FACTORS INFLUENCING PRINCIPALS’ INSTRUCTIONAL SUPERVISION PRACTICES IN PUBLIC SECONDARY SCHOOLS IN MAKADARA SUB-COUNTY, NAIROBI COUNTY, KENYA

Makokha Nekesa Violet

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

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DECLARATION

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

________________________
Makokha Nekesa Violet
E55/ 84193/2012

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

________________________
Dr. Mari Nelson
Lecturer
Department of Educational Administration and Planning
University of Nairobi

________________________
Mr. Kanori Edward
Lecturer
Department of Educational Administration and Planning
University of Nairobi
DEDICATION

This work is dedicated to all teachers and administrators in the Society of the Daughters of the Heart of Mary.
I...do not cease to give thanks for you, 
making mention of you in my prayers...  
-Ephesians 1:16

The backbone of this work is a series of lectures given to me at the University of Nairobi. My heartfelt gratitude therefore, first and foremost goes to all the lecturers at the University of Nairobi who have seen me through. Their challenges, simplicity, concern and commitment in sharing and imparting knowledge has contributed immensely to the fruition of this work, without them the completion of this work would not have been realized. Special thanks to Dr. Nelson Mari and Mr. Kanori, my supervisors, whose challenges, support and endless positive and productive pressure have borne the fruit of this work.

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>vi</td>
</tr>
<tr>
<td>List of Tables</td>
<td>x</td>
</tr>
<tr>
<td>List of Figures</td>
<td>xii</td>
</tr>
<tr>
<td>List of Abbreviations and Acronyms</td>
<td>xiii</td>
</tr>
<tr>
<td>Abstract</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

### INTRODUCTION

1.1 Background to the Study…………………………………………………………. 1
1.2 Statement of the Problem……………………………………………………… 6
1.3 The Purpose of the Study……………………………………………………… 8
1.4 Objectives of the Study……………………………………………………… 8
1.5 Research Questions…………………………………………………………… 9
1.6 Significance of the Study……………………………………………………10
1.7 Limitations of the Study……………………………………………………10
1.8 Delimitations of the Study…………………………………………………11
3.4 Sample Size and Sampling Technique ................................................................. 27
3.5 Research Instruments ...................................................................................... 28
3.6 Validity of the Research Instrument ................................................................. 29
3.7 Reliability of the Research Instrument ............................................................... 30
3.8 Data Collection Procedure .............................................................................. 30
3.9 Data Analysis Techniques .................................................................................. 30
3.10 Ethical Consideration ....................................................................................... 31

CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION, AND DISCUSSION

4.1 Introduction ........................................................................................................ 33
4.2 Questionnaire Return Rate ................................................................................ 33
4.3 Demographic and Background Information of Respondents ......................... 34
4.3.1 Age Distribution of Respondents .................................................................. 35
4.3.2. Academic Qualification of Respondents .................................................... 36
4.3.3 Administrative Experience of Respondents ............................................... 37
4.3.4 Gender of Respondents ............................................................................... 39
4.4. Factors Influencing Principals’ Instructional Supervision Practices .............. 40
4.4.1 Academic Qualification and Principals’ Instructional Supervision Practices .................................................................................................................. 40
4.4.2 Administrative Experience and Principals’ Instructional Supervision Practices .................................................................................................................. 41
4.4.3 Teachers’ Attitude and Principals’ Instructional Supervision Practices .................................................................................................................. 42

viii
4.4.4 The Size of the School and Principals Instructional Supervision Practices ................................................................. 44
4.5 Problem Encountered during Instructional Supervision .............. 48
4.6 Perceptions on the Suitability of Principals’ Supervisory Practices .... 51

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction ............................................................................. 54
5.2 Summary of the Study ................................................................. 55
5.3 Conclusion of the Study ............................................................... 57
5.4 Recommendations of the Study .................................................. 58
5.5 Suggestions for Further Research ................................................. 59

REFERENCES .................................................................................. 60

APPENDICES

APPENDIX I Introductory Letter ...................................................... 66
APPENDIX II Questionnaire for the Principals .................................. 67
APPENDIX III Questionnaire for Deputy Principals ......................... 71
APPENDIX IV Questionnaire for the Heads of Departments ............. 75
APPENDIX V Research Authorization .............................................. 79
APPENDIX VI Research Permit ....................................................... 80
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1: The Mean Standard Score for the Schools in Makadara Sub County</td>
<td>8</td>
</tr>
<tr>
<td>Table 4.1: Questionnaire Return Rate of Respondents</td>
<td>34</td>
</tr>
<tr>
<td>Table 4.2: Age Distribution of the Respondents</td>
<td>35</td>
</tr>
<tr>
<td>Table 4.3: Academic Qualification of Respondents</td>
<td>37</td>
</tr>
<tr>
<td>Table 4.4: Administrative Experience of Respondents</td>
<td>38</td>
</tr>
<tr>
<td>Table 4.5: Gender of Respondents</td>
<td>39</td>
</tr>
<tr>
<td>Table 4.6: Academic Qualification and Instructional Supervision Practices</td>
<td>41</td>
</tr>
<tr>
<td>Table 4.7: Administrative Experience and Instructional Supervision Practices</td>
<td>42</td>
</tr>
<tr>
<td>Table 4.8: Teachers’ Attitude and Principals’ Instructional Supervision Practices</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.9: The Size of the School and Principals’ Instructional Supervision Practices</td>
<td>45</td>
</tr>
</tbody>
</table>
Table 4.10... Table 4.12: Class Sizes and Principals’ Instructional Supervision Practices ................................................................. 46

Table 4.11: Responses on Frequency of Principals’ Instructional Supervision Practices ........................................................................ 47

Table 4.12: Principals’ Responses on Availability of Instructional Supervision Documents ................................................................. 48

Table 4.13: Problems Encountered during Instructional Supervision by the Principals ........................................................................ 49

Table 4.14 Suggestions on the Improvement of Instructional Supervision Practices in Schools .................................................................. 50

Table 4.15 Principals’ Opinion on Supervisory Practices that Enhance Performance ............................................................................ 52

Table 4.16 Deputy Principals’ Opinion on Supervisory Practices that Enhance Performance .................................................................... 53
### LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 2.1 Relationship between variables on factors influencing principals’ supervision practices in public secondary schools in Makadara Sub County</td>
<td>25</td>
</tr>
</tbody>
</table>
LIST OF ABBREVIATIONS AND ACRONYMS

CEB County Education Board

CEO Chief Executive Officer

DEM Diploma in Education Management

DHM Daughters of the Heart of Mary

DQAS Directorate Quality Assurance and Standards

DQASO District Quality Assurance and Standards Officer

EFA Education for All

ESQAC Education Standards and Quality Assurance Council

FPE Free Primary Education

INSETS In-Service Education for Teachers

KESSP Kenya Education Sector Support Programme

KNUT Kenya National Union of Teachers

MDGs Millennium Development Goals

MOE Ministry of Education

MOEST Ministry of Education Science and Technology

NACOSTI National Commission for Science, Technology & Innovation

NEB National Education Board

QASOs Quality Assurance and Standards Officers

SbTD School Based Teacher Development

SEP School Empowerment Programme

UPE Universal Primary Education

USE Universal Secondary Education

UNESCO United Nations Educational Scientific and Cultural Organizations.
ABSTRACT

The purpose of this study was to establish factors influencing principals’ instructional supervision practices in public secondary schools in Makadara Sub-County, Nairobi County, Kenya. The study attempted to answer the following research questions: to what extent does the level of academic qualification influence principals’ instructional supervision practices? How does the principals’ administrative experience influence their instructional supervision practices? To what extent does the teachers’ attitude influence principals’ instructional supervision practices? To what extent does the size of the school influence principals’ instructional supervision practices? The study objectives sought to establish whether the principals’ level of academic qualification influences instructional supervision, to examine whether the principals’ administrative experience influences their instructional supervision, to determine whether teachers’ attitude influences principals’ instructional supervision practices. The study employed descriptive survey design. The target population for the study consisted of 20 principals, 20 deputy principals and 300 heads of department in Makadara Sub-County in Nairobi County. The sample size was 170 respondents; consisting of 10 principals, 10 deputy principals and 105 heads of departments. Simple random sampling technique was used to select schools, whereas the respondents were picked purposively. The questionnaires were used to collect data. Descriptive statistics based on frequency and percentage distribution and cross tabulations were used to analyze the data and make comparisons between the desired variables. The study established that instructional supervision practices were influenced by principals’ academic qualifications, administrative experience, teachers’ attitude and the size of the school. The study concluded; a) that the administrative structures in the school such as the principals, deputy principals and heads of departments should be exposed to various instructional practices so as to be conversant with best practices of instructional supervision, b) that the principals and teachers in position of leadership should be of sound academic qualification so as to foster cooperation between principals and the teachers, and c) that the principals should ensure that teachers are involved in major decisions affecting the life of the learners. The recommendations made were based on the findings and conclusions of the study which included the following: that the principals should be exposed to training on instructional supervision; that the principals should sponsor teachers to attend educational workshops and seminars to gain new knowledge and upgrade themselves for rising opportunities, that Principals should also consult teachers when developing school rules and regulations for effective implementation and that the Ministry should adhere to recommended number of students per class so as to reduce overcrowding and high student-teacher ratios. Further research studies should be carried out to establish principals’ instructional supervision practices in private secondary schools in Makadara sub-County and to investigate training needs in curriculum supervision of deputy heads and heads of departments.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The prime aim of any learning institution is to provide quality education to its learners by imparting knowledge, skills and attitudes. Education is one of the largest sectors in most countries (UNESCO, 2005). According to Okumbe (1998) education in Kenya is highly result oriented. Education increases people’s capacities to transform their visions for the society into reality. Investment in quality primary education is a foundation for education in subsequent higher levels. The United Nations Educational Scientific and Cultural Organizations (UNESCO, 1994) recognized education as one of the basic human rights.

It is for this reasons that many nations around the globe have committed themselves to global education policies such as Education For All (EFA), Universal Secondary Education (USE) and Universal Primary Education (UPE). These are considered key to global security, sustainability and survival. However, according to Buregeya (2011) these policies have brought forth significant challenges to many education systems worldwide. However, the United Nations Educational Scientific and Cultural Organizations UNESCO (2000) emphasized strengthening of inspections of schools for effective teaching and learning. The World Bank (2010) considers supervision systems to be the frequent areas of reform employed by world nations to
improve their education outcomes and alleviate education challenges associated with global education policies.

According to the study carried out by Gregory (2011) supervision of instructions began in colonial New England as a process of external inspection. Local citizens would inspect what the teachers were doing and what students were learning, rather than the improvements of teaching or student's learning. Supervision was formalized in the late 1830s when common schools were formed. Professional administrators undertook supervisory activities and placed attention on assisting the teachers to improve their teaching effectiveness Okumbe (1998). Muthoni (2012) asserts that an increasing number of countries have from the 1990s onwards attempted to reform supervision because of its effectiveness as a key tool in monitoring and improving education quality. The study further observes that the value of education supervision lies in the improvements of teaching and learning situations and consequently students’ achievements. In Britain, the main purpose of inspection is to collect a range of evidence match them against a given criteria and make judgements.

Briggs (2012) on quality education in Nigeria argues that to improve the quality of teaching and learning in the schools, supervision, both internal and external is an important component. He advocates for strategies that enhance effective supervision, such as good leaders occupying principal positions, effective communication and improved curriculum. He also states the problem
associated with effective supervision in achieving quality, which includes inadequate provision of infrastructure (buildings, learning and teaching materials), irregular training and re-training for staff and students, supervisors finding fault in the supervisee, partial or non implementation of proffered solutions by the government.

Supervision in Kenyan schools is one of the roles of head teachers who are charged with the responsibility of supervising actual classroom instruction and other activities in the school, (The School Management Guide 1999). The government of Kenya through education commissions, the Basic Education Act (2013) and other government reports has continued to emphasize supervisions of schools and instructional practices. The Kenya Education Commission (1964) emphasized the importance of instructional supervision in secondary schools and gave principals the role of school based supervision of instructions. On the other hand the Gachathi Commission (1976) and the Kamunge Report (1988) established an inspectorate in the Ministry of Education charged with supervision and in servicing of teachers on School Based Quality Assurance and Standards (MOE, 2009).

The Education Act (2013) stresses the need for instructional supervisions by establishing Standards and Quality Assurance Council (ESQAC) whose functions is assessment of teachers and maintenance of quality standards and relevance of education in institutions of basic education. In addition to that, the Education Act (2013) empowers the Cabinet Secretary for Education, Teachers Service Commission (TSC), National Education Board, national
quality assurance bodies and the County Education Board (CEBs) with the mandate of maintenance of standards quality and relevance of education and training.

Supervision helps in the improvement of instructions but despite its significance in improving instructions and students achievements, Buregeya (2011) observed that there is an ongoing decline of supervision of schools throughout the globe. This is because of the many factors that have impacted on effective principals’ instructional supervision. This research discussed: principals’ academic qualification, principals’ administrative experience, teachers’ attitude towards supervision and the size of the school.

The 1988 Report by the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, noted that while principals were central to the successful management of schools, most of them were appointed from serving teachers, majority of whom had not received any training in school management and therefore their academic qualification was questionable (MOEST, 1999). The report and others recommended that in-service Education for Teachers (INSET) be provided for all heads of schools. On this basis, the Ministry of Education Science and Technology (MOEST) has been running numerous in-servicing training programmes in form of seminars, workshops and conferences for teachers and principals. These INSETS aim at empowering the principals and teachers to improve the quality of leadership as well as teaching and learning. This was as a result of the findings by the consultancy on the improvement of management in primary
needs analysis which took place in 1994. This consultancy recommended that primary school heads require skills in school development planning, Curriculum management, human and resource management (MOEST, 1999).

Another critical factor that has impacted on effective principals’ instructional supervision is the school principals' administrative experience (Kirui, 2012). According to Mwiria (1995) limited teaching and administrative experience contributed to management deficiencies in those with less than five years of administrative experience. In contrast, Wawira (2012) found out that principals' administrative experience does not influence implementation of instructional practices. Teachers’ attitude towards supervision is another key factor influencing principals’ instructional supervision. According to Mbithi (2007) employees of an organization must possess the right attitude and skills to enable them to get the work done efficiently. He observed that work efficiency comprises skills and proper attitude. Most teachers perceive supervisors with contempt, feeling, sometimes rightly and sometimes wrongly about the supervision. Blumberg (1980) portrays the tension between supervisors and teachers as a “Private Cold War”.

Another factor influencing principals’ instructional supervision is the size of the school. Global education policies aiming at enhancing equity, access and improved transitions (UNESCO, 2005) have consequently led to massive pupils' enrolment figures and high pupil-teacher ratios throughout the globe, resulting in bigger classes and heavy work load amongst the head teachers and
the school principals. In Kenya, since the introduction of free primary education in 2003 and later free day secondary education the aspect of quality has been of great concern. Teachers are faced with a greater challenge in serving growing enrolment of pupils and students with some facing social problems such as poverty, unemployment, ignorance and disease. With the new constitution (2010) teachers are also called upon to work with children with issues of social exclusion, sexual exploitation and extreme poverty. The performance of students depends heavily on the principals’ instructional supervision that prevails in the learning institutions (World Bank, 2008).

Mostly when the KCSE results are released several reports come up trying to appreciate principals with good results and criticize those with poor results citing the ability of the heads of the schools instructional supervision practices. In this regard this study aimed at looking at factors influencing principals’ instructional supervision practices in public secondary school in Makadara District. According to the District Education officer (2015) Makadara District has continued to register low performance in KCSE results for the last three years compared to Starehe and Embakasi Districts.

1.2 Statement of the Problem

Effective instructional supervision is vital if the government is to achieve its objective of providing quality basic education that is relevant to its development goals. Okumbe (1999) identifies three aspects of supervision, the administrative aspects of supervision, the curricular aspect, and the aspect of
instructional supervision. The Koech report (1999), The Sessional paper No 1, (2005) and KESSP (2005) have all attributed good performance to effective supervision by head teachers and QASO. The Kenyan government recognizes the importance of instructional supervision in improving teaching and learning and it has made numerous efforts to enhance the quality assurance. Efforts have also been made to rationalize workload, operationalise zones and institutions to ensure that quality assurance are available to all learners. To facilitate quality education, QASOs have been provided with financial allocations to enable them function effectively. Numerous in-service training, workshops and seminars on supervision have also been offered to principals (MOEST, 2005).

However, despite these efforts, there are reports on poor student learning outcomes as observed by Cabinet Secretary for Education (Machio 2014). Further, a recent survey by the Uwezo Initiative (2013) indicates that learning levels among primary school children are low and too many complete primary schools without basic competencies. This is likely to affect learners greatly at the secondary level and is attributed to lack of close supervision of instructions and teachers. The KCSE results in Makadara District have generally been poor for the last 3 years. This is evident in the KCSE result analysis below for Makadara District as provided by the DQASO during the Makadara District Education day.
Table 1.1: The Mean Standard Score for the Starehe, Embakasi and Makadara Districts

<table>
<thead>
<tr>
<th>Districts/ Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Mss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starehe Mean Score</td>
<td>5.764</td>
<td>5.685</td>
<td>5.821</td>
<td>5.757</td>
</tr>
<tr>
<td>Embakasi Mean Score</td>
<td>6.258</td>
<td>6.436</td>
<td>6.504</td>
<td>6.399</td>
</tr>
<tr>
<td>Makadara Mean Score</td>
<td>4.258</td>
<td>5.036</td>
<td>5.014</td>
<td>4.769</td>
</tr>
</tbody>
</table>

Source: (Makadara DEO 20

Table 1.1 showed that performance in KCSE in Makadara District for the last three years had been poor compared to the other Starehe and Embakasi. This made Makadara District a suitable area for this study. Supervision of instructions plays an important role in the performance of teachers. For this role to be effectively achieved, institutional factors influencing head teachers’ instructional supervision practices were analyzed.

1.3 The Purpose of the Study

The purpose of this study was to investigate factors influencing principals’ instructional supervision practices in public secondary schools in Makadara Sub-County Nairobi County.

1.4 Objectives of the Study

The study was guided by the following objectives:
i. To establish whether the principals’ level of academic qualification influences their instructional supervision practices in public secondary schools in Sub-County.

ii. To examine whether the principals’ administrative experience influences their instructional supervision practices in public secondary schools in Makadara Sub - County.

iii. To determine whether teachers’ attitude influences principals’ instructional supervision practices in public secondary schools in Makadara Sub - County.

iv. To establish whether the size of the school influences principals’ instructional supervision practices in public secondary schools in Makadara Sub - County.

1.5 Research Questions

The study sought to answer the following research questions:

i. To what extent does the level of academic qualification influence principals’ instructional supervision practices in public secondary schools in Makadara Sub – County?

ii. How does the principals’ administrative experience influence their instructional supervision practices in public secondary schools in Makadara Sub – County?
iii. To what extent does the teachers’ attitude influence principals’ instructional supervision practices in public secondary schools in Makadara Sub – County?

iv. To what extent does the size of the school influence principals’ instructional supervision practices in public secondary schools in Makadara Sub – County?

1.6 Significance of the Study

The research findings on the factors influencing principals’ instructional supervision practices in public secondary schools in Makadara Sub- County are hoped to help the policy makers in the Ministry of education to come up with the necessary leadership policies that can enhance teacher and student performance. The findings may be useful to the practitioners to exercise good supervisory management skills so as to improve students’ performance. The study is also expected to be of great use to the principals’ association who come together to discuss issues in educational administration, to the TSC, to KEMI for training and finally, the study may form a basis for further research with a view of improving the quality of instructional supervisions in secondary schools.

1.7 Limitations of the Study

According to Mugenda and Mugenda (2010) limitation is an aspect of research that may influence the results negatively but over which the researcher has no
control. In this research it seemed like the respondents were sharing information which was bound to affect the objectivity of the findings. However to minimize this problem, the researcher appealed to the respondents to be frank with assurance that their responses would be treated with confidentiality and would only be used for the purpose of the study. The researcher was also not in a position to control other variables that may have had influence on the study.

1.8 Delimitations of the Study

According to Orodho and Kombo (2002) delimitation of the study refers to the boundary of the study. The study was restricted to Makadara Sub-County, Nairobi County, Kenya. No school outside the Sub-County was included in the study. The study was concerned with public secondary schools. Private secondary schools and other learning institutions in the Sub-County were not studied. This study was also restricted to the factors influencing principals’ instructional supervision practices. Data was collected from principals, deputy principals and heads of departments of selected secondary schools.

1.9 Basic Assumptions

It was assumed that:

i. All the respondents were cooperative and provided reliable responses.
ii. All respondents were able to identify factors influencing principals’ instructional supervision practices in public secondary schools in Makadara Sub-County.

1.10 Definition of Significant Terms

**Instruction** refers to teaching and learning strategies employed by the teacher when facilitating classroom lessons.

**Instructional supervision** refers to constant process that aims at improving teaching and learning through provision of needed services to teachers.

**Influence** refers to the capacity to have an effect on the character, development, or behavior of someone or something or the effect itself.

**Administrative experience** refers to the total number of years one has served as a principal in a secondary school.

**Public secondary schools** refers to government institutions that offers post primary education up to form four which are funded by the government through Free Secondary Funds.

**Performance** refers to the extent to which a student, teacher or institution has achieved their education goals.

**School size** refers to numbers of pupils in a teacher's class room daily for whom the teacher is responsible and accountable for.
**Attitude** refers to a settled way of thinking or feeling about something.

**Workload** is used in this study to refer to principals overall administrative tasks such as teaching, supervision, financial management, organization and other duties.

**Staff involvement** refers to the extent to which the principal uses partnership leadership in instructional supervision.

**Provision and Management of resource** refers to acquisition, allocation, maintenance and improvement of material and physical resources by principals in their respects.

### 1.11 Organization of the Study

The study was organized in five chapters. Chapter one comprised the background of the study, statement of the problem, purpose of the study, objectives of the research, research questions, significance and assumptions of the study, limitations, delimitations and definition of the significant terms. Chapter two presented reviewed literature on the factors influencing principals’ instructional supervision, academic qualifications, principals’ administrative experience, teachers’ attitudes towards supervision, the size of the school, the summary of the review literature, theoretical and conceptual framework.

Chapter three focused on research methodology which included the research design, target population, sample size, sampling technique, research instruments, reliability and validity and procedures for data collection and
analysis techniques. Chapter Four presented the findings of data analysis, interpretation and conclusions of the study. Chapter Five focused on the summary, conclusions, and recommendations for the study and recommendation for further studies.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher reviewed literature on the studies that have been done on instructional supervision. The chapter presents the concept of instructional supervision, academic qualification and principals’ instructional supervision, administrative experiences and principals’ instructional supervision, teachers’ attitude and principals’ instructional supervision, the size of the school and principals’ instructional supervision, summary of literature review, theoretical and conceptual framework.

2.2 The Concept of Instructional Supervision

Supervision has been defined variously by different scholars. According to Stone (1988), supervision is an attempt through second intervention to ascertain, maintain and improve the quality of work. According to Eye, Netzer and Krey (1971) as cited by Kerio (2004), supervision is termed as that phase of administration aimed at achieving specific school goals and objectives. Acheson (1987) defined supervision as the ability to perceive desirable objectives in school and to help others contribute to the vision in accordance with the process of bringing about improvement.

Supervisory management is an important tool of management. The supervisor in an organization acts as the link between the management hierarchy and the
employees at large. Rino (2009) envisions supervisors as conduits through which an organization demonstrates their commitment or lack of commitment to the employees. According to this publication supervisors are responsible for providing work related information, instructions and resources. They must also be able to give both positive and corrective feedback that is timely and fair. Okumbe (1997) considers supervision as that dimension or phase of educational administration concerned with improving instructional effectiveness. His definition concurs with Wiles and Lovel (1975) and Eye et al (1971) cited by Kerio (2004) who have defined supervision as that phase of school administration focusing primarily on the achievement of appropriate instructional expectations of education. From these definitions, it is clear that supervision is an ongoing activity that is a purposeful and often carried out towards achieving instructional effectiveness.

There are various forms of supervision namely: general supervision, instructional supervision and clinical supervision. Instructional supervision, which is the focus of this study takes place inside the classroom and is concerned with students learning in the classroom. It involves all those activities undertaken to help teachers maintain and improve their effectiveness in the classroom. This form of supervision requires face to face examination of the actual teaching process, recording of data concerning these activities and using this information to guide and counsel the teacher with the aim of improving his/her effectiveness. This form of supervision is sometimes described as “clinical supervision” Okumbe (1997).
According to Goldhammer (1980) clinical supervision is that aspect of instructional supervision which draws upon data from direct first hand observation or the actual teaching process, or other professional events and involves face to face and other associated interactions between the supervisor and the supervisee. This kind of supervision can enhance professional growth and development in a number of ways. It helps the supervised teacher to improve his skills and to develop a positive attitude towards his/her profession. In a school set up administrative supervision is carried out by the school principal. When it comes to efforts to improve the quality of the school, the principal should be the person to look up to. Uyanga (2008) argues that a school is known to be an instrument of change and reforms in the society and principals are said to be the pivot of such reforms and changes.

2.3 Academic Qualification and Principals’ Instructional Supervision Practices
Supervision is regarded as one of the major functions which the principal should carry out in order to achieve the objectives of the school and to enhance the quality of the teaching-learning process. In order to perform this effectively, Principals as supervisors should be trained to improve their supervisory practices through intensified workshops and seminars. Babayemi (2006) opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guide and control administrative processes. As a chief executive, the principal owes it as a duty to modify the attitudes of staff and motivate them to put in their best at
achieving educational goals through an effective teaching-learning process. Kirui, (2012) argues that in the USA, England, Sweden and Australia preparation and professional development of heads of schools is formally institutionalized with colleges offering training for principals before appointment to school leadership. In the developing world especially Africa, preparation and development of principals is not as pronounced and systematic as it is in the developed world. In fact, in most cases it is either lacking or informal. However, there are efforts being made by some countries in coming up with programs for professional development and preparation of heads of school to conduct supervision (Kirui, 2012). In South Africa for instance, Kirui (2012) noted that new professional development initiatives for principals and aspiring principals are now covered in the Policy Framework for Leadership Education and Management.

In Kenya, the Kenyan government has established the Kenya education Management Institute (KEMI) which trains principals among other personnel (Olembe, Karagu & Wanga, 1992). Teacher Advisory Centers (TACS) have also been established as focal points for conducting teacher in-service courses and syllabus orientation to maintain high quality education. According to Njenga (2010), lack of requisite skills has left many municipalities in Kenya inadequately staffed, with grave implications for service delivery. He observes that there is dire need to equip the staff with adequate knowledge in their respective field to enable them perform their duties as expected. Okumbe (1998) recommends that for the purposes of effectiveness of school teachers,
school managers and curriculum implementers, in service training should be provided to them. Kimosop (2002) did a study on the role of principals in instructional supervision in Kabarnet and Salawa Division of Baringo District. The study found that most primary school principals have little or nothing in their backgrounds to prepare them as supervisors. Training ensures systematic development of knowledge, skills and attitudes required by employees to perform effectively on given tasks. Hence, employees can make a very significant contribution to the overall effectiveness and profitability of an organization (Opudo, 2012).

2.4 Administrative Experience and Principals’ Instructional Supervision Practices

The free online dictionary defines experience as knowledge and skills acquired through a direct personal participation or observation of an event. In this study, the definition of administrative experience adopted is the length of time the principal has been serving in that capacity. According to Olembo et al (1992) principals are expected to possess superior knowledge skills and attitudes acquired through training and experiences to enable them discharge their instructional duties effectively. Mwiria (1995) carried out a study on the constraints and challenges to effective primary school management in Eritrea. He found out that limited teaching and administrative experience had a great deal to do with administrative deficiencies observed in those with less than five years of administrative experience.
Administrative experiences, according to Olembo (1992) offers principals superior knowledge, skills and attitudes that would enable them discharge their instructional duties effectively. Beach and Judy (2000) referred to the skills needed by the supervisor as ‘skill- mix’ which is technical skills, managerial skills and human relation. Okumbe (1998) agrees with Beach and Judy (2000) and identifies three basic supervisory skills that a supervisor should be trained in and develop for their administrative experience. These include: technical, interpersonal and conceptual skills. Technical skills enable a supervisor to attain good knowledge of every operation or process under control and to eliminate faults, wastage or any dangerous practices. This practical and theoretical knowledge helps the principal to command respect from his or her subordinates. Human relation skills refer to the ability to understand the teachers and to interact effectively with them. This skill helps the school principal to act both officially and humanely. Conceptual skills enable the principal to acquire, analyze and interpret information in a logical manner. It refers to the capability to act in accordance with the laid down objectives (Okumbe, 1998).

As instructional and supervisory leaders, Olembo et al (1992) point out that head teachers should be trained on various education issues so as to impart them with appropriate knowledge, skills and attitudes that would enable them discharge their duties effectively. Studies done in Kenya by (Nyandiko, 2008 & Kirui, 2012) both found that head teachers’ experiences have a positive
influence on implementation of curriculum change and instructional supervision practices.

2.5 Teachers’ Attitude and Principals’ Instructional Supervision Practice

Effective instructional supervision has a direct impact on performance of teachers and students. In the school this efficiency can be achieved through providing teachers with clear performance expectations, fair and consistent feedback and career development. This should be within a context of an environment or culture where communication, innovation and professionalism are encouraged and nurtured. School goals and objectives may not be achieved if the principal does all the work alone, Olembo (1992).

Njagi (1981) observed that teachers viewed the climate of the school to be either good or bad based on their perception of prevalent attitudes and psychological qualities of their principals and their relationship especially with the principal. Thiongo (2001) observed that teachers views on supervision may differ from school to school because of the various ways principals performed their supervisory roles. Robinson and Dessler (2002) report that the evaluation of teaching has increased in recent years and teachers, especially through their organizations, have not wholeheartedly embraced current processes of evaluation. They have been raising valid questions concerning the competencies on which they are judged, who does the evaluation, how the evaluation is conducted, and what use is made of the results. Teachers question the reliability of the data collected on their performances and the
competence of the supervisors for making assessments. Furthermore, they want to be involved in the creation of the evaluation process. Karagu (1982) through his study on perception of teachers on principals supervisory role in Thika and Nairobi; found out that teachers perceived effective principals as persons who are hardworking, have accurate knowledge of what goes on in the schools and are interested in teachers as individuals, they are approachable, kind, considerate and willing to take advantage of teacher’s special skills as well as giving them a share in decision making in the schools.

2.6 The Size of the School and Principals’ Instructional Supervision Practices

School size according to the web refers to the capacity of students in a school. Throughout the world, pupils and students enrollment at all levels of education are on a rising trend. World Bank (2002) pointed out that the quality of education in Uganda under UPE is unsatisfactory as there is inadequate teaching due to high teacher pupil ratio and overcrowding in classes that negatively affect the standards of education. After the introduction of FPE policy in Kenya in 2003, there has been massive increase in enrollment figures in primary schools. According to Department for International Development ([DFID], 2007) increases in enrolment are associated with large class sizes and lower KCPE and KCSE scores. Wathera (2008) noted that increase in enrollment overwhelms teachers and they are not able to give individualized attention to pupils or students. Teachers cannot mark pupils or students’ assessments whereas head teachers and QASOs focus mostly on management
of FPE grants compromising instructional supervision practices. In a similar study by Kamindo (2008) she concluded that the introduction of FPE policy has made the head teachers to be managers, accountants, record keepers and supervisors instead of instructional supervisors.

2.7 Summary of Literature Review

This chapter reviewed literature on school based factors and their influences on implementation of instructional supervision practices in public secondary schools in Makadara sub-County. The principals as instructional supervisors should possess prerequisite supervisory skills such as conceptual, human relations and technical skills (Okumbe, 1998). A study done by Kimosop (2002) revealed that most school administrators have little or no background skills or expertise to prepare them as instructional supervisors. A related study done by the MOE and Kenyatta University lecturers revealed further that most school heads lack management, teaching and financial skills to manage public institutions (Kiplagat, 2012).

Mwiria (1995) recommended determination of minimum levels of experience of teachers before appointment to leadership position and proper pre-and in service courses for principals. This is after finding out management deficiencies in less experienced principals. However, Wawira (2012) argued that administrative experience does not significantly influence instructional supervision practices in public primary schools but she notes that
administrative experiences of principals influence teachers’ perceptions of principals’ instructional supervision practices.

Opudo and Bore (2012) explored some issues affecting instructional supervision and they noted that principals’ academic level and increased enrolment affects instructional supervision negatively through increased workload amongst available staff. It should however, be noted that reducing the number of students alone does not improve the quality of supervisions and instructions or lead to poor education achievements (Nakabugo, 2003). Thus, focus should be shifted from concern on school sizes to investigating what kind of teaching actually makes a difference through instructional supervision.

2.8 Theoretical Framework

This study was guided by the Path Goal Theory developed by Robert House in 1971. It has its roots in expectancy theory. This theory states that a leader's behavior is dependent on the satisfaction, motivation and performance of his or her subordinates. It further claims that the leader engages in behaviors that compliment subordinates abilities and compensate for deficiencies. This theory can be classified both as a contingency and as a transactional leadership theory. It was developed to describe the way the leaders encourage and support their followers in achieving the goals they have set. According to this theory leaders should, be clear on what they expect from the subordinates.
2.9 Conceptual Framework

Orodho (2005) defines conceptual framework as a mode of representation where a researcher represents the relationship between variables in the study and depicts them diagrammatically.

![Conceptual Framework Diagram]

**Figure 2.1 Relationships between Variables on Factors Influencing Principals’ Instructional Supervision Practices in Secondary Schools in Makadara Sub-County.**

Figure 2.1 shows that performance of principals’ instructional supervision practices depend upon effort. Instructional supervision of principals influence teachers’ commitments in teaching, improves teaching and learning techniques, and improves academic performance. Head teachers can motivate teachers for academic performance. According to this theory, school principals who show the way and help the teachers and students to produce good results are effective leaders.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design, target population, sampling size, sampling procedures, research instruments, validity and reliability of instruments data collection procedures and data analysis technique.

3.2 Research Design

Kombo and Tromp (2006) define research design as the structure of research. Orodho (2003) as cited by Kombo and Tromp in their publication defines research design as the scheme, outline or plan that is used to generate answers to research problems. This study adopted descriptive survey design to find out factors influencing principals’ instructional supervision practices in Public secondary schools in Makadara Sub-County Nairobi County. According to Orodho (2005) descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This design was deemed appropriate for this study due to its ability to elicit a wide range of baseline information. It also ensured rapid data collection with minimal expenditure of effort, time and money. Descriptive studies may often result in the formulation of important principles of knowledge and solution of significant problems (Kombo & Tromp, 2006).
3.3 Target Population

Oso and Onen (2011) define target population as the total number of subjects or the total environment of interest to the researcher. According to Borg and Gall (2007) a target population is defined as all members of the real population or a set of people, events or objects to which a research wishes to generalize the results of the study. The target population of the study consisted of 20 principals, 20 deputy principals and 300 heads of departments from all the public secondary schools in Makadara Sub-County. Therefore the total target population was 340.

3.4 Sample Size and Sampling Technique

According to Mugenda and Mugenda (2003) a sample is a small portion of the target population, while sampling is a research technique that is used in selecting a given number of subjects from the target population, as a representative of that population. According to Orodho and Kombo (2002) Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Mugenda and Mugenda (2003) recommend 50% of the target population as an adequate sample for a study. The sample size in this study was 10 principals, 10 deputy principals and 150 heads of departments from 10 public secondary schools. In each school the principal, deputy principal and heads of departments were picked purposively. The sample size consisted of 170 respondents.
The study employed simple random sampling to select 10 schools. Simple random sampling is a technique in which each and every item of the population is given an equal and independent chance of being included in the sample. In applying this technique the researcher obtained names of all the public secondary schools in Makadara Sub-County and wrote them on identical slips of papers. The slips were folded and mixed in a container. A blind fold selection was made with replacement before another unit was selected. The principals, deputy principals and heads of the departments of the sampled schools were selected purposively.

3.5 Research Instruments

This study used questionnaires for principals, deputy principals and heads of departments. Questionnaires were used because the population was literate hence able to read and comprehend the questions. The questionnaires were administered and left with the respondents to fill in before being collected a day later. A questionnaire is an instrument used to gather data which allows measurements for or against a particular viewpoint. According to Orodho (2005) a questionnaire has an ability to collect a large amount of information in a reasonably quick space of time. Mugenda and Mugenda (2003) assert that a questionnaire is commonly used to obtain important information about the population with each item in the questionnaire addressing a specific objective.

The questionnaires were divided in two sections. Section A sought to obtain the respondents’ demographic data, academic qualification, working
experience and the student-teacher ratios in their schools. A total of 5 items were captured in this section; these were gender, age, professional qualifications, duration of service in their present posts and teacher-student ratio. Section B sought to give an assessment on factors influencing principals’ instructional supervision practices in public secondary schools in Makadara Sub-County Nairobi County. The questionnaire used in the study had both closed and open-ended questions to allow more information to be solicited from the respondents.

3.6 Validity of the Research Instrument

Instrument validity refers to accuracy, meaningfulness and technical soundness of the research instrument (Kothari, 2007). It’s a degree to which a test measures what it intends to measure. To this effect the questionnaire is said to be valid when it measures the intended parameters (Borg & Gall 2007). To enhance the instrument validity the research instruments were appraised by the supervisors to evaluate the applicability and appropriateness of the content clarity and adequacy of the construction of the instruments from a research perspective and before collecting the data, pilot study was conducted in four schools. The four schools were not sampled in the main study. 12 respondents took part in the piloting study; 4 principals, 4 deputy principals and 4 heads of departments.
3.7 Reliability of the Research Instrument

Reliability, according to Mugenda and Mugenda (2003) is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The test retest method was used to test the reliability of the questionnaire. This approach was appropriate since it gave a time lapse between the two tests and the researcher used this to prove instruments’ reliability. Test retest involves administering instruments twice to the same group of subjects. The instruments were administered to secondary schools in Makadara Sub-County randomly selected from the target population and the responses scored manually. The same instruments were re-administered after two weeks and responses were also scored and analyzed manually. The reliability coefficient was determined using Pearson product correlation. According to Kerlinger (2008), a correlation coefficient of 0.7 and above was acceptable. A correlation coefficient of 0.8 was considered high enough to judge the questionnaire as reliable.

3.8 Data Collection Procedure

To generate data for this research study, the researcher got a letter of introduction from the University of Nairobi. Thereafter the researcher got a research permit from the National Commission for Science, Technology and Innovation (NCSTI). The researcher then made a courtesy call to the District Education Officer, Nairobi County. Thereafter she visited the sampled schools established rapport and made appointments with the school managers. The
Researcher then administered research instruments and waited for one week before going back to collect the completed questionnaires.

3.9 Data Analysis Techniques

After collection of data, the instrument was checked for completeness and clarity. Data was analyzed both quantitatively and qualitatively based on the study objectives. Quantitative analysis was applied for close ended questions that would have provided the respondents with alternative responses from which to choose. Qualitative analysis was used on open ended questions that require the respondents to give their own opinions. Descriptive statistics was used to summarize quantitative data. Analyses involved editing the questionnaires, tabulating and coding the responses. Data was processed using Statistical Packages for Social Sciences (SPSS) computer programme. Frequency distributions, percentages and mean scores and standard deviations was computed and tabulated. Qualitative data was processed by first categorizing and discussing responses for each item according to themes. The data was edited and coded and reported using descriptive narrative of the views, experiences and opinions of the respondents. Descriptive statistics were used to analyze the coded responses.

3.10 Ethical Considerations

The research observed confidentiality especially from the information given on questionnaires. The respondent’s information was not used for any other purposes other than educational purpose. The respondents’ names were not
written on the questionnaires. The respondents consent was sought before administering the questionnaires. The researcher introduced herself to the respondents and stated her mission clearly.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the data, interpretation and analysis. Data analysis was aimed at addressing the purpose of the study which was to establish factors influencing principals’ instructional supervision practices in public secondary schools in Makadara Sub-County, Nairobi County. It starts with questionnaire response rate, demographic and background of the respondents, influence of principals’ academic qualification, administrative experience, teachers’ attitude and influence of school size on principals’ instructional supervision practices. The work is organized based on the four research objectives raised for the study. Data is then presented in the form of frequency tables and figures where applicable. The presentation is based on data collected from principals’, deputy principals’ and heads of departments’ questionnaires.

4.2 Questionnaire Return Rate

The researcher dispatched 10 questionnaires to principals, 10 to deputy principals and 150 to heads of departments. The Table 4.1 shows how the questionnaires were returned.
Table 4.1: Questionnaire Return Rate

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributed</td>
<td>Returned</td>
</tr>
<tr>
<td>Principals</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Heads of Departments</td>
<td>150</td>
<td>130</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>170</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

Table 4.1: Questionnaire Return Rate of Respondents

Table 4.1 above indicates that the 10 principals and deputy principals sampled participated in the study. This represents a return rate of (100%). However, (87%) of the heads of department sampled took part in the study and returned the questionnaires. This response was possible because the respondents were knowledgeable about supervision of curriculum since they are involved in internal curriculum supervision in schools. The researcher also made visit to their schools to collect filled questionnaires. The high response rate of the respondents indicated that they were cooperative.

4.3 Demographic and Background Information of Respondents

The study sought to find out the demographic information of respondents in respect to their age, level of education, administrative experience and gender.
The purpose of this information was to establish the general characteristics of the respondents and their understanding of instructional supervision.

4.3.1 Age Distribution of Respondents

The respondents were asked to indicate their age brackets. It was necessary to explore the variable of age to establish whether age was a factor that influenced principals’ instructional supervision practices. Table 4.2 below shows findings on the respondents’ distribution of ages.

**Table 4.2: Age Distribution of the Respondents**

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25–35</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>35–45</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>45–55</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Above 55</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

The study established that the majority of the principals and deputy principals were aged between 45 years and 55 which is represented by 60% of the sampled respondents. These results suggest that age was a likely factor that was put into account when appointing principals and the deputy principals in the position of leadership. It also indicated that most of the principals and deputy principals have served in the teaching service for a long time and hence, have acquired adequate experiences in internal curriculum supervision.
at the school level. They were also considered well suited to provide relevant information on school based factors influencing instructional supervision practices in public secondary schools in Makadara Sub-county, Nairobi County. It is also apparent that most of the heads of departments were aged between 45 and 55 years as shown in table 4.2 above. This is accounted by (40%) of the sampled heads of department in secondary schools in Makadara Sub County, Nairobi County. They were also considered to have a lot of experience in school based curriculum supervision.

4.3.2. Academic Qualification of Respondents

The study sought to find out the highest academic qualification of the respondents. This was necessary because academic qualifications equip those in position of leadership with adequate knowledge on academic matters. Babayemi (2006) opined that in order to carry out instructional supervision practices effectively, the school principals and all those charged with the responsibility of instructional supervision practices must be trained to improve their supervisory practices through intensified workshops and seminars. Kirui (2012) argues that principals and deputy principals must not only be trained in the act of administration but must be well acquainted with the principles that guide and control administrative processes. Table 4.3 summarized the respondents’ responses on their academic qualifications.
Table 4.3 Academic Qualification of Respondents

| Categories         | B.Ed |  | SC/PGDE |  | M.Ed |  |
|--------------------|------| |        |      |      |   |
|                    | F    | % | F       | %  | F    | % |
| Principals         | 5    | 50 | 2       | 20 | 3    | 30 |
| Deputy Principals  | 4    | 40 | 1       | 10 | 5    | 50 |
| Heads of Departments | 70 | 46.6 | 38  | 25.3 | 42 | 28 |
| Total              | 79   | 45.5 | 41  | 18.4 | 50 | 36 |

The results in Table 4.3 show that most of the respondents were holders of B.Ed Certificate. This is indicated by (46%) of the sampled respondents. However, a number of principals are holders of Masters’ of Education degree. This was accounted by (30%) of the sampled respondents. This shows that all the respondents are qualified and thus able to translate and implement issues of education management with professionalism. Muchira (1980) found that the Principal’s leadership style positively correlated significantly with the students’ achievements and that the leadership style is significantly correlated positively to the principal’s level of education.

4.3.3 Administrative Experience of Respondents

Respondents were asked to indicate their administrative experience. The aim of this information was to find out if the Principals, Deputy Principals and
Heads of Departments were exposed to instructional supervision practices. Table 4.4 summarized the results.

**Table 4.4 Administrative Experience of Respondents**

<table>
<thead>
<tr>
<th>Working Experience in Years</th>
<th>Principals</th>
<th>Deputy Principals</th>
<th>Heads of Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>5 – 10 years</td>
<td>1</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>10 – 15 years</td>
<td>5</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>15 and above</td>
<td>4</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Mwiria (1995) carried out a study on the constraints and challenges to effective primary school management in Eritrea. He found out that limited teaching and administrative experience had a great deal to do with administrative deficiencies observed in those with less than five years of administrative experience. The results in Table 4.4 suggest that most of the principals have served in the administrative position between 10-15 years. This was represented by (50%) of the sampled principals. However it also revealed that a high percentage of the heads of departments have not served in their positions for more than 5 years in their present administrative positions. This is an indication that most of the heads of departments have not gained enough experience on instructional supervision practices.
4.3.4 Gender of Respondents

The respondents were asked to indicate their gender. It was necessary for the researcher to obtain the data on the gender in order to establish whether the gender as a variable, influenced instructional supervision practices. The findings are summarized in Table 4.5

Table 4.5 Gender of Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Principals</th>
<th>Deputy Principals</th>
<th>Heads of Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>10</td>
</tr>
</tbody>
</table>

The results of Table 4.5 show that majority of the administrative personnel in the school are males. These are represented by (60%) of Principals, (70%) of deputy principals and (57%) of heads of departments. This indicates that Makadara Sub County is a male dominated zone. The respondents did not clearly state the underlying reasons for male administrators’ dominance. It was however noted by majority of the respondents that the government policy on gender mainstreaming needed to be implemented in Makadara district.
4.4. Factors Influencing Principals’ Instructional Supervision Practices

Supervision of instructions in public primary schools is affected by many factors as cited in the literature review. Some of the factors are principals’ academic qualification, principals’ administrative experience, teachers’ attitude and the size of the school. This study aimed to established factors influencing instructional supervision practices in public secondary schools in Makadara Sub County, Nairobi County. The data was obtained through own constructed questionnaires dispatched to principals, deputies and heads of departments in public primary schools. Responses from the questionnaires were organized and analyzed using descriptive statistics supported by Tables and Figures based on the objectives of the study.

4.4.1 Academic Qualification and Principals’ Instructional Supervision Practices

Research question one sought to find out the extent to which academic qualification influenced principals’ instructional supervision practices in public secondary schools. The respondents were asked to indicate the extent to which they thought principals’ academic qualification generally influence supervision practices. Their responses are tabulated in Table 4.6
Table 4.6: Academic Qualification and Instructional Supervision Practices

<table>
<thead>
<tr>
<th>Responses</th>
<th>Principals</th>
<th>Deputy Principals</th>
<th>Heads of Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>10</td>
</tr>
</tbody>
</table>

From Table 4.6 it is evident that the majority of the principal indicated that academic qualification affects supervision of instruction in public secondary schools. These are represented by (70%), of the sampled principal, (60%) and (60%) of deputy principals and heads of department respectively. From the finding it means that academic qualification of the principals, deputy principals and heads of departments should be enhanced and considered when appointing them to the administrative positions.

4.4.2 Administrative Experience and Principals’ Instructional Supervision Practices

Research question two sought to find out the extent to which administrative experience influenced principals’ instructional supervision practices in public secondary schools. The respondents were asked to indicate the extent to which they thought principals administrative experience generally influence supervision practices. Their responses are tabulated in Table 4.7.
Table 4.9: Administrative Experience and Instructional Supervision Practices

<table>
<thead>
<tr>
<th>Responses</th>
<th>Principals</th>
<th>Deputy Principals</th>
<th>Heads of Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>80.0</td>
<td>7</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>20.0</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 4.7 shows that majority of the principal indicated that administrative experience affects supervision of instruction in public secondary schools. These are represented by (80%), of the sampled principal, (70%) and (67%) of deputy principals and heads of departments respectively. From the finding it means that administrative experience of the principals, deputy principals and heads of departments should be enhanced and considered when appointing them to the administrative positions.

4.4.3 Teachers’ Attitude and Principals’ Instructional Supervision Practices

Research question three sought to find out the extent to which teachers’ attitude influenced Principals instructional supervision practices in public secondary schools in Makadara Sub – County. The respondents were asked to indicate their feelings towards principals’ administrative tasks. Their responses are tabulated in Table 4.8.
Table 4.8 Teachers’ attitude and Principals’ Instructional Supervision Practices

SD:  Strongly Disagree  D:  Disagree  U:  Undecided  A:  Agree  SA:  Strongly Agree

<table>
<thead>
<tr>
<th>Responses</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the principal to supervise teachers’ work</td>
<td>80</td>
<td>53</td>
<td>20</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>It is necessary for the principal to supervise the behaviour of the students</td>
<td>80</td>
<td>53</td>
<td>100</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Principal mostly involve teachers in formulating school rules and regulations</td>
<td>98</td>
<td>65</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>I appreciate when the principal monitor the work of Support staff</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Principals provide mentorship for new teachers to facilitate supportive induction</td>
<td>70</td>
<td>47</td>
<td>30</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Schemes of work should be checked</td>
<td>80</td>
<td>53</td>
<td>100</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Records of covered work should be checked regularly</td>
<td>98</td>
<td>65</td>
<td>52</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Class register should be checked regularly</td>
<td>72</td>
<td>48</td>
<td>78</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

In table 4.8 above, heads of departments were required to indicate whether they were comfortable with their principals’ administrative role. Results indicated that 53.0% and 13% of heads of the departments as shown above indicated that they did not like the principals to supervise their work. 7% were
undecided while 27% did not see anything wrong with the principals supervising their work. A number of heads of departments were for the opinion that principals did not play their role as expected for example, 65% of the respondents felt that principals were not involving teachers in formulating school rules while 47% of respondents felt that most principals were not providing mentorship for new teachers to facilitate supportive induction. This clearly showed the respondents attitude towards supervisory practices.

4.4.4 The Size of the School and Principals Instructional Supervision Practices

The fourth research question sought to find out the extent to which the size of the school influences principals’ instructional supervision. It also sought information on the number of students in public secondary schools in Makadara Sub County; Nairobi County Table 4.9 shows the total number of students in the schools.

Table 4.9: The Size of the School and Principals’ Instructional Supervision Practices

<table>
<thead>
<tr>
<th>School enrollment</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 - 500</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>501 - 1000</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Over 1000</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The results in Table 4.9 reveal that the majority of the schools had large student enrollment ranging between 501 – 1000 students as indicated by (50%) of the respondents. It is evident that majority of the schools had over 500 students. This is likely to impact negatively on principals’ instructional supervision practices because principals in these schools would be forced to take up more teaching subjects. This would lead to heavy work load and are likely to neglect supervision. They therefore, cannot undertake classroom observation and also cannot check on syllabus coverage; neither can they initiate model teaching on best practices. Data on this objective was also collected and analyzed to determine the effect of class sizes on principals’ instructional supervision practices. The responses are summarized in Table 4.10

**Table 4.10: Class Sizes and Principals’ Instructional Supervision Practices**

<table>
<thead>
<tr>
<th>Effects of Large Class Sizes</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased work-load</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Need for more instructional materials</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Lack of individualized attention to students</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The result in Table 4.10 reveals that the majority of the respondents indicated that large class sizes led to increased workloads amongst the principals and available staff. This was accounted by (60%) of the sampled respondents. This implies that time for instructional supervision amongst the teachers reduces. This finding suggests relationship between class sizes and principals’ instructional supervision practices. The respondents were also asked to explain the frequency of the principals’ instructional supervision practices. Table 4.11 shows the findings on respondents’ opinion on frequency with which principals’ undertake instructional supervision practices.

**Table 4.11 Responses on Frequency of Principals’ Instructional Supervision Practices**

**VO - Very Often, O – Often, R – Rarely**

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VO</td>
</tr>
<tr>
<td>Monitoring teachers’ class attendance</td>
<td>78.0</td>
</tr>
<tr>
<td>Ensuring timely preparation of schemes of work</td>
<td>72.2</td>
</tr>
<tr>
<td>Class visitation / Observation</td>
<td>21.0</td>
</tr>
<tr>
<td>Checking students’ homework and assignment</td>
<td>25.0</td>
</tr>
<tr>
<td>Provision of school based in- service courses</td>
<td>-</td>
</tr>
</tbody>
</table>

The results of Table 4.11 suggest that the principals monitor teachers’ class attendance very often as shown by a majority of the respondents 78%. The
principals also ensure timely preparation of schemes of work which is reflected in the table above 72.2%. Those instructional practices rated as being undertaken often were classroom observation as shown by 79% of the sampled respondents and checking students’ homework and assignment as shown by 75% of the respondents. Provision of school based in service courses to teachers was rated as rarely as shown by a majority 73.3% of the respondents. The findings show that principals carry out various supervision practices at varied levels of frequency. The principals were also asked to indicate availability of various documents on supervision. The Table 4.12 shows principals’ responses on the availability of the document.

**Table 4.12 Principals’ Responses on Availability of Instructional Supervision Documents**

<table>
<thead>
<tr>
<th>Supervision Documents</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Staff register</td>
<td>87.0</td>
</tr>
<tr>
<td>School arrival and departure time</td>
<td>89.0</td>
</tr>
<tr>
<td>Lesson attendance records</td>
<td>78.1</td>
</tr>
</tbody>
</table>

The data on Table 4.12 shows that majority of the principals keep supervision documents. 87% of the respondents indicated that they have staff register, 89% have school arrival and departure signing in sheet. Majority of respondents also have lesson attendance registers per class which was accounted by 78% of the sampled principals. The availability of these
documents and supervision policy proves that majority of the heads of the schools are keen as far as instructional supervision practices are concerned.

4.5. Problems Encountered During Instructional Supervision

In order to establish the problems principals encounter during instructional supervision, the principals were asked to list the challenges they experienced while exercising instructional supervision. The results were as shown in table 4.13.

**Table 4.13 Problems Encountered During Instructional Supervision by the Principals**

<table>
<thead>
<tr>
<th>Problems encountered</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ resistance to change and supervision</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Lack of enough teaching material</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Lack of syllabus coverage</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Teachers’ not adequately prepared to face the principal for discussion</td>
<td>6</td>
<td>60.0</td>
</tr>
</tbody>
</table>

As seen from the table 4.13 above, the greatest challenge the principal face during instructional supervision is teachers’ resistance to change and supervision. This was reported by 80% of the principals. Additionally, 60 percent of the principals believed that teachers are not prepared to face the principals whenever the principal enquire about their work. The principals also
cited lack of adequate teaching and learning resources as a major impediment. This was cited by 70% of the principals suggesting that every now and then, schools in the district faced instances of inadequate teaching and learning resources. There was also a concern that most teachers were not able to cover the syllabus on time. This was cited by 50% of the respondents.

On the same breadth, the teachers were asked to list the areas they thought principals should give more attention to while exercising instructional supervision. The responses from the open questions are tabulated in Table 4.14.

**Table 4.14 Suggestions on the Improvement of Instructional Supervision Practices in Schools**

<table>
<thead>
<tr>
<th>Problems encountered</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular monitoring of professional documents</td>
<td>142</td>
<td>94.6</td>
</tr>
<tr>
<td>Improvement of teaching methodologies</td>
<td>90</td>
<td>60.0</td>
</tr>
<tr>
<td>In service courses for teachers</td>
<td>100</td>
<td>66.6</td>
</tr>
<tr>
<td>Discipline management</td>
<td>120</td>
<td>80.0</td>
</tr>
<tr>
<td>Ensuring adequacy of learning and teaching resources</td>
<td>105</td>
<td>70.0</td>
</tr>
<tr>
<td>Encouragement and motivation of teachers</td>
<td>140</td>
<td>93.3</td>
</tr>
</tbody>
</table>
From the table 4.14 regular monitoring of professional documents was cited as the most critical area that principals need to lay more emphasis on. This was cited by 95% of the heads of department. Professional documents include the schemes of work, lesson plans, lesson noted and class registers. These documents reflect the plan for syllabus coverage and the progress towards achieving full syllabus coverage. They also assist in monitoring whether the learners are up to date with the syllabus progression. Teachers further cited improvement of teaching methodologies as another key area that principals should concentrate on. This was raised by 60% of the heads of departments. They indicated that in-service courses, workshops and seminars on the teaching methodologies of the various subjects would improve the quality of teaching and consequently improve on the performance of the students.

Discipline management was cited by 80% of the heads of department who suggested that principals should effectively address issues of lack of punctuality and truancy for both students who are day scholars and members of staff. They further indicated that discipline should extend to class control, where teachers should take full charge of the classes they are allocated to ensure that learning environment was maintained in classes. Other suggestions by the teachers on improvement of instructional supervision include ensuring adequacy of learning and teaching resources (70%), encouragement and motivation of teachers (93%).
4.6 Perceptions on the Suitability of Principals’ Supervisory Practices

To identify principals’ perceptions about the suitability of their supervisory practices in enhancing KCSE performance in the District, the principals were asked to indicate their opinions on what should be done in order to improve the KCSE results of their respective schools. Their responses are tabulated in Table 4.15.

Table 4.15 Principals’ Opinion on Supervisory Practices that Enhance Performance

<table>
<thead>
<tr>
<th>Principals’ Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality time for revision</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Retention of candidates</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Adequate staffing</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Motivation of teachers</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Improving teaching facilities</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>PTA teamwork</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Guiding and Counseling for students</td>
<td>6</td>
<td>60.0</td>
</tr>
</tbody>
</table>

Principals’ perceptions as summarized in Table 4.15 reveal that the key determinants in attaining good KCSE results included adequate staffing, motivation of teachers and teamwork between the teachers, parents and the school. These were reported by 70%, 60%, and 80% of the respondent
respectively. Additionally, allocating more time for revision, improved teaching facilities and guidance and counseling for students who are about to sit for exams are also perceived to yield better results as shown above.

Retention of students in schools was cited as a critical issue, given that students who are admitted to a new school at Form 3 and 4 have a problem catching up with the rest. The Principals indicated that in most cases, if the new students had a weak foundation in earlier classes, then their performance will be compromised.

The deputy principals and heads of departments were also asked to indicate their opinions on what the principals should do in their instructional supervision practices to enhance KCSE performance and their responses are tabulated in Table 4.16.

**Table 4.16 Deputy Principals and Heads of Departments’ Opinion on Supervisory Practices that Enhance Performance**

<table>
<thead>
<tr>
<th>Principals’ Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward excelling teachers</td>
<td>120</td>
<td>75.0</td>
</tr>
<tr>
<td>Encourage team work between PTA</td>
<td>144</td>
<td>90.0</td>
</tr>
<tr>
<td>Reward excelling students</td>
<td>128</td>
<td>80.0</td>
</tr>
<tr>
<td>Management of discipline to reduce truancy</td>
<td>112</td>
<td>70.0</td>
</tr>
<tr>
<td>Strict admission rules</td>
<td>120</td>
<td>75.0</td>
</tr>
</tbody>
</table>
From Table 4.1 above, organizing academic trips, administering frequent tests and exams, encouraging team work between the parents, teachers and the school were cited by (90%) of the respondents as the key single most factor influencing good performance. Additional proposals included; rewards for teachers who excelled, ensuring adequate provision of books, having strict admission procedure cited by 75%. Seventy percent of the respondents felt that there should be proper management of discipline to reduce truancy and indiscipline (70%). Eighty percent of the respondents felt that excelling students should be rewarded to encourage positive competition.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study was on factors influencing principals’ instructional supervision practices in Makadara Sub-County, Nairobi County, Kenya. The researcher developed four research objectives to be answered by the study. They were; to establish whether the principals’ level of academic qualification influences their instructional supervision practices in public secondary schools in Makadara Sub-County, to examine whether principals’ administrative experience influences their instructional supervision in public schools in Makadara Sub-County, to determine whether teachers’ attitude influences principals’ instructional supervision in public schools in Makadara Sub –County, and to establish whether the size of the school influences principals’ instructional supervision practices in public secondary schools in Makadara Sub-County. Literature on instructional supervision was reviewed and consequently a theoretical and conceptual framework discussed. The study targeted all the 20 public secondary schools in the district. The study employed simple random sampling to select a sample size of 10 principals, 10 deputy principals and 150 heads of departments. The researcher used descriptive survey design, simple random sampling for schools and purposive sampling for the respondents. The main instrument was own
constructed questionnaires for the principals, deputy principals and heads of departments. The return rate was 100% for the principals and deputy principals and 87% for the heads of departments. The findings obtained are presented in forms of frequency tables. Data was processed using Statistical Packages for Social Science (SPSS) and analyzed using descriptive statistics such as means, percentages standard deviations supported by frequency Tables. The following were the findings of the study:

5.2 Summary of the Study Findings

The research had four research questions. The first question of the study sought to find out the extent to which academic qualification influenced principals’ instructional supervision practices in public secondary schools in Makadara Sub-County. The study established that academic qualification is vital in the supervision of instructions. This is because majority of respondents 70% of principals, 60% of deputy principals and 60% of the heads of departments strongly indicated that principals’ academic qualification affects supervision of instructions.

The second question sought to find out the extent to which administrative experience influenced principals’ instructional supervision practices in public secondary schools. The study revealed that administrative experience affects supervision of instruction in public secondary schools in Makadara Sub-County. These are represented by (80%) of the sampled principals, (70%) and (67%) of deputy principals and heads of departments respectively.
The third question sought to find out the extent to which teachers’ attitude influenced Principals instructional supervision practices in public secondary schools in Makadara Sub – County. The study established that principals played their administrative role as expected. Results indicated that 87.0% of heads of the departments confirmed that principals played their role as expected, for example, they strongly agreed that the principals supervised teachers’ work. However, it was also revealed that most principals were not involving teachers in formulating school rules as well as providing mentorship for new teachers to facilitate supportive induction.

The fourth research question sought to find out the extent to which the size of the school influences principals’ instructional supervision. It also sought information on the number of students in public secondary schools in Makadara Sub County; Nairobi County. The study established that the size of the school affect principals’ instructional supervision practices. The study also found that large class sizes affect principals’ instructional supervision practices in public secondary schools in Makadara Sub-County. This is because (80%) of the respondents strongly indicated that class sizes influence principals instructional supervision practices. As a result of large classes, the principals’ workload becomes heavy as they have to focus more time on school management issues.

On teachers’ perceptions about the suitability of the principals’ supervisory practices in enhancing KCSE performance in the District, the key determinants in returning good KCSE results included adequate staffing,
motivation of teachers and teamwork between the teachers, parents and the school. Additionally, allocating more time for revision, improved teaching facilities and guidance and counseling for students who are about to sit for the exam are also perceived to yield better results. Organizing academic trips, administering frequent tests and exams, encouraging team work between the parents, teachers and the school were cited as the key single most factor influencing good performance. Additional proposals included; rewards for teachers who excelled, ensuring adequate provision of books, having strict admission procedure, having proper management of discipline to reduce truancy and indiscipline and rewarding excelling students.

5.3 Conclusion of the Study

Considering the above findings, the study concludes that the administrative structures in the school such as the principals, deputy principals and heads of departments should be exposed to various instructional practices so as to be conversant with best practices of instructional supervision. The study also concludes that those principals and teachers in position of leadership should be of sound academic qualification. To foster principal’s and the teachers’ cooperation, the principals should see to it that teachers’ are involved in major decisions affecting the life of the learners. The study also concludes that large class sizes significantly affect principals’ instructional practices in that it leads to increased workload amongst the principals and the available staff. Principals cannot plan for instructional supervision practices since they spend more time on administrative issues at the expense of supervision instructions.
Regular monitoring of professional documents is the most critical area that principals should lay emphasis on. Professional documents include the schemes of work, lesson plans, lesson notes and class registers. These documents reflect the plan for syllabus coverage and the progress towards achieving full syllabus coverage. They also assist in monitoring the progress on syllabus coverage. Principals should be keen on discipline management. Additionally, the principals should address adequacy of learning and teaching resources, encourage and motivate the teachers.

5.4 Recommendations of the Study

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

i. The secondary school principals should be exposed to training on instructional supervision rather than assuming that their academic qualifications were sufficient in running their schools.

ii. Principals should sponsor teachers to attend educational workshops and seminars to gain new knowledge, upgrade themselves for arising opportunities and improvement of performance in KCSE.

iii. Principals should consult teachers when developing school rules and regulations for effective implementation.

iv. The ministry should further adhere to recommended number of students per class so as to reduce overcrowding and high pupil-teacher ratios.
v. The MOEST should also determine minimum levels of experience of teachers before appointment to leadership position.

5.5 Suggestions for Further Research

Based on the findings of this study, the researcher recommends that further studies be done in the following areas.

i. Principals’ instructional supervision practices in private secondary schools in Makadara sub-County.

ii. Further research could be done to investigate training needs in curriculum supervision of deputy heads and heads of departments.
REFERENCES


Uyanga, R.E. (2008). *The principal and education reform agenda of the Nigerian economic empowerment development strategy (NEEDS) and the millennium development goals (MDGs).* The principal and education reforms in Nigeria. A publication of the mandatory continuing professional training (MCT) programme of the All Nigerian Conference of Principals of Secondary Schools (ANCOPSS)


APPENDICES

APPENDIX 1

INTRODUCTORY LETTER

University of Nairobi,
Department of Educational Administration and Planning
Nairobi.

Dear Sir/Madam,

RE: PERMISSION FOR DATA COLLECTION

I am a Masters student in Educational Administration at the University of Nairobi. I am carrying out a research on Factors Influencing principals’ Instructional Supervision Practices in Secondary Schools in Makadara Sub-County. I am therefore seeking your permission and assistance to conduct the research.

This questionnaire is to collect data for purely academic purposes. All respondents will be treated with strict confidence.

Thank you in advance.

Yours faithfully,

Makokha
APPENDIX II

QUESTIONNAIRE FOR THE PRINCIPALS

You have been selected to participate in a study on the influence of the Principals' Instructional supervision on KCSE performance in Makadara Sub-County for Master’s degree project. You are requested to respond to each question thoughtfully and honestly. Your cooperation is highly appreciated. Please respond to all items by ticking (✓) appropriately. Do not write your name on the paper.

Section A: Background Information

1. What is your gender? Male [ ] Female [ ]
2. What is your age group? 25-35 [ ] 35-45 [ ] 45-55 [ ] 55 and above [ ]
3. What is your highest academic qualification? B. Ed [ ] SC/PGDE [ ] M. Ed [ ]
4. How many years have you served as a principal?
   Less than 5 years [ ] 5-10 years [ ] 11-15 years [ ] 15 and above [ ]
5. What is the size of your school?
   Single streamed [ ] Double streamed [ ] four streamed [ ] Over four streamed [ ]
Section B: Factors Influencing Principals’ Instructional Supervision Practices

6. Does your administrative experience influence your instructional supervision practices? Yes [ ] No [ ]

7. Please, indicate on a scale of 1-5 below the extent to which you think aspects of principals’ administrative experience influence implementation of supervision practices in public secondary schools.


<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals’ administrative experience ensures acquisition of knowledge and attitudes necessary for adequate performance of instructional supervision duties</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited teaching and administrative experience have a great deal to do with administrative deficiencies in less experienced principals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals’ job and teaching experience influence teachers’ perceptions towards principals supervision practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Can you please indicate the number of pupils in your school?

201 – 500 [ ] 501 – 1000 [ ] above 1000 [ ]
9. Please indicate on a scale of 1-5 below, whether class sizes affect Principals’ instructional supervision practices. (1) Strongly agree (2) Agree (3) Not sure (4) Disagree (5) Strongly Disagree.

10. How often do you check these professional documents from your teachers?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Once a week</th>
<th>Twice a term</th>
<th>Once a term</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheme of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson notes and Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record of Covered work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class register</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stores records and inventories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Account records</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How often do you engage in the following supervisory activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking new teachers to introduce themselves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce new teacher to other members of staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consulting new teachers before placement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. What problems do you encounter during instructional supervision?

------------------------------------------------------------------------

------------------------------------------------------------------------

------------------------------------------------------------------------

------------------------------------------------------------------------

13. What do you think should be done at your school to improve the KCSE performance?

------------------------------------------------------------------------

------------------------------------------------------------------------

------------------------------------------------------------------------

Thank you for your cooperation and participation.
APPENDIX III

QUESTIONNAIRE FOR THE DEPUTY PRINCIPALS

You have been selected to participate in a study on the influence of the Principals’ Instructional supervision on KCSE performance in Makadara Sub-County for Master’s degree project. You are requested to respond to each question thoughtfully and honestly. Your cooperation is highly appreciated. Please respond to all items by ticking (√) appropriately. Do not write your name on the paper.

Section A: Background Information

1. What is your gender Male [ ] Female [ ]

2. What is your age group? 25-35 [ ] 35-45 [ ] 45-55 [ ] 55 and above [ ]

3. What is your highest academic qualification? B. Ed [ ] SC/PGDE [ ] M. Ed [ ]

4. How many years have you served in your current post?

   Less than 5 years [ ] 5-10 years [ ] 11-15 years [ ] 15 and above [ ]
Section B: Factors Influencing Principals’ Instructional Supervision Practices

5. How often do you check these professional documents from your teachers?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Once a week</th>
<th>Twice a term</th>
<th>Once a term</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheme of work</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Lesson notes and Plan</td>
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<tr>
<td>Record of Covered work</td>
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<tr>
<td>Class register</td>
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<tr>
<td>Stores records and inventories</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Account records</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

6. How do you rate the extent to which principals’ administrative experience influence their instructional supervision practices? **To a very great extent**
(1) **To great extent** (2) **Moderate extent** (3) **Less extent** (4) **Not at all** (5)

7. In your own opinion, to what level of agreement do you agree that principals’ teaching experience influence their instructional supervision practices? 1) **Strongly agree** (SA) 2) **Agree** (A) 3) **Strongly disagree** (SA) 4) **Disagree** (D) 5) **Undecided** (UD)

8. Please, indicate on a scale of 1-5 below the extent to which you think aspects of principals' administrative experience influence implementation

9. Can you please indicate on a scale of 1-5 below, whether class sizes affect principals’ instructional supervision practices? **To a very great extent [ ]**
   **to great extent [ ]** **Moderate extent [ ]** **Less extent [ ]** **Not at all [ ]**

10. How often do you engage in the following supervisory activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking new teachers to introduce themselves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce new teacher to other members of staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consulting new teachers before placement</td>
<td></td>
<td></td>
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<tr>
<td>Placing teachers in a class they enjoy teaching</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Involving teachers in formulating school rules and regulations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. What problems do you encounter during instructional supervision?

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73
12. What do you think should be done at your school to improve the Instructional supervision

13. Comment on your principal’s supervisory skills on enhancing KCSE performance.

Thank you for your cooperation and participation.
APPENDIX IV
QUESTIONNAIRE FOR THE HEADS OF DEPARTMENTS

You have been selected to participate in a study on the influence of the Principals’ Instructional supervision on KCSE performance in Makadara Sub-County for Master’s degree project. You are requested to respond to each question thoughtfully and honestly. Your cooperation is highly appreciated. Please respond to all items by ticking (√) appropriately. Do not write your name on the paper.

Section A: Background Information

1. What is your gender Male? [ ] Female [ ]
2. What is your age group? 25-35 [ ] 35-45 [ ] 45-55 [ ] 55 and above [ ]
3. What is your highest academic qualification? B. Ed [ ] SC/PGDE [ ] M. Ed [ ]
4. How many years have you served in your current post? Less than 5 years [ ] 5-10 years [ ] 11-15 years [ ] 15 and above [ ]

Section B: Factors Influencing Principals’ Instructional Supervision Practices

5. How often do you check these professional documents from your teachers?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Once a</th>
<th>Twice</th>
<th>Once</th>
<th>Never</th>
</tr>
</thead>
</table>
6. How do you rate the extent to which principals’ administrative experience influence their instructional supervision practices? *To a very great extent*  
(1) To great extent (2) Moderate extent (3) Less extent (4) Not at all (5)

7. In your own opinion, to what level of agreement do you agree that principals’ teaching experience influence their instructional supervision practices? 1) Strongly agree (SA) 2) Agree (A) 3) Strongly disagree (SA) 4) Disagree (D) 5) Undecided (UD)


9. Can you please indicate on a scale of 1-5 below, whether class sizes affect principals’ instructional supervision practices? *To a very great extent* [ ]

*to great extent* [ ] Moderate extent [ ] Less extent [ ] Not at all [ ]
10. How often do you engage in the following supervisory activities?

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11. What problems do you encounter during instructional supervision?

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12. What do you think should be done at your school to improve the Instructional supervision

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13. Comment on your principal’s supervisory skills on enhancing KCSE performance.

Thank you for your cooperation and participation.
APPENDIX V

RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 224349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote Ref: No.

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Date: 16th June, 2015

NACOSTI/P/15/3234/6117

Violet Nekesa Makokha
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Factors influencing principals instructional supervision practices in public secondary schools in Makadara Sub County Nairobi County.” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 18th August, 2015.

You are advised to report the County Commissioner and the County Director of Education, Nairobi County 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.

SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
APPENDIX VI

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. VIOLET NEKESA MAKOKHA
of UNIVERSITY OF NAIROBI, 25903-504
Nairobi, has been permitted to conduct
research in Nairobi County

on the topic: FACTORS INFLUENCING
PRINCIPALS INSTRUCTIONAL
SUPERVISION PRACTICES IN PUBLIC
SECONDARY SCHOOLS IN MAKADARA
SUB COUNTY NAIROBI COUNTY

for the period ending:
18th August, 2015

Applicant’s Signature

Permit No: NACOSTIP/15/3234/6117
Date Of Issue: 16th June, 2015
Fee Received: Ksh 1,000

Director General
National Commission for Science,
Technology & Innovation

Republic of Kenya
National Commission for Science,
Technology & Innovation
RESEARCH CLEARANCE
PERMIT

Serial No. A 5392

CONDITIONS are back page

80