provide frank and objective advice through the Inspectorate’s Chief Inspector of Schools to the Secretary of State; and (d) to ensure that educational initiatives are implemented effectively.

Similarly, in South Africa, as noted by Chetty, Chisholm, Gardiner, Magan, and Vinjevold, (1993), the Inspectorate is primarily concerned with and is
divided into management functions and advisory services. However, they argued, the functional effectiveness in terms of quality of teaching and learning and the instruments used to assess teacher competencies are highly limited.

In Ghana, the Ministry of Education, Science and Sports is a multi portfolio government ministry responsible for the government and management of Ghana’s education science, industry and sports. It is responsible for the national education curriculum and its supervision. The effectiveness of the principal in achieving quality education depends on their capacity to provide professional guidance to teachers and on their ability to manage inhibitive cultural values that affect the teacher’s performance and pupil learning capacity to promote harmony between the school and the community and also their ability to maintain discipline (Ministry, Ghana Education services, 2005).

In Tanzania, the management of education and vocational training is through the Ministry of Education and Vocational Training. The responsibility of MOE is to supervise, manage, inspect schools, plan and coordinate all educational matters. The effectiveness of the head teacher in supervision aims at raising the teacher’s level of commitment and time on task. The head teacher is expected to have high levels of transparency and accountability in dealing with teachers. Their leadership style and effectiveness of supervision are critical factors in achieving quality education (Tanzania Ministry of Education and Vocational Training 2005).
There are many challenges associated with community initiated secondary schools which have scarce infrastructural teaching and learning resources. Wayne (2008) observed that in Northern Ireland, Sweden and Belgium, the rapid expansion of education, both at primary and secondary levels, linked to the widespread influence of the EFA movement has resulted in teacher shortages and the employment of untrained and unqualified teachers. As a result it was agreed that whereas the initial training and instructions of new teachers is an important aspect of this strategy, competence of a teacher was one of the key priority areas of education.

In Kenya, the establishment of community secondary schools with great support from the government through Constituency Development Fund has led to complexity and weight to the contemporary principal’s task (MOE report, 2008). These schools are coupled with problems of shortfalls of full requirements in terms of capital investment, inadequate teaching and learning resources and negatively affecting realization of quality standards of education (Mutua, 2011). The school principals have the overall responsibility of influencing redesigning the activities of the school towards goal setting and achievement through proper supervision of the learning activities. The principal’s task, however, necessitates a clear understanding of their responsibility and the task associated with it (Oloo, 2010). According to Mutua (2011), principals, in their instructional supervision are expected in the course of their duties to initiate several activities that will lead to successful merging of roles in order of achieve harmony and satisfactory. A
lot of professional skills are requirement in order to ensure effective instructional supervision practices in schools.

Ayako (2009) observed that effective school principals establish clearly defined goals for academic achievements by concentrating their available resources and their operation on attaining them. They provide adequate timetable for teaching routine check of lesson notes and subject diaries, observation of classroom instruction and continuously monitor students’ programme to determine whether their instructed goals are being met. They provide feedback on students’ performance and maintain an appropriate usage of physical facilities, reinforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for effective service delivery and provision of instructional facilities and material to enhance quality teaching and learning processes. This will result into improved performance in academics and co-curricular activities.

Mutua (2011) observed that the changing demand on the principals job have made them no longer keen in undertaking their instructional supervision practices. In addition to their increased work load, principals’ are also in the classroom teaching. The increasing workload adversely impact on their instructional supervision practices consequently impacting negatively on educational outcome.

In regard to education access, academic excellence and staff capacity building in education management through training and practice, there is therefore need
for an investigation of the concrete reality into the factors influencing principals instructional supervision practices in Mwingi Central District, Kitui County. Some of the factors influencing principals instructional supervision include principals exposure pre-service training, in-service training, support from the ministry of education administrators and the principals workload. Previous studies that have been carried out in Kenya have focused on influence on principals characteristics in performing administrative tasks (Mzee, 2011), role of head teachers in instructional supervision by Muoka (2007) just to mention a few. Apparently the available literature does not indicate any other study that has been conducted in the area of the current researcher interest focusing on the proposed topic under investigation.

1.2 Statement of the problem

The ultimate goal of secondary education is to develop the individual’s mental capacity and character for higher education for useful living within the society.

In spite of the societal demand for quality assurance in education and the need for thorough instructional supervision practices in schools, there is a growing concern about the realization of secondary school objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. Consequently, there have been steady decline in teachers’ instructional task performance and students’ academic performance. This depicts a non realization of quality supervision of educational activities in secondary schools, (Aden, 2011). This has been largely attributed to gaps in
teachers’ competence in curriculum instructional management. Mwingi Central District has been performing poorly in KCSE for the last five years as compared to the neighbouring districts of Kyuso and Kitui East.

Table 1.1

K.C.S.E performance in Mwingi Central, Kyuso and Kitui East District 2007 to 2011

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
<td>Mwingi Central</td>
<td>4.5</td>
<td>4.4</td>
<td>4.5</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Kyuso</td>
<td>4.8</td>
<td>4.9</td>
<td>5</td>
<td>4.9</td>
<td>5.1</td>
</tr>
<tr>
<td>Kitui East</td>
<td>5.2</td>
<td>5.1</td>
<td>5.3</td>
<td>5.2</td>
<td>5</td>
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</tbody>
</table>

Source: DEO Mwingi, DEO Kyuso, DEO Kitui East

Data showing KCSE performance indicate that Mwingi Central District performs poorly as compared to the neighbouring Districts of Kitui East and Kyuso which are in the same ecological zone and have more or less equal resources in terms of staffing and infrastructure. It is for this reason that this study seeks to explore the factors influencing principals instructional supervision practices in secondary schools in Mwingi Central District.
1.3 The Purpose of the study

The purpose of this study was to investigate institutional and individual factors influencing principals’ instructional supervision practices in community initiated secondary schools in Mwingi Central District, Kenya.

1.4 Objectives of the study

This study intended to achieve the following:

i. To establish the influence of principals’ exposure to pre-service on instructional supervision practices in community initiated secondary schools in Mwingi Central District.

ii. To establish the influence of in-service training on principals’ instructional supervision practices in community initiated secondary schools in Mwingi Central District.

iii. To assess how advice from the Ministry of Education Quality Assurance and Standards Officers influences the principal’s instructional supervision practices in community initiated secondary schools in Mwingi Central District.

iv. To analyse the influence of principals’ teaching load on his/her instructional supervision practices in community initiated secondary school in Mwingi Central District.
1.5 Research questions

This study was guided by the following questions:

i. What is the influence of principals’ pre-service training on instructional supervision practices in community initiated secondary schools in Mwingi Central District?

ii. How does in-service training influence principals’ instructional supervision practices in community initiated secondary schools in Mwingi Central District?

iii. How does the advice from the Ministry of Education quality and standards assurance officers influence principals’ instructional supervision practices in community initiated secondary schools in Mwingi Central District?

iv. What is the influence of the principals’ teaching load on their instructional supervision practices in secondary schools in Mwingi Central District?

1.6 Significance of the study

This study may be of practical value in helping abate the challenges faced by principals in their instructional supervision practices in the community initiated secondary schools. It is hoped that the study may help in pinpointing the areas and issues of challenge that have not been adequately addressed and recommend appropriate actions that can be taken by the government to arrest the situation. The findings of the study may help the Ministry of Education,
the government and local communities to work in a collaborative manner and ensure that secondary schools are set up at a pace that allows efficient provision of the required physical and human resources. It hoped that the principals may gain knowledge, facts and strategies that are required for effective and efficient instructional supervision practices.

1.7 Limitations of the study

The availability of respondents due to their busy schedules was a challenge since some may see it as a disturbance. This will require the researcher to pre-visit the institutions for familiarization prior to the actual dates of data collection.

1.8 Delimitations of the study

The study was conducted in Mwingi Central District in Kitui County and focused on the factors influencing principals’ instructional supervision practices in community initiated secondary schools.

1.9 Basic assumptions of the study

The researcher assumed that:-

i) Secondary school principals’ instructional supervision practices are influenced by certain individual and institutional factors and many other factors.
ii) It is also assumed that the target population sampled responded well and gave the information required and adequately represents the situation in secondary schools in Mwingi Central District.

1.10 Definition of significant terms

**Community initiated secondary schools**: refer to the schools that are started through initiative and contributions of community members.

**Community**: refers to the members of the society who reside, near a school and have some interest in matters pertaining to day to day running of the school.

**Inservice**: refers to training of headteachers on management courses related to administration of schools while on the job by Kenya Educational Management Institute.

**Instructional supervision**: refers to an internal mechanism adopted by principals for school self evaluation, geared towards helping teachers to improve on their teaching /learning activities for the purpose of improving academic performance and achieving educational objectives.

**Ministry of Education officials**: refers to quality assurance and standards officers.
Performance: refers to end results for both internal and external examinations for students in secondary schools that gauge their learning and understanding.

Principal: refers to an executive who provides instructional leadership by coordinating curricular, co-curricular programmes responsible for the general administration of the secondary school.

Pre-service: refers to training given before one commences the job.

Stakeholders: refer to parents, school administrators, government, sponsors, non governmental Organisations and wider community who actively participate towards positive management of secondary schools.

Workload: refers to the number of lessons a teacher is allocated per week.

1.11 Organization of the study

This study was organized into five chapters. The first chapter consisted of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitations of the study, delimitation of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two consisted of literature related to the study, the theoretical framework, conceptual framework and the summary of literature review.

Chapter three consisted of an introduction to research methodology, the research design, target population, sample size and sampling techniques,
research instruments, methods of data collection, validity of the research instruments, reliability of the research instruments and data analysis procedures. Chapter four dealt with data analysis, data presentation and discussions while chapter five focused on summary of the findings, implications, conclusions and recommendations for further studies. There was a sub-section of references, appendices, budget and work plan.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with review of literature related to factors influencing principal’s instructional supervision practice. It focuses on principal’s pre-service training, in-service training, advice from the Ministry of Education quality and standards assurance officers, principals teaching load and their influence on principal’s instructional supervision practice, summary of the literature review, the theoretical and conceptual framework.

2.2 Effective schools

Sergiovanni (1991) argues that an effective school is one whose students achieve well in basic skills as measured by achievement tests. Levine and Lezottee(1990) identify a number of characteristics that define an effective school. These are: a productive school culture which involves orderly environment to a shared and articulated mission focused achievement,
problem solving, orientation, faculty cohesion, collaboration, consensus, communication and collegiality. The quality of education as measured by students achievement in national is considered as below average standards (Ongiri and Obdi; 2004).

This observation is in line with what government of Kenya noted in its Master Plan on Education and Training (1997-2010). It is noted that the majority of schools fall short providing for the learning needs of their students, leading to poor academic reported that many of the country’s 4000 secondary schools post bad examination result year in year out. It added that there are only about 600 schools to get a credible grade. This implies that school principals play a vital role in bringing about school’s effectiveness through instructional supervision role performance, a fact that the researcher intends to establish through this study.

To have instructionally effective schools proponents of effective schools hypothesize that there must be a clear, focused mission, strong instructional leadership by the principal, high expectations for student and staff, frequent monitoring of student progress, a positive learning climate, parent community involvement and an emphasis upon student attainment of basic skills (Bamburg and Andrews, 1990). Glickman (1990), states that every major research study on successful schools has noted the organizational phenomenon of collective action, agreed-on-purpose, and belief in attainment. This occurs
when teacher perceive themselves as part of the larger enterprise of complimenting and working with each other to educate students.

2.3 Principals instructional leadership

Brookover and Lezottee (1982) stress the importance of the instructional leadership of responsibilities of the principal. The consensus in the literature recordings this issue is that is seldom practiced (Flath, 1989). He noted that a typical principal performs on enormous number of tasks each day by only 11 percent relates to instructional leadership. Berlin (1988) argues that if schools are to progress the principal cannot allow daily duties to interfere with the leadership role in curriculum.

Although McNally (1992) pointes out that practitioners and researchers agree that certain principals are effective, Fullan (1991) adds that effective instructional leaders are distinctly in the minority, a point echoed by the researcher. Fullan concludes that if principals are to heed the call from educational reforms to become instructional leaders, it is obvious that they must take on dramatically different role. Evidently, there is an apparent gap between what is and what needs to be. Wiles and Bandi (2000) viewed supervision as a general leadership and a coordinating role among all school activities concerned with learning. The effectiveness of the principal in achieving quality education in the school depends on his/her capacity to provide professional guidance to teachers’ performance and pupils learning
capacity to promote harmony between the school and the community and their ability to maintain discipline in school.

The Education Act (1968) stipulates that the principal is responsible for the overall management control and maintenance of standards in the school and is accountable for all that happens in the school. The principal is seen as the first supervisor because he/she has to play the leader in checking the teacher’s classroom work and assessing their overall performance based on student achievement.

A principal should possess a detailed knowledge of the realities of teaching and learning and offer clarity of the purpose and vision in order to help the school towards realizing its set goals (Berlin 1988). While we understand that a lack of time and resources are the constraints that hamper principals to take on more than routine instructional supervision, the researcher is of the opinion that delegating to a certain degree this pivotal role to the deputy principal can ease their load.

According to Ongiri and Abdi (2004), the principal is the leader in a school, the pivot round which many aspects of the school revolve, and the person in charge of every detail of the running of the school be it academic or administration. The principal should be involved in making decisions of the school. It is therefore important that the principal is a leader, a thinker and a decision-maker. A discreet principal is a leader, a thinker and as decision-maker. A discreet principal will employ team-work as a working strategy and
set up committee and smaller groups of members of staff to investigate ideas or strategies. It therefore behooves the principal to be a good team player as it is common for performance of a school to be appraised against the person who leads it. Principal is therefore a key person in any education system. He/she takes care of the final arrangement for the education of students in a school. His/her roles as a facilitator of all schools activities can not be taken for granted if he/she is expected to give the right kind of education to students.

Bamburg and Andrew (1990) assets that an effective instructional leader must have a vision for the organization, that is clearly focused upon desired outcomes, communicates that vision to everyone connected with the organization to obtain support for it, provides and/or obtains the resources needed to accomplish the vision (materials, information or opportunity) and manages oneself so the above can occur.

2.4 Supervision of curriculum and instruction

One way to help teachers improve instruction is through supervision. Cilickman’s (1990) model of clinical supervision presented in a cyclical sequence of events should be, ideally, implemented at least twice a year. This sequence includes, and duration of the observations, classroom observation teacher pre-conferencing to determine the method focus, and duration of the observation, classroom observation whose methods include, categorical frequencies, physical indicators, performance indicators, visual diagramming
space utilization, detached open-ended narrative, participant observation, focused questionnaire and educational criticism, interpretation of observation, either interpersonal or directive analysis, post conferencing to discuss result and remedial action and a critique. Every administration needs, an in built supervision system to provide the cohesion and direction necessary to achieve the purpose of the organization. According to Olembo, Wanga and Karagu (1992) supervision concerns the tactic of efficient and proper management of personnel and the aspects of administration that are aimed in line with the goal of administration. Okumbe (1998) defines supervision as that coordinated direction of instructional leadership and evaluation or phase of education administration which is concerned with improving instructional effectiveness.

According to Okumbe (1988) supervision can be divided into General and supervision and instructional supervision. General supervision subsumes supervisory activities which include; writing and revision of curricular, preparation of units and development of processes and instruments for reporting to parents. Instructional supervision on the other hand is concerned with the pupils or the students learning in the classrooms.

The most recent concept in instructional supervision is called clinical supervision. Clinical supervision is the rationale and practice designed to improve the teachers’ classroom performance. Its principal data obtained form the events which take place in the classroom. The analysis of these data and
the relationship between the teacher and the supervisor form the basis of the programme procedure and strategies designed to improve the students’ learning by improving the teachers learning behaviour. Principals need to work closely with students, developing teaching techniques and methods as a means of understanding teacher perspectives and for establishing a base on which to make curricular decisions.

Academic achievement is influenced by the extent to which the head teacher performs instructional supervision duties as revealed through a study by Kamido (1998). In her study in Ngong division she sought to find out how the head teacher performed their duties. The study employed descriptive survey design. The study sample included 13 public primary schools and 10 private primary schools. The findings of the study were that head teachers in private schools carried instructional supervision more regularly than their counterparts in public schools. As a result the teachers in private school were more efficient in their duties than public schools and this was manifested by better performance in National Examinations.

Kismosop (2002) concurred with Kamindo (1998) in a study aimed at finding out the role of the head teachers as instructional supervisors in Kabernet and Salawa Division of Baringo district. By using one descriptive survey design, the research obtained randomly a sample of 16 schools. All head teachers and heads of departments made up the sample for the study purposes. The
instruments used for the data collection were questionnaires, interview schedule and observation schedule. Data were analyzed by the use of descriptive statistics which include: frequencies, percentages and mean scores. The research findings showed that most head teachers do not perform their instructional supervisory duties for example classroom observation, checking students’ note and departments.

As a result schools where the head teachers did minimal instructional supervision duties experienced inadequate learning resources.

2.5 Pre-service training and principals’ on instructional supervision practices

A Study on the establishment of new schools in most European countries indicate that academic standards and equalizing of education opportunity, provision of adequate education facilities and equipment and qualified manpower has become a primary stated goal for most countries. Malford (2008) while examining the leadership for organizational learning and improved students performance in Latin America observed that school principals need to receive more training and exposure to school management.

One way to help teacher improve instruction is through supervision. (Glickman’s 1990) model of clinical supervision presented in a cyclical sequence of events should be ideally implemented at least twice a year. This sequence includes teachers pre-conferencing to determine the method focus,
and duration of the observation, classroom observation whose methods include; categorical frequencies, physical indicators, performance indicators, visual diagramming, space utilization, detached open-ended narratives, participant observation, focused questionnaire and educational criticism interpretation of observation, either interpersonal or directive analysis, post conferencing to discuss result and remedial action and a critique.

Every administration needs, an in built supervision system to provide the cohesion and direction necessary to achieve the purpose of the organization. According to Olembo,Wanga and Karagu (1992) supervision concerns the tactic of efficient and proper management of personnel and there aspects of administration that are aimed in line with the goal of administration. Okumbe (1998) defines supervision as that coordinated direction of instructional leadership and evaluation or phase of education administration which is concerned with improving instructional effectiveness.

In Kenya, the appointment of school principals by the teachers service commission (TSC) has for long been based of experience of the teacher. The more numbers of the years one has taught, the higher the chance of promotion to principalship level. However, the newly appointed principals usually assumed their roles in the office without undergoing formal training to prepare them for their new roles. Lack of management training could contribute to incompetence in their instructional supervision roles.
In 2008, the TSC, for the first time developed a policy on the identification, selection, appointment, development and training of principals in an attempt to improve the management of learning instruction and delivery of educational services. The policy to streamline and rationalize the process of appointing principals by setting criteria, standards and other clear guidelines in identifying and picking and instructional managers, (MOE, 2008). The TSC seems to have adopted a highly decentralized model where the field officers from the Ministry of Education supervise principals in exercising their duties but adopt a ‘hand off” approach when it comes to actual instructional supervision of individual principals. This means that such issues as curriculum implementation, staff and students discipline are left entirely to the discretion of the principal (Mutua, 2011).

According to Mwalwa (2009) instructional supervision is an internal mechanism adopted by principal for school self-evaluation geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives. Adequate training and exposure to school management is necessary for principals in order to equip them with necessary skills and enable them implement effective supervision by interacting academically and socially at a regular basis within and outside the classroom.

According to Amato (2011) management and exposure is needed to enable principals monitor the implementation of curricular and ensure increase in teachers capabilities, upgrade their conceptual knowledge and teaching skills,
give them support in their work to facilitate better performance in teachers pedagogical practices and students learning outcomes in school settings (Aduka, 2009). Instructional supervision provides a vehicle and structure which allows school, departments as well as individuals (teachers and students) within them to respond effectively to curriculum and instruction in order to achieve the stated educational objectives, instructional supervision, if handled with utmost attention has the potential to strengthen the principals capabilities for managing human and material resources. Adequate training in management is required by principals in order to become acquainted with the sources and uses of instructional media/materials, be familiar with evaluation techniques be skilled in individual and group counseling and have a good knowledge of the current education system and goals (Kalume, 2010). Finding form literature by Ayani (2010) revealed that quality instructional supervision in education is being effected by a number of factors such as: lack of commitment to supervision by principals, lack of proper monitoring and evaluation of students learning outcomes and inadequate training facilities to develop teachers for professional growth and increased productivity.

2.6 Principals’ in-service training and instructional supervision practices

The inevitable reforms in education call upon school principals to stringently raise the level of their school agenda, commitment and action and stop being satisfied with the status quo and dream for something better (Mutinda, 2008). According to Abagi (2009) school principals are crucial for continuous
improvement and they also provide leadership that focuses on improvement of teaching / learning process. In-service training has been adopted in many countries as a method of improving the performance of administrative work.

This method is adapted by the Ministry of Education in Kenya to train its staff on administrative matters.

The report of presidential working party on education and manpower training for the next decade and beyond (The Kamunge Report 1988) also emphasized that headteachers were central to successful management of educational institutions and implementation of the total curriculum. The report pointed out that in spite of their importance, headteachers were appointed from among serving teachers most of whom had no prior training in institutional management. The lack of training adversely affected management of educational institutions and maintenance of quality and high standards of education. The report made the following recommendation which was adopted in Sessional Paper No. 6 (1988:46):

In view of the crucial role of heads of institutions, the government will ensure that those appointed as heads of educational institutions have appropriate academic qualifications, experience, ability, competence, integrity and initiative.

The Kamunge Report recommended that Kenya Educational Staff Institute (KESI) be expanded to provide in-service training to all heads of educational
institutions so that they can gain necessary competencies. This study made an effort to identify those who had benefited from the KESI course and also sought to establish whether they faced problems in performing their duties with regard to the six tasks.

2.7 Advice from quality and standards assurance officers

A seminar held in Harare by educational specialists in 1991 to discuss the plight of management of African schools pointed out the following:

School administrators needed skills in resource allocation, forward budgeting and planning, and staff appraisal.

Lack of analytical concepts among headteachers was a factor leading to declining standards of education.

Though in African countries, schools had become complex organizations, mainly because of diversified curricula reforms, such changes had not met with training strategies for headteachers who were in the frontline of implementing the expected changes.

The Teachers Service Commission (TSC) appointed headteachers without making any effort to provide them with management skills to enable them to run schools effectively.

Management of schools was not an issue of devotion to duty but whether headteachers had ‘adequate skills’ that would enable them to run schools
effectively. Headteachers were recognized opinion leaders in their communities and they therefore require skills to effect good community relations.

The conclusion reached at the seminar was “Unless the Ministry of Education gives relevant training to headteachers such institutions will continue facing problems of one kind or other”. (The Standard, 21st May 1991 Page 8 Column 1): There was therefore need to provide pre-service training, in-service training and seminars/workshops to headteachers to add to experience. Hence the need for a study such as this one, established problems headteachers faced in performing their managerial tasks which were related to their training background.

2.8 Influence of teaching load on instructional supervision

The biggest concern by principals in the community initiated small schools in the increased amount of mandatory administrative and compliance work. In addition to the increased workload, principals are also in the classroom teaching (Kalume, 2010).

The growing role multiplication makes the principal in small community initiated secondary schools to see their main role as instructional leaders which they rarely carry out effectively. They rarely have deputy principals
hence lack of administrative support in undertaking increasing external demands. The sideling of important educational matters and unrealistic expectation are burden on principals’ instructional supervision practices. The increasing responsibilities cause an increase in managerial task, feeling of isolation, rising stress levels and a decrease in professional satisfaction.

These concerns distract them from the issues of instructional leadership because of the lack of reward that principals receive from their hard work as they receive no tangible evidence of any positive educational outcomes.

Mzee (2011) observed that the principal in a secondary school has a myriad of roles including class teaching overall headship of the school under the direction of the school Board of Governors and is the accounting officer responsible for the preparation of the estimates for recurrent and development expenditure for the approval by the school management Board. These responsibilities rarely give time to principals’ anticipated instructional supervision.

According to Mwiriria (2010) for quality teaching and learning to occur, the school principal has to set good examples in improving learning outcomes of students. Introduction of management training would reap countless rewards hence should be prioritized. According to Asuko (2009) not only are school principals crucial for school-wide development especially the conditions for continuous teaching/learning improvement but also provide leadership that focuses instructional supervision. This is closely linked to student’s academic
achievements and also leadership that should foster the development of teachers who carry on the improvement of the school.

2.9 Summary of literature review

There is agreement between scholars that certain individual and institutional factors influence principal’s instructional supervision practices in secondary school. Kimosop (2002) concurred with Kamindo (1998) in a study aimed at finding out the role of the head teachers as instructional supervisors in Kabarnet and Salawa Division of Baringo district. The same finding are supported by Kimeu (2010). What is not agreed upon is the extent to which principal’s work load and advice from quality and standard officers influence the principal super-visional practices. There is therefore need to establish the instructional and individual factors influencing principals instructional supervision.

2.10 Theoretical framework

The principal’s role of instructional supervision can be highlighted using the psychological theory of supervision by Lew Aron (1980). The proponent of this theory advance that within an organization, there is a body of people where at least one person stands out as the leader or the one who supervises the rest of the body. Usually someone oversees all the activities of the organization and many times delegates duties to others within the organization. Analyzing the educational arena, supervisors seek to improve schools, classroom instruction and the growth of the instruction by using one
of these three philosophies: essentialism philosophy is the one who dies it in an authoritative manner. Still holding on to his/her goals of improving the school, classroom instruction and growth of the organization, there is little room for collaboration from the rest of the organization.

This type of philosophy places the supervisor as the person who teaches truths about the absolute standards.

This limits growth of the teacher and student whereas the body of the organization needs to grow. Supervisors can also use the experimental approach whereby they continue to hold on to their goal of school improvement, classroom instruction and organizational growth. However, it is done by allowing everybody in decision making. Supervision becomes developmental as it encourages the involvement and collective action of everyone. The supervisor believes that teachers need to learn what are the truths of their time but they should not rest content with that parcel of knowledge. Teachers are allowed to test old ideas and try new ones thus the teacher and the students grow while at the same time classroom instruction improves (Bush, 1995).

The third approach to supervision is the existentialistic approach. Within this approach, the supervisor continues to hold on to the goals but the accomplishments of the goals are clearly achieved by the supervisor’s facilitation of the teacher. Using this approach allows the supervisory to take on a non-directive informational strategy, which listens to his/her staff and
assists them as needed. In order for a supervisor to take this approach, he or she should be experienced and comfortable enough to delegate duties to dependable teachers. Principals of schools have set goals to be achieved within a specified period of time. The goals, personality and level of experience determine the approach to take.

Supervision is not a particular position or role, but is a systematic way of meeting the needs and accomplishing the goals of a school. It should be designed to improve school environment, classroom instruction and growth of the school.

The theory is applicable because a school is an organization with the principals’ role being pivotal in improving the school classroom instruction and the institutional growth. The theory is used as a basis of appraising the principal against the stated premises.

2.11 Conceptual framework

The conceptual framework for the study is based on the objectives of the study.
Figure 2.1: conceptual frame work

Exposure to pre-service training.

Exposure to in-service training

Support from the Ministry of Education Officials

Teaching work load

Improved Instructional supervision practices

High performance in academic and co-curriculum activities

Figure 2.12 Shows how exposure to pre-service training, in-service training, support from the Ministry of Education officials and teaching work load influence principals’ instructional supervision practices consequently impacting on academic performance. Though the principals in the community initiated secondary school may put a lot of efforts in their instructional
supervision practices, a number of factors both internal and external influence their practices both positively and negatively. Some of the factors which positively influence performance of headteachers’ in instructional supervision are attainment of pre-service and in-service training, less work load for the principal and getting regular advice from the Ministry of Education Officials.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presented the research methodology under the following subheadings: research design, target population, sample size and sampling procedures, research instruments, validity of research instruments, reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research design
A research design represents the plan according to which relevant data are collected. Orodho (2003) defines research design as the scheme, or plan that is used to generate answers to research problems. The descriptive survey design was employed in assessing the effectiveness of secondary school principals in supporting curriculum and instruction. According to Orodho (2003), descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It can be used when collecting information about people's attitudes, opinion habits and any of the variety of the educational and social issue (Orodho and Kombo, 2002). The design was adopted because described the state of affairs or the situation as it is, that is the institutional individual factor influence principal practices in community initiated secondary school in Mwingi Central District, Kenya.
3.3 Target population

Orodho (2004) defines the target population as the total number of subjects to which the researcher wants to generalize the result of the study. Mwingi Central district has 30 community initiated secondary schools distributed within three divisions namely Mwingi Central, Waita and Kiomo. It has a student’s population of 6,992 and a total of 256 teachers (District Education Office, Mwingi Central District 2012). There are 96 HODs and 30 principals.

3.4 Sample size and sampling techniques

Kothari (2004), defines a sample as a representative part of a population. Thus by studying the sample, one can be able to know more about the population without having to study the entire population. The sampling unit was Mwingi Central District. The researcher targeted 30 principals. When the population is small, the whole population is taken as the sample. According to Krejcie and Morgan table (Mulusa, 1988) 76 HOD’s and 152 teachers were selected. The study consisted of 258 respondents.

3.5 Research instruments

The researcher used two instruments to obtain data from the principals and subject teachers. An interview schedule for principals (appendix II) and a questionnaires for subject teachers (appendix III). The questionnaires had both closed and open ended questions. The open ended questions have the advantage that they permit a great depth of responses, are simple to formulate
and stimulate a person to think and give his or her feelings. On the other hand, closed ended questions are easier to administer and are economical to use in terms of time. According to Orodho (2004), a questionnaire is the most used method when respondent can be and are willing to co-operate. Berliner (1993) concurs and adds that it is possible to give similar standardized questions to the subjects using questionnaires. This method can reach a large number of subject who are able to read and write independently. Comparison of responses from different subjects on the same questions can be done and different subjects can be reached by either posting or delivering them in person. The researcher prepared a list of interview questions and physically conducted interview exercise to the principals in the 30 secondary schools. This enabled the researcher to get in-depth data which is not possible to get when using the questionnaires. Interview questions are also flexible as the interviewer can adapt to the situation and get as much information as possible. The interviewer is also able to clarify and elaborate the purpose of the study to the respondents.

3.5.1 Instruments validity

To ensure instrument validity, content validity was tested. Mugenda and Mugenda (1999) describe content validity as the degree to which the test items represent the domain of indicators or content of a particular concept being measured.
The items to be tested were written down and the questions were checked against these items to ensure that all the items are adequately presented.

Kothari (2004), states that validity indicates the degree to which an instrument measures what it is supposed to measure, that is, the extent to which differences found with measuring instruments reflect true differences among those who have been tested. To ascertain the content validity the instrument was subjected to analysis by the supervisors and a team of specialists in the area of educational administration. They assessed the suitability of the content used in the instruments developed and make structured changes for the purpose of improvement and refinement before embarking on the actual data collection. The piloting of the instruments was also important because it identified vague questions, unclear instructions and insufficient space to write responses, clustered questions and wrong phrasing of questions were detected and be refined

3.5.2 Instruments reliability

Mugenda and Mugenda(1999), define reliability as a measure of the degree to which a research instrument yields consistent result or data after repeated trial. To ensure reliability of the questionnaires and interview schedule, the researcher used test-retest method which is administering the same instruments twice to the same group of subjects.
The instruments were administered in the selected school from the target population to check whether they were reliable.

The result from the first test were compared to those of the second test using the Person’s product Moment Correlation. The instruments were administered twice in the selected schools from the target population to check whether the instrument would yield the same result when administered in different times to the same group. The result from the first test were compared to those of second test and the result were 0.78 hence the instruments were reliable.

3.6 Data collection procedure

The researcher sought for a permit from the National Council for Science, Technology and Innovation (NCSTI) before embarking on the study. The researcher then paid a courtesy call to the District Commissioner and the District Education Officer, Mwingi Central and explained its intention to carry out the research.

The researcher then visited the schools to familiarize herself with the school administration and hold a meeting with the principals and senior teachers in order to make the respondents free and open to issues. The researcher administered the interview schedule for principals. The questionnaires for subject teachers were given to the respondents and were collected by the researcher immediately after they have been filled.
3.7 Data analysis techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. Data gathered was coded for analysis. This was done after editing and checking out whether all questions have been filled in correctly.

Quantitative data was analyzed using Statistical Package for Social Sciences and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. This was deemed to be easy in interpretation and was convenient in giving general overview of the problem under study. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics. The researcher came up with conclusions of the content and data analysis of instruments that could not be quantified.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the demographic information of the respondents, summary of the research findings, interpretations and suggestions for further study. The interpretations and suggestions were made based on the research questions. Methods of data analysis in this chapter included the use of frequencies in section A which were summed up according to the demographic representation and then converted to percentages. The reports in section B and recommendations in section D were presented in the order of the most prevalent. The Likert scale of five was used to allocate the score for each item in section C with the highest score being five and the lowest being one. The scores of one and two were summed up to indicate below average, scores of three to indicate average and scores of four and five were summed up to indicate above average on each item.

4.2 Response rate

From the data collected, out of the 258 questionnaires and interview schedule administered, 254 were filled and returned. This represented an 98.45% response rate, which is considered satisfactory to make conclusions for the study. According to (Mugenda & Mugenda 2003) a 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good.
This also collaborates Bailey (2000) assertion that a response rate of 50 percent is adequate, while a response rate greater than 70 percent is very good. This implies that based on this assertion; the response rate in this case of 98.45% is very good.

This high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants of the intended survey, the questionnaire was self administered to the respondents who completed them and the researcher collected them immediately.

Table 4.1 Response rate

<table>
<thead>
<tr>
<th></th>
<th>Questionnaires administered</th>
<th>Questionnaires filled &amp; returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>30</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>152</td>
<td>150</td>
<td>98.68</td>
</tr>
<tr>
<td>Total</td>
<td>258</td>
<td>254</td>
<td>98.45</td>
</tr>
</tbody>
</table>

The questionnaires return rate was 100 percent for the principals’ and 98.68 percent for the teachers this was considered satisfactory for the research. This high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential respondents of the intended survey,
the questionnaire were self administered to the respondents who completed them and the researcher collected them immediately.

4.3 Age distribution of principals

The study further established the respondent’s age distribution. The findings are as indicated in Figure 4.1.

Figure 4.1 Age distribution

From the above diagram many of principals are in age brackets of 36-45 years. This implies that most of the principals’ are old enough and energetic to handle instructional supervision and they have experience because the more years one heads an institution the more experience one gets.

4.4 Level of professional qualification

The study further found it necessary to determine the respondents’ level of professional qualification in order to ascertain if they were well equipped with
the necessary knowledge and skills for the school responsibilities. The findings are as indicated in Figure 4.2.

Figure 4.2 Academic qualification

On academic qualification of the principals’, the study revealed that majority of the headteachers were first degree holders and a few with master of Education degree.

A small number were diploma holder. Katz, Lazer, Arrow and Contractor, (2004) associated the education level of employees with performance with findings that, those with higher levels of education performs their duties better because higher education provides them knowledge and modern managerial skills, making them more conscious of the reality of the education system and thus in a position to use their learning capability to manage the schools and perform the instructional practices in a professional manner.
4.5 Work experience of the principals’

The study sought to determine how long the respondents had been in the school management. This is important because where a principal had many years of working experience he would be able to acquire experience on how to supervise instruction in the school.

From the study findings as indicated in Figure 4.3, many of the respondents indicated that they had been teachers for a period ranging from 16-20 years followed by those who indicated that they had been in the teaching field for a period ranging from 11-15 years with only few and indicating that they had been teachers for periods ranging from 1-5 years and 31-35 years. This meant that they would invest time and effort to make sure they succeed in performing
the school duties. It may also imply that work related experiences are important in developing motivation for becoming competent in instructional supervision practices. The study therefore observes that the respondents are experienced people who are in the school duties for the long haul. Longevity at the school duties therefore becomes a trait that ensures continuity and perpetuation of the vision of a learning institution.

4.6 Exposure to in-service training

The study sort to determine whether the principals had acquired any in-service training on instructional supervision. The findings were as indicated in table 4.4 below

**Figure 4.4 In-service training of the principal**

The study revealed that majority of the principals had attained some in-service training related to instructional supervision. Most of them had attended inservices courses organized by KEMI. This variable was necessary as it sort to establish if further training in instructional supervision was required to
enhance the principal instructional supervision. From the finding above, in-service training in instructional supervision affects effectiveness of the principals in instructional supervision in that when one goes for the training he gains knowledge and experience which when used lead to better instructional supervision.

4.7. Support from Quality Assurance and Standards Officers from the Ministry of Education regarding instructional supervision

The study determined if their schools receive any support from quality assurance officers from the ministry of education officials on principals instructional supervision practices. The findings were as indicated in Figure 4.4.

**Figure 4.5 Support from quality and standards assurance officers from the Ministry of Education regarding instructional supervision**

From the study findings majority 58% disagreed that they receive any support from quality assurance officers from the ministry of education officials on principals instructional supervision practices. However with the fact that quiet
a number 42% also agreed, then this can mean that there are also some support they receive from quality assurance officers from the ministry of education officials on principals instructional supervision practices.

4.8 Influence of teaching load on principals’ instructional supervision practices

The study further sought to determine the influence of teaching load on principals instructional supervision practices. The study first determined if principals teach any lessons in their schools. The findings in Figure 4.6 indicated that majority (96%) agreed that their principals teach some lessons in their schools with only few indicating that the principals do not teach any lessons in their schools. This implies that in order for the principals to carry on instructional supervision practices effectively, they should also show example by allocating themselves lessons to teach.

4.9. Does your principal teach any lessons in your school?

The study also determined if principals teach any lessons in their schools. The findings were as indicated in Figure 4.7

Figure 4.6 Does your principal teach any lessons in your school?
On further interview of teachers they indicated that principals teach averagely four lessons per week as opposed to other teachers who teach averagely seven lessons per week. The principals taught mostly in form 3 and form 4. Further they indicated that this teaching work load influences their supervision practice roles as the little time they have for supervision roles is normally spent in class teaching. On principals interviewed they indicated that they have lessons to teach and that they teach by creating extra time either early in the morning or evening hours because they tend to be busy during day time.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary, conclusions and recommendations for further research.

5.2 Summary of the study

The purpose of this study was to investigate factors influencing principals’ instructional supervision practices in community initiated secondary schools in Mwingi Central District, Kenya. The study aimed to answer four research questions: What is the influence of principals’ pre-service training on instructional supervision practices in community initiated secondary schools in Mwingi Central District? How does in-service training influence principals’ instructional supervision practices in community initiated secondary schools in Mwingi Central District? How does the advice from the Ministry of Education quality and standards assurance officers influence principals’ instructional supervision practices in community initiated secondary schools in Mwingi Central District? And what is the influence of the principals’ teaching load on his/her instructional supervision practices in secondary schools in Mwingi Central District?
This study may be of practical value in helping abate the challenges faced by principals in their instructional supervision practices in the community initiated secondary schools. It is hoped that the study may help in pinpointing the areas and issues of challenge that have not been adequately addressed and recommend appropriate actions that can be taken by the government to arrest the situation. The findings of the study may help the Ministry of Education, the government and local communities to work in a collaborative manner and ensure that secondary schools are set up at a pace that allows efficient provision of the required physical and human resources. It hoped that the principals may gain knowledge, facts and strategies that are required for effective and efficient instructional supervision practices. The study was based on psychological theory of supervision by Lew Aron. The principal’s role of instructional supervision can be highlighted using the psychological theory of supervision by Lew Aron. The proponents of this theory advance that within an organization, there is a body of people where at least one person standards out as the leader or the one who supervises the rest of the body. This study used descriptive survey design to investigate the factors influencing principals’ instructional supervision practices in Mwingi Central District. Both qualitative and quantitative approaches will be used.

Mwingi Central district has 30 community initiated secondary schools distributed within three divisions namely Mwingi Central, Waita and Kiomo.
It has a student’s population of 6,992 and a total of 256 teachers (District Education Office, Mwingi Central District 2012). There are 30 principals. The researcher targeted 30 principals and 152 teachers.

The researcher used two instruments to obtain data from the principals and subject teachers. An interview schedule for principals and questionnaires for subject teachers. Quantitative data was analysed using statistical package for social sciences and the results have been presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions.

5.3 The findings of the Study

On interviewing school principals on how they have been trained to carry out instruction supervision practices many indicated that they were trained during the in-serving training programmes through KEMI and other principals’ conferences e.g. the annual conferences for principals where they learn experiences from each other.

On further interviewing the principals on how they contribute to provision of instructional materials, instructional supervision, staff development, time management, communication, teaching and discipline of teachers by students, majority indicated that they contribute greatly by monitoring themselves and in their absentia they delegate such duties to their deputies and that they face financial constraints and sometimes teachers and students may not cooperate fully in executing some instruction supervisory tasks.
The study determined if their schools receive any support from quality assurance officers from the ministry of education officials on principals instructional supervision practices.

From the study findings majority (58%) disagreed that they receive any support from quality assurance officers from the ministry of education officials on principals instructional supervision practices. However with the fact that quiet a number also agreed, then this can mean that there are also some support they receive from quality assurance officers from the ministry of education officials on principals instructional supervision practices.

The study also determined if Quality Assurance and Standard Officers visits the school. From the study findings majority (58%) indicated that Quality Assurance and Standard officials normally visits their schools with only few indicating that quality assurance officials do not visit there schools. On further interviewing principals if they have ever been inspected, they indicated that the school have occasionally been inspected by the quality assurance officials from the ministry of education. This means that quality assurance officials are required by the government as part of their responsibilities to visit schools and evaluate its performance as far as the government education guidelines are concerned.

The study also determined if the visits by the quality assurance officials influences the principals instructional supervision in schools. The findings indicates that majority agreed that the visits by quality assurance officials in
schools influences the performance of the principals on instructional practices with only few disagreeing that their visits do not influence the instructional supervision by the principals. This may imply that quality assurance officials normally write reports and recommendations on schools thus influencing the principals’ performance as far as instructional supervision is concerned.

The study further sought to determine the influence of teaching load on principals instructional supervision practices. The study first determined if principals teach any lessons in their schools. The findings indicated that majority agreed that their principals teach some lessons in their schools with only few indicating that the principals do not teach any lessons in their schools. This implies that in order for the principals to carry on instructional supervision practices effectively, they should also show example by allocating themselves lessons to teach.

The study also determined if principals teach any lessons in their schools. On further interview teachers indicated that principals teach averagely four lessons per week as opposed to other teachers who teach averagely seven lessons per week. Further they indicated that this teaching work load influences their supervision practice roles as the little time they have for supervision roles is normally spent in class teaching. On principals interviewed they indicated that they have lessons to teach and that they teach by creating extra time either early in the morning or evening hours because they tend to be busy during day time.
5.4 Conclusion of the study

Based on the major findings of the study, these are the major interpretations;

As far as the influence of principals’ exposure to pre-service on instructional supervision practices in community initiated secondary schools in Mwingi Central District. Most of the principal had attained pre-service training

On interviewing school principals on how they have been trained to carry out instruction supervision practices the study interprets that they were trained during the in-serving training programmes through KEMI and other principals’ conferences e.g. the annual conferences for principals where they learn experiences from each other.

On further interviewing the principals on how they contribute to provision of instructional materials, instructional supervision, staff development, time management, communication, teaching and discipline of teachers by students, the study interprets that they contribute greatly by monitoring themselves and in their absentia they delegate such duties to their deputies and that they face financial constraints and sometimes teachers and students may not cooperate fully in executing some instruction supervisory tasks.

As far as the advice from the Ministry of Education quality and standards assurance officers influence the principal’s instructional supervision practices in community initiated secondary schools in Mwingi Central District.

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The study interprets that they do not receive much support from quality assurance officers from the ministry of education officials on principals’ instructional supervision practices. However with the fact that quiet a number also agreed, then the study interprets that there are also some support they receive from quality assurance officers from the ministry of education officials on principals’ instructional supervision practices.

The study also interprets that the visits by quality assurance officials in schools influences the performance of the principals on instructional practices implying that quality assurance officials normally write reports and recommendations on schools thus influencing the principals’ performance as far as instructional supervision is concerned.

The study further sought to determine the influence of teaching load on principals instructional supervision practices. The study interprets that their principals teach some lessons in their schools. This can be interpreted to mean that in order for the principals to carry on instructional supervision practices effectively, they should also show example by allocating themselves lessons to teach and that this teaching work load influences their supervision practice roles as the little time they have for supervision roles is normally spent in class teaching. The study further interprets that all schools have deputy principals and that principals allocate them roles such as maintaining the school discipline among teachers, teachers to students and students to students. Other roles delegated to deputy principals are standing in as the
principal in absence of the principal, ensuring timetable is prepared on time and is adhered to by teachers and supervising the prefects bodies in executing discipline roles in schools.

5.5 Recommendations of the study

Based on the finding of the study in order to improve on instructional supervision practices of the principals the following is recommended

Principals should be taken for in-service training on instructional supervision in order to improve the effectiveness, Ministry of Education Quality and Standard officers should provide require advice to the principals on instructional supervision.

5.6 Suggestions for further research

Based on the finding of the study the researcher makes the following suggestion for further research

i. A research needs to be carried out on factors influencing principal instructional supervision practices in community initiated in other secondary schools in Kenya in order to compare the result since every district may be experiencing unique factors.

ii. They is need to carry out a study on factors influencing principals’ instructional supervision practices in community initiated secondary schools in Kenya.
REFERENCES


Mwaura, D.K. (2010), *Teachers Perceptions on the Role of Quality Assurance on Standards Officers on Quality of Education in Nairobi*


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N.A. *Current Issues in Educational Management In Nigeria*. Benin City: Ambia Press Ltd.

APPENDIX I: LETTER TO THE PRINCIPALS

KILONZO JUSTICAH MWIKALI
UNIVERSITY OF NAIROBI
P.O. BOX 30197,
NAIROBI.
CELL: 0708 649365
THE HEADTEACHER

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post graduate student at University of Nairobi currently carrying out a research on institutional and individual factors influencing principals’ instructional supervision practices in secondary schools in Mwingi Central District, Kenya.

Your school has been selected to take part in the study. I kindly request your authority to gather the required information from a few of your teachers through questionnaires and interviews with you regarding instructional supervision practices in your school. The questionnaires and the interview schedule are specially meant for this study and therefore, no name of a respondent or that of your school will be required.

Your assistance and support on this matter will be highly appreciated.

Yours faithfully,

Kilonzo Justicah Mwikali
APPENDIX II: INTERVIEW SCHEDULE FOR PRINCIPALS

The purpose of this interview guide is to obtain information from the principals about how they conduct instructional supervision roles in their respective schools.

1. Gender :

2. What is your highest level of education?

3. What is your professional qualification?

4. When did you begin teaching?

5. Name of the current school

6. How many years have you been in this school as a principal?

7. Have you been trained on how to carry out instructional supervision?

   Yes (  )    No (  )

8. Do you observe classroom teaching?

   Yes (  )    No (  )

i) If yes, how frequent?

   (a) Ones per week  (b) ones per month (c) ones per term

   (d) once per year
ii) If no, why not?

iii) Do you give feedback to teachers after classroom observation.

   Yes (  )        No (  )

iv) If yes how do you give feedback to teachers after classroom observation?

9. Do you have lessons to teach in the school timetable?

   i) If yes, in what ways do you use the lessons you teach to model good teaching in the school?

   ii) If not, why not?

10. i) Have you attended seminars on instructional supervision?

   ii) If yes, how have they helped you in your instructional supervision roles?

11. How do you contribute in the following activities as instructional supervisor?

   a) Provision of instructional materials
b) Instructional supervision

c) Staff development

d) Time management

e) Communication

f) Teaching

g) Discipline of teachers by students

12. What problems do you face performing the mentioned tasks?

13. Has your school been inspected since you became the principal?

   Yes (  )  No (  )

   If yes (i) How many times

   (ii) Did you benefit professionally from this inspection Yes (  ) No (  )

14. Do you believe that external inspectors have any role to play in schools?

   Yes (  )

   No (  )

15. Explain the role of external supervisors
16. Do you use the following ministerial guide line in supervision?

- Check students and teachers notes
- Provision of instructional materials
- Guidance for teachers and students
- In-servicing of teachers
- Observing teachers as they teach and providing feedback
- Communication of new information to teachers and students and education

If yes above how often?

(a) Sometimes (   ) (b) frequently (   ) (c) rarely (   ) (d) never (   )
APPENDIX III: QUESTIONNAIRE FOR CLASS TEACHERS.

The questionnaire below is used to collect data purely for academic purpose on factors influencing principals’ instructional supervision practices in secondary schools in Mwingi Central District, Kenya. Please fill in the blank spaces provided.

SECTION A: Demographic information

1 a) What is your age bracket

   i. 25 – 35 years ( ) ii) 36 – 45 years( ) iii) 46 – 55 years( ) 56 and above ( )

(b) What are your professional qualifications?

   i. Diploma in Education ( ) Bachelors Degree ( )

   ii. Master of Education ( )

Any other (specify).................................................................

.................................................................

.................................................................

(c) How long have you served as a teacher?

   (i) Less than one year ( ) (ii) 1-5 years ( ) (iii) 6-10 years ( )
iv) 11-15 years ( ) v) 16-20 years ( ) vi) 21-25 years ( )

vii) 26-30 ( ) viii) Over 30 years ( )

d) Which classes do you teach?

i) Form 1 …………… Form 2 ……………

   Form 3 …………… Form 4 ……………

c) How many years have you been a subject teacher in your current school?

i. Less than one year ( ) ii) 1 – 3 years ( ) iii) 4 – 6 years ( ) iv) Above six years ( )

f) How many lessons do you teach per week? ………………………………

g) Please indicate the schools type

(i) Boys boarding ( ) (ii) Girls boarding ( ) (iii) Mixed boarding ( )

(iv) Mixed day and boarding ( ) (v) Any other (specify)

……………………………………………………………………………………..

i) What is the school enrolment per class?

   i) Form 1 ………….. (ii) Form 2 ………………………..

   (iii) Form 3 ………….. (v) Form 4 …………..

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SECTION B: Information regarding instructional supervision practices

The following are tasks performed by principals in instructional supervision. Please indicate how you agree or disagree with the statements given below by ticking (✓) the letter which best indicates how often your school principal does the following:

(a) Always   (b) Very Often   (c) Often   (d) Rarely   (e) Never

<table>
<thead>
<tr>
<th>Explain the frequency with which the principal does the following</th>
<th>Always</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Keeps a copy of school timetable</td>
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<td>2. Visits learning sessions in classroom</td>
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<tr>
<td>3. Visits learning sessions in the laboratory</td>
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<td>4. Provides frequent feedback to teachers after observing classroom performance</td>
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<td></td>
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<td>Always</td>
<td>Very</td>
<td>Often</td>
<td>Rarely</td>
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<td>5.</td>
<td>Checks on students’ assignment and continuous assessment scripts to ensure regular marking takes place.</td>
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<td>5.</td>
<td>Checks on records of work covered.</td>
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<td>6.</td>
<td>Checks on student progress records.</td>
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<td>7.</td>
<td>Directs the finding of solutions to common instructional problems.</td>
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<td>8.</td>
<td>Enhance co-operation and teamwork among staff members.</td>
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<td>9.</td>
<td>Provides for adequate teaching and learning resources.</td>
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<td>11.</td>
<td>Encourages excellence in staff performance through constructive suggestions.</td>
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<td>12.</td>
<td>Ensures that teachers prepare schemes of work at the beginning of the term.</td>
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<tr>
<td>13.</td>
<td>Checks on teachers lesson notes.</td>
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<tr>
<td>14.</td>
<td>Checks on the teaching / learning aids used by teacher in classroom</td>
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<td>15.</td>
<td>Evaluates teachers’ lesson plan</td>
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<td>16.</td>
<td>Teachers a subjects in the timetable.</td>
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<td>17.</td>
<td>Always punctual in class for the lesson he/she teaches.</td>
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<td>18.</td>
<td>Performs well in mean grade in the subject he/she teachers.</td>
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<td></td>
<td></td>
<td>Always</td>
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<td>19.</td>
<td>Gives extra coaching to students who need special learning attending in the subject he/she teaches</td>
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<td>20.</td>
<td>Provides in-service training for teachers to increase their effectiveness.</td>
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<td>21.</td>
<td>Support and participates in staff development activities.</td>
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<td>22.</td>
<td>Holds teaching methodology meetings with members of staff.</td>
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<td>23.</td>
<td>Matches staff members need to staff development opportunities.</td>
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<td>24.</td>
<td>Encourage teachers to further in their discipline field.</td>
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<tr>
<td>25.</td>
<td>Rewards effective teachers by recommending them for promotion.</td>
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<td></td>
<td></td>
<td>Always</td>
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<tr>
<td>26.</td>
<td>Meets growth needs of students by rewarding high achievers</td>
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<tr>
<td>27.</td>
<td>Ensures that there is discipline among the teachers and students.</td>
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<tr>
<td>28.</td>
<td>He judges issues relating to discipline of teachers or students with fairness.</td>
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</table>

**SECTION C: Influence of support from the ministry of education officials on principals’ instructional supervision practices**

2. a) Does your school receive support from quality and standards assurance officers from the Ministry of Education regarding instructional supervision

   (i) Yes   (   )    (ii) No   (   )

b) if yes what kind of support.
3. a) Do the quality and standard officers visit your school.

   (i) Yes ( )  (ii) No ( )

   b) If yes, how often

   ................................................................................................................................................
   ................................................................................................................................................

   c) Does their visits influence instructional supervision by your principal.

   (i) Yes ( ) (ii) No ( )

SECTION D: Influence of teaching load on principals instructional supervision practices

4 a) Does your principal teach any lessons in your school?

   i) Yes ( )  ii) No ( )

   If yes, how many lessons does he teach per week?..............................

   b) Does your school have a deputy principal?

   (i) Yes ( ) (ii) No ( )
c) If yes, what administrative roles does your principal delegate to him?

........................................................................................................
........................................................................................................

5. In your own opinion, what comments would make concerning the current status of principals instructional supervision practices in your school?

THANK YOU FOR YOUR PARTICIPATION
APPENDIX IV
LIST OF SCHOOLS VISITED

1. Mumbuni Secondary school
2. Kataiwa Secondary school
3. Mathuma Secondary school
4. Kisovo Secondary school
5. Mbau secondary school
6. Munyange secondary school
7. Mutwathi secondary school
8. Ilalambyu secondary school
9. BI secondary school
10. Nzatani secondary school
11. Kilungu secondary school
12. Ngilini secondary school
13. Nzauni secondary
14. Nuu secondary school
15. Kalikini secondary school
16. Ithambyangao secondary school
17. Kateiko secondary school
18. Muthesya secondary school
19. Katile secondary school
20. Kisungula secondary school
21. Kyamboo secondary school
22. Kangutheni secondary school
23. Itoloni secondary school
24. Kavalyani secondary school
25. Nguuuni secondary school
26. Misai secondary school
27. Enziu secondary school
28. Thokoa secondary school
29. Katse secondary school
30. Kamuwongo secondary
APPENDIX V

LETTER OF AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

 inherit

Our Ref: NCST/RCD/14/013/295

Date: 27th March, 2013

Justicah Mwikali Kilonzo
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 19th March, 2013 for authority to carry out research on “Institutional and individual factors influencing principals’ instructional supervision practices in community initiated secondary schools in Mwingi Central District, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Mwingi Central District for a period ending 31st August, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Mwingi Central District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Mwingi Central District.
APPENDIX VI

RESEARCH PERMIT

[Image of a research permit document]